

## Introduction to the Volume

The aim of the Postgraduate Conference in Linguistics and Language Teaching is the academic exchange of postgraduate students' research. As every year the conference includes diverse topics in linguistics and language teaching. However, only a selected number of papers are included in the conference proceedings. Volume 8 brings a selection of four articles: *Adjective Stacking and Classification in Northern Sotho: A Southern Bantu Language of South Africa* by Paul Flanagan; *Effects of task repetition on written language production in Task Based Language Teaching*, by Bimali Indrarathne; *Investigating the listening construct underlying listening-to-summarize tasks* by Anchana Rukthong, and *Second language writing development from a Dynamic Systems Theory perspective* by Attila M. Wind. The authors provide interesting and innovative perspectives to doing research in linguistics, and in this volume, three are focused on language teaching and assessment.

Paul Flanagan presents an innovative article in the context of South African language in Sotho. The value of this article lies on the methodology used. Paul skilfully combines field work methods with a corpus approach, which, as he suggests, has been controversial in grammatical study. In his study, he then shows how these methods can be combined to produce a more complete analysis of adjectives. The background of South African languages is shown to be a rich context to analyse and explore language features as he does. This article is part of his doctoral research, and those interested in the area will want to read his thesis.

In the field of language teaching, Bimali Indrarathne centres her research on task repetition for writing production. In her article she provides a useful introductory discussion of literature which takes the reader by the hand to understand how task repetition impacts language learning. She particularly devotes attention to whether task repetition increases fluency, accuracy and complexity by doing a case study. The article provides evidence of the

appropriate choice of methodology, research instruments and the analysis carried out. The careful research procedure shows how task repetition can work not only to increase written performance, but also to transfer knowledge of discourse features. Bimali's article points to some pedagogical implications which benefit the language classroom.

Anchana Rukthong's article moves to the area of language assessment. Her study focuses on the listening construct underlying listening-to-summarise academic lectures. In her literature review, Anchana describes the cognitive processes when performing listening tasks in an academic context in line with the factors that contribute to effective listening. Her pilot study reports a successful attempt that challenges the way language has been assessed. The methodology used were four tests (two oral tasks and two written tasks) which were applied to Thai students living in the UK and belonging to an academic community. Her study sheds light on the process of performing and test measuring; the evolution of her PhD research will certainly provide a richer understanding of assessment.

Attila Wind concludes this volume with his research on writing development. He centres his study on the lexical and syntactic development of English as a Foreign Language (EFL) learners. He explains the connection of L2 writing development and Dynamic System Theory which allows a clear transition to understand his results. The value of his study is the methodology used, a longitudinal case study over a four-month period. Attila uses a mixed methods design including qualitative and quantitative instruments. The two main features he analyses are the development of lexical and syntactic complexity. This article is a pilot study of Attila's doctoral research which aims to shed light in the process of L2 writing development.

In this introduction, in the name of the editorial committee, I would also like to thank to the manuscript reviewers who kindly donated their expertise and time to reading the papers.

Bárbara-Pamela Olmos-López  
Lancaster University