CONTENTS

Editorial  
Anita Jetnikoff  

National Perspectives  

Reading as an Imaginative Act  
Amanda McGraw and Mary Mason  

Digital Fiction: 'Unruly Object’ or Literary Artefact?  
Cherie Allan  

'Big fans’, 'Experts’, and those ‘In need of a challenge’:  
Teacher attitudes to ‘manga and anime kids’ in the Secondary English classroom.  
Kelly Cheung and Kerry-Ann O’Sullivan  

The Writing Mind: A play  
Sara Shaw  

Footy, Gangs and Love: Using Auto-ethnography to Problematise Practice on a Practicum  
Roz Bellamy  

Poem – ‘Grief’  
Rory Harris  

English Syllabus interpretation:  
The relationship between literary theories and teacher beliefs  
jill Ireland, Kerry-Ann O’Sullivan and Susan Duchesne  

The Ambivalent Legacy of Dartmouth Five Decades on:  
What, Now, Should We Teach the English Teachers?  
Jo Jones  

Exposing the Dynamic Nature and Potential Role of Student Attribution Processes on English for Academic Purposes Achievement in Higher Education  
Heejin Chang, Angela Windsor and Lindsay Helwig  

Reading & Viewing  
Deb McPherson