

nature of this form of self-instruction was perceived by many informants to be advantageous, enabling them to persevere with learning. On the other hand, the same limitations on users' control over learning can cause problems, potentially leading to non-completion of courses. However, informants reported having used various strategies to overcome such limitations. These results suggest that learners using SIB materials are not necessarily as passive as might be expected. Implications are drawn for the future production of SIB materials and the provision of support mechanisms, and directions are proposed for future research.

00-308 Weyers, Joseph R. (Coll. of Charleston, USA; *Email: weyersj@cofc.edu*). The effect of authentic video on communicative competence. *The Modern Language Journal* (Malden, MA, USA), **83**, 3 (1999), 339-49.

Given that exposure to video programming has been shown to increase students' listening comprehension, the experiment reported here set out to study the subsequent effects of that increase on communicative competence in order to assess the impact of exposure to authentic video on the language acquisition process. Following their contact with an authentic Spanish-language *telenovela* (soap opera), student viewers demonstrated a statistically significant increase over their counterparts in a control group not only in listening comprehension but also in the number of words they used in discourse and in two component parts of communicative competence, specifically, their confidence in generating output and the scope and breadth of their discourse. The study is taken to show that authentic television programming is a valuable tool which provides high levels of input and results in improvements in students' output.

00-309 Yeung, Lorrita and Hyland, Fiona (Lingnan Coll., Hong Kong). Bridging the gap: utilising self-access learning as a course component. *RELC Journal* (Singapore), **30**, 1 (1999), 158-74.

The use of self-access centres by independent learners is only one of the ways that such important institutional learning resources may be used. The self-access centre can also be exploited by class teachers and course coordinators to supplement teaching and reinforce course objectives at the individual level. This may help to bridge the gap between independent language learning and total teacher control and may be particularly valuable for students whose past experience has led them to expect a great deal of teacher direction. This article describes how self-access learning was integrated as part of a classroom-taught course in Business English, and evaluates the effectiveness of this approach. The authors draw on the lessons learnt from these experiences to consider the implications for improving the effectiveness of other integrated self-access learning projects.

Language learning

00-310 Abrahamsson, Niclas (Stockholm U., Sweden; *Email: Niclas.Abrahamsson@biling.su.se*). Vowel epenthesis of /sC(C)/ onsets in Spanish/Swedish interphonology: a longitudinal case study. *Language Learning* (Malden, MA, USA), **49**, 3 (1999), 473-508.

There are two main strategies which both first (L1) and second language (L2) learners use for consonant cluster simplification—consonant deletion and vowel epenthesis, both frequently used for both initial and final clusters. Where initial clusters are concerned, epenthesis can be further divided into anaptyxis, i.e., when the cluster is split up by a vowel (CC → CVC), and prothesis, i.e., when a vowel is inserted before the cluster (CC → VCC). This article investigates the variational prothetic pronunciation of initial /sC(C)/ clusters by Spanish L2 learners. Previous studies have shown that vowel epenthesis of initial /sC(C)/ clusters in the L2 production of LI Spanish speakers is conditioned by several variable constraints, e.g., preceding environment, onset length, and sonority relations among onset members. This case study was designed to investigate whether the patterns obtained from elicited speech also hold for conversational data. A longitudinal corpus of spontaneous/natural speech from one adult LI Spanish learner of L2 Swedish was used. The study confirmed most of the results from previous research, e.g., that the frequency of epenthesis varies with preceding phonetic environment. However, it also suggested that a *lowering* effect of preceding vowels must be present, not just the *enhancing* effect of preceding consonants suggested by Carlisle (1997).

00-311 Bardovi-Harlig, Kathleen (Indiana U., USA; *Email: bardovi@indiana.edu*). From morpheme studies to temporal semantics: tense-aspect research in SLA. *Studies in Second Language Acquisition* (New York, USA), **21**, 3, 341-82.

This article surveys the development of second language acquisition (SLA) research in the area of tense and aspect. Research in the area has grown from the incidental investigation of tense-aspect morphology as part of the morpheme-order studies to investigations of the construction of interlanguage temporal semantics. Going beyond verbal morphology, many studies investigate a full range of temporal expression, including the use of pragmatic and lexical means. Much recent research also draws on theories of inherent, or lexical, aspect. An emphasis on the relation of form and meaning characterises both the form-oriented approach and the semantic-oriented approach, the competing research paradigms which currently guide our work. The increase in scholarly activity in this domain of second language acquisition, as reflected not only in the number of studies undertaken but in the number of target languages investigated, bodes well for the understanding of temporality in second language.

00-312 Bourdet, Jean-François (Université du Maine, France). Fiction, identité, apprentissage. [Fiction, identity, learning.] *Etudes de Linguistique Appliquée* (Paris, France), **115** (1999), 265–73.

This article discusses the connections which can be established between fictional texts and the learner's identity. Discovering linguistic and discursive structures which differ from those which are familiar in their mother tongue reveals to learners that the ways in which language segments and represents reality, far from being 'natural', may vary according to the particular language being used. This realisation can have repercussions both on the individual's concept of self and on their way of apprehending reality. This is why it is interesting to use materials which clearly illustrate how different linguistic forms are related to particular kinds of world-view: the learner has to make sense of such texts without having the possibility of recourse to a given, situated reality; and this very particular kind of reading is both valuable and meaningful as a metaphor of the ongoing language learning process, which also often involves selecting one of a number of hypothetical interpretations of an expression or text.

00-313 Bremner, Stephen (Pennsylvania State U., USA). Language learning strategies and language proficiency: investigating the relationship in Hong Kong. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 4 (1999), 490–514.

This article reports on a survey of the language learning strategies used by a group of Hong Kong learners. The aims of the study were to investigate levels of strategy use among the group, and to examine levels of association between strategy use and language proficiency. The SILL questionnaire (Strategies Inventory of Language Learning) by Oxford (1990) was used. SILL consists of six categories of strategies: memory, cognitive, compensation, metacognitive, affective, and social. The results showed that compensation and metacognitive strategies were the most used, while affective and memory strategies were the least used. Previous examinations of the nature of the relationship between strategy use and proficiency, and ways of measuring this are discussed. In this study, it was found that there was significant variation in proficiency in relation to 11 out of a possible 50 strategies. Of these, nine were in the cognitive category, one in the compensation category, and one in the social category. The article concludes by questioning the appropriateness of using the SILL and proficiency measure in tandem as a way of establishing a clear relationship between strategy use and proficiency, and suggests directions that might be pursued in language learning strategy research.

00-314 Carroll, Susanne E. (U. of Potsdam, Germany; *Email*: carroll@rz.uni-potsdam.de). Putting 'input' in its proper place. *Second Language Research* (London, UK), **15**, 3 (1999), 337–88.

Every theory of second language acquisition (SLA) hypothesises that learners come to know the properties

of a language by being exposed to instances of it in meaningful conversation. Within SLA, the standard analysis of the 'input question' appears to be that input equals objective properties of the stimulus array less the effects of selective attention (the intake). This paper offers a critique of the standard analysis, and claims that it is not interpretable in the absence of a theory of mental representation, theories of speech perception and language parsing, and a theory of language learning. The author seeks to show that it cannot account for aspects of signal detection, phonetic or phonological learning. The standard treatment is essentially pre-theoretical. The paper defines an alternative position which distinguishes input to speech processing and input to language-learning mechanisms, drawing on the Autonomous Induction Theory—a novel theory of learning which is compatible with a modular view of processing and a view of linguistic cognition based on Universal Grammar.

00-315 Chamot, Anna Uhl (George Washington U., USA; *Email*: auchamot@gwu.edu) and **El-Dinary, Pamela Beard**. Children's learning strategies in language immersion classrooms. *The Modern Language Journal* (Malden, MA, USA), **83**, 3 (1999), 319–38.

This article reports on an investigation of learning strategy applications in elementary French, Japanese, and Spanish immersion classrooms. The focus of the article is on identifying strategies that more and less effective learners use for classroom reading and writing tasks in the target language. Think-aloud data from 3rd-grade and 4th-grade students were quantified and compared through matched-pairs tests. Although there were no differences in total strategies used by high-rated and low-rated students, there were some differences in the types of strategies students relied on when reading. Low students used a greater proportion of phonetic decoding than did high students; high students used a greater proportion of background-knowledge strategies (including inferences, predictions, and elaborations) than did low students. Potential differences in the quality and flexibility of students' strategy use are explored.

00-316 Cheng, Yuh-show (National Taiwan Normal U., Taiwan, China; *Email*: t22035@cc.ntnu.edu.tw), **Horwitz, Elaine K.** and **Schallert, Diane L.** Language anxiety: differentiating writing and speaking components. *Language Learning* (Malden, MA, USA), **49**, 3 (1999), 417–46.

The study reported here investigated the links between second language classroom anxiety and second language (L2) writing anxiety as well as their associations with L2 speaking and writing achievement. The results indicate that L2 classroom anxiety, operationalised by Horwitz, Horwitz and Cope's Foreign Language Classroom Anxiety Scale, and L2 writing anxiety, measured by a modified L2 version of Daly and Miller's

Writing Apprehension Test, are two related but independent constructs. The findings suggest that L2 classroom anxiety is a more general type of anxiety about learning a second language with a strong speaking anxiety element, whereas L2 writing anxiety is a language-skill-specific anxiety. Nevertheless, low self-confidence seems to be an important component of both anxiety constructs.

00-317 Chung, Jing-mei (Ming-Hsin Inst. of Technology, Taiwan). The effects of using video texts supported with advance organizers and captions on Chinese college students' listening comprehension: an empirical study. *Foreign Language Annals* (New York, USA), **32**, 3 (1999), 295-308.

Listening plays a significant role in the language acquisition process and in communication, and its development as a key second/foreign language skill has gradually become of chief concern to language teachers and scholars. Applying high technology to furthering language learning is becoming commonplace. Most language teachers acknowledge that videos expose students to authentic materials and aid the identification of words and the clarification of unfamiliar cultural concepts. The study reported here compares listening comprehension rates for video texts using a variety of techniques: advance organisers; captions; a combination of both; and none of the foregoing. Participants were 170 students at the author's institution: they viewed four different video segments each attended with one of the four above-listed treatments, and a Latin square design was used to collect data. After each viewing, a set of ten multiple-choice items was administered to examine comprehension rates. The results showed that more effective comprehension occurred when using the combination of techniques than when using any one singly. Furthermore, they revealed that captions on videos best helped bridge the competence gap between reading and listening and enhanced language learning. The implications of the results for the use of video for listening comprehension are discussed.

00-318 Cicurel, Francine (Université de Paris 3, SYLED, France). Littérature, fiction, apprentissage: le mode fictionnel du discours. [Literature, fiction, learning: the discursive mode of fiction.] *Etudes de Linguistique Appliquée* (Paris, France), **115** (1999), 291-304.

In the language classroom, learners have to pretend to be participating in situations in which they are not really present: imagining, telling a story, role-playing, and simulating are all discourse activities whose effect is to free speakers from the obligation to tell the truth. This article argues that there are a surprising number of similarities between fictional discourse in the language classroom and literary fiction, between the hesitant, stumbling speech of language learners and literary composition. The specific forms and conventions of this fictional

classroom discourse are analysed in terms of speech-act theory and of the two frames of experience (the classroom and the fictional or target situation) which speakers are learning to handle. At the same time, this fictional discourse has to be distinguished from other forms of classroom discourse: metalinguistic, prescriptive and personal. The imaginative, ludic nature of fictional discourse and the necessity to distinguish between the various forms of discourse present in the classroom, mean that learners are favourably predisposed to literary fiction in the target language. Examples are drawn from a wide range of classroom situations.

00-319 De Carlo, Maddalena (Istituto Montessori, Rome, Italy). Narration littéraire, dimension interculturelle et identification. [Literary narrative, interculturality and the construction of identity.] *Etudes de Linguistique Appliquée* (Paris, France), **115** (1999), 305-16.

This article starts from the premise that, for some time now, there has been general agreement amongst specialists in a number of different fields, such as anthropology, psychology and linguistics, as to the importance of narrative, which is seen variously as a fundamental form of human cognition, as a site for the construction of individual identity, and as an essential type of dialogical discourse. Literary narrative, in particular, as opposed to scientific or logical argument, for example, has the capacity to reconcile seemingly contradictory aspects of experience: the particular and the universal, near and far, strange and familiar, expressible and ineffable. This richness of subject-matter and the multiplicity of possible levels of interpretation are seen as allowing the reader to identify with others and to identify others with him- or herself. The decentring of the subject made possible in and through literary narrative means that individuals can achieve higher levels of self-knowledge and a better understanding of others and otherness.

00-320 Dewaele, Jean-Marc and Furnham, Adrian (U. of London, UK; *Email*: j.dewaele@french.bbk.ac.uk). Extraversion: the unloved variable in applied linguistic research. *Language Learning* (Malden, MA, USA), **49**, 3 (1999), 509-44.

The relatively small number of linguistic studies in which extraversion is focused on as an independent variable suggests that applied linguists believe it unrelated to speech production or language learning. The authors of this article argue that this suspicion is based on a misunderstanding originating in the 1970s. Reappraisal of the literature suggests that extraversion may not be a predictor of success in second language learning but does affect both first and second language speech production. An analysis of the psychological literature on extraversion allows the authors to formulate a number of hypotheses about the causes of linguistic variation in the speech of introverts and extraverts.

00-321 Eleftheriadou, Martha and Badger, Richard (U. of Stirling, Scotland, UK). Some aspects of repair in native and non-native speaker conversations in English. *ITL Review of Applied Linguistics* (Leuven, Belgium), **125-126** (1999), 253-75.

The ability to carry out repairs is a key skill in spoken discourse for non-native speakers of English and has been widely studied. However, Van Hest *et al.* (1997) have suggested that investigations into repair in second language need to be more theoretically driven and less concerned with individual differences. Drawing on information from a pilot study of 23 conversations lasting 185 minutes between six native and six non-native speakers, this paper argues that there is no conflict between a concern with individual differences and theory building. What is needed is a contextualised theory which is grounded in particular situations and individual differences. The paper identifies three possible areas of difficulty that may arise if a theory is not contextualised. Firstly, the paper argues that theory driven research encourages methods of data collection characterised as experimental and suggests they need to be supplemented by more naturalistic methods. Secondly, the paper criticises the view that there are general preferences as to who initiates and who completes repairs and argues that a contextualised theory of repair would capture initiation/completion patterns more adequately. Finally, the paper argues for a re-examination of the distinction between native and non-native speakers. This is supported by the finding in the pilot study that there was little variation between native and non-native speakers in terms of these analyses.

00-322 Goh, Christine (National U. of Singapore). How much do learners know about the factors that influence their listening comprehension? *Hong Kong Journal of Applied Linguistics* (Hong Kong), **4**, 1 (1999), 17-41.

This article discusses factors which influence learner listening comprehension, and examines the extent of awareness of these factors among a group of Chinese learners of English as a second language. Data were collected through small-group interviews and learner diaries. The 20 factors identified were categorised under five characteristics: text, listener, speaker, task, and environment. Many of the factors identified were related to text and listener characteristics. Five factors were reported by more than two-thirds of the 40 language learners who participated in the study. The factors in order of frequency of mention were: vocabulary, prior knowledge, speech rate, type of input and speaker's accent. To find out whether the degree of awareness about factors influencing comprehension was in any way linked to listening ability, two groups of learners were compared. A majority of the high-ability listeners reported twelve factors, whereas the low-ability group reported only four. While the high-ability listeners were aware of the effects of text characteristics, they also saw listening as an interactive process in which

both the listener and the speaker shared a responsibility for meaning construction. The low-ability listeners' view of listening comprehension, on the other hand, appeared to be predominantly text-oriented.

00-323 Han, ZhaoHong (Teachers Coll., Columbia U., USA) and **Selinker, Larry**. Error resistance: towards an empirical pedagogy. *Language Teaching Research* (London, UK), **3**, 3 (1999), 248-75.

A serious empirical pedagogy would have interlanguage analysis central to pedagogical decision-making. This article looks at error resistance in the light of interlanguage theory, specifically the Multiple Effects Principle (MEP; Selinker & Lakshmanan, 1992), which predicts that, when language transfer works in tandem with one or more second language acquisition (SLA) processes, there is a greater tendency for interlanguage structures to stabilise, leading to possible fossilisation in spite of repeated pedagogical intervention. An important pedagogical corollary attached to the MEP is also described. The article focuses on one particular instance of a persistent interlanguage structure which emerges from a longitudinal case study of Thai-Norwegian interlanguage, an interlanguage which, to the authors' knowledge, has not been discussed in the literature before. Such a study is important in that most SLA results relate to English as source or target language, and the resulting conclusions are thus highly limited in both theoretical and practical terms. Findings are presented here from several different empirical perspectives including the participant's introspective account as 'secondary data', which serve to confirm the pedagogical usefulness of the MEP insofar as two processes dominated by first language typological influence can be seen to underlie the persistence and resistance of the structure in question, with 'transfer-of-training' conspiring with language transfer to stabilise the structure. Thus evidence from the study suggests that, in terms of implications for teaching, an MEP-inspired analysis of multiple factors could be significant in the elaboration of pedagogical strategies which may prevent or delay fossilisation in cases where explicit negative evidence by the teacher seems to have had no effect.

00-324 Hirai, Akiyo (U. of Tsukuba, Japan; *Email*: DZN00705@nifty.ne.jp). The relationship between listening and reading rates of Japanese EFL learners. *The Modern Language Journal* (Malden, MA, USA), **83**, 3 (1999), 367-84.

It has been claimed that the first language (L1) optimal listening rate (LR) is comparable to the reading rate (RR) of college students if the material is relatively easy (e.g., Hausfeld, 1981). However, it is questionable whether these two rates are comparable for second language (L2) learners who have not had the same amount of exposure to spoken English as L1 learners. The study reported here seeks to find the answers to this question by establishing and examining the relationship between the LR and RR of 56 Japanese college students of

English at different proficiency levels. Experimental results showed that optimal LRs and RRs are also similar among English as a Foreign Language (EFL) learners. However, a majority of the less proficient learners in the study encountered considerable difficulty in listening comprehension. Consequently, it was difficult to estimate their optimal LRs. Pedagogical implications for English teaching and learning are discussed.

00-325 Izumi, Shinichi, Bigelow, Martha, Fujiwara, Miho and Fearnow, Sarah (Georgetown U., USA; *Emails:* izumis@gusun.georgetown.edu / bigelowm@gusun.georgetown.edu). Testing the output hypothesis: effects of output on noticing and second language acquisition. *Studies in Second Language Acquisition* (New York, USA), **21**, 3, 421–52.

This study addresses one of the functions of output proposed by Swain (1993, 1995, 1998). In particular, the activity of producing the target language may, under certain circumstances, prompt second language (L2) learners to recognise some of their linguistic problems and bring to their attention something they need to discover about their L2. Two research questions were posed: (a) whether output promotes noticing of linguistic form; and (b) whether output results in improved performance on the target form. Participants came from two college-level academic writing classes in a community college English as Second Language department. In treatment phase 1, participants reconstructed a short passage after being exposed to it, followed by a second exposure to the same input material and a second reconstruction opportunity. In phase 2, they wrote on given topics, followed by the presentation of a model written by a native speaker. They wrote a second time on the same topic. To test the noticing function of output, participants underlined parts of the sentences they thought were 'particularly necessary' for subsequent (re)production. The control group was exposed to the same input materials but was not required to produce any output. Although phase 1 tasks resulted in noticing and immediate incorporation of the target form, the post-test performance failed to reveal their effects. In contrast, phase 2 tasks resulted in improvement on post-test 2. The results are discussed in terms of the efficacy of output in promoting noticing and learning and the conditions that may be required for output to be useful for second language acquisition.

00-326 Jessner, Ulrike (U. of Innsbruck, Austria). Metalinguistic awareness in multilinguals: cognitive aspects of third language learning. *Language Awareness* (Clevedon, UK), **8**, 3/4 (1999), 201–9.

The development of competence in two or more languages can result in higher levels of metalinguistic awareness. These facilitate the acquisition of language by exploiting the cognitive mechanisms underlying these processes of transfer and enhancement. In this paper, the role of metalinguistic awareness in multilinguals is discussed within the framework of a systems-

theoretic approach to multilingual proficiency as taken in the *Dynamic Model of Multilingualism*. Selective data from trilingual adults (bilingual Italian/German learners of English) on their use of certain problem-solving behaviour in think-aloud protocols during the process of academic writing are shown to provide evidence of certain processes taking place while performing in a third language. At the same time, this study of metalinguistic thinking is used to point to applied perspectives of research on third language acquisition, going beyond second language research. It is argued that prior language knowledge should be reactivated in the language classroom and that consequently multilingual education should also focus on the similarities between languages in order to increase metalinguistic awareness in both teachers and students.

00-327 Kupferberg, Irit (Levinsky Coll. of Ed., Israel). The cognitive turn of contrastive analysis: empirical evidence. *Language Awareness* (Clevedon, UK), **8**, 3/4 (1999), 210–22.

Recent second language (L2) studies foreground the centrality of attention and noticing in L2 acquisition: L2 learners often notice input which is frequent, functional and perceptually salient, and these three input features may be induced by instruction. One possible source of salience is contrast-dependent teacher-induced salience which is defined via contrastive analysis. In an experiment conducted with 137 intermediate L2 learners, Kupferberg and Olshtain (1996) showed that contrastive metalinguistic input (CMI) facilitated the acquisition of difficult target structures. The present study partially replicates this experiment to test the effect of CMI on the acquisition of grammatical aspect in English by 57 English teachers and student teachers, advanced L2 learners, who were able to recognise the structure, but avoided production. The results of the two experiments are interpreted within a cognitive framework of L2 acquisition as an indication that the provision of CMI may enhance the production levels of difficult target structures.

00-328 Mori, Yoshiko (Georgetown U., Washington, USA; *Email:* moriy@gusun.georgetown.edu). Epistemological beliefs and language learning beliefs: what do language learners believe about their learning? *Language Learning* (Malden, MA, USA), **49**, 3 (1999), 377–415.

The study reported here (a) examines the structure of language learners' beliefs about learning in general and beliefs specifically about language learning, and (b) explores the relationship between the two belief domains. A belief questionnaire was administered to 187 college students learning Japanese as a foreign language. Factor analyses identified five dimensions of general epistemological beliefs comparable to those reported by Schommer (1990, 1994), and six dimensions of language learning beliefs. Although there were some significant correlations between these belief factors, students' beliefs

about learning in general and language learning in particular are here largely characterised as consisting of multiple independent dimensions.

00-329 Onwuegbuzie, Anthony J., Bailey, Phillip (U. of Central Arkansas, USA; *Email*: PHILLIPB@MAIL.UCA.EDU) and **Daley, Christine E.** Factors associated with foreign language anxiety. *Applied Psycholinguistics* (Cambridge, UK), **20**, 2 (1999), 217–39.

Foreign language (FL) anxiety is a complex phenomenon that has been found to be a predictor of foreign language achievement. The study reported here of 210 university students examined factors that predict FL anxiety. A set-wise multiple regression analysis revealed that seven variables—i.e., age, academic achievement, prior history of visiting foreign countries, prior high school experience with FLs, expected overall average for current language course, perceived scholastic competence, and perceived self-worth—contributed significantly to the prediction of FL anxiety. An analysis of variance, which included trend analysis, revealed that freshmen and sophomores reported the lowest levels of FL anxiety, and that anxiety levels increased linearly as a function of year of study. The educational implications of these findings for understanding FL anxiety and for increasing FL learning are discussed, as are suggestions for future research.

00-330 Pienemann, Manfred (U. of Paderborn, Germany; *Email*: mp@falstaff.uni-paderborn.de) and **Hakansson, Gisela**. A unified approach toward the development of Swedish as L2: a processability account. *Studies in Second Language Acquisition* (New York, USA), **21**, 3, 383–420.

This paper has two main objectives: (a) to put the vast body of research on Swedish as a second language (SSL) into one coherent framework; and (b) to test the predictions deriving from processability theory (Pienemann, 1998) for Swedish against this empirical database. The authors survey the 14 most prominent research projects on SSL covering wide areas of syntax and morphology in longitudinal and cross-sectional studies. This survey is the first to be carried out for Swedish, and it brings the body of two decades of research into one unified framework. The authors proceed in the following steps: first, a brief summary of processability theory is given; then, the theory is used to generate a unifying framework for the development of the specific second language (L2) grammatical system (Swedish); finally, the new framework is tested in the above-mentioned empirical studies.

00-331 Profir, Daniel and Loubier, Vanessa. Entre miroirs parallèles. La traduction: entreprise d'importation-exportation de la littérature. [Between parallel mirrors. Translation: an import-export agency for literature.] *Etudes de Linguistique Appliquée* (Paris, France), **115** (1999), 349–56.

The first author, a Romanian actor and translator, describes his personal experiences as a learner of French

and English in both Romania and France, and in particular his development as a student of French literature. He analyses his progress at both the linguistic and socio-cultural levels from being a reader dependent on translations to being able to read works in the original, and relates it to changes in his personal and social identity. Comparisons are drawn between the Romanian secondary and university systems of education, between mother-tongue teaching and second language teaching, and between the nature, status and construction of a literary canon at home and abroad. A major problem encountered by the first author was the misfit between the language and tone of literature classes and institutional expectations concerning written answers in examinations: there exist in France genres, forms of argumentation and discourse structures which are never explicitly taught or even mentioned but mastery of which is essential to academic success. The writer's personal solution was to change from a degree course in English to one in French as a foreign language, since there he found a methodology and a metalanguage which took his problems into account.

00-332 Purdie, N. (Queensland U. of Technology, Australia) and **Oliver, R.** (Edith Cowan U., Australia; *Email*: rboliver@earwig.cowan.edu.au). Language learning strategies used by bilingual school-aged children. *System* (Oxford, UK), **27**, 3 (1999), 375–88.

This paper reports a study examining the language learning strategies employed by 58 bilingual primary school-aged children. The study also investigates whether the type of language learning strategies used by these young language learners are moderated by whether or not they were born in Australia, the cultural group to which they belong, whether or not they had received English as Second Language (ESL) help, and the number of years they have lived in Australia. The predictive power of the students' language efficacy beliefs and their attitudes to English is also examined in relation to their use of language learning strategies. The results show a lack of significant difference in strategy use between groups of students according to place of birth, cultural group, and whether they had or had not received ESL help—though this may have been the result of the broad classification scheme used. The one significant difference that was found (between longer and shorter term residents of Australia) supports this interpretation. The study was exploratory in nature and authors recognise that the small sample size dictates caution in interpreting the results. They suggest, however, that, in spite of the limitations, their findings provide pointers to several fruitful directions for future research.

00-333 Rampton, Ben (Thames Valley U., London, UK). Dichotomies, difference, and ritual in second language learning and teaching. *Applied Linguistics* (Oxford, UK), **20**, 3 (1999), 316–40.

This article questions the distinction between 'natural' and 'instructed' language learning. It first of all introduces

two extracts in which adolescents use Panjabi as a second language in peer group recreation, and then shows how these contradict orthodox images of natural acquisition and classroom learning. But rather than simply dismissing the dichotomy as empirical fantasy, its important role as an ideology of language is recognised, and there is an attempt to recast it, drawing on Bernstein 1996. This is followed by a discussion of ritual as a valuable analytic concept, and it is then proposed that it may be more productive to distinguish between learning in situations in which language is bound up with an active sense of potentially problematic social, cultural or ethnic otherness, and situations where the acquisition of additional languages is treated as a relatively taken-for-granted, within-group matter-of-course. Towards the end, the article addresses some of the immediate educational ramifications of this reformulation, and concludes with some comments on ways in which these ideas might be further explored.

00-334 Roebuck, Regina F. (U. of Louisville, USA; *Email*: rroeb01@athena.louisville.edu), **Martínez-Arbelaiz, María A. and Pérez-Silva, Jorge I.** Null subjects, filled CPs and L2 acquisition. *Second Language Research* (London, UK), **15**, 3 (1999), 251–82.

The status of syntactic null subjects in developing first and second language grammars has been the focus of a number of studies in acquisition. The study reported here investigates the acquisition of a non-null-subject language (English) by speakers of two different null-subject languages (Spanish and Chinese) in the light of recent research in theoretical syntax which shows that different syntactic mechanisms are at work in the expression of null subjects in these two languages. While null subjects in Spanish are manifestations of *pro*, in Chinese they may be *pro* or a null topic, the latter licensed by a topic chain. Topic chains have been shown to license null topics in other languages but cannot do so across a lexically filled CP. The present authors propose that this difference in licensing mechanism ought to affect the acquisition of English by Chinese and Spanish speakers. Data from an elicited imitation task show that Chinese speakers significantly outperform Spanish speakers in disallowing null subjects in English. This can be attributed to the Chinese speakers' reaction to the presence of lexically filled CPs in English, which prevents them from licensing null subjects via topic chains. Spanish speakers, on the other hand, because they license null subjects via Agr (Agreement), are unaffected by lexically filled CPs in English and continue to allow null subjects. Interestingly, however, Spanish speakers at higher levels of proficiency reject null subjects in certain contexts, suggesting that reanalysis of this feature of English can and may occur.

00-335 Saito, Hidetoshi (Rikkyo U., Tokyo, Japan; *Email*: saito11@rb3.so-net.ne.jp). Dependence and interaction in frequency data analysis in SLA research. *Studies in Second Language Acquisition* (New York, USA), **21**, 3, 453–75.

The type of data discussed in this paper is *frequency data*, also called nominal data, categorical data, qualitative data and tabular data. In second language acquisition (SLA) research, dependence in frequency data is a prevalent problem. Researchers usually regard the data as being independent and subject them to statistical analyses. Another problem in frequency data analysis in SLA research is the exclusion of interaction terms. This is the case because of the use of chi-square analysis or the unpopularity of multifactorial frequency data analyses. This study investigates the violation of the 'independent observation' assumption as well as the effect of including interaction terms in frequency data analysis. Reanalysing a couple of published data sets, the paper argues in favour of using multifactorial frequency data analyses over multiple chi-squares in order to take into account dependence and interaction of the frequency data. A set of recommendations for SLA researchers is provided when statistically analysing frequency data in SLA research.

00-336 Schmitt, Norbert (U. of Nottingham, UK; *Email*: Norbert.Schmitt@nottingham.ac.uk) and **Dunham, Bruce**. Exploring native and non-native intuitions of word frequency. *Second Language Research* (London, UK), **15**, 3 (1999), 389–411.

Native speakers have intuitions about how frequently words occur in their language, but methodological limitations have not previously allowed a detailed description of these intuitions. The study reported here asked native and non-native speakers to give judgements of frequency for near synonyms in 12 lexical sets and compared those responses to modern corpus word counts. The native speakers were able to discern the core word in the lexical sets either 77% or 85% of the time, depending on whether the core word was the reference against which the other words in the set were judged, with the non-native results at 71% and 79%. The correlation between the native speakers' ratings and corpus data was .530, which calls into question the higher results from previous studies. The non-native correlation was .577. A Hellinger distance procedure demonstrated generally good judgements of absolute frequency on an individual word basis. Contrary to previous findings, the correlation and Hellinger analyses indicate that natives are not homogeneous in their frequency intuitions, with education one apparent differentiating factor. The results suggest that, for lexical sets in which all words were rated, educated non-natives have intuitions of word frequency which are as good as or better than natives with less education, while educated natives have better frequency intuitions than their educated non-native counterparts.

00-337 Slabakova, Roumyana (U. of Iowa, USA; *Email*: Roumyana-Slabakova@uiowa.edu). The parameter of aspect in second language acquisition. *Second Language Research* (London, UK), **15**, 3 (1999), 283–317.

The goal of this article is to present a detailed study of the second language acquisition (SLA) of English aspect

by native speakers of Slavic languages. A parameterised distinction between English and Slavic aspect accounts for the subtle differences between English and Slavic telic and atelic sentences. Based on a syntax-theoretical treatment of aspect, the article investigates the process of SLA of aspect in Slavic speakers at three levels of proficiency in English: low intermediate, high intermediate and advanced. Second language (L2) learners are found to be capable of resetting the aspectual parameter value to the English setting, thus successfully acquiring a property of language almost never taught in language classrooms. The article also studies the acquisition of a cluster of constructions, which syntactic research relates to the English value of the aspectual parameter, and which have been found to appear together in the speech of English children: double objects, verb-particles and resultatives. Results indicate that each of these constructions forms part of this aspect-related cluster and that knowledge of aspect and knowledge of the cluster co-occur. The results of the experimental study bring new evidence to bear on the theoretical choice between direct access to the L2 value or starting out the process of acquisition with the L1 value of a parameter, supporting the latter view.

00-338 Van Aacken, Satoko (U. of New England, Armidale, Australia; *Email*: svanaac@metz.une.edu.au). What motivates L2 learners in acquisition of kanji using CALL: a case study. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 2 (1999), 113–136.

Unlike alphabetic languages, knowledge of about 1,000 basic kanji characters is imperative to comprehend written Japanese such as that used in newspapers. Exposure to authentic materials is often recommended from the early stages of learning. This puts pressure on the learning of kanji. How can learners acquire kanji more quickly in order to take advantage of available sources of information? Learning kanji is perhaps not difficult but is extremely time-consuming, especially when learners study it in a foreign language environment. The case study reported here, undertaken in 1997 among first-year university students of Japanese in Australia, examines language learning motivation and strategies in relation to the learning of kanji using Computer-Assisted Language Learning (CALL). The findings indicate that: (a) instrumental motivation was a dominant factor; and (b) metacognitive strategies along with a positive attitude toward the CALL kanji program are also influential factors in mastering kanji effectively, especially at beginner level.

Reading

00-339 Berger, Marie Josée (Ontario Inst. for Studies in Ed., Toronto U., Canada). Vers un modèle d'intervention précoce en lecture en actualisation linguistique. [A model for early intervention in

reading in language readiness classes.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 4 (1999), 515–31.

The students in Ontario's French language schools come from a variety of cultural and linguistic backgrounds. Some have to learn French, others to improve their French in terms of communication, learning skills, and cultural expression. Learning how to read is a challenge for such students, particularly for those in language readiness classes who speak little or no French. To help these students, a model for early intervention in reading is recommended. The model, discussed in this article, reflects the challenges facing students in a minority linguistic community in learning how to read and in developing language skills. The approach proposed is multidimensional, combining reading and writing.

00-340 Bertrand, Denis (Université de la Sorbonne Nouvelle, Paris III, France). Lecture et croyance: pour une sémiotique de la lecture littéraire. [Reading and belief: towards a semiotics of the reading of literature.] *Etudes de Linguistique Appliquée* (Paris, France), **115** (1999), 275–89.

After sketching the broad outlines of recent developments in research in semiotics, and in particular the renewed interest in the relationships between semiotics and rhetoric and the narrative, emotive and figurative aspects of literary texts, the author sets out to examine the different forms of belief and acceptance induced in readers by different kinds of literature. Four kinds of these 'illocutionary contracts' are identified, including: full, naive acceptance of the world of the literary text as real; a detached, ironic approach, in which the various literary conventions are mentioned and even flouted; critical reading, in which figurative and symbolic meanings are attributed to certain elements in the text; and a crisis of belief, where the epistemological foundations which are held to allow reader and writer to share beliefs are deconstructed or denied. These categories are illustrated with examples drawn from a literary corpus, and it is argued that for each of them there is a corresponding approach to reading in French as a foreign language: reading at length and for pleasure; reading as a way of learning literary genres and conventions; reading as interpretation and analysis; and poetic reading, where the nature of language itself is scrutinised.

00-341 Bourdet, Jean-François (Université du Maine, France). Lire la littérature en français langue étrangère: lecture, apprentissage, référence. [Reading literature in French as a foreign language: reading, learning, reference.] *Etudes de Linguistique Appliquée* (Paris, France), **115** (1999), 329–48.

Unskilled foreign language readers are often intimidated and discouraged by the prestige of the literary texts they are faced with, especially as they are unable to place