all five Cs (areas of competence) – Communication, Comparisons, Cultures, Connections, Communities – using French as the target language. The scenarios include topics of high interest for differing levels of proficiency in all skills with a variety of cultural topics.

98–555 Wilkinson, Sharon (West Virginia U.). Study abroad from the participants' perspective: a challenge to common beliefs. *Foreign Language Annals* (New York), **31**, 1 (1998), 23–39.

Much study-abroad programme recruitment literature depicts the overseas experience as a short cut to linguistic fluency and cross-cultural understanding, a view that is also largely supported by research on the outcomes of a stay abroad. However, when the experience of learning to interact in a foreign language and of adapting to a foreign culture is viewed through the eyes of four American summer study-abroad students in France, as reported here, a different perspective emerges. The findings of this study are seen as challenging many common beliefs about the overseas educational experience and, in doing so, raising questions that hold implications for study-abroad programmes and foreign language classrooms alike.

98–556 Yang, Nae-Dong (Nat. Taiwan U.). Exploring a new role for teachers: promoting learner autonomy. *System* (Oxford), **26**, 1 (1998), 127–35.

This article first recognises a new role for language teachers: helping their students to develop autonomy in learning. The issues raised include how learner strategies can contribute to learner autonomy, and how the promotion of autonomy can be incorporated into second language teaching and learning. The article then reports an attempt to teach students in higher education how to learn and how to become autonomous in their own language learning by combining learning strategy instruction with the content course of second language acquisition. It describes how the course requirement – the language learning project – is helpful in guiding students through the process of self-assessment, goal-setting, planning, monitoring and evaluating their own language learning. Students' attitudes and reactions toward the semester-long strategy training and their evaluation of strategy development are reported, along with suggestions to help teachers succeed in such a process.

Language learning

98–557 Brogini, P. and Filippone, A. (U. per Stranieri of Siena). Analisi di un percorso interlinguistico di italiano L2. [Investigation of an interlinguistic pathway in Italian as a Second Language.] *Rassegna Italiana di Linguistica Applicata* (Rome), **30**, 1 (1998), 119–32.

The transition from first to second language skills is shaped by a provisional system known as 'interlan-

guage', which each speaker constructs according to his or her learning strategies. This paper reports on a comparative analysis of two samples of same-topic conversation between a Peruvian and an Australian learner, recorded at the beginning and at the end of a three-month Italian course for beginners. The transcripts were screened for mistakes in phonology, vocabulary and syntax, which were then classified and listed alongside correct forms in the source and target languages. Surprisingly, the English-speaker made greater progress in all areas than the Spanish-speaker, whose first language is closer to Italian. According to the authors, this difference shows that learners confronted with communicative difficulties tend to take greater risks and improve their interlanguage, while those more at ease in the second language are prone to complacency and learn less. The teacher is therefore warned that errors should not be stigmatised if they signal a real effort to communicate and to experiment with new levels of competence.

98–558 Brooks, Frank B. (Florida State U.), **Donato, Richard and McGlone, J. Victor**. When are they going to say 'it' right? Understanding learner talk during pair-work activity. *Foreign Language Annals* (New York), **30**, 4 (1997), 524–46.

Adopting sociocultural theory as their conceptual framework, the authors set out to study selected features of student discourse of three pairs of third-semester (i.e. intermediate level) learners of Spanish at university level. Specifically, they wished to investigate how these selected features, identified in an earlier research project (Brooks and Donato, 1994), developed during opportunities to engage in five different but similar jigsaw tasks. Through discourse analysis, they traced these features and found that the students indeed developed and became better at performing the tasks. Their work suggests that, if the purpose and function of learner language during problem-solving tasks are not clearly understood, learners may end up being denied strategic opportunities for language activity that can lead to their saying 'it' right.

98–559 Bygate, Martin (U. of Leeds). Theoretical perspectives on speaking. *Annual Review of Applied Linguistics* (New York), **18**, (1998), 20–42.

This paper starts by considering the nature of speech as 'product', establishing the norms of oral language output, and includes a comparison between oral and written language. It then moves on to the process of oral language production, reviewing firstly the study of native speaker (NS) production processes, and then relating them to second language (L2) processes. Points of similarity and difference between first language (L1) and L2 production processes are discussed: L2 speakers may engage processes which are distinct from those which occur in L1. Four differences are examined: lexical access, pausing, compensatory communication strategies, and language selection and combination (in relation to formulaic chunks). Moving on from internal

psycholinguistic processes, the paper considers the impact of conditions on speech production, i.e. how performance can be related to its context of operation. Again, similarities exist between L1 and L2, but non-NS speech can be differently influenced by planning, rehearsal or familiarity, which can aid production in terms of complexity, accuracy and fluency. The last section of the paper considers the development of L2 speech processing, from both a sociolinguistic perspective – viewing interactive speech as a source of new language input to the learner, and a cognitive perspective – emphasising theories of skill development. There is both an annotated and extensive unannotated bibliography.

98–560 Cameron, Richard and Williams, Jessica (U. of Illinois at Chicago). Senténce to ten cents: a case study of relevance and communicative success in nonnative–native speaker interactions in a medical setting. *Applied Linguistics* (Oxford), **18**, 4 (1997), 415–45.

In cross-cultural interaction in medical settings, there is great potential for miscommunication, which is increased when the language proficiency of one of the interactants is low. In the data presented here of such interaction, however, the instances of miscommunication are quickly resolved and communication proceeds. Three sources of communication success are suggested. Most important is the ability of both parties to draw contextually triggered inferences which provide a basis for (1) making perceptual contributions and (2) using communication strategies. These inferencing abilities and communication strategies are guided by the expectation of and search for relevance which allows interaction to proceed. A third source of success is the professional knowledge and skill of the interactants which not only enable interaction to proceed but to do so toward professional goals. The implications of these findings are seen as contributing to the understanding of models of intentional communication.

98–561 Chavez, Monika (U. of Wisconsin-Madison). Demographisch analysierte Lernerperspektiven zur Verwendung authentischer Materialien im Fremdsprachenunterricht. [Demographically analysed learner perspectives on the use of authentic materials in foreign language teaching.] *Deutsch als Fremdsprache* (Berlin, Germany), **35**, 1 (1998), 37–44.

The use of authentic materials in foreign language teaching and their effects on motivation and learner variables form the basis of this study. 186 students of German (at varying levels of proficiency) at the University of Wisconsin-Madison were required to fill out a questionnaire relating to 53 learning situations divided into six thematic areas. The 53 situations were assessed on four counts: the perceived level of authenticity, the perceived pedagogical value, the perceived level of difficulty and the associated feelings. The results were analysed demographically by placing the students in categories: level of proficiency, sex, last German course, area of study, period of time spent in a German-speaking country and age. The results seem to negate the assumption that learners find situations which they feel to be authentic more difficult. Most categories associate working with authentic texts with positive feelings and almost all categories found such texts to have a high pedagogical value. Interestingly, one category of learner had a particularly negative attitude to authentic situations: learners who had already spent a considerable amount of time (over a year) in a German-speaking country.

98–562 de Graaff, Rick (Vrije Universiteit Amsterdam). Hoe beïnvloedt kennis over taal de verwerving van een vreemde taal? Evidentie vanuit een computerondersteunde cursus Spaans. [How does knowledge about language affect second language acquisition? Evidence from a computer-assisted experiment in Spanish.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 119–26.

This article reports on an empirical study of the facilitative effect of explicit instruction about language structure on the acquisition of second language (L2) morphosyntax, by means of an experiment in which students learning Spanish were given varying amounts of explanation about the grammatical structure. Students took a computer-assisted self-study course under explanation or non-explanation conditions, and were tested on the acquisition of a simple and a complex morphological structure and a simple and a complex syntactic structure. It is argued that explicit knowledge about language does not convert into implicit knowledge of language. The study is based on an attention focusing position, according to which implicit knowledge is acquired as a result of noticing specific forms and their meanings in the target language; noticing can be facilitated by explicit knowledge built up as a result of explicit instruction.

98–563 Dreyer, Carisma (Potchefstroom U. for CHE, South Africa). Teacher–student style wars in South Africa: the silent battle. *System* (Oxford), **26**, 1 (1998), 115–26.

This article describes a 'silent battle' occurring in the North-West Province of South Africa, comprised of style conflicts between high school teachers and their students. In an empirical study, the author examines a variety of style dimensions exhibited by learners of English as a Second Language (Afrikaans-speakers and Setswana/Sesotho-speakers) and their teachers. Results showed statistically significant style disparities between teachers and students. The majority of teachers were intuitive and introverted, preferring abstract ideas and independent work. In contrast, the students tended to be concrete-sequential and extroverted, needing direct experience, large amounts of linear structure and abundant classroom interaction. Teachers misunderstood the

235

differences and often branded students as 'loud-mouthed', 'incompetent' or 'disruptive'. Students labelled in this way received lower grades. The author suggests how teachers can help end this 'silent battle' by paying more attention to the instructional needs of all students.

98–564 Elder, Catherine and Davies, Alan (U. of Melbourne). Performance on ESL examinations: is there a language distance effect? *Language and Education* (Clevedon), **12**, 1 (1998), 1–17.

This paper considers the effect of language distance on the attainment of English language literacy, as measured by performance on an Australian ESL (English as a Second Language) end-of-school examination for non-English-speaking background students, who also sat for a further examination in their own first language (L1). Learners were grouped into 'language families', Arabic, Slavic, Chinese, Romance, Indonesian/Malay, Japanese/Korean, Vietnamese/Khmer, according to the language spoken at home. These language families were ranked according to their distance from English using a number of classification criteria. Correlational analyses and *t* tests were then undertaken to test the following hypotheses: (1) that the relationship between L1 and English (L2) literacy as measured by the relevant VCE (Victoria Certificate of Education) examinations will be stronger for language families more closely related to English; (2) that students whose L1 is closer to English will perform better on the VCE examination than those whose L1 is more distant; and (3) that other language background factors will also have a significant effect on performance in English. The study concludes that, while language distance exists, it cannot be separated clearly enough from other variables to allow firm pedagogical implications to be drawn.

98–565 Elliott, Robert T. and Adepoju, Adelanke A. (U. of New South Wales). First language words as extra-stimulus prompts in learning second language vocabulary. *IRAL* (Heidelberg, Germany), **35**, 4 (1997), 237–50.

Previous research on learning of words using pictures as prompts has indicated that there is interference and blocking. Beginning learners of a second language are usually taught in a similar manner, with their First Language word present when learning their Second Language word. As a result, one might expect some interference of the First Language word there as well. The study reported here was designed to apply the presentation procedures (spacing and reversal of the inputs) used in improving learning of words with pictures to Second Language vocabulary learning. It was anticipated that they would improve performance in learning tasks. Results showed that there was superior performance in the spacing and the reversal order presentations. The improvement of learning in these two tasks suggests that the standard methods create interference.

98–566 Foster, Pauline (Thames Valley U.). A classroom perspective on the negotiation of meaning. *Applied Linguistics* (Oxford), **19**, 1 (1998), 1–23.

It is widely argued that engaging in communicative language tasks helps a learner develop a second language in several ways. Tasks provide an opportunity not only to produce the target language, but also, through conversational adjustments, to manipulate and modify it. Checking and clarifying problem utterances ('negotiating meaning') ensures that task participants receive comprehensible input and generate comprehensible output, both of which have been claimed as crucial to second language acquisition (SLA). Task type is considered most significant, with those tasks requiring an exchange of information most likely to prompt negotiations for meaning. This paper reports a classroom observation of the language produced by intermediate English as a Foreign Language students engaged in required and optional information exchange tasks in both dyads and small groups. The results show no clear overall effect for task type or grouping, though there was a discernible trend for dyads doing a two-way task to produce more negotiated interaction. It was noticeable, however, that many stduents in the small groups did not speak at all, many more in both dyads and small groups did not initiate any negotiated interaction, and very few students in either setting produced any modified utterances. Such positive results as were obtained seemed to be due to the disproportionate influence of a small number of the students, and so not typical of the group as a whole. The *classroom* setting of the study – as opposed to a specially arranged data-collecting venue – is suggested as a significant variable, with important implications for group work research methodology. It is also suggested, contrary to much SLA theorising, that 'negotiating for meaning' is not a strategy that language learners are predisposed to employ when they encounter gaps in their understanding.

98–567 Hacquebord, Hilde (Rijksuniversiteit Groningen). Samenwerkend woorden leren als vorm van content based language learning; een succesvolle aanpak? [The cooperative learning of words as a form of content-based language learning: a successful approach?] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 63–70.

Second-language (L2) learners need a vocabulary course that they can apply in content areas. Although many schools opt for a reading curriculum to support weak readers, many L2 readers still have difficulties at the word level. In the reading course *Weet wat je Leest* ('Know what you are reading'), there is a vocabulary course especially for L2 readers. It is designed along the principles of 'natural word acquisition', in which attention to the unknown word and elaboration of its meaning on the basis of the co-text are important. Vocabulary learning strategies are presented in such a way that language learners can deal with them in a

cooperative way. Cooperation between language teachers and subject teachers is also very important in this project. The experimental reading/vocabulary course has been implemented in several schools; and this paper reports a small-scale study in which a number of students were observed. Only 45 students took part in the vocabulary course, and were able to improve their results with respect to word knowledge. The control group also improved on word knowledge, although not to the same extent. It appeared that especially the 'overestimators' in the programme improved their metalinguistic ability with respect to word knowledge, whereas the control group 'overestimators' did not; they even had lower scores on the post-test.

98–568 Howarth, Peter (U. of Leeds).
Phraseology and second language proficiency.
Applied Linguistics (Oxford), **19**, 1 (1998), 24–44.

It is now generally accepted that advanced learners of English need to have command of a wide range of complex lexical units, which are for a native speaker processed as prefabricated chunks, fixed, or semi-fixed expressions. However, although there has been an increasing amount written about the role of phraseology in second language acquisition, there remains a lack of detailed description of learners' phraseological performance as the basis for understanding how phraseological competence develops. This paper addresses certain current issues in the description of collocations in English, and, in discussing the major approaches to the linguistic description of prefabricated language, the need for detailed categorisation is emphasised, particularly for those interested in the development of this component of proficiency in a second language. Data are presented from native speaker language use, illustrating what can be revealed by one such descriptive model. Finally, the findings of a number of studies of native and non-native academic writing in English are discussed.

98–569 Izumi, Shinichi (Georgetown U.) **and Lakshmanan, Usha**. Learnability, negative evidence and the L2 acquisition of the English passive. *Second Language Research* (London), **14**, 1 (1998), 62–101.

An issue currently debated in second language (L2) acquisition research is the role of negative evidence, some researchers arguing that it has positive effects in the acquisition of the L2, others remaining sceptical. This article reports the results of a small-scale study which investigated the effects of formal instruction on the acquisition of the English passive by native speakers of Japanese. Japanese has both the 'direct' and 'indirect passive', whereas English only has the direct passive. The 'indirect passive' is possible in Japanese because of the dual status of the passive morpheme *rare*, which can function not only as a non-thematic (auxiliary) verbal element but also as a lexical/thematic verb. A learnability problem posed by the differences between Japanese and English is that Japanese ESL learners may initially

treat the passive auxiliary *be* in English as being similar to *rare* in Japanese, and thus assume that English too allows both 'direct' and 'indirect passive'. Negative evidence is therefore necessary to enable them to arrive at the correct L2 grammar. A group of Japanese ESL learners, first pre-tested on the English passive, were placed in an experimental and a control group. The experimental group only was explicitly instructed on the impossibility of the indirect passive in English; and both groups were then post-tested. The results indicated a dramatic improvement for the experimental group.

98–570 Lardiere, Donna (Georgetown U.). Case and Tense in the 'fossilised' steady state. *Second Language Research* (London), **14**, 1 (1998), 1–26.

This article reviews recent second language acquisition studies which have methodologically assumed a direct relation between the acquisition of inflectional morphology and the development of functional phrase structure in the syntax. Results from naturalistic production data collected over eight years apart are reported, establishing the 'fossilisation' of English second language tense morphology for an adult native Chinese speaker at a consistently very low rate of suppliance (approx. 34%) in obligatory contexts. Nevertheless, in addition to robust evidence for CP in the grammar, the data also show perfect distribution of pronominal case (100%) in all contexts, suggesting the presence of a TP bearing a fully specified [± finite] feature. Viewed in light of the steady state (in other words, where grammatical development has 'ended up'), these results indicate that the courses of syntactic and morphological development are independent and that the mapping between them is much less direct than previously supposed. It is concluded that it is this mapping itself, in the morphology or PF component, which may be imperfectly acquired, and from which a lack of functional categories or extended phrase structure development may not be inferred.

98–571 Lee, James F. (Indiana U., Bloomington). The relationship of verb morphology to second language reading comprehension and input processing. *The Modern Language Journal* (Madison, WI), **82**, 1 (1998), 33–48.

The purpose of the study reported here was to determine the effects of varying the morphological characteristics of input on comprehension and input processing. The input varied as follows: the text used contained nine, targeted subjunctive verbs; these verbs were substituted in other versions of the passage with infinitives and with a nonsense morpheme. Participants were 71 university students enrolled in four different classes of a second-semester Spanish course. Results revealed that passage comprehension, as measured by recall, was significantly lower for the correct, subjunctive forms than for the infinitives and nonsense forms. Input processing, as measured by a word recognition task, was not affected by verb form. No significant correlations were found between comprehension and input processing scores.

237

98–572 Leow, Ronald P. (Georgetown U.). The effects of amount and type of exposure on adult learners' L2 development in SLA. *The Modern Language Journal* (Madison, WI), **82**, 1 (1998), 49–68.

The study reported here investigates under a cognitive attentional framework whether amount (single *vs.* multiple) and type (teacher-centred *vs.* learner-centred) of exposure to the same morphological information has positive effects on first-semester adult learners' second or foreign language (L2) development of morphological forms after one semester, and whether there is any differential performance due to type of post-exposure task (recognition *vs.* production). The performances of four groups of learners receiving different amounts and types of exposure over a period of one semester were compared on both a recognition and written production task. Repeated measures analyses of variance, performed on the raw scores obtained on both tasks comprising a pre-test and three post-tests, revealed significant main effects for amount of exposure, type of exposure, task, and time. They also revealed significant interactions between time and amount of exposure and time and type of exposure. Results suggest beneficial effects of both multiple and learner-centred exposures to morphological forms and differential performances based on type of post-exposure assessment task. Implications for the classroom and future research are also discussed.

98–573 Lynch, Tony (U. of Edinburgh). Theoretical perspectives on listening. *Annual Review of Applied Linguistics* (New York), **18**, (1998), 3–19.

This paper reviews recent research into listening. Four aspects are dealt with. The first, processes, is concerned with speech recognition, memory, discourse comprehension, and accessing and investigating the listening process. The second aspect is the role of context, which covers setting (physical and interactional), behavioural environment (that is, non-verbal and kinetic information), and extra-situational (i.e. interlanguage socio-pragmatics). The third aspect concerns those factors which influence listening: text factors (rate of speech, pausing; modifications; text type) and listener factors. Fourthly, the relationship between listening, reading and speaking is examined. The paper ends with speculation on possible future directions in research into listening. There is both an annotated and extensive unannotated bibliography.

98–574 Lyster, Roy (McGill U.). Recasts, repetition, and ambiguity in L2 classroom discourse. *Studies in Second Language Acquisition* (New York), **20**, 1 (1998), 51–81.

This study examines aspects of communicative classroom discourse that may affect the potential of recasts to be noticed as negative evidence by young second language (L2) learners. The database comprises transcripts of over 18 hours of interaction recorded during 27 lessons in four immersion classrooms at primary level. The 377 recasts in the database have been classified according to their pragmatic functions in classroom discourse and then compared to the teachers' even more frequent use of non-corrective repetition. Findings reveal that recasts and non-corrective repetition fulfil identical functions distributed in equal proportions and, furthermore, that teachers frequently use positive feedback to express approval of the content of learners' messages, irrespective of well-formedness, to accompany, also in equal proportions, recasts, non-corrective repetition, and even topic-continuation moves following errors. The findings suggest that, from the perspective of both learners and teachers, the corrective reformulations entailed in recasts may easily be overridden by their functional properties in meaning-oriented classrooms.

98–575 Manno, Guiseppe (Zurich U.). L'enseignement des langues et le sens 'non littéral' des signes. [Language teaching and the 'non-literal' meaning of signs.] *Multilingua* (Berlin, Germany), **17**, 1 (1998), 59–91.

Traditionally, figurative language in general and metaphor in particular have been considered a deviation from literal language, or a marginal phenomenon. The consequent absence of metaphor from second language (L2) teaching manuals seems also justified by research evidence suggesting that figurative language is more difficult for L2 learners because of their tendency to avoid in the L2 marked items and structures of their native language. Nonetheless, one study of L2 learners' comprehension and recall of figurative speech (Biava, 1991) found no statistically significant difference between literal and figurative items. This corresponds to a new conception of metaphor and supports a decade of findings in psycholinguistic research on figurative speech. The present article tests the hypothesis that non-advanced learners should be able to understand figurative speech independent of their age, assuming that a metaphoric competency in the L2 depends more on capacity and conceptual knowledge variables than on language-specific proficiency. Participants – 194 students aged 15–19 – were recruited from 10 classes in three Swiss schools. The study aimed to find out whether the avoidance of figurative speech by L2 learners is due to problems of metaphor comprehension or to the low input frequency in the classroom.

98–576 Marquet, Pascal and Manto, Catherine (U. Louis Pasteur, Strasbourg). A propos de quelques effets de l'apprentissage précoce de l'allemand et du multilinguisme. [Some effects associated with the early learning of German as a foreign language and with learning more than one foreign language.] *Les Langues Modernes* (Paris), **3** (1997), 42–50.

This paper reports a study of 39 students of German in their second year at French secondary school. The

238

school had streamed them according to academic performance on entry: those judged more successful took two foreign languages (FLs), the remainder only one. Both streams included learners who had studied German in primary school, for between one and four years. The study grouped the learners according to (a) number of years of learning German and (b) number of FLs being studied. They were tested in listening and reading comprehension and written expression. No significant differences in test performance were found between those who had and had not learnt German in primary school. A significant difference was found, however, on one measure – the test of written expression – between those studying one and two FLs. It is suggested that early learning alone does not ensure success in subsequent language learning. These results confirm those of a much larger study by Genelot (1995) on the early learning of English. The findings suggest, however, that learning more than one FL, coupled with early learning of one of them, might contribute to success in FL learning. A possible explanation of the effects found is that learning more than one language affords a greater quantity and variety of opportunities to automatise language control and to improve the performance of working memory.

98–577 Martínez-Gibson, Elizabeth A. (Coll. of Charleston). A study on cultural awareness through commercials and writing. *Foreign Language Annals* (New York), **31**, 1 (1998), 115–39.

This study on cultural awareness presents the results of two groups of Spanish compositions from 43 fifth-semester students (aged 18–21). The written assignment was to compare the cultural differences observed in a television commercial shown in the foreign language classroom. The participants were divided into two groups: the Non-Culture Discussion Group was given the writing task with no pre- or post-viewing culture-discussion activities; while the same writing task *was* accompanied by such activities for the Culture Discussion Group. The purpose of the study was twofold: (1) to assess the students' ability to observe cultural differences between the target culture and their native culture as presented in the commercial, and (2) to assess how the procedures to view the commercial affected the quality of their writing. The compositions were compared observing the cultural themes and the writing skills. The results indicate the importance of follow-up activities, such as those used with the Culture Discussion group, for the commercial viewing.

98–578 McAuley, Thomas (U. of Limerick/Sheffield U.). Cultural obstacles to Japanese language learning for native English speakers. *Teanga* (Dublin), **17** (1997), 55–67.

The link between culture, society and language has been the subject of much academic study. Learners of the language of even closely related cultures will occasionally encounter aspects of language, rooted in the foreign culture, of which they have no experience. This

effect is multiplied when the cultures concerned have almost nothing in common, as is the case with native English speakers, of whatever nationality, and Japanese. This paper considers how the reflection of Japanese culture in the Japanese language can pose problems for the native English learner. It concentrates on two features of Japanese social organisation: the belief that all social relations are organised on the basis of hierarchy and on the basis of group membership. These features are reflected in Japanese by the presence of a high level of socially deictic elements, most notably the complex system of honorifics. The paper concludes with some suggestions for overcoming these obstacles.

98–579 McGafferty, Steven G. (U. of Nevada, Las Vegas). Nonverbal expression and L2 private speech. *Applied Linguistics* (Oxford), **19**, 1 (1998), 73–96.

The study reported here investigated the relationship between nonverbal forms of expression, principally gestures, and second language (L2) private speech – vocalised forms of speech for the self that function metacognitively to help the learner plan, guide and monitor a course of activity – through the use of both a recall and picture narration task. Participants were eight students attending an Intensive English Programme at a U.S. university, four from Japan, four from Venezuela. Nonverbal elements were found to illuminate the private speech they accompanied; moreover, gestures were found in and of themselves, that is, with no verbalisation, to act in a self-regulatory capacity after brief pauses, implying a possible connection to inner speech. The study also suggests possible cross-cultural and proficiency differences for the use of self-regulatory nonverbal forms. Overall, a strong connection between cognition and affective/volitional concerns is brought out: learners' strategic efforts are demonstrated to be of an embodied nature.

98–580 Mehnert, Uta (Thames Valley U.). The effects of different lengths of time for planning on second language performance. *Studies in Second Language Acquisition* (New York), **20**, 1 (1998), 83–108.

This article reports on a study that investigated the effect of different amounts of planning time on the speech performance of second language speakers. Four groups of university learners of German participated; they performed two tasks each, which varied in the degree of structure contained and the familiarity of information tapped. The control group had no time available; the three experimental groups had one, five and ten minutes of planning time, respectively, before they started speaking. Results show that fluency and lexical density of speech increase as a function of planning time. Accuracy of speech improved with only one minute planning, but did not increase with more planning time. Complexity of speech was significantly higher for the 10-minute planning condition only. No significant differences were found for the effect of planning on the different tasks. The study employed

various general and specific constructs for measuring fluency, complexity, and accuracy of speech. The inter-relationships and qualities of these measures are also investigated and discussed.

98–581   Montrul, Silvina A. (McGill U.). The L2 acquisition of dative experiencer subjects. *Second Language Research* (London), **14**, 1 (1998), 27–61.

This longitudinal experimental study is concerned with the second language (L2) acquisition of argument structure and its relationship with Case Theory. French (*n* = 17) and English (*n* = 19) intermediate learners of L2 Spanish were tested three times over a period of eight months on their knowledge of dative experiencers; 18 Spanish native speakers acted as a control group. Dative experiencers in Spanish are common with a subset of psych verbs and unaccusative predicates: they look like indirect objects on the surface, and indeed can appear in the position of indirect objects. Most of the time, however, they appear in canonical subject position and behave like subjects for some modules of the grammar, such as Control PRO in adjunct clauses. It was hypothesised that, if a thematic hierarchy is operative in L2 acquisition, both English and French learners would have no difficulty interpreting experiencers as subjects, but that English learners would experience greater difficulty with dative case since there is none in English. An Interpretation Task and a Preference Task were designed to test these hypotheses. Results indicate that, whereas both groups of subjects have access to the thematic hierarchy (a Universal Grammar component), L1 influence plays an important role with case assignment and checking.

98–582   Mori, Yoshiko (Georgetown U.). Effects of first language and phonological accessibility on kanji recognition. *The Modern Language Journal* (Madison, WI), **82**, 1 (1998), 69–82.

The study reported here examines the transfer of learners' first language (L1) orthographic processing strategies to second language (L2) processing. Two groups of college students learning Japanese, a group of learners whose L1 writing system is phonographic and another group whose L1 employs a morphographic writing system, were tested on their ability to represent novel kanji characters in short-term memory. For students in the phonographic language background group, phonologically accessible characters (i.e. characters whose inner radical was a pronounceable katakana character) were easier to remember than inaccessible ones (i.e. characters whose inner radical was not pronounceable). In contrast, the absence of the pronounceable elements in the stimuli did not hinder the memory performance of the morphographic language background group. This interaction between L1 background and the phonological inaccessibility of stimuli is interpreted as showing that, due to their L1 experience, L2 learners from a morphographic language background use more flexible strategies for phonological decoding for new characters than learners from a phonographic background.

98–583   Northcott, Jill and Brown, Gillian (IALS, U. of Edinburgh). Butterflies in the rain forest? Ethnography and the Business English student. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **9** (1998), 63–72.

This paper gives an overview of a pilot study conducted to investigate the perceptions of (intermediate level) students studying Business English as an option on the year-round General English programme at IALS (Institute for Applied Language Studies). The pilot study involved case studies of two students, one Japanese, one German; data collection consisted of observation and elicitation (mainly semi-structured interviews), together with reflexive journals kept by the researchers. The paper focuses on two areas in particular: the research process itself and the use of reflexive journals in relation to ethnographic data collection.

98–584   Nunan, David (U. of Hong Kong). Strategy training in the language classroom: an empirical investigation. *RELC Journal* (Singapore), **28**, 2 (1997), 56–81.

Although learner strategy training has entered the popular pedagogical imagination, there is still relatively little research into its effect on learners and learning processes. The study reported here investigated the effect of strategy training on four key aspects of the learning process: student motivation, students' knowledge of strategies, the perceived utility of strategies, and their actual deployment by students. The experimental study randomly assigned 60 first-year undergraduate students at the University of Hong Kong to control and experimental groups. Both groups took part in the same language programme; in addition, the experimental students were systematically trained in 15 learning strategies. Results showed the experimental groups significantly outperforming the control groups on motivation, knowledge and perceived utility, while there was no significant difference in the area of strategy deployment. Analysis of results on individual strategies revealed that the strategy training was neither uniform nor consistent across all strategies. The paper concludes with a discussion of the theoretical and pedagogical implications of the study.

98–585   Oliphant, Katrina (U. of Sassari, Sardinia). Acquisition of grammatical gender in Italian as a Foreign Language. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 2 (1998), 239–62.

This study investigated the sensitivity to gender cues exhibited by learners of Italian as a Foreign Language. The participants were 64 students in first- and second-year Italian classes at university level. Three tests were given to ascertain the students' ability to assign gender based on morphological, semantic and syntactic cues. Results showed that the students were sensitive to cues in the word-final phonemes that reliably indicate

gender, and implicational scaling demonstrated a clear order of difficulty among these endings. These students exhibited a low degree of awareness of the gender association of certain derivational suffixes. When dealing with more than one cue, the students had no difficulty assigning gender to nouns with complementary cues; coping with conflicting cues was more problematic, particularly when there was discord with natural gender. Nonetheless, in the majority of cases, the students were able to use syntactic cues to override competing cues. Clear scales of difficulty among the various combinations of cue types emerged.

98–586 Parkinson, Brian (IALS, U. of Edinburgh), **Sandhu, Parveen, Lacorte, Manel and Gourlay, Lesley**. To code or not to code? *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **9** (1998), 86–103.

This article considers the arguments for and against the use of coding systems in classroom-based research and touches on some relevant considerations from ethnography and Conversational Analysis. The four authors each explain and elaborate on their practical decision to code or not to code at a specific point in a specific research project. Three have chosen mixed research designs, of which two involve some coding at the data collection stage, the third only as part of later analysis. The fourth author (Gourlay) concentrates on the data collection stage, and offers a five-part rationale for not coding at this stage. It is concluded that, of the four different approaches offered in the paper, none seems inherently better or worse, and that all seem reasonable solutions to a particular set of research needs. Differences in the general context of and motivation for research (e.g. individual *vs.* institutional), and consequently in the envisaged audience, are among many potentially important variables.

98–587 Ridley, Jennifer and Ushioda, Ema (Trinity Coll., Dublin). Using qualitative research methods to explore L2 learners' motivation and self-perceptions. *Teanga* (Dublin), **17** (1997), 29–42.

The purpose of this paper is to explore qualitative research methods which tap second language (L2) learners' perceptions of their motivation, ability and L2 task performance. Referring to recent and ongoing research, the authors argue that open-ended face-to-face interviews – as distinct from discrete point questionnaires – provide valuable insight not only for researchers but also for the learners themselves. The study reported involved 20 students at the authors' institution learning French as part of their undergraduate degree programme. The paper concludes by suggesting how learners' introspection can promote the motivational thinking which underpins learner autonomy.

98–588 Sasaki, Yoshinori (U. of New South Wales). Individual variation in a Japanese sentence comprehension task: form, functions, and strategies. *Applied Linguistics* (Oxford), **18**, 4 (1997), 508–37.

This article reports on follow-up analyses of the author's competition experiment study of Japanese sentence comprehension strategies. Individual-based analyses are contrasted with group statistics reported earlier. A competition experiment was conducted to investigate the double-object active and transitive causative sentence processing strategies by English-speaking learners of Japanese (JFL learners), and how immediate error feedback affects them. Six native Japanese speakers and nine JFL learners participated: they were required to identify the agents of the main lexical verbs ('doers') in a series of Japanese sentences (all grammatical, and all semantically interpretable), each consisting of one verb and three noun phrases (NPs), in which word order and case-marking cues either competed or were consistent with each other. In the pre-test and post-test, participants received no feedback as to the accuracy of their responses; but in the middle part of the study they received immediate feedback. The stimulus sentences were such that the semantic role of NPs (actor, causer, recipient) could be determined only by taking into consideration both the case markers and the verb's voice (active *vs.* causative). The analyses indicated tremendous individual differences within each group. Some learners demonstrated an evident word order bias, and a subset of the native Japanese revealed an even stronger word order dependency than the learners, to the extent that they were outperformed by learners in the accuracy in interpreting non-canonical sentences. The results are explained in terms of the working memory constraint, and directions of further research are discussed.

98–589 Scarcella, Robin and Zimmerman, Cheryl (U. of California, Irvine). Academic words and gender: ESL student performance on a test of academic lexicon. *Studies in Second Language Acquisition* (New York), **20**, 1 (1998), 27–49.

This paper seeks to resolve certain questions pertaining to the relationship between gender and second language vocabulary knowledge. One question examined is whether female and male ESL (English as a Second Language) students at the authors' institution differ significantly in their knowledge of academic vocabulary in English as measured by scores on the Test of Academic Lexicon (TAL). 192 freshmen university ESL students participated in the study. A *t* test, used to investigate differences in the TAL scores of males and females, reveals that the males performed better on the TAL ($t = 3.32$, $p = 0.001$). Analyses of covariance were used to examine questions pertaining to the effect of gender on the TAL, controlling for the possible effects of the students' verbal Scholastic Aptitude Test (SAT) scores, and length of residence and age of arrival in the United States. In all cases, gender remains significantly related to the results of the TAL when controlling for

the other variable: for verbal SAT scores, $F(1,181) = 5.86, p < 0.05$; for length of residence, $F(1,187) = 9.64, p < 0.01$; and for age of arrival, $F(1,185) = 10.22, p < 0.005$. Neither the present study nor the gender literature reviewed suggests that gender itself *causes* differences in the TAL scores. In analysing the results, the authors consider possible explanations for the males' better TAL scores related to reading habits, interactional styles, educational backgrounds, and cultures.

98–590   Sugeng, Bambang (FPBS IKIP Yogyakarta, Indonesia). A learning strategy profile of Indonesian elementary school students. *RELC Journal* (Singapore), **28**, 2 (1997), 82–106.

This paper describes a profile of the learning strategies of Indonesian elementary school students learning English and Indonesian based on a recent study. Five research questions are asked concerning the strategies in terms of general and subordinate categories; and three hypotheses are proposed concerning the influences of *language, gender*, and *grade* on students' learning strategies. Classroom observation of 240 elementary school children was conducted by trained student observers using a modified guide. Percentages were used as the statistics for the descriptive analyses. For hypothesis testing, a three-by-four multivariate analysis of variance (MANOVA) was used, followed by three-way analyses of variance (ANOVA) for the four strategy categories. Correlation was calculated for the four strategy categories, and non-parametric ANOVA was conducted for the metacognitive category. The pupils' learning strategy use was as follows: cognitive, 63.31%, affective, 23.79%, social, 9.05%, and metacognitive, 3.85%. A significant main effect was found for *grade* ($p = 0.0001$), and *language* ($p = 0.0126$). A significant interaction was found for *grade* and *language* ($p = 0.0001$). For metacognitive a significant interaction was found between *grade* and *gender* ($p = 0.0012$). A significant main effect of *grade* was found for cognitive ($p = 0.0009$) and for affective ($p = 0.01$). Pedagogical implications for language teaching in Indonesia are discussed.

98–591   Torras Cherta, Maria Rosa (Barcelona U.), **Tragant Mestres, Elsa and García Bermejo, María Luisa**. Croyances populaires sur l'apprentissage précoce d'une langue étrangère. [Popular beliefs about early foreign language learning.] *Aile* (Paris), **10** (1997), 127–58.

This article reports the analysis of a set of popular beliefs which hold young children to be more gifted foreign language learners than adults. The reason behind the study lies in the ever-increasing demand in Spanish society for the early teaching of English before the age of eight, when English is officially incorporated into the curriculum. The analysis of 40 interviews with parents of children learning English in a monolingual community (Madrid) and a bilingual community (Barcelona) allowed the researchers to identify 31 popularly-held beliefs falling into three broad areas: the superiority of the child over the adult learner; the type

of teaching suitable for children; and the value of learning a third language in a bilingual community. Two features emerged very clearly: the way parents' opinions are influenced by their own language-learning experiences, and certain clear differences between the two types of community observed.

98–592   van de Craats, Ineke, Corver, Norbert and van Hout, Roeland (Katholieke Universiteit Brabant). De wet van behoud van structuur. [The law of conservation of structure.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 137–48.

This paper deals with the second language (L2) conservation hypothesis. It is argued that, in its initial stages, adult L2 acquisition is primarily determined by the first language (L1) grammatical system. The acquisition model presented here is in line with the Full Transfer/Full Access hypothesis of Schwartz and Sprouse but is more specific as for the terms *transfer* (= conservation) and *access*, and as for the development of morphology. The learners are using their L1 system with a target language vocabulary, which has the paradoxical consequence that the L1 impact seems to grow the more L2 the learners acquire. This pattern is illustrated by the acquisition of possessive structures by Turkish and Moroccan adults learning Dutch outside the classroom. They appear to act as linguistically conservative individuals who, initially, generate L2 possessive structures by combining their L1 grammar with their limited L2 vocabulary. Consequently, the Turkish and Moroccan learners have different paths of acquisition. They are similar, however, on a more abstract level. Both groups are able to learn specific new parametric values quite early in the acquisition process, and they both have extreme difficulties in learning L2 morphology.

98–593   van der Linden, Elisabeth (Universiteit van Amsterdam). De (on)verklaarbaarheid van fossilisatie. [Can fossilisation be explained?] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 101–10.

The literature on fossilisation has put forward various definitions and explanations. The present author sees fossilisation as a long-time stagnation in the second language (L2) learning process, leading to errors based on transfer. Fossilisation is caused by sociolinguistic, pyscholinguistic and purely linguistic factors. This paper concentrates on the acquisition of syntactic structures and on the role of input and instruction in that process. It is argued that, although in the acquisition of some syntactic structures, Universal Grammar (UG) plays an important role, this does not account for the whole learning process: learners have not only to reset parameters when acquiring an L2 but have to proceduralise knowledge based on the surface structure of sentences. In the case of the use of past tenses in French, many of the Dutch advanced learners of three different levels of proficiency do not acquire native-like intuitions about the use of these tenses, although input as well as

instruction are thorough on this point. The author suggests that the past tense system is not UG-dependent and that the instruction does not allow proceduralisation of the knowledge.

98–594 van Hest, Erna (Cito, Nat. Inst. for Ed. Measurement), **Poulisse, Nanda and Bongaerts, Theo**. Self-repair in L1 and L2 production: an overview. *ITL Review of Applied Linguistics* (Louvain, Belgium), **117-118** (1997), 85–115.

This article gives an overview of the findings of first (L1) and second language (L2) self-repair studies to date. A comparison between L1 and L2 self-repair research shows that, while L1 studies are firmly based in theory, most L2 studies are not. It is claimed that, in order to contribute to theories and models of L2 production and acquisition, L2 self-repair studies will have to be more theory-driven than has been the case so far. Moreover, it is deemed essential that large-scale investigations be conducted which focus on self-repair by L2 speakers at different levels of proficiency as well as on intra-individual comparisons between L1 and L2 self-repair.

98–595 Vandergrift, Larry (U. of Ottawa). Successful and less successful listeners of French: what are the strategy differences? *The French Review* (Champaign, IL), **71**, 3 (1998), 370–95.

This paper compares the think-aloud protocols of successful and less successful listeners at three levels of language proficiency (Novice I and II, Intermediate II). High school learners of French participated in a think-aloud procedure, reporting thought processes concurrently as they listened to authentic oral texts. An analysis of the protocols reveals differences not perceptible by a mere strategy count: e.g. approach to the text, depth of interaction with the text and combination of strategies used. The differences are discussed in the light of cognitive theory and current second language comprehension models.

98–596 Vogely, Anita Jones (Binghamton U.). Listening comprehension anxiety: students' reported sources and solutions. *Foreign Language Annals* (New York), **31**, 1 (1998), 67–80.

The anxiety that accompanies the listening comprehension task is difficult to detect, but potentially one of the most debilitating, because, in order to interact verbally, the listener must first understand what is being said. With the instructional emphasis on input processing, this anxiety merits closer examination. Research shows that, in order to be effective listeners, learners must be able actively and strategically to participate in the listening process within a low-anxiety classroom environment. Recognising the effect of anxiety on listening is the first step; the next is to uncover the sources of listening comprehension anxiety and to propose solutions. This study presents the sources and solutions to such anxiety as reported by foreign language students: participants were 140 students following university-level

Spanish courses, who filled in a questionnaire immediately after their listening comprehension examination. The paper concludes by discussing the pedagogical implications that relate to the results.

98–597 Wen, Xiaohong (U. of Houston). Acquisition of Chinese aspect: an analysis of the interlanguage of learners of Chinese as a foreign language. *ITL Review of Applied Linguistics* (Louvain, Belgium), **117-118** (1997), 1–26.

The study reported here investigates the acquisition of Chinese aspect markers of *-le, -guo*, and *-zhe* by English-speaking learners at university level. The speech and written data produced by students at two different levels of proficiency were collected, compared and analysed. The results show that English-speaking learners of Chinese acquire the perfective aspect marker *-le* and the past experience marker *-guo* before the durative aspect marker *-zhe*. The process by which learners acquire the aspect markers appears to be meaning-based and can be summarised into: (1) looking for logical temporal sequences; (2) using time adverbials and conjunction for the time references; (3) using lexical aspects and word meanings; and (4) using pragmatic cues with the aspect markers of *-le* and *-guo*. Learners, especially at the lower level of proficiency, rely more on the time adverbial expressions and lexical aspects than learners at the more advanced level.

98–598 Wendt, Michael (Humboldt U., Berlin). Fremdsprachenlernen ist konstruktiv. [Foreign language learning is constructive.] *Der fremdsprachliche Unterricht Französisch* (Stuttgart, Germany), **32**, 2 (1998), 4–11.

This article first focuses on the basis of learning in the constructivist paradigm. The mind is capable of constructing 'realities' which have little to do with the perception of the real world; rather, constructed 'realities' are either more or less viable. Understanding is for this reason not the extraction of meaning but the allocation of meaning from a store of meanings which have previously been constructed from experience, making them connotative meanings and making understanding global and subjective. Learning via insight then happens when such a constructed reality proves itself not to be viable. The basic tenets of constructivism as applied to foreign language teaching are outlined here and briefly discussed: orientation of teaching, aims, content, form of teaching/work and media. Particular mention is made of the *Freinet* method and other approaches are outlined. Finally, mention is made of the topic of reality construction in the classroom, which the author suggests should be raised at the beginning of second level education. The ability to view the production and reception of foreign language utterances and texts as constructive processes can aid the development of one's own strategies for acting in the foreign language.

243

98–599 Wennerstrom, Ann (U. of Washington).
Intonation as cohesion in academic discourse.
Studies in Second Language Acquisition (New
York), **20**, 1 (1998), 1–25.

This paper reports the results of a study of the intonation of 18 Mandarin Chinese speakers lecturing in English. As a basis for the study, it is proposed that intonation be considered a grammar of cohesion in English discourse: drawing from the intonational model of Pierrehumbert and Hirschbery (1990), it is argued that discrete morphemes of intonation correspond to the categories of cohesion in Halliday and Hasan's (1976) typology. The study investigated the hypothesis that the non-native speakers who were able to use the intonation system of English most effectively would score higher on a global language test. Using a Computerised Speech Lab to measure pitch, four aspects of intonation were averaged for each speaker: (a) the pitch difference between newly introduced content words and function words; (b) the use of high pitch at phrase boundaries to link related constituents; (c) the use of pitch to distinguish contrasting items from given items; and (d) the *paratone* or increase in pitch range at rhetorical junctures to signal topic shift. These four measures were chosen for their contribution to the cohesion of the lectures. Multiple regression analysis indicates that the fourth intonation variable, the *paratone*, was a significant predictor of these subjects' test scores. Examples are given of the other variables in context from both low- and high-scoring speakers. It is emphasised that intonation is not only a stylistic component of accent but also a meaning-bearing grammatical system.

98–600 Youngju, Han (Youngsan U. of
International Affairs) **and Ellis, Rod**. Implicit
knowledge, explicit knowledge and general
language proficiency. *Language Teaching Research*
(London), **2**, 1 (1998), 1–23.

This paper explores ways of measuring implicit and explicit second language knowledge and examines the relationship between these measures and measures of general language proficiency. Scores were obtained from a timed oral production test, a timed grammaticality judgement test (administered twice), a delayed grammaticality judgement test and an interview designed to tap metalingual knowledge, all of which focused on learners' knowledge of verb complementation in English. A factor analysis revealed a two-factor solution, reflecting a clear distinction between those measures that incorporated a time constraint (hypothesised to reflect implicit knowledge) and those that did not (hypothesised to tap explicit knowledge). Both factors were found to correlate with scores on the Secondary Level English Proficiency Test. However, only one measure of explicit knowledge (the Delayed Grammaticality Judgement test) was found to be significantly related to scores on the Test of English as a Foreign Language. The significance of these results for language teaching and testing is considered.

Language testing

98–601 Brindley, Geoff (Macquarie U., Sydney).
Assessing listening abilities. *Annual Review of
Applied Linguistics* (New York), **18**, (1998), 171–91.

Assessment of listening ability has received relatively limited coverage in the language testing literature. This paper begins by presenting current views of second language listening. Whilst drawing attention to the inadequacies of current models of listening comprehension, it identifies two common points of consensus in the literature on the nature of listening processes: the assumption by test developers that there are identifiable, hierarchical listening skills; and the move towards a more interactive model of the listening process. It then reviews various issues and challenges in the assessment of listening: assessing higher level skills and listening in oral interaction, the confounding of skills (which threatens the validity of listening tests), and dealing with authenticity (purpose, task, text). Aspects of task construction for assessment include factors affecting test performance, practical issues in listening test construction, and item formats. Some consideration is given to potential applications of new technology (video and computers), and some avenues for further research are suggested. There is both an annotated and extensive unannotated bibliography.

98–602 Brindley, Geoff (Macquarie U., Sydney).
Outcomes-based assessment and reporting in
language learning programmes: a review of the
issues. *Language Testing* (London), **15**, 1 (1998),
45–85.

In recent years educational authorities in many countries have introduced outcomes-based assessment and reporting systems in the form of national standards, frameworks and benchmarks of various kinds which are used both for purposes of system accountability and for assessing individual progress and achievement in language learning. However, in some cases the introduction of these systems has proved problematic, owing to a number of political, technical and practical factors. These include the difficulty of combining formative assessment with summative reporting, the differing information requirements of different audiences, concerns about the validity and reliability of outcome statements, and the lack of appropriate resources to support implementation. This paper suggests that such problems may be able to be alleviated by closer consultation between policy-makers, administrators and practitioners, by undertaking further research into the validity and consistency of outcome statements, and by strengthening the links betwen assessment and reporting. A major investment in teacher professional development is deemed necessary if teachers are to be responsible for carrying out their own assessments. Ongoing research needs to be conducted into the effects of outcomes-based assessment and reporting on student learning.