

inspection, for their value resides in the bypassing of the analytical processes which encode and decode strings. Thus, Willis, Nattinger and DeCarrico, and Lewis are all pursuing native-like linguistic usage by promoting entirely *unnative*-like processing behaviour. It is suggested that this non-alignment is only tractable if the classroom teaching of languages is fully acknowledged as artificial, even when the methods used appear 'naturalistic'.

Language learning

01-396 Ahrenholz, Bernt (Freie Universität Berlin, Germany; *Email*: ahrenhlz@zedat.fu-berlin.de). Modality and referential movement in instructional discourse. Comparing the production of Italian learners of German with native German and native Italian production. *Studies in Second Language Acquisition* (New York, USA), **22**, 3 (2000), 337–68.

This paper describes the process of acquisition in learner varieties with respect to reference and referential movement in the domain of modality. The findings are based on data from the longitudinal European Science Foundation and P-MoLL ['Modality in a longitudinal study of learner varieties'] projects and on cross-sectional data of Italian learners of German, as well as German and Italian native speech. The theoretical framework is provided by Klein and von Stutterheim's (e.g., 1987) 'quaestio model' and their concept of referential movement. The concept of modality is based on Dietrich's (1992) theory of modality. The present findings show that, in instructional discourse, the German native speakers prefer implicit, contextual-based modal means when referring to maintained topic information in the domain of modality, whereas in the learner varieties at least three main stages can be observed: a phase of formulaic speech and pragmatic mode, a phase of high explicitness, and a phase of approach toward implicit reference based on (target) principles of referential movement. With the help of a new category – subquaestio – the author shows how, with respect to the change of modal means, the use of explicit modal marking in German native speech generally arises from specific local difficulties. In contrast, the use of explicit modal reference in learner varieties remains to a large extent unaffected by whether the modal marking depends on the overall text quaestio or on local problems.

01-397 Al-Seghayer, Khalid (U. of Pittsburgh, USA; *Email*: khast5+@pitt.edu). The effect of multimedia annotation modes on L2 vocabulary acquisition: a comparative study. *Language Learning and Technology* (<http://llt.msu.edu/>), **5**, 1 (2001), 202–32.

One aspect of second language (L2) teaching via multimedia to have received attention over the past few years is the impact of glossing individual vocabulary words

through different modalities. This study examines which of the image modalities – dynamic video or still picture – is more effective in aiding vocabulary acquisition. The participants, 30 English as a Second Language students, were introduced to a hypermedia-learning program, designed by the researcher for reading comprehension, which provides users reading a narrative English text with a variety of glosses or annotations for words in the form of printed text, graphics, video, and sound, all intended to aid in the understanding and learning of unknown words. A within-subject design measured 30 participants under three conditions: printed text definition (a) alone, (b) coupled with still pictures, and (c) coupled with video clips. After the reading, two vocabulary tests (recognition and production) were administered to participants; an interview and questionnaire were also used. Results showed that a video clip is more effective in teaching unknown vocabulary words than a still picture. Among the suggested explanatory factors are that video better builds a mental image, better creates curiosity leading to increased concentration, and embodies an advantageous combination of modalities (vivid or dynamic image, sound, and printed text).

01-398 Antonek, Janis L. (U. of North Carolina, USA), **Donato, Richard** (U. of Pittsburgh, USA) and **Tucker, G. Richard** (Carnegie Mellon U., USA). Differential linguistic development of Japanese language learners in elementary school. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 2 (2000), 325–51.

This article represents the fourth year of research on a project documenting and evaluating a core Japanese language programme, referred to herein and in the United States as foreign language in elementary school (FLES). This Year 4 article analyses data for a sample of 32 students, comparing their collective growth from Year 3 to Year 4. These data reveal that overall linguistic growth was significant in Year 4. The article also profiles and provides a cross-case analysis of six of the sample students, three of them novice learners and three intermediate learners. The analysis of multiple data points for these six learners provides an in-depth view of pre-adolescent (fourth and fifth grade) FLES students who have participated in a well-articulated FLES programme for four years (i.e., since its inception). The profiles reveal differential linguistic development and differential attitude towards the JFLES programme. It is argued that existing second language assessment practices which label young language learners as high and low achievers may be problematic. The research demonstrates the importance of employing multiple measures when assessing the language learning of children.

01-399 Bernini, Giuliano (Università degli Studi di Bergamo, Italy; *Email*: gbernini@unibg.it).

Negative items and negation strategies in nonnative Italian. *Studies in Second Language Acquisition* (New York, USA), **22**, 3 (2000), 399–440.

Acquisition of negation in Italian as a second language (L2) is investigated here on the basis of the longitudinal data of five learners with different first languages (L1s) in the framework of a functional approach focusing on the semantic and pragmatic principles governing the organisation of learner varieties and the process of their complexification. Negation develops in a cumulative process in four successive stages. New constructions entering into interlanguage at each stage effect reduction in frequency of use of previous constructions that specialise for special functions, such as constituent negation. The acquisition process provides insight into some of the mechanisms involved in the processing and filtering of grammatical elements from the input and into strategies employed by the learners to integrate the expression of the scope of negation into the syntactic organisation of their variety. The results are seen as contributing to a better understanding of the acquisition processes of negation in L2s, allowing the comparison of the development of a relatively straightforward target with an invariable preverbal particle, Italian, with the better investigated development of the complex patterns of English and German.

01–400 Boers, Frank (Free U. of Brussels & U. of Antwerp, Belgium). Metaphor awareness and vocabulary retention. *Applied Linguistics* (Oxford, UK), **21**, 4 (2000), 553–71.

Various figurative expressions can often be traced back to a common metaphoric theme or source domain. This article reports three experiments involving intermediate learners of English as a Foreign Language in Belgium which indicate that a lexical organisation along such metaphoric themes or source domains can facilitate retention of unfamiliar figurative expressions. In view of these findings, the article proposes classroom activities aimed at enhancing language learners' metaphor awareness and at turning this into an additional channel for vocabulary acquisition.

01–401 Carroll, Mary (U. of Heidelberg, Germany; *Email*: carroll@hobbit.idf.uni-heidelberg.de), **Murcia-Serra, Jorge, Watorek, Marzena and Bendiscioli, Alessandra**. The relevance of information organisation to second language acquisition [SLA] studies. The descriptive discourse of advanced adult learners of German. *Studies in Second Language Acquisition* (New York, USA), **22**, 3 (2000), 441–66.

This cross-linguistic study deals with the relevance of principles of information organisation in adult SLA. It looks at typological features of information structure that allow speakers to organise and shape the flow of

information when carrying out complex tasks, such as giving a description, and pinpoints factors that lead to the selection of linguistic form; with a particular focus on means used in reference introduction, e.g., existential and locational constructions, the morphosyntactic forms of expressions applied in reference maintenance, and word order. The cross-linguistic comparison shows that the options found in the expression of these functions in German, English, and Romance languages (French, Italian, and Spanish) follow distinct patterns in that the linguistic means used reflect unifying principles of a typological nature. These principles are perspective driven and associated with patterns of grammaticization. Structures in language reflecting core principles in information organisation may be difficult to acquire because learners have to recognise clusters of form-function relations ranging over different domains. The nature of the analyses required is described for learners of German with English and Spanish as their source languages. Their interlanguages (ILs) show a high degree of compatibility with German in formal syntactic terms and are near native in many respects, but the levels at which the IL and target language diverge can be linked to fundamental principles of organisation underlying information structure. Although the stage of acquisition is advanced, the languages still retain core principles in information structure typical of those found for English and Romance languages.

01–402 Chan, Alice Y. W. and Li, David C. S. (City U. of Hong Kong; *Email*: enalice@cityu.edu.hk). English and Cantonese phonology in contrast: explaining Cantonese ESL learners' English pronunciation problems. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 1 (2000), 67–85.

It is argued that most if not all of the pronunciation problems encountered by Cantonese learners of English may be adequately accounted for by the contrastive differences discussed in this paper. The phonological differences between the two languages are examined, ranging from their phoneme inventories, the characteristics and distributions of the phonemes, and syllable structure, to the function of tones and their respective rhythmic patterns. At the segmental level, substitution by a related sound in the native language, deletion and epenthesis are by far the most common strategies Cantonese speakers employ when speaking or reading English. Pronunciation problems are also found at the suprasegmental level, that is, in connected speech and rhythm, resulting in the impression of a somewhat unnatural, 'flat and boring' foreigner accent.

01–403 Chimbganda, A. B. (U. of Botswana, Gaborone; *Email*: chimbga@noka.ub.bw). Communication strategies used in the writing of answers in biology by ESL first year science students of the University of Botswana. *English for*

Specific Purposes (Amsterdam, The Netherlands), **19**, 4 (2000), 305–29.

This paper reports on a study of the communications strategies used in the writing of answers in biology by English as a Second Language (ESL) first year BSc students of the University of Botswana. The researcher examines the four macro-strategies used by the participants: risk taking, risk avoidance, second language (L2)-based strategies and semantic simplification. The results showed that while many ESL students preferred to use L2-based strategies such as circumlocution, generalisation and paraphrase, these strategies did not help the students in their performance because of the restrictive nature of scientific genre which requires the use of specific and precise registers for a given writing task. The study further showed that those students who were prepared to take risks by exploiting their resource expansion strategies, regardless of the correctness of their grammatical constructions, tended to do better, while those students who opted for semantic simplification and risk avoidance under-achieved. This supports the empirical observation that the overall writing proficiency of the L2 learners could be greatly enhanced if ESL and English for Academic Purposes teaching paid greater attention to those tasks and activities which enhance their strategic competence

01–404 Demirci, Mahide (Illinois State U., USA; *Email*: mdemir@ilstu.edu). The role of pragmatics in reflexive interpretation by Turkish learners of English. *Second Language Research* (London, UK), **16**, 4 (2000), 325–53.

This study investigates the effects of pragmatic principles on the acquisition of the binding of English reflexives by adult Turkish second language (L2) learners. The study compares pragmatically biased and pragmatically neutral sentences to determine whether pragmatic bias towards a non-local antecedent overrides the parameter setting of English and causes learners to choose as possible antecedents NPs outside the binding domain. Both group and individual results indicate that pragmatically biased sentences compel the subjects to consider pragmatic information to the extent that it can affect their choice of local antecedent. Acquisition theories should account for the role that pragmatic information might play in the assignment of possible antecedents for reflexives. This study incorporates Huang's (1994) 'pragmatic theory of anaphora' in which the interpretation of a reflexive is subject to the I-principle, a pragmatic strategy which finds an antecedent for the reflexive that gives the most informative, stereotypical interpretation in keeping with our knowledge about the world.

01–405 Dimroth, Christine and Watorek, Marzena (Max-Planck-Institut für Psycholinguistik, Université Paris VIII, France; *Email*: watorek@univ-paris8.fr). The scope of additive particles in basic

learner languages. *Studies in Second Language Acquisition* (New York, USA), **22**, 3 (2000), 307–36.

Based on their longitudinal analysis of the acquisition of Dutch, English, French, and German, Klein and Perdue (1997) described a 'basic learner variety' as valid cross-linguistically and comprising a limited number of shared syntactic patterns interacting with two types of constraints: (a) semantic – the NP whose referent has highest control comes first, and (b) pragmatic – the focus expression is in final position. These authors hypothesised that 'the topic-focus structure also plays an important role in some other respects... Thus, negation and (other) scope particles occur at the topic-focus boundary' (p. 318). This poses the problem of the interaction between the core organisational principles of the basic variety and optional items such as negative particles and scope particles, which semantically affect the whole or part of the utterance in which they occur. The present article tests the validity of these authors' hypothesis for the acquisition of the additive scope particle *also* (and its translation equivalents). The analysis is based on the European Science Foundation (ESF) data originally used to define the basic variety, but also includes some more advanced learner data from the same database. In doing so, the article refers to the analyses of Dimroth and Klein (1996), which concern the interaction between scope particles and the part of the utterance they affect, and makes a distinction between maximal scope – that which is potentially affected by the particle – and the actual scope of a particle in relation to an utterance in a given discourse context.

01–406 Ewing, Michael C. (U. of Melbourne, Australia; *Email*: m.ewing@asian.unimelb.edu.au). Conversations of Indonesian language students on computer-mediated projects: linguistic responsibility and control. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 4–5 (2000), 333–56.

This study investigates whether project-oriented CALL (PrOCALL) provides students with the opportunity to use and develop linguistic skills not available in a more traditional classroom, in the context of Indonesian as a foreign language as a fourth-year university subject. Half this subject involved student-fronted group research projects with technology, while the other half was taught in a conventional instructor-fronted lecture-discussion format. The audiorecorded classroom data were analysed for morphosyntactic resources and for the interactional and rhetorical functions used. The findings suggest that, at least for Indonesian study, PrOCALL does not necessarily provide extended opportunities for extra grammatical practice at the level of morpho-syntactic detail, although other interesting patterns did arise. These included the possible influence of instructor modelling and topic on students' use of grammatical resources and the apparently intractable difficulty of the 'active-passive' distinction for students of Indonesian.

PrOCALL does, however, offer more opportunities for students to use question and imperative forms than in the conventional class. This points towards a functional difference in the language used in the two classroom contexts: there is a richer, more varied flow of rhetorical relations produced in the PrOCALL class and, interactionally, students have more opportunity to speak and must rely on themselves rather than the instructor for turn-taking organisation. This suggests that students have more control over their rhetorical moves and over the linguistic means they use to express themselves, and that they must take responsibility for their own language production, controlled not by the instructor but by the goals and agendas they set for themselves within the context of their group projects.

01-407 Gratton, Anne Michèle (Université Paul Valéry Montpellier III, France; *Email*: gratton@univ-montp3.fr). Erreurs et difficultés d'apprentissage: présentation et traitement de l'information grammaticale. [Errors and learning difficulties: the presentation and treatment of grammatical information.] *Revue Parole* (Paris, France), **13** (2000), 39–66.

This article asks why systematic errors in guided foreign language learning appear to be the same whatever the learner's mother tongue. A comprehensive analysis of grammatical errors (Gratton, 1995) revealed the use of a genuine 'error producing rules system' concordant with the interlanguage hypothesis (Selinker, 1972; Corder, 1969, 1980). The study reported here focuses on the relationship between the presentation of the information in French grammatical textbooks and the systematic errors produced. These errors can be described as the traces of an isomorphic treatment of this information, reflecting cognitive as much as linguistic difficulties. It is suggested, however, that a pedagogical system based on a binary opposition principle and 'production rules' greatly reduces these difficulties. In fact, these very 'production rules' are nothing but the revised form of the learner's rules.

01-408 Hendriks, Henriette (Cambridge U., UK; *Email*: hpjmh2@hermes.cam.ac.uk) The acquisition of topic marking in L1 Chinese and L1 and L2 French. *Studies in Second Language Acquisition* (New York, USA), **22**, 3 (2000), 369–97.

This paper focuses on the acquisition of linguistic devices used for discourse cohesion in Chinese and French. Particular attention is paid to how two types of learners (child first language (L1) [Chinese, French] and adult second language (L2) [Chinese learning French]) acquire the linguistic means for marking topics, in particular French *dislocation*, and its discourse-pragmatic functions. Data consist of narratives based on picture sequences, produced in absence of mutual knowledge. Previous studies in L2 acquisition have shown that, at early stages, adult learners' utterances and texts are

organised along semantic and pragmatic principles, rather than along structural ones. These principles play a preponderant role in Chinese as well. French shares this tendency with Chinese, insofar as particular utterance patterns – dislocations – mark topic and antitopic. Results show that French children have to acquire the discourse functions related to dislocations. Post-basic-variety adult learners readily use French dislocations to mark – appropriately – a variety of discourse-pragmatic functions. However, the adult learners quite often use forms that deviate from the dislocated form found in target language French. This is all the more interesting because the chosen forms, though not usable without a certain context in standard French, do occur in colloquial French and are clearly functionally related to the target forms.

01-409 Hood, Philip (U. of Nottingham, UK; *Email*: philip.hood@nottingham.ac.uk). The potential contribution of encyclopaedic foreign language CD-ROM packages to the acquisition of language and knowledge. *ReCALL* (Cambridge, UK), **12**, 2 (2000), 143–56.

This article describes an experiment which investigated the role played by an encyclopaedic CD-ROM in knowledge and language learning gains. The study used a science-based CD-ROM package in French with a small sample of able advanced level students. The author considers both quantitative and qualitative evidence (e.g., pre- and post-testing, and on-line audio-recorded data) to demonstrate that learning did take place and to suggest how it might have occurred.

01-410 Hotho, Sabine (U. of Abertay Dundee, UK). 'Same' or 'different'? A comparative examination of classroom factors in second language settings. *Foreign Language Annals* (New York, USA), **33**, 3 (2000), 320–29.

Although research in the field of second language (L2) learning and the practice of foreign language teaching are increasingly predicated on the recognition of individual learner differences, only limited attention has been given to the question of whether language learners display significant fluctuations over time in terms of, e.g., attitudes, behaviours, or perceptions concerning their language learning motivation, and whether any such 'fluctuations' indicate significant shifts in the learner profile. Nor has there been much significant research dedicated to the question of whether language learners differ in their behaviour or attitudes towards or perceptions of the L2 classroom depending on their learner or proficiency level or the language they are learning. Although there is thus a tendency in L2 motivation research to emphasise commonalities rather than differences over time and over different L2 learning settings, the present study undertakes to examine whether and to what extent significant differences exist between learners of French, German, and Spanish with respect

to a range of motivational or motivation-related factors, and whether the factor time has any significant effect in this. Although the emerging 'learner group profiles' confirm stability rather than change, and similarities rather than differences, the findings nevertheless highlight some differences across languages which seem to suggest that, while similarities across groups may prevail in a specific socio-educational setting, certain elements of the L2 learning project are of greater immediacy to the learner than others and may thus be more susceptible to variation depending on which language is learned. Such areas may therefore require the particular attention of the teacher and the adjustment of universalist assumptions about foreign language learning to a language-specific context.

01-411 Hyland, Ken (City U. of Hong Kong; Email: enhyland@cityu.edu.hk). Hedges, boosters and lexical invisibility: noticing modifiers in academic texts. *Language Awareness* (Clevedon, UK), **9**, 4 (2000), 179–97.

The ways that writers distinguish their opinions from facts and evaluate the certainty of their assertions is central to the meaning of academic texts, yet this is an area that second language (L2) students often find extremely problematic. This paper examines the view that the items which writers use to modify their claims, commonly referred to as hedges and boosters, may actually be unnoticed by L2 readers, a phenomenon Low (1996) calls the 'Lexical Invisibility Hypothesis'. Data are presented from a small retrospective think-aloud study which explores how 14 Cantonese L1 undergraduates respond to hedges and boosters in an academic text. The discussion is supported by questionnaire data which seek to determine learners' awareness of the meanings of these forms. The results suggest that, while the participants generally attended to the boosters, hedges did seem to be more invisible.

01-412 Işık, Ali (Istanbul, Turkey). The role of input in second language acquisition: more comprehensible input supported by grammar instruction or more grammar instruction? *ITL Review of Applied Linguistics* (Leuven, Belgium), **129-130** (2000), 225–74.

This study investigates the combined effects of different amounts of comprehension-based and form-focused instruction on skill-based proficiency and knowledge of grammatical structures of beginner-level English as a Foreign Language (EFL) students. One experimental and one control group participated, each containing 20 lycee prep level Turkish EFL students randomly selected from two different schools. The experimental group enrolled in a programme of comprehension-based instruction supported by form-focused instruction, while the control group enrolled in a basically form-focused programme. Both groups had 29 hours of EFL instruction per week for 36 weeks. At the end of the

fourth month, both groups were given the listening, reading and writing components of the Key English Test (KET) and the grammar component of the Oxford Placement Test (OPT); and at the end of the eighth month, they were given the Preliminary English Test (PET) and another version of the grammar component of the OPT. The results indicated that the programme of comprehension-based EFL instruction supported by form-focused instruction was more effective in helping beginner-level students develop their listening, reading, and writing skills as well as their knowledge of grammatical structures.

01-413 Kennedy, Teresa J., Nelson, Jack K., Odell, Michael R. L. (U. of Idaho, USA) and **Austin, Laurie K.** (Moscow Sch. District, Idaho, USA). The FLES attitudinal inventory. *Foreign Language Annals* (New York, USA), **33**, 3 (2000), 278–89.

This study investigated attitudinal changes experienced by elementary students studying a second language (L2) and presents the development of an attitudinal assessment instrument, its reliability, and a summary of findings from initial administrations of the inventory. The primary purpose of the study was to compare attitudinal differences between elementary students (Kindergarten–Year 5) involved in a regular Foreign Languages in Elementary School (FLES) programme with their peers who were not provided with additive foreign language curriculum. Results from the study showed that students participating in FLES programmes had positive attitudes relating to school, perceived difficulty in language acquisition, perceived desirability of FL study, cultural views, and student self-esteem and confidence levels in relation to their academic achievement in comparison with their non-FLES peers. The conclusions of this study suggest that FLES programmes provide students with improved motivation to participate, to persist, and to succeed in L2 study.

01-414 Kenning, Marie-Madeleine (U. of East Anglia, Norwich, UK). Concordancing and comprehension: preliminary observations on using concordance output to predict pitfalls. *ReCALL* (Cambridge, UK), **12**, 2 (2000), 157–69.

This paper presents an innovative application of concordancing to the study of comprehension based on the hypothesis that the presence of noise in raw concordance data brings to light the existence of strings liable to cause unsuspected comprehension problems to language learners. The paper explains how the hypothesis was arrived at before proceeding to describe and discuss an experiment specially designed to test its validity. In the course of this experiment eight post A(dvanced)-level students and two native speakers/teachers of French were observed processing the raw output of a concordance of the string *bien que*. Details of the concordance data are given, broken down in broad categories (concessive conjunction *bien que*, resultative conjunction

si bien que, adverb + completive, etc.). The findings are reported in three stages corresponding to those of the experiment: a pilot study involving two of the students, a repeat of the experiment with the two native speakers, and a second learner study with a larger, more representative sample of six students. Between them the results are found to provide empirical evidence in support of the hypothesis. The main outcome is that, contrary to the native speakers, none of the post A-level students was able to interpret all the citations correctly. Other significant results are that difficulties were spread unevenly across citations and were more common among those with lower grades. The implications for language pedagogy are then examined. The paper concludes that concordances can be helpful in predicting potential pitfalls and ends with some suggestions for future research.

01-415 Kiziltepe, Z. (Boğaziçi U., Turkey). Attitudes and motivation of Turkish EFL students towards second language learning. *ITL Review of Applied Linguistics* (Leuven, Belgium), **129-130** (2000), 141-68.

This paper presents the results of a study of the influence of attitudes and motivation on the acquisition of English by 308 Turkish students aged 15 to 18. It investigates the following factors: attitudes towards the British and Americans; motivational intensity; interest in English and foreign languages in general; instrumental and integrative orientation; anxiety in English classes; family encouragement; and the English teacher and course. Results indicate that students are highly motivated instrumentally as well as integratively, although a moderate interest in the British and the American community and culture is reported. Respondents' motivational intensity is high, and their attitudes towards learning English and languages in general are positive. They do not show anxiety in class and their families are very supportive. Results about their attitudes towards their English teachers and courses vary according to the school they attend. Implications for English as a Foreign and Second Language (EFL/ESL) classrooms are also discussed at the end of the paper.

01-416 Lam, Wan Shun Eva (U. of California Berkeley, USA). L2 literacy and the design of the self: a case study of a teenager writing on the Internet. *TESOL Quarterly* (Alexandria, VA, USA), **34**, 3 (2000), 457-82.

This article presents a case study that uses ethnographic and discourse analytic methods to examine how electronic textual experiences in English as a Second Language figure in the identity formation and literacy development of the learner. First, the article reviews some recent work in literacy studies, second language (L2) learning, and computer-mediated communication to provide a conceptual basis for studying discursive practices and identity formation in L2 learning. The

results of a case study of a Chinese immigrant teenager's written correspondence with a transnational group of peers on the Internet then show how this correspondence relates to his developing identity in the use of English. This study develops the notion of textual identity for understanding how texts are composed and used to represent and reposition identity in the networked computer media. It also raises critical questions on literacy and cultural belonging in the present age of globalisation and transborder relations.

01-417 Leech, Geoffrey (Lancaster U., UK; *Email: g.leech@lancaster.ac.uk*). Grammars of spoken English: new outcomes of corpus-oriented research. *Language Learning* (Malden, MA, USA), **50**, 4 (2000), 675-724.

This article presents a survey of current research on spoken English grammar from a corpus-oriented point of view. Recently work on the grammar of spoken English has advanced through the use of large, general, and varied corpora of the language, including corpora of spoken discourse. Much of the research reviewed here, which has been emerging from the availability of such corpora, emphasises the need for new ways of conceptualising spoken grammar, to replace the traditional reliance on grammatical models oriented to written language. Although such research tends to stress the need for a new descriptive apparatus for the language of speech, arguments are presented here for the view that spoken and written language utilise the same basic grammatical repertoire, however different their implementations of it may be.

01-418 Levison, Michael, Lessard, Greg and Walker, Derek (Queen's U., Kingston, Ontario, Canada; *Email: levison@cs.queensu.ca*). A multi-level approach to the detection of second language learner errors. *Literary and Linguistic Computing* (Oxford, UK), **15**, 3 (2000), 313-22.

A natural language generation system used for computer-aided language learning generates stimuli, or 'questions', along with one or more anticipated learner responses. To provide the learner with intelligent feedback, the system initially compares the actual responses entered by the learner with those produced by the system. The differences discovered in this way may be thought of as symptoms, the eventual aim being to diagnose the deeper problems, misunderstandings of the language that underlie the symptoms, to offer corrective advice. This paper considers alternative approaches to the comparison process, and describes a two-level algorithm, based on approximate string matching, which determines and categorises the differences between learner and system responses. The process detects variations in word order, insertions and deletions. It also reports on the use of synonyms or malwords, errors in morphology, phonological errors and typing slips. In subsequent work, these will form

the basis for the adaptive generation of new stimuli, as well as for the deeper diagnosis of learner difficulties. Some typical results are shown.

01-419 Levy, Mike (The U. of Queensland, Brisbane, Australia; *Email*: mlevy@cltr.uq.edu.au). Scope, goals and methods in CALL research: questions of coherence and autonomy. *ReCALL* (Cambridge, UK), **12**, 2 (2000), 170–95.

This paper considers the problem of coherence and direction in CALL (Computer Assisted Language Learning) research. Rather than suggesting a top-down approach to setting goals for research, it argues for a much closer examination and a much stronger emphasis on existing CALL research work as a platform for directing and informing future CALL work. Based on a corpus of 47 CALL research articles published in books and journals in 1999, it sets out a framework for the description and analysis of CALL research as it is represented in the literature. Two major directions and three important, though less frequent, directions are described in detail, using examples from the corpus, and the implications for research in the future are considered. Particular emphasis is placed on identifying the goals of CALL researchers and on clarifying the unique attributes of research in this field.

01-420 Lightbown, Patsy M. (Concordia U., Quebec, Canada; *Email*: lightbn@vax2.concordia.ca) and **Spada, Nina**. Do they know what they're doing? L2 learners' awareness of L1 influence. *Language Awareness* (Clevedon, UK), **9**, 4 (2000), 198–217.

This paper reports on the extent to which learners can make explicit first language (L1) rules which appear to influence their second language (L2) performance. The learners were 11–12-year-old francophone students learning English in intensive communicative English as a second language classes in Quebec. The authors' previous research had shown that their knowledge and use of English questions and adverbs, while systematic, was not target-like. In question forms, the pattern in their interlanguage reflected the French constraint which allows subject-auxiliary inversion with pronouns and prohibits it with nouns. Regarding adverb placement, students accepted sentences with both SAVO (ungrammatical in French) and SVAO (grammatical in French but ungrammatical in English). In this study, students from the same population were asked to judge the grammaticality of sentences and to explain their judgements. The results confirmed the patterns previously observed, i.e., students' performance on adverbs and questions showed clear influence of transfer from French. However, there was no evidence that students were aware of how their intuitions about L1 grammaticality influenced their L2 judgements. It is suggested that research is needed – particularly with young learners in communicative L2 learning contexts – to explore

the potential effectiveness of drawing learners' attention to these L1 influences.

01-421 Masgoret, Anne-Marie (The U. of Western Ontario, Canada), **Bernaus, Mercé** and **Gardner, Robert C.**. A study of cross-cultural adaptation by English-speaking sojourners in Spain. *Foreign Language Annals* (New York, USA), **33**, 5 (2000), 548–58.

This study investigated 127 British university students who worked as English monitors (i.e., instructors) in an 'Enjoy English' programme in Spain, which gives children the opportunity to improve their English skills through a number of recreational activities. The monitors' attitudes toward Spain and Spanish people were assessed at the beginning and end of the four-week programme, as were their motivation to learn Spanish, adjustment to Spanish culture, and self-ratings of Spanish proficiency. Their supervisors' ratings of their personalities and their success as instructors in the programme were also tested, at the end of the programme only. The results demonstrated significant changes in the monitors' attitudes and ratings of proficiency in Spanish over the duration of the programme. These changes defined four dimensions: Integrativeness, Motivation, Adjustment, and Self-confidence with Spanish. Relationships were also found between pre-test characteristics of the monitors, supervisors' perceptions of the monitors' personalities, and supervisors' ratings of teaching performance. A multiple regression analysis showed that Teaching Performance was predicted significantly by the number of languages spoken by the monitors and supervisors' ratings of their Agreeableness and Extroversion. These results are discussed in terms of the roles of attitude and motivation in second language learning, factors associated with adjustment to a new culture, and characteristics of successful teachers.

01-422 Muranoi, Hitoshi (Tohoku Gakuin U., Japan; *Email*: muranoi@tscc.tohoku-gakuin.ac.jp). Focus on form through interaction enhancement: integrating formal instruction into a communicative task in EFL classrooms. *Language Learning* (Malden, MA, USA), **50**, 4 (2000), 617–73.

This study examines the impact of interaction enhancement (IE) on the learning of English articles. IE is a treatment that guides learners to focus on form by providing interactional modifications and leads learners to produce modified output within a problem-solving task (strategic interaction). Two different IE treatments were employed: IE plus formal debriefing, and IE plus meaning-focused debriefing. Outcomes of these treatments were compared with the effects of non-enhanced interaction in a quasi-experimental study involving 91 Japanese English as a Foreign Language (EFL) learners. Progress was measured with a pretest and two post-tests, yielding these major find-

ings: (1) IE had positive effects on the learning of English articles; and (2) the IE plus formal debriefing treatment had a greater impact than the IE plus meaning-focused debriefing.

01-423 Nikolova, Ofelia R. (Southern Illinois U. at Carbondale, IL, USA; *Email*: ofeliarn@siu.edu). Affective aspects of student authoring for foreign language learning. *ReCALL* (Cambridge, UK), **12**, 2 (2000), 129–42.

The affective aspect of authoring is the focus of this paper. The study compares the attitude toward instruction of two groups of participants: control subjects who used a multimedia instructional module for French created by the researcher, and experimental subjects who created their own module. Quantitative data did not yield statistically significant differences in their attitudes. In the light of additional qualitative data, possible reasons for the result are discussed: high level of satisfaction with the novelty of instruction for both groups, computer problems, lack of adequate orientation, lack of real outlet for the module and difficulty of the texts for the experimental group. Included are conclusions and recommendations for further research.

01-424 Parodi, Teresa (U. of Cambridge, UK; *Email*: tp209@cus.cam.ac.uk). Finiteness and verb placement in second language acquisition. *Second Language Research* (London, UK), **16**, 4 (2000), 355–81.

The relationship between finiteness and verb placement has often been studied in both first (L1) and second language (L2) acquisition and many studies claim that, while there is a correlation between finiteness and verb placement in L1 acquisition, these areas represent separate learning tasks in second language acquisition (SLA). The purpose of this article is to provide a new perspective on this elusive question, analysing data from speakers of Romance languages learning L2 German. Verbs are classified as thematic and nonthematic and analysed with respect to overt subject-verb agreement and verb placement as seen in negation patterns. A clear association between subject-verb agreement and verb placement is seen for nonthematic verbs: they are in most cases morphologically finite and show the syntactical distribution of finite verbs. These verbs are interpreted as a spell-out of agreement features, differing both from the speakers' L1 and from the L2, but conforming to a universal grammar option.

01-425 Rico García, Mercedes (Centro Universitario de Mérida, Spain; *Email*: mrico@arrakis.es) and Vinagre Arias, Filomena (*Email*: filo_vinaigre@hotmail.com). A comparative study in motivation and learning through print-oriented and computer-oriented tests. *Computer*

Assisted Language Learning (Lisse, The Netherlands), **13**, 4-5 (2000), 457–65.

Based on the belief that computers are potentially one of the most useful means of achieving effective learning, this article considers the effect on learning theories of the introduction of new technologies. The article first briefly reviews how new technologies have contributed to redefining new roles for learners and teachers, changing from passive receptor to active agent in the learning process in the case of students, and from the only source of information to learning facilitator in the case of teachers. The article next presents a comparative study of a print-oriented and a computer-assisted multiple choice for learning English as a second language in relation to the incidences of both tests in the students' learning process. The aim is to show how students benefit differently from each type of test according to how much they access both types of the references provided. In line with previous research and according to the positive change which new technologies have brought to language skills acquisition, the study suggests that computers enhance motivation and effective learning; and shows learners demonstrating improvements in the grammar domain, vocabulary acquisition and pronunciation when accessing computer-assisted resources.

01-426 Rifkin, Benjamin (U. of Wisconsin-Madison / Russian Sch. of Middlebury Coll., USA). Revisiting beliefs about foreign language learning. *Foreign Language Annals* (New York, USA), **33**, 4 (2000), 394–420.

The present author suggests that research on the beliefs of American university students about foreign language (FL) learning has been limited in three ways. First, students surveyed have generally been drawn only from beginning language classes; second, research has been conducted almost exclusively with students of only French, German, and Spanish; and third, published studies have focused on the beliefs of learners at only a single institution. This paper presents an investigation of these three issues. The study is based on a survey of over 1,000 learners of 10 different languages at different levels of instruction in three different institutions. Data collected over a three-year period are analysed in order to compare the beliefs about language learning reported by learners in the present study with those held by learners in Horwitz's 1988 study. The present paper also presents comparisons of the beliefs of learners in their first year of instruction with the beliefs of learners (a) at other levels, (b) of commonly versus less commonly taught languages, and (c) at a public research institution compared with small, private liberal arts colleges.

01-427 Sellers, Vanisa D. (Ohio U., USA). Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annals* (New York, USA), **33**, 5 (2000), 512–21.

The study reported here explored the relationship

between language anxiety and reading in Spanish. The study addressed the effect of language anxiety (1) on the reading comprehension and recall of 89 university-level students of Spanish and (2) on the reading process itself. Two inventories assessed two different anxiety levels: the Reading Anxiety Scale and the Foreign Language [FL] Classroom Anxiety Scale. A Cognitive Interference Questionnaire was also used to assess the number of off-task thoughts of each participant while reading. Reading comprehension was measured by a written recall protocol and a multiple-choice test. The results indicated that more highly anxious students (those with high scores on both anxiety inventories) tended to recall less passage content. For the type of information recalled, the relationships between anxiety and recall were less systematic. Reading anxiety affected the number of important ('High') pausal units recalled, whereas FL classroom anxiety affected the number of supporting ('Mid') pausal units recalled. In both cases, highly anxious learners recalled fewer pausal units. In contrast, neither reading anxiety nor FL classroom anxiety affected significantly the recall of unimportant ('Low') pausal units. Results from the questionnaire indicated that highly anxious students tended to experience more off-task, interfering thoughts than their less anxious counterparts.

01-428 Sengupta, Sima (Hong Kong Poly. U.; *Email: egsima@polyu.edu.hk*). Exchanging ideas with peers in network-based classrooms: an aid or a pain? *Language Learning and Technology* (<http://lt.msu.edu/>), **5**, 1 (2001), 103-34.

Computer-mediated communication can be a powerful tool towards literacy development as its text-based nature supports sustained reflection on classroom exchanges. This exploratory study examines the nature of peer exchanges in two partially network-based classes and the conflicts learners face in this situation where all information is text-based and archived. The classes combined computer-mediated and face-to-face elements in teaching content courses to students completing a BA in Contemporary English Language. This paper provides a picture of how learners used the available technology to interact with peers and their comment on how this mode of delivery extended their traditional notions of learning. Data include archives of discussions, learning logs, the tasks completed, responses provided, and student interviews conducted at the end. The data were inductively analysed to find emerging themes following a reiterative process of substantiating and elaborating the themes. A variety of responses was evident where students were using situationally-relevant language to interact with and learn from each other. The data indicate that students develop a sense of personal accountability arising from the high visibility on the Web which was seen as a unique yet threatening component of this mode. The paper evaluates the powers of the Web in terms of students' experiences and comments.

01-429 Smith, Mike (U. of Melbourne, Australia; *Email: m.smith@hlc.unimelb.edu.au*). Factors influencing successful student uptake of socio-collaborative CALL. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 4-5 (2000), 397-415.

This paper investigates the problem of why certain students embrace socio-collaborative CALL more enthusiastically than others. A sample of students was given a questionnaire which probed individual student beliefs about teaching and learning together with Oxford's (1990) Strategy Inventory for Language Learning (SILL), a widely used instrument for identifying students' preferred language learning strategies. By combining the two sets of data with previously completed semi-structured interviews with the same students, it was possible to form a profile of the group which provided insights into the reasons why different students respond positively or negatively to aspects of this approach to language learning. The paper establishes that student attitudes to teaching and learning affect their approval of certain elements of socio-collaborative CALL, and also identifies a number of learning strategies which may be specific to this approach. In addition, it concludes that Oxford's SILL is not an adequate tool for investigating strategies in collaborative learning environments where computers are used.

01-430 Ushioda, Ema (Trinity College Dublin, Ireland; *Email: eushioda@mail.tcd.ie*). Tandem language learning via e-mail: from motivation to autonomy. *ReCALL* (Cambridge, UK), **12**, 2 (2000), 121-28.

This paper examines the affective dimension of tandem language learning via e-mail. It begins by highlighting some of the obstacles to this mode of learning, including organisational and pedagogical issues as well as the particular issues confronting learners. Drawing on a small body of empirical data, it explores the interactions between these issues and what learners perceive to be intrinsically motivating about tandem learning. It concludes by suggesting that affective learning experience has a potentially powerful role to play in fostering the development of learner autonomy through the reciprocity on which successful tandem learning is founded.

01-431 Warden, Clyde A. (Chaoyang U. of Technology, Taichung, Taiwan) **and Lin, Hsiu Ju.** Existence of integrative motivation in an Asian EFL setting. *Foreign Language Annals* (New York, USA), **33**, 5 (2000), 535-47.

The major purpose of the study reported here was to investigate the existence of distinct motivational groups within a population of Taiwan English as a Foreign Language (EFL) learners. Based on previous English as a Second Language (ESL) research, this study assumed the existence of both an integrative and an instrumental



motivation. A hypothesised motivation, labeled 'required', was also tested for. A survey instrument was developed and completed by over 2000 non-English majors at two educational institutions in Taiwan. This paper reports preliminary results from the first educational institution and includes the first wave of 500 responses. Exploratory factor analysis was employed to confirm the existence of the motivational groups and to determine their temporal orientations (past, present or future). Results did not support the existence of an integrative motivational group, but did find a strong 'required' motivational group as well as an instrumental group. Lack of integrative motivation among Taiwan EFL learners has significance for language education in Taiwan, since most EFL classroom techniques are derived directly from Western ESL theory which assumes integration as one of the main motivations. Cultural influences on EFL settings are discussed.

01-432 Wolff, Dieter (Bergische Universität - Gesamthochschule Wuppertal, Germany). Sprachproduktion als Planung: ein Beitrag zur Psychologie des Sprechens. [The planning of speech production: a contribution to the psychology of speech.] *Der fremdsprachliche Unterricht Englisch* (Berlin, Germany), **5** (2000), 11-16.

While there has been much discussion of a skills-oriented approach to foreign language teaching within foreign language didactics, the mental processes which underlie language production and reception have not been given due attention. Here the production of language is viewed as a complex planning process. The various sub-processes, at the level of discourse, sentence, constituent and articulation, in unison make each utterance into a physically tangible communication, which can be processed by the communication partner. The author briefly discusses the methodological approaches to speech production before highlighting the differences between monological and dialogical/multilogical speaking situations. He then goes on to examine two models of speech: a serial model in which all planning processes occur sequentially in a top-down fashion, and a parallel model in which processes at a lower hierarchical level can occur before higher-level processes have been completed. Finally psycholinguistic findings are applied to second language (L2) speech production. It is suggested that specific strategies of L2 speech planning can be attributed to linguistic deficits of the L2 learner.

01-433 Wood, Julie (Harvard U., USA; Email: woodju@gse.harvard.edu). Can software support children's vocabulary development? *Language Learning and Technology* (<http://lt.msu.edu/>), **5**, 1 (2001), 166-201.

A number of software programs on the market claim to foster literacy development. However, little is known about the pedagogical underpinnings of such products,

particularly the extent to which they are aligned with current research for both first and second language learners. This study 'lifts the lid off' 16 well-reviewed software products designed for elementary grade students – those products that make explicit claims about developing students' lexical knowledge and those that do not. The study also examines the potential of technology (e.g., hypertext, animations) to enhance vocabulary learning. The following guidelines, derived from research, were used to examine each product. Does instruction relate the new to the known? Does it promote active in-depth processing? Does it provide multiple exposures of new words? Does it teach students to be strategic readers? And does it promote additional reading? Findings indicated that many products that made no explicit claims about fostering vocabulary learning, in fact, incorporated more guidelines than many that made explicit claims. Those in the latter group often merely varied a drill and practice routine rather than helping students *really know* a word. Findings also indicated that the potential of technology to help students understand word meanings has yet to be fully exploited.

01-434 Wright, David A. (U. of Texas at Austin, USA). Culture as information and culture as affective process: a comparative study. *Foreign Language Annals* (New York, USA), **33**, 3 (2000), 330-41.

This paper describes an application of the Cross-Cultural Adaptability Inventory or CCAI (Kelley & Meyers 1995) to measure the effects of two ways to teach about German culture in beginning language courses. A first language (L1) process-oriented approach and a second language (L2) knowledge-based approach were implemented in separate classes. Students filled out the CCAI in pre-treatment and post-treatment conditions. Quantitative analyses of results established that the treatment group, taught with constructivist, process-oriented tasks as articulated in the *National Standards* (1996), experienced significantly positive results on the CCAI composite score and on two out of four subscales that assess cultural sensibilities. Conversely, the control group, which spent commensurate time working with knowledge-based orientations characteristic of many textbooks on the market today, experienced a non-significant decrease in cultural receptivity in those same CCAI measures. The results are taken to suggest that culture learning in the L1, when guided by constructivist theories, can promote considerable increases in cross-cultural adaptability in learners.

01-435 Yafei, Ge and Xiaoyan, Su (China U. of Geosciences, Wuhan, China). Problems of Chinese students in learning English. *Language Issues* (Birmingham, UK), **12**, 2 (2000), 14-19.

Chinese students generally begin to study a foreign

language (mainly English) after they enter secondary schools, though some city children may start to learn English in primary schools or even earlier. However, a problem arises when most students get to university, in that, seemingly, the more English they have acquired, the less able they are to communicate in the language. Although they can pass English examinations with good marks, they have difficulties in communication and sometimes cannot speak or write at all. The problem may be attributed to the students' motivation, their learning strategies and some cultural factors. This paper tries to make an analysis of the problems and the factors that affect their English language learning in order to find a way to help them to acquire linguistic and communication competence in the English language.

Reading and writing

01-436 Ashwell, Tim (Komazawa Junior Coll., Tokyo, Japan). Patterns of teacher response to student writing in a multiple-draft composition classroom: Is content feedback followed by form feedback the best method? *Journal of Second Language Writing* (Norwood, NJ, USA), **9**, 3 (2000), 227-57.

In the study reported here, four different patterns of teacher feedback were given to foreign language students producing a first draft (D1), a second draft (D2), and a final version (D3) of a single composition. The pattern usually recommended within a process writing approach of content-focused feedback on D1 followed by form-focused feedback on D2 was compared with the reverse pattern, another pattern in which form and content feedback were mixed at both stages, and a control pattern of zero feedback. It was found that the recommended pattern of feedback did not produce significantly different results from the other two patterns in which feedback was given in terms of gains in formal accuracy or in terms of content score gains between D1 and D3. A *post-hoc* analysis of changes made by students revealed that they may have relied heavily on form feedback and that content feedback had only a moderate effect on revision. Explanations for these findings are put forward and the implications for the classroom are drawn.

01-437 Biesenbach-Lucas, Sigrun (American U., USA; Email: sb Lucas@american.edu) and **Weasenforth, Donald**. E-mail and word processing in the ESL classroom: how the medium affects the message. *Language Learning and Technology* (<http://llt.msu.edu/>), **5**, 1 (2001), 135-65.

Computer-based media place new demands on language which can promote variations in language use (cf. Halliday, 1990). Electronic mail has assumed functions and formal features associated with spoken language as

well as formal writing (Davis & Brewer, 1997; Maynor, 1994; Murray, 1996). This has implications for language instructors: if e-mail does engender features of both written and spoken language, it is questionable that e-mail writing will improve academic writing abilities. The present study attempts to provide insights into this issue. Non-native students in an intermediate pre-academic English as a Second Language (ESL) course responded to writing prompts using e-mail and word processing. Their writing was examined for (1) differences in use of cohesive features (Halliday, 1967; Halliday & Hasan, 1976), (2) length of text produced in each medium, and (3) differences in text-initial contextualisation. Results indicate no obvious differences between students' e-mail and word-processed writing. However, the e-mail texts were significantly shorter than the word-processed texts, and text-initial contextualisation was more prominent in the word-processed than in the e-mail texts. The findings raise the question of whether e-mail benefits students in terms of academic writing development.

01-438 Flowerdew, Lynne. Using a genre-based framework to teach organizational structure in academic writing. *ELT Journal* (Oxford, UK), **54**, 4 (2000), 369-78.

This article proposes the use of a genre-based framework, according to the Swalesian tradition of genre, for the teaching of the organisational structure of academic report writing. An analysis of 15 engineering undergraduate project reports reveals that the Problem-Solution pattern is prevalent in key sections of these reports, and should therefore also be considered as complementary to the notion of genre. Exercises for sensitising students to the genre structure and the Problem-Solution pattern are suggested. A case is also made for using good 'apprentice' models of student reports for devising genre-based exercises, on the grounds that they provide students with realistic, attainable models of academic writing.

01-439 Hyland, Fiona (Open U. of Hong Kong). Teacher management of writing workshops: two case studies. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 2 (2000), 272-94.

Individual discussions or conferences offered to students in writing workshops are seen as a very valuable source of feedback. However, for such writing conferences to be effective, writing workshops need to be carefully planned and managed. This paper examines the approaches of two teachers to the management of writing workshops for English as a second/foreign language (ESL/EFL) students on an English proficiency course. The data come from a longitudinal study into the effects of feedback on ESL/EFL students and include questionnaire responses, interviews and classroom observations. The paper discusses the different procedures which the two teachers adopt in the management of their writing workshops and the effects that