

these examples illustrate, information technology can serve as a medium both for carrying out service learning projects and for reflecting on them.

00-452 Wood, Priscilla G. (U. of North Carolina at Greensboro, USA). Who is using the National Foreign Language Standards? *Foreign Language Annals* (New York, USA), **32**, 4 (1999), 435-40.

This article briefly traces the history of the National Standards for Foreign Languages in the United States and then addresses who is using the standards. The Center for Applied Linguistics, which designed a survey to determine the effect of national and state standards on public and private foreign language teachers in grades K(indergarten) to 12, reports that approximately half of the surveyed teachers are aware of national or state standards. Finally, the issue of how states are developing foreign language standards is addressed by examining the curricula of Minnesota, New Jersey, and Connecticut. Recommendations follow as to how a state's curriculum can be aligned with the national standards.

00-453 Zamborlin, Chiara (Istituto Italiano di Cultura, Hiroshima, Japan). Osservazioni su alcune difficoltà implicite nell'acquisizione dell'imperfetto italiano da parte di studenti giapponesi. [Observations on certain difficulties inherent in the acquisition of the Italian imperfect tense by Japanese students.] *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **2/3** (1999), 95-108.

The verbal system is a major hurdle for foreign language students when it differs widely from their native tongue. This article reports the experience of a teacher involved in elementary-level Italian classes for arts students in a Japanese university. As Japanese has only one type of past tense, learners usually struggle to grasp the difference between the several forms available in Italian, especially the imperfect tense. But if language is merely the clothing of universal mental notions ('mentalese') as claimed by Steven Pinker, then the imperfect can be taught more easily by drawing attention to semantically equivalent utterances in the first language; this may help identify temporal and discoursal constraints that apply to the target tense, without relying on grammar-book prescriptions. The fact that Italian is not an exam-governed curricular course but only an optional subject means that teachers and learners can experiment more freely with intuitive methods of language development.

Language learning

00-454 Ayoun, Dalila (U. of Arizona, USA). Web-based elicitation tasks in SLA research. *Language Learning and Technology* (<http://lt.msu.edu>), **3**, 2 (2000), 77-98.

This paper presents an experimental study in second language acquisition (SLA) designed with web-based elicitation tasks to obtain greater internal and external validity. The study intends to show how a rich and wide set of data can be elicited using a variety of innovative Web-based tasks offering a number of advantages. The background information questionnaire and three experimental tasks—a scaled grammaticality judgment task, a preference/grammaticality task and a production task—were created with a web-based software, Claris Homepage®, while a fourth experimental task—a magnitude estimation acceptability judgment task—was designed with a multimedia software, Director®. The present study tested the acquisition of the properties subsumed under the verb movement parameter and the null subject parameter by English native speakers enrolled in French college classes. The results for the former parameter but not the latter support the hypothesis of progressive parametric manifestation in second language learners' grammar. The preference/grammaticality and production tasks proved particularly informative.

00-455 Benson, Phil and Lor, Winnie (Hong Kong U.). Conceptions of language and language learning. *System* (Oxford, UK), **27**, 4 (1999), 459-72.

This paper questions whether the notion of learner beliefs as conceived in the second language acquisition literature is adequate to capture the complexity of learners' thinking about language learning. It proposes as an alternative an analytical framework based on three levels: conception, approach and belief. The notion of conceptions of language and language learning is proposed as a higher level category conditioning specific beliefs. The notion of approaches to learning is proposed as a category describing the level at which beliefs are made manifest in specific contexts of learning. These categories are illustrated with reference to the authors' data drawn from interviews with first-year undergraduate university students in Hong Kong.

00-456 Cajkler, Wasyl, and Thornton, Barbara (U. of Leicester, UK). Language learner perceptions of strategy use in secondary schools. *Language Learning Journal* (Rugby, UK), **20** (1999), 45-50.

Since the early 1970s, a series of studies have sought to identify successful language learner strategies, but the focus has often been on the adult language learner. The study reported here explored the strategies used by 14-15-year-old learners of modern languages, reporting general findings from surveys of teacher and pupil perceptions of the use of strategies in the language classroom in three EU countries. Questionnaires were followed by interviews with individual students and teachers; in addition, some lessons were videotaped and examined for patterns of interaction and strategy use. Findings showed that many teachers may not be aware of the extent to which learners seek to promote their own foreign language learning. Results from student

questionnaires indicated that a majority seem to rely on traditional approaches, despite national differences and the fact that girls appear to use strategies more regularly than boys. Extensive reading seemed to be under-used, and reading books in the foreign language did not feature very highly as a home or school activity.

00-457 Castellotti, Véronique (Université de Tours, France) and **Moore, Danièle**. Schémas en coupe du plurilinguisme. [Cut-out models of plurilingualism.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **70** (1999), 2-50.

This paper explores children's representations of plurilingualism. Children in a French elementary school, who had previously been sensitised to other languages through Language Awareness activities, were asked to produce drawings representing 'what it is like inside the head of someone who speaks several languages'. Group discussions and interviews were conducted on the basis of these drawings. Children tended to produce either pictures of plurilinguals, in which the brain was divided into separate sections for different languages, or pictures of bilinguals in which the brain stored equivalences between words from different languages. They posited complex systems in the brain for the learning of each language, including systems to keep the different languages apart. But many children suggested that a plurilingual would experience difficulties in separating languages, and that 'mixing' languages would be an unavoidable problem. The article concludes that most children's models of plurilingualism are based on the idea of 'separate underlying competence', in which each language is learnt separately, and where competence in one language cannot transfer to another. However, observations of the children's own plurilinguistic competencies demonstrated an ability to transfer their knowledge between languages, a 'common underlying competence'. This suggests that there is a gap between children's representations of plurilingualism and their own competencies, with their practices as plurilinguals surpassing their monolingual-influenced representations.

00-458 Cenoz, Jasone and Lecumberri, Luisa Garcie (U. of the Basque Country, Vitoria-Gasteiz, Spain). The effect of training on the discrimination of English vowels. *IRAL* (Heidelberg, Germany), **37**, 4 (1999), 261-75.

The study reported here analyses the effect of training on the perception of English vowels by native speakers of Basque and Spanish. Participants were 109 university students who received a training course in English Phonetics and were asked to complete some questionnaires and vowel perception tests. The findings are taken to confirm that training exerts a positive effect on the perception of English vowels and that this effect is also related to the desire to acquire a native accent.

00-459 Chavez, Monika (U. of Wisconsin-Madison, USA). Taking a turn for the better and the

worse: the relationship between achievement and self-reported discourse behaviour. *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ, USA), **31**, 2 (1998), 32-44.

This article describes an exploratory study comparing more- and less-successful learners of German at university. The study focused on the relationship between level of student achievement as measured by previous final course grade and student-teacher discourse patterns. Using self-report data, the study revealed that less successful learners were less likely than their successful counterparts to report themselves as: (a) speaking in whole sentences (especially to other students); (b) using English in class when talking to peers; (c) understanding the gist of what the teacher said; (d) saying something in the second language even when they knew the answer was right; (e) collecting their thoughts before speaking; (f) initiating interactions with the teacher. They were also less likely to report their teachers as using fragmentary speech to individuals and the class. On the other hand, they reported themselves as more likely to use humour in class. There was a tendency for the less successful learners to be more dependent on the teacher and for the more successful ones to be more autonomous.

00-460 Cotterall, Sara (Victoria U. of Wellington, New Zealand; *Email*: sara.cotterall@vuw.ac.nz). Key variables in language learning: what do learners believe about them? *System* (Oxford, UK), **27**, 4 (1999), 493-513.

This paper reports on a study which investigated the language learning beliefs of a group of students enrolled in an English for Academic Purposes course. The study drew on the results of an earlier study by the present author [see abstract 96-15] which used factor analysis to identify six dimensions underlying learner responses to a questionnaire, and which explored the relationship between each factor and autonomous language learning behaviour. This study extends the earlier work in three ways. Firstly, it adds new items based on the factor structure previously identified. Secondly, it incorporates items designed as a result of a survey of current research in second language acquisition (SLA). This survey identified factors which the literature suggests are important in successful language learning, particularly in autonomous language learning. Thirdly, it provides a learner perspective on topics in the SLA literature which researchers and teachers often claim as their domain. The paper discusses the beliefs reported by the participants, and considers the implications of these beliefs for future research and for interventions in the learning process.

00-461 Daller, Helmut (U. of the West of England, Bristol, UK; *Email*: HelmutDaller@uwe.ac.uk) and **Grotjahn, Rüdiger**. The language proficiency of Turkish returnees from Germany: an empirical investigation of academic and everyday language proficiency. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 2 (1999), 156-72.

The study reported here analyses the everyday and academic language proficiency of German-Turkish bilinguals who grew up in Germany as children of Turkish immigrants and learned German as a second language. They attended German schools before returning to Turkey, where German formed part of the school curriculum. The 159 participating bilinguals were all university students of German philology. Although the returnees' command of German seemed to be native-like at a surface level, their teachers and lecturers frequently complained about their academic language proficiency. Their everyday and academic language proficiency were measured in this study with two different C-tests, developed on the basis of Cummins' distinction between basic interpersonal communicative skills and cognitive-academic language proficiency. The scores obtained were compared with those of a control group of Turkish university students who had spent their childhood in Turkey and learned German at school. Statistical analysis of the data yielded the following results: (1) the C-tests were a useful means of measuring different aspects of language proficiency; (2) the returnees showed significantly higher scores for everyday language proficiency in German compared to the control group; (3) the main predictor variables were school type and length of time spent at a German school; and (4) attrition of everyday language proficiency in German depended on the length of time since return to Turkey.

00-462 Diehl, Erika. Schulischer Grammatikerwerb unter der Lupe Das Genfer DiGS-Projekt. [Acquisition of grammar at school in the light of the Geneva DiGS Project.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **70**, 1 (1999), 7-26.

This article summarises a three-year research project (1995-1998) related to the acquisition of German grammar in tutored conditions. The corpus consisted of written essays of 220 French-speaking learners of German as a second language in primary and secondary schools in Geneva. The results show that, even under classroom conditions, pupils use acquisition strategies very similar to those observed in natural acquisition settings. For the domains of verbal morphology, verb placement and case marking, clear acquisitional stages not reflecting the instructed grammar programme could be distinguished. Instead, these stages coincide with those observed in German first language acquisition in the domains of verbal and noun morphology. In verb placement, however, the initial learner hypothesis was obviously taken from French, while progress in acquisition was directly related to the learners' capacity to give up the French basic sentence model. These results are seen as strongly supporting Pienemann's 'teachability hypothesis' which claims that grammar instruction only has a chance of being effective if it takes natural acquisition orders and strategies into account.

00-463 Ellis, Rod (U. of Auckland, New Zealand). Item versus system learning: explaining free

variation. *Applied Linguistics* (Oxford, UK), **20**, 4 (1999), 460-80.

This article sets out to provide an explanation for the existence of free variation in learner language. It argues that interlanguage is best conceptualised as sets of loose lexical networks which are gradually reorganised into a system or systems. Free variation in learner language is seen as the behavioural manifestation of the lexical networks and systematic variation of the existence of a system. The article reviews previous research providing evidence of the existence of free variation. It argues that free variation is of theoretical significance to second language acquisition researchers because it reflects the role of item learning in acquiring a second language (L2). Free variation arises when learners add items to those they have already acquired and before they analyse these items and organise them into a system. This view of free variation accords with current cognitive views of L2 acquisition according to which syntactic categories are extracted from items that are implicitly acquired through exposure to input (Ellis 1996).

00-464 Faraco, Martine and Kida, Tsuyoshi (U. of Provence, France). Acquisition de L2 et séquences d'apprentissage: degré de stabilité interactive. [Second language acquisition and learning sequences: degrees of interactive stability.] *JRAL* (Heidelberg, Germany), **37**, 3 (1999), 215-30.

This article reflects on the role of 'learning sequences' in second language classrooms. These are sequences inserted into the conversation between native speaker (NS) and non-native speaker (NNS) which focus explicitly on the language being learnt. The authors outline multiple factors which influence the NNS's cognitive integration of the NS's input in these sequences. Examples demonstrating the instability of learning sequences are taken from a corpus recorded in an intermediate-level French classroom. The examples show NNSs failing to take up NS input, and the insertion of learning sequences into ongoing conversational interactions causing difficulties in intercomprehension. However, when interactional and/or cognitive ruptures become evident, the NS often takes responsibility for their repair. The article concludes that the appearance of learning sequences in interaction is inevitable, because NNS uncertainty and NS regulation of this uncertainty are inherent in the didactic situation. They are also necessary, for regulating comprehension and conversation in the classroom. Although they can cause communicative ruptures, their instability can also make exolingual communication easier, when the NS takes responsibility for regulating NNS perception and representation of linguistic input. But if learning sequences are to contribute to language acquisition, teachers need to be trained in the theory and practice of using them effectively.

00-465 Gass, Susan (Michigan State U., USA; Email: gass@pilot.msu.edu), **Mackey, Alison,**

Alvarez-Torres, María-José and Fernández-García, Marisol. The effects of task repetition on linguistic output. *Language Learning* (Malden, MA, USA), **49**, 4 (1999), 549–81.

The recent literature on second language acquisition (SLA), and, in particular, SLA within a classroom context, has witnessed a growing interest in focus on form and focus on meaning. This article explores the form/meaning relationship from the point of view of the use learners make of their internal second language linguistic resources as a function of focus on meaning. In this study, native speakers of English watched video segments four times while recording their own on-line rendition in Spanish. One group watched the same video three times and the other group watched different videos each time. At Time 4 both experimental groups saw a new video. A control group saw videos only at Time 1 and Time 4. Analyses were conducted on the basis of overall proficiency, morphosyntax, and lexical sophistication. The results provide limited support for the prediction of improvement over time for the group that saw the same video, but no support for a 'carryover' effect when the content changed.

00-466 Guido, Maria Grazia (U. of London, UK). Sociolinguistica applicata e relativismo pragmatico nell'acquisizione delle lingue seconde. [Applied sociolinguistics and pragmatic relativism in second language acquisition.] *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **2/3** (1999), 27–35.

This paper discusses the advantages of a functional-communicative approach to second language teaching, as compared to more formal models inspired by generative grammar. After a brief overview of the sociolinguistic foundations (from Firth to Halliday) that underpin current thinking in the field, the author points to the increasing role of cognitive psychology. Language acquisition is shaped and constrained both by the subject's sociocultural environment and by his/her mental schema or background knowledge. This means that teaching methodology should exploit such resources through communicative activities which, while allowing enough critical detachment for self-monitoring, make the learner literate in the target culture and its norms of linguistic behaviour. To benefit from the insights of sociolinguistic research, practitioners have to acknowledge the fact that language competence is essentially a pragmatic phenomenon and can only be acquired in a learner-oriented classroom centred on the social and psychological functions of discourse.

00-467 Han, Zhaohong (Teachers Coll., Columbia U., USA). Persistence of the implicit influence of NL: the case of the pseudo-passive. *Applied Linguistics* (Oxford, UK), **21**, 1 (2000), 78–105.

This paper re-examines the case of the 'pseudo-passive', an interlanguage structure considered to be typical of

first language (L1)-Chinese learners of second language (L2) English, i.e., where the intended form/meaning is assumed to be that of the passivised construction in the target language. Earlier approaches to the analysis of the structure, i.e., typological and syntactic, are reviewed, and an alternative approach, i.e., discourse-syntactic, is proposed to bridge a methodological gap left from the earlier studies. This approach is subsequently adopted for analysing the structure found in a two-year longitudinal database consisting of the written data produced independently by two adult speakers of advanced L1 Chinese-L2 English interlanguage. The study shows that the pseudo-passive is driven by a topic-comment function and structure in the L1, which confirms the understanding reached by the earlier research. More importantly, however, it provides evidence that the 'pseudo-passive' is reincarnated into a target-like passive as a result of increased syntacticisation, thereby showing the persistence of the L1 influence.

00-468 Horwitz, Elaine K. (U. of Texas, Austin, USA). Cultural and situational influences on foreign language learners' beliefs about language learning: a review of BALLI studies. *System* (Oxford, UK), **27**, 4 (1999), 557–76.

Understanding learner beliefs about language learning is essential to understanding learner strategies and planning appropriate language instruction; however, to date there has been no examination of how these beliefs may differ across learner groups. This paper reviews representative studies (including American learners of French, Spanish, German, and Japanese, U.S. university instructors of French, and Korean, Taiwanese, and Turkish heritage English as a Foreign Language English students) using the author's 'Beliefs about Language Learning Inventory' (BALLI) to identify similarities and differences across cultural groups. Although instances of differing beliefs between and among the American, Korean, and Turkish heritage groups were identified, an examination of the responses to individual BALLI items did not yield clear-cut cultural differences in beliefs. The differences between the instructors of French and American learners suggest that beliefs may vary based on age, stage of learning, and professional status. Several of the differences identified in the various American groups and the two groups of Korean and Turkish heritage learners may be more clearly attributable to differences in learning circumstances than culture.

00-469 Hulstijn, Jan H. (U. of Amsterdam, The Netherlands; Email: hulstijn@hum.uva.nl). The use of computer technology in experimental studies of second language acquisition: a survey of some techniques and some ongoing studies. *Language Learning and Technology* (<http://lit.msu.edu>), **3**, 2 (2000), 32–43.

This paper first gives a brief characterisation of the ways in which second language acquisition (SLA) researchers use the computer to elicit second language

(L2) production data or to record how L2 learners process L2 input. Eight tasks and/or techniques are described, most of them borrowed from the experimental toolbox of psychologists. The paper then describes the use of computer technology in some ongoing investigations in which the author participates. These investigations pertain to the acquisition of automaticity in L2 reading, writing, and listening, and to the use of electronic bilingual dictionaries. The author concludes that the software and tasks described have had an enormous impact on the study of language acquisition and use, and that they offer researchers the means to get closer to the processes involved. It is hoped the survey will encourage those interested in SLA research to explore some of the methods and tools surveyed, which in turn may stimulate their theoretical understanding of the phenomena they seek to explain.

00-470 Jiang, Nan (The Pennsylvania State U., USA). Lexical representation and development in a second language. *Applied Linguistics* (Oxford, UK), **21**, 1 (2000), 47-77.

A psycholinguistic model of vocabulary acquisition in a second language (L2) in instructional settings is outlined in this paper. Considered in the light of how the lexical entries in the L2 lexicon evolve, L2 vocabulary acquisition is seen as consisting of three stages: the formal stage when a lexical entry with formal specifications is established; the first language (L1) lemma mediation stage when the lemma information of the L1 counterpart is copied into the L2 lexical entry and mediates L2 word use; and the L2 integration stage when semantic, syntactic, morphological specifications are integrated into the lexical entry. It is argued that, due to the practical constraints imposed on L2 learning, a majority of L2 words fossilise at the second stage. Thus, lexical representation in L2 in general has three unique features: (a) a lexical entry consists of L2 lexeme and L1 lemma; (b) little morphological specifications are integrated within the entry; (c) the links between L2 words and concepts are weak. The processing consequences of these features, relevant research evidence in support of this model, and its implications for L2 vocabulary acquisition research are discussed.

00-471 Laufer, Batia (U. of Haifa, Israel; *Email*: batialau@research.haifa.ac.il) and **Hill, Monica**. What lexical information do L2 learners select in a CALL dictionary and how does it affect word retention? *Language Learning and Technology* (<http://llt.msu.edu>), **3**, 2 (2000), 58-76.

The study reported here investigates a relationship between what is looked up about new words when different kinds of information are available and how well these words are remembered. The dictionary information has been incorporated into a CALL program comprising a text, highlighted low-frequency words, and access to different lexical information about these words (explanation in English, translation into first language, sound, root, and 'extra' information). Participants

were English as a Foreign Language (EFL) university learners in Hong Kong and Israel. Twelve low frequency target words—unfamiliar to most participants—were examined for incidental learning. Participants were asked to read the text on the screen and understand it so that they could then take a comprehension test. Unknown words could be looked up in the CALL dictionary built into the program. During the task, log files registered every selection of dictionary information. After task completion, participants were unexpectedly tested on meaning recall of the target words. Recall data were analysed (ANOVAs, repeated measures, and correlations) to establish possible connections between retention and lookup behaviour (type of information selected, and number of lookups for each word). Results suggest that different people have different lookup preferences and that the use of multiple dictionary information seems to reinforce retention. The teaching implication is, therefore, to provide a variety of lookup options catering to different lookup preferences in paper or CALL dictionaries when assigning tasks that involve reading comprehension and understanding of unfamiliar words.

00-472 Litterio, Pietro. Motivazione, self-efficacy ed apprendimento linguistico. [Motivation, self-efficacy and language acquisition.] *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **2/3** (1999), 109-67.

This paper begins from the premise that language acquisition can only be understood within the wider framework of human cognitive and behavioural patterns. It looks at the crucial relationship between motivation and self-efficacy (i.e., the type and level of behaviour an individual believes s/he can achieve). After an extensive overview of the literature, the author observes that teachers should be made aware of the complexity of students' primary and secondary needs, both as people and as learners. Stimulation of motivating factors can overcome or remove learning problems; similarly, knowledge of human response to experiential stimuli can be used to enhance self-efficacy. A clear example of the latter are learners' beliefs regarding their ability to adjust to the school environment; teachers' beliefs concerning their ability to motivate learners; and, finally, teaching-staff's perception of the schooling and its educational adequacy. For the language classroom, cognitive psychology offers a three-tier model of motivation targeting the learner, the learning environment and, of course, the language itself; teaching methods that neglect any of these factors are likely to prove inadequate.

00-473 Littlewood, William (Hong Kong Baptist U; *Email*: blittle@hkbu.edu.hk). Do Asian students really want to listen and obey? *ELT Journal* (Oxford, UK), **54**, 1 (2000), 31-36.

This article examines some common preconceptions about Asian students and their learning attitudes, in particular the belief that they see the teacher as an authority

figure, and as a fount of all the knowledge which they will need to acquire. Students in eight Asian countries and three European countries responded to three statements which reflect these attitudes. The responses—from 2,307 Asian students studying at senior secondary and tertiary level, and from 349 European students—indicate that these preconceptions do not reflect what the students really want, and that there is actually less difference in attitudes to learning between Asian and European countries than between individuals within each country. The results underline the need to question these preconceptions, and to explore in greater depth the nature and extent of cultural influences on learning.

00-474 Mackey, Alison (Georgetown U., Washington, USA; *Email:* mackeya@gusun.georgetown.edu). Input, interaction, and second language development: an empirical study of question formation in ESL. *Studies in Second Language Acquisition* (New York, USA), **21**, 4 (1999), 557–87.

The study reported here examines the relationship between different types of conversational interaction and second language acquisition (SLA). Long's (1996) updated version of the interactionist hypothesis claims that implicit negative feedback, which can be obtained through negotiated interaction, facilitates SLA. Similar claims for the benefits of negotiation have been made by Pica (1996) and Gass (1997). Some support for the interaction hypothesis has been provided by studies cited in this article which have explored the effects of interaction on production, on lexical acquisition, on the short-term outcomes of pushed output, and for specific interactional features such as recasts. However, other studies have not found effects for interaction on grammatical development. The central question addressed by the current study was whether conversational interaction can facilitate second language development. The study employed a pretest-posttest design. Adult English as a Second Language (ESL) learners ($N=34$) of varying first language backgrounds, divided into four experimental groups and one control group, took part in task-based interaction. Research questions focused on the developmental outcomes of taking part in various types of interaction. Active participation in interaction and the developmental level of the learner were considered. Results of the study are taken to support claims concerning a link between interaction and grammatical development and to highlight the importance of active participation in the interaction.

00-475 Mallows, David (Hammersmith and West London Coll., UK). Anxiety and the ESL classroom. *Language Issues* (Birmingham, UK), **11**, 2 (1999), 14–20.

This paper begins by examining why the study of anxiety should be of importance to the second-language classroom and whether it is possible to isolate foreign language anxiety. The second part presents the results of a study of the foreign language anxiety levels of a group

of 73 intermediate-level English as a Second Language (ESL) students from seven different classes studying in London, and attempts to correlate this with their achievement in English. Using an adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS), findings showed no correlation between levels of foreign language classroom anxiety and achievement. It is concluded that three main reasons may explain the apparent inconsistencies with previous findings in second-language environments. Firstly, within a monolingual group studying in the UK, foreign language classroom anxiety may be more prevalent. Secondly, the fostering of a positive, supportive and communicative atmosphere within class may reduce any effects of anxiety on the learners' performance. Finally, in an ESL classroom more emphasis is placed on improving reading and writing rather than on speaking. This may lead to less of the type of oral activity which is thought to be most anxiety-inducing.

00-476 Mattar, Hameed (U. of Bahrain). Translation elicitation techniques and mother-tongue interference: any significant connection? *IRAL* (Heidelberg, Germany), **37**, 4 (1999), 307–20.

This paper is based on a research project carried out at the author's institution to examine the validity of Dulay, Burt and Krashen's (1982) Hypothesis that the use of translation as an elicitation technique in foreign and second language (L2) research artificially increases the L2 learner's reliance on the mother tongue, and accordingly, the proportion of interference errors. Two elicitation tasks were constructed, one a translation of Arabic sentences into English and the other a series of English sentences with blanks for the students to fill with the definite article *the*, if necessary. The participants' interference errors in the use of the English definite article were examined to find out whether or not those in the translation task significantly outnumbered those in the blank-filling task. Participants were 60 Arabic-speaking university students at different language levels, but with similar sociocultural and educational backgrounds. Following error analysis, the interference errors were isolated, and a statistical analysis was carried out on the L1 related errors in both tasks. The results are taken to indicate that Dulay, Burt and Krashen's hypothesis, which links translation elicitation techniques to learners' resorting to the mother tongue, is not valid. The participants made consistently, but not significantly, more interference errors in the blank-filling task than in the translation task. Interestingly enough, however, with two groups of the participants there were significantly more interference errors in the blank-filling task than in the translation task.

00-477 McCreesh, Bernadine (Université du Québec à Chicoutimi, Canada; *Email:* bmccreesh@uqac.quebec.ca). If practice makes perfect, why does familiarity breed contempt? *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 4 (1999), 311–21.



The author of this article compared different learning styles, specifically, setting out to answer the question whether students learn better from an exercise in which they repeat the original sentence they got wrong or are instead presented with a different parallel sentence. It was found that some students preferred to redo the same sentence, while others preferred a different one. The nature of this difference and the reasons for it are examined. One main difference seems to be in the students' metacognitive skills. If this is the case, it is suggested that computer programs could be developed to improve students' metacognitive skills while catering to different learning preferences. It is concluded that CALL exercises, unlike traditional drills, have the potential to adapt to these different styles, thereby enhancing the student's learning experience.

00-478 Mochizuki, Akihiko (The U. of Tsukuba, Japan). Language learning strategies used by Japanese university students. *RELC Journal* (Singapore), **30**, 2 (1999), 101-13.

The study reported here examined (1) the kinds of language learning strategies Japanese university students use, (2) factors affecting the learners' choice of strategies, and (3) the reliability of the learners' self-evaluation of English proficiency. The Second Grade Test of the Society of Testing English Proficiency (STEP) and an 80-item Strategy Inventory for Language Learning (SILL) were administered to 44 second-year and 113 first-year students at a Japanese state university. Results indicate that: (a) the students use compensation strategies most often, and affective ones least; (b) the more proficient students use cognitive and metacognitive strategies more frequently; (c) the main factors influencing choice of strategies are the type of course students are majoring in, learner motivation and enjoyment of English, and the student's gender; and (d) self-evaluation does not seem very reliable.

00-479 Mori, Yoshiko (Georgetown U., Washington, USA; *Email*: moriy@gusun.georgetown.edu). Beliefs about language learning and their relationship to the ability to integrate information from word parts and context in interpreting novel kanji words. *The Modern Language Journal* (Malden, MA, USA), **83**, 4 (1999), 534-47.

The study reported here explores the relationship between the strategies second language learners use to interpret unfamiliar words in a target language, and their general epistemological beliefs (i.e., beliefs about the nature of knowledge) and beliefs specifically about language learning. More specifically, the study examines how learner beliefs are related to the ability to combine information from word parts and context in interpreting novel semantically semi-transparent kanji compounds (i.e., words consisting of two or more Chinese characters). Forty-seven English-speaking learners of Japanese completed both a belief questionnaire and a 72-item multiple-choice kanji compounds test. Results indicate modest but statistically significant correlations

between (a) belief in the simplicity of knowledge and a tendency to over-rely on a single source of information, (b) avoidance of ambiguity and over-reliance on kanji clues, and (c) perception of the difficulty of kanji learning and greater use of contextual clues. These findings are taken to suggest that language learners' word inference strategies at least partially reflect their beliefs about learning in general and language learning in particular.

00-480 O'Grady, William (U. of Hawai'i, USA; *Email*: ogrady@hawaii.edu). Toward a new nativism. *Studies in Second Language Acquisition* (New York, USA), **21**, 4 (1999), 621-33.

The field of language acquisition is divided over the question of whether the inborn mechanisms underlying linguistic development include actual grammatical categories and principles or are of a more general character. Recent proposals suggest a possible convergence of views on this matter, with implications for the study of both first language acquisition and second language learning. This paper explores this possibility by examining the evolution of grammatical nativism with particular emphasis on a radical shift in the generality of the inborn principles which have been posited in recent work. The nature and implications of this shift are illustrated with the help of developmental data involving gap-containing structures in first and second language acquisition.

00-481 Pellizzon, Ugo Giuseppe (U. Cattolica, Brescia, Italy). I bisogni relativi allo studio dell'inglese degli studenti del terzo anno di economia e commercio. [The English learning needs of third year students of economics and business studies.] *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **2/3** (1999), 59-93.

This article reports the results of a survey of undergraduates' attitudes to English, as taught in a university of Northern Italy. A sample of 83 students was given a questionnaire and then interviewed in small groups to assess whether and to what extent their self-perceived learning needs were satisfied. Statistical analysis of the results provided several interesting findings, e.g., strong motivation despite a high level of unsatisfied needs; considerable interest in English language and culture for professional purposes; and, finally, the need for better teaching. Surprisingly, frustration remained low and did not correlate with unsatisfied needs; this may be due to resignation, unawareness of better alternatives, or just a fair amount of realism. Drawing on the data in hand, the author ends with a list of recommendations for academic authorities and teachers, generally towards a more task-based, less formal approach.

00-482 Ramos, Rosinda de Castro Guerra (PUC-SP, Brazil). O que é saber uma palavra: a perspectiva do aluno e a perspectiva do professor. [What is meant by 'knowing a word': the learner's

perspective and the teacher's perspective.] *The ESPecialist* (São Paulo, Brazil), **20**, 2 (1999), 157–78.

In spite of the fact that pedagogical practices within the context of reading courses for academic purposes show a concern with the teaching of vocabulary, it is still very common for students to complain about the lack of knowledge of vocabulary and to perceive their difficulties as due to the lack of this kind of knowledge. Although the literature points out the possible causes of these difficulties and ways of dealing with them (Carter & McCarthy, 1988; Nation, 1990), not many studies have investigated what this kind of knowledge means to the teacher and the student. This paper investigates the beliefs of teachers and students regarding 'knowing a word', comparing similarities and differences between these two views. It is believed that this knowledge can influence the current pedagogical practices in these courses and help students to recognise and make a diagnosis of their own learning problems, an important step towards a change and improvement in their own learning.

00-483 Rehner, Katherine (Ontario Inst. for Studies in Ed., Toronto U., Canada) and **Mougeon, Raymond**. Variation in the spoken French of immersion students: To *ne* or not to *ne*, that is the sociolinguistic question. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 1 (1999), 124–54.

This paper investigates a case of linguistic variation observable in the spoken French of students from French immersion programmes in Ontario, namely, alternation between negative constructions with and without the negative particle *ne* (e.g., *Il ne comprend pas* vs. *Il comprend pas*, 'he does not understand'). The students' use of *ne* is markedly more frequent than that documented in previous studies of both Canadian francophones and Irish speakers of French as a Second Language (FSL). The students clearly favour the standard variant (*ne* usage). It was also found that the students vary their frequency of *ne* usage/non-usage to reflect their own socioeconomic background and gender, but that they do not shift their level of *ne* non-usage in accordance with topic formality. These findings suggest that the learning of even a mildly marked non-standard variant, like *ne* non-usage, requires a minimum of interactions with francophones, especially if such a variant is not explicitly taught by immersion educators. The research thus raises questions about how FSL programmes can best help students acquire native-like sociolinguistic competence when they interact infrequently with francophones.

00-484 Rosa, Elena and O'Neill, Michael D. (Georgetown U., Washington, USA; *Email*: oneillm@gusun.georgetown.edu). Explicitness, intake, and the issue of awareness: another piece to the puzzle. *Studies in Second Language Acquisition* (New York, USA), **21**, 4 (1999), 511–56.

The conditions (implicit or explicit) under which exposure to second language input takes place and the level of awareness raised while processing input may be strongly related to the learning process. The study reported here investigates how intake was affected both by awareness and by the conditions under which a problem-solving task was performed. Spanish conditional sentences were presented to learners through five different degrees of explicitness, which were the result of combining the factors [\pm formal instruction] and [\pm directions to search for rules]. Intake was measured through a multiple-choice recognition test administered immediately after the experimental task. Level of awareness was assessed by means of think-aloud protocols collected during input processing. Results indicate that (a) the degrees of explicitness had a differential effect on intake, (b) the higher the level of awareness demonstrated, the stronger the effect on intake, and (c) the conditions under which the task was administered influenced the way information was processed.

00-485 Rott, Susanne (U. of Illinois at Chicago, USA; *Email*: srott@uic.edu). The effect of exposure frequency on intermediate language learners' incidental vocabulary acquisition and retention through reading. *Studies in Second Language Acquisition* (New York, USA), **21**, 4 (1999), 589–619.

Research has been investigating the role of reading as one source of input in language learners' vocabulary development, the expectation being that lexical growth may be furthered in foreign and second language learners by engaging them in extensive reading. The study reported here was designed to examine whether intermediate learners incidentally (a) acquire and (b) retain unknown vocabulary as a result of reading. The study further assessed (c) the effect of the text variable of exposure frequency. The data analysed here were gathered from 67 university learners of German as a foreign language who were exposed to unfamiliar words either two, four, or six times during reading. Vocabulary acquisition and retention measured productive and receptive knowledge gain. Results indicated that only two encounters with unfamiliar words during reading significantly affected learners' vocabulary growth. Moreover, two or four exposure frequencies resulted in fairly similar word gain, but six exposures produced significantly more vocabulary knowledge. Retention measures showed mixed results: on productive vocabulary knowledge only half the participants displayed a significant rate of retention; on receptive knowledge all but one experimental group retained vocabulary over four weeks.

00-486 Sakui, K. (Konan U. / St. Andrew's U., Osaka, Japan; *Email*: ksakui@gol.com) and **Gaies, S. J.** Investigating Japanese learners' beliefs about language learning. *System* (Oxford, UK), **27**, 4 (1999), 473–92.

This article reports on a study of the beliefs about language learning of almost 1300 Japanese university

learners of English. The primary aims of the study were: (1) to validate a questionnaire, developed for the Japanese context and written in Japanese, on a variety of beliefs (e.g., person, task, strategy, achievement) about language learning; (2) to investigate the value of interview data to complement and explain questionnaire data; and (3) to describe the beliefs about language learning of Japanese learners of English and to determine, through factor analysis, how those beliefs are organised. One of the principal findings of the study is that, without complementary sources of data, learners' responses to questionnaires such as the one developed for this study can be easily misinterpreted as evidence of instrument unreliability. The study found evidence that many of the respondents' beliefs about learning English correspond to the distinction which many teachers would make between traditional and contemporary approaches to language teaching and learning. The article concludes by describing how data on learners' beliefs can inform efforts at policy and programme evaluation.

00-487 Schliemann, Magda Maria C. O. C. (LAEL/PUC-SP, Brazil). Ensino de inglês numa escola técnica de 2º grau—um projeto em andamento. [English teaching in a technical high school—a project in progress.] *The ESPecialist* (São Paulo, Brazil), **20**, 2 (1999), 213–25.

The research reported here has certain similarities to and differences from that of Matsumoto's (1996): while the latter aimed at leading Japanese second-year college students to reflect upon their second language learning through self-analysis, the objective of the present study was to explore the feelings of Brazilian second-grade technical high-school students towards an English for Specific Purposes course recently introduced in the school. Nevertheless, the two studies used the same data-gathering instruments, i.e., questionnaires, student diaries and interviews. This paper sets out to compare the two studies, highlighting their similarities and differences; in so doing, a discussion of students' beliefs and learning strategies is brought into focus.

00-488 Schwartz, Bonnie D. (U. of Durham, UK; Email: B.D.Schwartz@durham.ac.uk). Let's make up your mind: 'special nativist' perspectives on language, modularity of mind, and nonnative language acquisition. *Studies in Second Language Acquisition* (New York, USA), **21**, 4 (1999), 635–55.

This paper defends the idea that language is a unique, genetically underwritten (informationally encapsulated) 'module of the mind' and considers some consequences such a stance holds for the psycholinguistic study of nonnative language (L2) acquisition. As is well known, language as conceived within the tradition of generative grammar (e.g., Chomsky, 1965, 1975, 1980, 1986) is unlike other types of cognition, and its basis (viz., Universal Grammar) is innately given; this is the position supported in this paper. Specifically, it begins by summarising the main arguments for this position,

then discusses (following Segal, 1996) four different conceptions of what a module is. Particular attention is devoted to the theory developed by Fodor (1983, 1985) on the architecture of mind (his 'modularity thesis'). There follows a comparison between the distinct views held by Chomsky and by Fodor on the conception of 'the language module' and on the structure of mind more generally. Arguing that the two views are not inherently incompatible, the author speculates on how to begin to reconcile them, which leads her to advance three specific implications for the theoretical study of L2 acquisition within the framework of generative grammar, couched within a theory of the modular mind.

00-489 Shehadeh, Ali (U. of Aleppo, Syria / King Saud U., Riyadh, Saudi Arabia; Email: ashhada@ksu.edu.sa). Non-native speakers' production of modified comprehensible output and second language learning. *Language Learning* (Malden, MA, USA), **49**, 4 (1999), 627–75.

Swain (1985) argued that comprehensible input is not sufficient for successful second language acquisition (SLA), but that opportunities for non-native speakers (NNSs) to produce comprehensible output are also necessary. The study reported here investigated the ability of NNSs to modify their output toward comprehensibility in the contexts of NS–NNS and NNS–NNS interactions, and the degree to which such modified comprehensible output (MCO) was other- or self-initiated. Picture-dictation and opinion exchange tasks were used to collect data from eight NSs and 24 NNSs of English representing 13 different first language backgrounds. The two tasks were performed in pairs (NS–NNS and NNS–NNS) and were audiotaped. The results showed that most repairs were self-initiated and that NNS–NNS interactions produced more other-initiations and other-initiated MCOs on the picture-dictation task. The frequencies of these MCOs are seen as supporting the importance of modification towards comprehensible output as a process of SLA.

00-490 Wei, Longxing (Montclair State U., NJ, USA). Unequal election of morphemes in adult second language acquisition. *Applied Linguistics* (Oxford, UK), **21**, 1 (2000), 106–40.

Morpheme accuracy and acquisition order is a frequent subject in the second language acquisition research literature. However, the treatment is largely descriptive, i.e., researchers offer few explanations for the data discussed. The most frequently invoked explanation puts the burden on first language (L1) acquisition theory because the observed orders are similar to those observed in L1 acquisition. In contrast, this paper explains observed accuracy orders on the basis of a model of morpheme classification originally proposed to account for other bilingual phenomena, the 4–M Model (Myers-Scotton & Jake 1999). The paper bases its analysis on a cross-sectional analysis of acquisition of English by Japanese and Chinese L1 speakers. The

results indicate that not all functional elements have the same accuracy order. The paper argues that this order reflects the fact that functional elements differ in how they are activated. The model of morpheme classification assumes that there are three types of system morphemes (functional elements) as well as content morphemes. One type of system morpheme is indirectly elected at the same time that content morphemes are directly elected by the speaker's intentions. The other two types of system morphemes are activated later in the production process. Their abstract lexical-conceptual structure is not relevant to conveying the speaker's intentions, but rather is required by the grammatical frame of the target language. For this reason, the 4-M Model predicts that they are harder to acquire. The data reported in this paper support that hypothesis, i.e., they indicate an implicational hierarchy of morpheme acquisition: content morphemes are acquired before any system morphemes and early (indirectly elected) system morphemes are acquired before later system morphemes.

00-491 Wenden, Anita L. (City U. of New York, USA). An introduction to *Metacognitive Knowledge and Beliefs in Language Learning: beyond the basics*. *System* (Oxford, UK), **27**, 4 (1999), 435-441.

In this introduction to a special issue of *System*, the author distinguishes between innate domain knowledge, social knowledge and metacognitive knowledge, the latter also being termed 'learner beliefs'. She explains the powerful role that learner beliefs may have in influencing attitudes and behaviour, even if the person concerned is not fully conscious of them or if they are not valid. Learner beliefs have a key role in self-regulation, including its two key phases of task analysis and monitoring. She also points to possible future directions in learner belief research. These might include: inter- and intra-group differences (e.g., extent to which learner beliefs about language learning are culturally based); role of knowledge in learning (e.g., relevance of metalinguistic knowledge to the development of fluency in listening, speaking, reading or writing); and development of learner beliefs (e.g., how these change over time and according to context). [See also abstracts 00-455, 00-460, 00-468, 00-486, 00-492, 00-495, 00-511.]

00-492 White, Cynthia (Massey U., Palmerston North, New Zealand). Expectations and emergent beliefs of self-instructed language learners. *System* (Oxford, UK), **27**, 4 (1999), 443-57.

This article reports on findings from a longitudinal study tracking the expectations, shifts in expectations and emergent beliefs of 'novice' self-instructed language learners. Participants were learners of Japanese and Spanish experiencing learning in a distance mode for the first time evolved over a 12-week period. An iterative data collection cycle was used through five phases to investigate how the learners experienced and articulated their experience of the solo distance language learning context. The discussion here focuses on

the learner-context interface, tolerance of ambiguity and locus of control; these constructs emerged from the reports as central to an understanding of how learners conceptualised the initial stages of the process of self-instructed language learning.

00-493 Wilhelm, Kim Hughes (Southern Illinois U. at Carbondale, USA). Building an adult ESL knowledge base: an exploratory study using an expert system. *Applied Linguistics* (Oxford, UK), **20**, 4 (1999), 425-59.

The major focus at the first phase of the study reported here was to examine 57 language learning (LL) background features in relationship to overall grade, rate of progress, and completion of an intensive English programme (IEP). Data analyses for 319 completed cases allowed the researcher to identify variables showing divergent patterns for high versus low success groups for each of the success categories. Eleven features were targeted for omission. In the second stage of the study, the focus shifted to determining the extent to which success could be accurately predicted by the expert system when basing inferences on feature constellations including LL background features only, entry proficiency features only, and LL background and entry proficiency features combined. Results indicated that entry proficiency variables were most effective when predicting low grade and high IEP completion success. Constellations including only LL background features were most effective when predicting high grades and low rate of progress. Constellations including both LL background and entry proficiency features were most effective when predicting high rate of progress and low programme completion success.

00-494 Williams, Jessica (U. of Illinois at Chicago, USA; Email: jessicaw@uic.edu). Learner-generated attention to form. *Language Learning* (Malden, MA, USA), **49**, 4 (1999), 583-625.

Recent studies have suggested that the incorporation of some attention to form into meaning-centred instruction can lead to improved performance in processing input and increased accuracy in production. Most have examined attention to form delivered by instructors or instructional materials. The study reported here examines the production of eight adult classroom learners at four levels of proficiency to determine the extent to which learners can and do spontaneously attend to form in their interaction with other learners. Results suggest that the degree and type of learner-generated attention to form are related to proficiency level and the nature of the activity in which the learners are engaged. They also indicate that learners overwhelmingly choose to focus on lexical rather than grammatical issues.

00-495 Yang, Nae-Dong (National Taiwan U.). The relationship between EFL learners' beliefs and learning strategy use. *System* (Oxford, UK), **27**, 4 (1999), 515-35.

The study reported here addressed the question of how foreign/second language learners' beliefs about language learning are related to their learning strategy use. Participants were 505 EFL (English as a Foreign Language) university students in Taiwan; and the relationship between their beliefs about language learning and their use of learning strategies was investigated. It was found that language learners' self-efficacy beliefs about learning English were strongly related to their use of all types of learning strategies, especially functional practice strategies. Additionally, learners' beliefs about the value and nature of learning spoken English were closely linked to their use of formal oral-practice strategies. The results of the study suggest cyclical relationships between learners' beliefs and strategy use. The article proposes a theoretical construct of learners' beliefs, and the pedagogical implications are discussed.

Reading

00-496 Arden-Close, Christopher (Tokyo Inst. of Technology, Japan). Taiwanese university freshmen's difficulties with reading in English. *Reading in a Foreign Language* (Plymouth, UK), **12**, 2 (1999), 325-54.

This article examines, by means of student essays, the difficulties Taiwanese university freshmen had in their English reading. The concept of receptivity to the target language and culture is used throughout. A wider framework than merely what happens in the university classroom is examined. The first section deals with the students' previous learning of English reading in secondary schools and its effect on their present learning. The second section examines the students' attitudes towards the English-speaking culture vis à vis their own Taiwanese culture, and to the English language. These are seen as important determinants of their present difficulties. The third section examines their present difficulties via their attitudes to the methods of teaching used in the university. It is concluded that reading in a foreign language involves much more than what happens in the classroom, and that further studies casting such a wide net should be carried out.

00-497 Beke, Rebecca (Universidade Central de Venezuela, Caracas). Spanish-speaking students reading expository texts written in English. [A leitura de textos expositivos em inglês por alunos falantes de espanhol.] *The ESPecialist* (São Paulo, Brazil), **20**, 2 (1999), 115-42.

The research reported here examines the process used by four Spanish-speaking university students identified as two competent and two non-competent readers when reading academic texts written in English. The main objective of the study was to describe and discover similarities and differences between the two groups in terms of the processes taking place in a foreign language (FL)

reading situation. An additional aim was to generate hypotheses for further research and implications for the teaching of FL reading. In that sense the research was conceived from a heuristic-holistic-synthetic perspective (Seliger & Shiohany, 1989). Comprehension activities were designed and applied to four text types—description, problem-solution, cause-effect and comparison-contrast following Meyer (1975)—and complemented with retrospection interviews. Both the comprehension activities and the interviews were carried out individually with each reader. The data suggest important differences between the two groups of readers as to the cognitive schemata and strategies underlying reading performance and the readers' attitude towards different text structures. From the point of view of the teaching of FL reading, the need to emphasise bottom-up processes, particularly morphosyntactic aspects such as noun phrases, *-ing* forms and modal verbs, was confirmed as basic linguistic knowledge necessary for effective reading in English.

00-498 Bougaieff, André (Université du Québec à Trois-Rivières, Canada; *Email*: andre_bougaieff@uqtr.quebec.ca). Le plaisir de lire en français par internet. [The pleasure of reading in French through the Internet.] *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 4 (1999), 361-70.

This article describes a project designed to make second-language reading a less onerous and more pleasurable activity than is usually the case. The author was struck by the cumbersome process of reading a second-language text for most students. Burdened with a dictionary and reference grammar, to which they are obliged to have frequent recourse, students often look upon reading assignments as a drudgery rather than as a pleasure. In addition, they rarely find in their bilingual dictionary the contextual meaning of the word or phrase they do not understand. Thus, it is argued, despite their recourse to the dictionary, their understanding of the text remains only approximate. The article suggests that current computer technology and software have the potential to allow the student to achieve this goal.

00-499 Carlisle, Anthony (Wen Tzao Ursuline Junior Coll. of Modern Languages, Kaohsiung, Taiwan; *Email*: a1967721@ms17.hinet.net). Reading logs: an application of reader-response theory in ELT. *ELT Journal* (Oxford, UK), **54**, 1 (2000), 12-19.

Reader-response theory is having a growing influence on English as a Foreign Language (EFL) literature classes. This article introduces the activity of student-written reading logs as a practical application of the theory in EFL literature teaching. Since reader-response theory stresses the synthesis between reader and text, so it is proposed that practical applications should be based on this interaction. Students make notes in their reading logs as they read a novel, setting down their thoughts and feelings. This encourages them to interact with the