

**01-217 Vick, Rita M., Crosby, Martha E. and Ashworth, David E.** (U. of Hawai'i, USA). Japanese and American students meet on the web: collaborative language learning through everyday dialogue with peers. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 3 (2000), 199–219.

The case study reported here discusses the design, implementation and results of a series of collaborative Japanese language-learning sessions conducted synchronously and asynchronously via the Internet among globally distributed, cross-institutional teams of students. MUD/MOO (Multi-User Domain Object Oriented)-like team-room scenarios required students to engage in more extensive use of language skills than would be required in usual classroom work. This virtual classroom design provided a naturalistic environment for computer assisted language learning while motivating students to adapt more readily to interaction with peers in a varied, complex and uncertain environment. At the same time, the tasks to be accomplished provided students with the opportunity to engage in virtual teamwork with peers in a challenging and enjoyable problem-solving and decision-making context. Within this framework, Artificial Intelligence techniques that enhance team memory, sustain workflow processes, and employ user/learner models are considered to play an important role in the near future.

## Language learning

**01-218 Afifi, Elhami A. and Altaha, Fayez M.** Grammatical production versus grammatical recognition. *IRAL* (Berlin, Germany), **38**, 1 (2000), 83–8.

This paper looks into the errors made by Saudi students in their production and recognition of grammatical structures in English. It was hypothesised that Saudi learners of English are less competent in grammatical production than in grammatical recognition; and a two-version test was developed and administered to 15 male and 40 female Saudi university students majoring in English in order to test their production and recognition of grammatical tense forms. It was found that the number of errors that Saudi students make in production is higher than in recognition. This is taken to indicate that Saudi students are less competent in grammatical production than in grammatical recognition.

**01-219 Bailey, Phillip** (U. of Central Arkansas, USA), **Onwuegbuzie, Anthony J. and Daley, Christine E.** Correlates of anxiety at three stages of the foreign language learning process. *Journal of Language and Social Psychology* (Thousand Oaks, CA, USA), **19**, 4 (2000), 474–90.

Foreign language (FL) anxiety is a complex phenomenon that occurs at each stage of the language learning process (i.e., input, processing, and output). This study of 205 university students attempted to identify a combination of variables that might be correlated with these three types of anxiety. Canonical correlation analyses revealed that students with the highest levels of anxiety at the input, processing, and output stages tend to be older; have lower expectations of their achievement in FL courses, low perceived global self-worth, low perceived scholastic competence, low perceived intellectual ability, and low perceived job competence; and have taken few or no high school FL courses. Academic achievement acted as a suppressor in the model by increasing the predictive power of the independent variables. The educational implications of these findings for understanding FL anxiety and for increasing FL learning are discussed, as are suggestions for future research.

**01-220 Baker, Susan C. and MacIntyre, Peter D.** (U. Coll. of Cape Breton, Sydney, Canada; *Email*: pmacinty@uccb.ns.ca). The role of gender and immersion in communication and second language orientations. *Language Learning* (Malden, MA, USA), **50**, 2 (2000), 311–41.

The study reported here examines the nonlinguistic outcomes of an immersion versus a non-immersion programme. The dependent variables included attitudes towards learning French, orientations for learning, willingness to communicate, communication anxiety, perceived communicative competence, and self-reported frequency of communication in both English (first language) and French (second language). Immersion students indicated higher willingness to communicate, lower communication anxiety, higher perceived communicative competence, and more frequent communication only in the French language. Among the non-immersion students, perceived competence was strongly correlated with willingness to communicate, but among the immersion students, communication anxiety correlated most strongly with willingness to communicate. Male non-immersion students showed the least positive attitudes towards learning French; female non-immersion students showed higher endorsement of three of the four language learning orientations.

**01-221 Cheng, Xiaotang** (Beijing Normal U., China; *Email*: cheng\_xiaotang@yahoo.com). Asian students' reticence revisited. *System* (Oxford, UK), **28**, 3 (2000), 435–46.

Recent ESL/EFL literature has frequently reported that Asian (especially East Asian) students of English as a Second/Foreign Language are reticent and passive learners. Cultural attributes of Asian societies are often cited as the main causes for such alleged behaviour of reticence and passivity. Based on counter evidence

against these allegations, this article argues that it is a dangerous over-generalisation to say Asian students are reticent and passive learners. Results from existing research show that many Asian students do have a strong desire to participate in classroom activities. The article also argues that if some Asian students are indeed observed to be quieter than expected in certain circumstances, the causes are situation specific rather than culturally pre-set. These situation-specific causes could be the differences between teaching methodologies and the lack of required foreign language proficiency. Interpretations based on cultural attributes should not be considered as an easier diagnosis for all problems arising in ESL/EFL practices.

**01-222 Dörnyei, Zoltán** (U. of Nottingham, UK; *Email: zoltan.dornyei@nottingham.ac.uk*) and **Kormos, Judit**. The role of individual and social variables in oral task performance. *Language Teaching Research* (London, UK), **4**, 3 (2000), 275–300.

This paper reports on a data-based study which explored – as part of a larger-scale British-Hungarian research project – the effect of a number of affective and social variables on foreign language (L2) learners' engagement in oral argumentative tasks. The assumption underlying the investigation was that students' verbal behaviour in oral task situations is partly determined by a number of non-linguistic and non-cognitive factors whose examination may constitute a potentially fruitful extension of existing task-based research paradigms. The independent variables in the study included various aspects of L2 motivation and several factors characterising the learner groups the participating students were members of (such as group cohesiveness and intermember relations), as well as the learners' L2 proficiency and 'willingness to communicate' in their L1. The dependent variable involved objective measures of the students' language output in two oral argumentative tasks (one in the learners' L1, the other in their L2); the quantity of speech and the number of turns produced by the speakers. The results provide insights into the interrelationship of the multiple variables determining the learners' task engagement, and suggest a multi-level construct whereby some independent variables only come into force when certain conditions have been met.

**01-223 García Mayo, María del Pilar and Pica, Teresa**. L2 learner interaction in a foreign language setting: are learning needs addressed? *IRAL* (Berlin, Germany), **38**, 1 (2000), 35–58.

The study reported here was undertaken to address questions and concerns about the English as a Foreign Language (EFL) classroom as an environment which promotes input, feedback and the production of output for second language (L2) learning. In order to address these concerns, the interaction of seven dyads of EFL

learners was compared with that of seven dyads of EFL learners and English native speakers (NSs) on two communication tasks. The comparison revealed that the learner-learner dyads were not significantly different from the learner-NS dyads with respect to their contribution of input, feedback and output as they participated in the communication tasks. Results of the study supported the EFL environment as a learning environment; however, linguistic inaccuracies on the learners' part suggested that, in addition to communicative activities, more targeted, grammar-oriented approaches may also be in order.

**01-224 Green, Christopher Frank** (Hong Kong Polytechnic U.; *Email: ecchrisg@polyu.edu.hk*). Categorising motivational drives in second language acquisition. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 3 (1999), 265–79.

The study reported here arises from reservations about the capacity of the broad notions of integrative and instrumental drives to account adequately for learner motivation in English language studies in a complex cultural-linguistic setting such as Hong Kong. The survey involved 1,978 Cantonese native-speaking undergraduate students undertaking a programme of English in the Workplace (EIW) at the author's institution, i.e., almost the complete population of such students undertaking this mandatory course in their second year of tertiary-level study. On the basis of questionnaire responses, the students were assigned to the four categories of motivational regulation proposed in Deci and Ryan (1985): External, Introjected, Identified and Integrated. It is argued that the conventional classification of motivation into Extrinsic and Intrinsic, or Instrumental and Integrative, has serious limitations in the field of language learning and fails to provide a meaningful developmental model for students and teachers. The pilot study (with a sub-sample of 30) drew attention to the need to add a category of Avoidant, for students for whom all of the expressions of motivation to learn English were found to be excessive. The main study showed that Identified Regulation was dominant (49%) and suggests that the transition from Identified to Integrated Regulation is the principal challenge facing teachers and students. Some 19% of the students fell into the Avoidant category. The implications of the study are discussed.

**01-225 Grigorenko, Elena L.** (Yale U., USA; *Email: elena.grigorenko@yale.edu*), **Sternberg, Robert J. and Ehrman, Madeline E.** A theory-based approach to the measurement of foreign language learning ability: the CANAL-F theory and test. *The Modern Language Journal* (Malden, MA, USA), **84**, 3 (2000), 390–405.

This article presents a rationale, description, and partial construct validation of a new theory of foreign language aptitude: CANAL-F – Cognitive Ability for

Novelty in Acquisition of Language (Foreign). The theory was applied and implemented in a test of foreign language aptitude (CANAL-FT). Three unique features are claimed to differentiate the new test from many existing tests of FL aptitude. The CANAL-FT is grounded in cognitive theory, dynamic rather than static, and simulation-based. This article outlines the CANAL-F theory and details of its instrumentation through the test (CANAL-FT), discusses the psychometric properties of the CANAL-FT, and presents the first construct-validation data on the theory and test.

**01-226 Guion, Susan G.** (U. of Oregon, USA; *Email: guion@oregon.uoregon.edu*), **Flege, James E., Liu, Serena H. and Yeni-Komshian, Grace H.** Age of learning effects on the duration of sentences produced in a second language. *Applied Psycholinguistics* (Cambridge, UK), **21**, 2 (2000), 205-28.

Research has shown that second language (L2) utterances diverge increasingly from target language phonetic norms as the age of L2 learning increases. Other research has suggested that L2 speakers produce longer utterances than native speakers. The aim of this study was to determine whether L2 utterance durations increase as age of learning increases. Fluently produced English sentences spoken by 240 native speakers of both Italian and Korean (selected on the basis of age of arrival) were examined. For both L1 groups, the duration of English sentences was positively correlated with age of arrival; and this effect was found to be significant even when confounding variables were partialled out. These results are taken as preliminary support for the proposal that the more established the L1 is at the time of first exposure to the L2, the more it will interfere with L2 production, thus requiring greater processing resources to suppress it.

**01-227 Hedgcock, John** (Monterey Inst. of International Studies, CA, USA; *Email: jhedgcoc@miis.edu*) and **Lefkowitz, Natalie.** Overt and covert prestige in the French language classroom. When is it good to sound bad? *Applied Language Learning* (Presidio of Monterey, CA, USA), **11**, 1 (2000), 75-97.

Foreign language (FL) educators and researchers have displayed a persistent interest in the formal, pedagogical, psycholinguistic, and sociolinguistic variables which promote and prevent the development of effective oral skills. One of the socio-affective factors known to influence the acquisition of effective FL pronunciation skills involves social status and prestige as instantiated in the classroom setting. The study reported here examines the performance and perceptions of 100 university-level learners of French as a foreign language, with a view to exposing the impact of social pressure in the learning environment. The analysis also addresses the contradictory nature of learners' perceptions of what it

means to 'sound good' when speaking French. An inventory of frequent phonemic and phonological errors as well as the results of a comprehensive survey of perceptions, beliefs, and attitudes suggest a fairly homogeneous value system which favours a pedagogical norm. At the same time, outcomes point decisively to a desire among participants to establish group solidarity and please their peers. Implications for research and teaching are outlined.

**01-228 Jarvis, Scott** (Ohio U., USA; *Email: jarvis@ohiou.edu*). Methodological rigour in the study of transfer identifying L1 influence in the interlanguage lexicon. *Language Learning* (Malden, MA, USA), **50**, 2 (2000), 245-309.

Numerous conflicting claims exist concerning the nature of first language (L1) influence. This article argues that much of the confusion could be eliminated if a unified framework were established for this area of inquiry. Such a framework would minimally require transfer studies to consider at least three potential effects of L1 influence: (a) intra-L1-group similarities, (b) inter-L1-group differences, and (c) L1-interlanguage performance similarities. This study examines all three types of evidence in the English lexical reference of Finnish-speaking and Swedish-speaking Finns at multiple levels of age and L2 exposure in three different but related elicitation tasks. The results suggest a subtle yet demonstrable presence for L1 influence in this area of interlanguage performance.

**01-229 Johnson, Janice, Prior, Suzanne and Artuso, Mariangela** (York U., Canada; *Email: janicej@yorku.ca*). Field dependence as a factor in second language communicative production. *Language Learning* (Malden, MA, USA), **50**, 3 (2000), 529-67.

The study reported here investigates the hypothesis that a more field-dependent cognitive style may be adaptive for certain components of second language proficiency. Native English speakers ( $n = 28$ ) or students of English as a Second Language (ESL) ( $n = 29$ ) completed measures of language proficiency (formal and communicative) and field dependence-independence (FDI). Native English speakers performed better than ESL students on language measures, but not on FDI measures. As predicted, measures of FDI correlated negatively with communicative production in the ESL group: a more field-dependent style was associated with better performance on second language communicative measures. FDI scores were not related to native English speakers' language. Results support a bipolar cognitive-style conception of FDI. Theoretical models of the FDI construct are discussed.

**01-230 Kim, Mikyong, McGregor, Karla K. and Thompson, Cynthia K.** (Northwestern U.,

Evanston, IL, USA; *Email*: m-kim3@northwestern.edu). Early lexical development in English- and Korean-speaking children: language-general and language-specific patterns. *Journal of Child Language* (Cambridge, UK), **27**, 2 (2000), 225–54.

The study reported here examined the composition of the early productive vocabulary of eight Korean- and eight English-learning children and the morpho-syntactic, semantic, and pragmatic characteristics of their caregivers' input in order to determine parallels between caregiver input and early lexical development. Vocabulary acquisition was followed using maternal diary and checklists for the Korean-learning children (from a mean age of 1;6 to 1;9) and for the English-learning children (from a mean age of 1;4 to 1;8). Results showed that both Korean-learning and English-learning children acquired significantly more nouns than verbs at the 50-word mark. However, Korean children learned significantly more verbs than did English-learning children. The relative ease with which Korean learners, as compared to English learners, acquired verbs parallels several differences in the linguistic and socio-pragmatic characteristics of the input addressed to them. Korean-speaking caregivers presented more activity-oriented utterances, more verbs, and more salient cues to verbs than did English-speaking caregivers. These data suggest that both general and language-specific factors shape the early lexicon.

**01-231 Koda, Keiko** (Carnegie Mellon U., USA; *Email*: kkoda@andrew.cmu.edu). Cross-linguistic variations in L2 morphological awareness. *Applied Psycholinguistics* (Cambridge, UK), **21**, 2 (2000), 297–320.

This study investigated the effects of first language (L1) processing experience on second language (L2) morphological awareness. Preliminary cross-linguistic comparisons indicated that morphological awareness in two typologically distinct languages, Chinese and English, differs in several major ways. Based on the comparisons, three specific hypotheses were formulated: compared with learners with a typologically similar L1 background, Chinese learners of English as an L2 would be less sensitive to intraword structural salience, less efficient in structural analysis, and more adept at integrating word-internal (morphological) and word-external (context) information. These hypotheses were tested empirically with two groups of adult L2 learners of English with contrasting L1 backgrounds (Chinese and Korean). The data demonstrated that virtually no difference existed between the two English as Second Language groups in their intraword structural sensitivity, and that, although Chinese learners were notably slower than Korean learners in performing intraword structural analysis, they were far more efficient in integrating morphological and contextual information

during sentence processing. Viewed collectively, these findings seem to suggest that L1 processing experience influences the development of L2 morphological awareness in specific and predictable ways.

**01-232 Kormos, Judit** (Eötvös U., Budapest, Hungary; *Email*: kormos@isis.elte.hu). The role of attention in monitoring second language speech production. *Language Learning* (Malden, MA, USA), **50**, 2 (2000), 343–84.

The study reported here investigates the role of attention in monitoring second language (L2) speech production by means of analysing the distribution and frequency of self-repairs and the correction rate of errors in the speech of 30 Hungarian learners of English at three levels of proficiency and of 10 native speakers of Hungarian. The results indicate that the amount of attention paid to the linguistic form of the utterance does not vary at different stages of L2 competence and that the distribution of attention in monitoring for errors is markedly different in the first and second language. In the case of advanced L2 speakers, the extra attentional resources made available by the automaticity of certain encoding processes were used for checking the discourse-level aspects of their message.

**01-233 Kormos, Judit** (Eötvös U., Budapest, Hungary; *Email*: kormos@isis.elte.hu). The timing of self-repairs in second language speech production. *Studies in Second Language Acquisition* (New York, USA), **22**, 2 (2000), 145–67.

The study reported here explores the psycholinguistic processes underlying second language (L2) self-repair behaviour by means of analysing the timing of various types of self-corrections found in the speech of 30 Hungarian speakers of English at three levels of proficiency (pre-intermediate, upper-intermediate, and advanced). The paper discusses the relevance of timing data for the existing models of speech monitoring and examines how the level of proficiency of L2 learners affects the speed of error detection and the execution of correction. The results obtained indicate that the perceptual loop theory and the activation spreading theory of monitoring both rightly assume that monitoring involves the same mechanisms as speech comprehension. The analysis of the timing data reveals that corrections of pragmatically inappropriate lexical choice have detection times very similar to those of lexical errors. This may be regarded as indirect evidence for the claim that lexical entries in the mental lexicon also contain specifications concerning their pragmatic value. The results show that the level of proficiency of the participants affects the time necessary for the lexical, grammatical, and phonological encoding of the repair, which is caused by the difference in the degree of automaticity of these mechanisms at various stages of L2 development.

**01-234 Lai, Eva Fung-kuen** (The Chinese U. of Hong Kong; *Email: fungkuenlai@cuhk.edu.hk*). Motivation to learn English in Hong Kong. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 3 (1999), 280–84.

This paper compares pre- and post-1997 attitudes to the learning of English in Hong Kong. It is based on surveys conducted in 1980, 1992, 1995 and 1998, and also on newspaper reports. The data confirm the strong instrumental, career-related motives of the learners, which have been previously reported not only for Chinese learners but for Asian learners generally. Although the recent data show a strong movement among both parents and teachers to preserve English-medium education, as an essential means of achieving English proficiency, the realities of economic and demographic integration with China make it likely that English in Hong Kong in the years ahead will increasingly take on the features of a foreign rather than a second language, both in education and in everyday life.

**01-235 Lantolf, James P.** (Pennsylvania State U., USA; *Email: JPL7@PSU.EDU*) and **Genung, Patricia B.** L'acquisition scolaire d'une langue étrangère vue dans la perspective de la théorie de l'activité: une étude de cas. [An activity theoretic perspective on foreign language learning in the classroom setting : a case study.] *Aile* (Paris, France), **12** (2000), 99–122.

This article reports on a case study of one individual as she attempted to learn Chinese as a foreign language during a nine-week intensive summer course at a major North American university. The authors' interest is in exploring motivation as a situated and dynamic process and their analysis is informed by Activity Theory as developed in the work of L. S. Vygotsky (1987, 1978) and A. N. Leontiev (1978, 1981) and recently expanded upon in the writings of Y. Engeström (1987, 1999).

**01-236 Lee, Cynthia** (The Hong Kong Baptist U.; *Email: cfklee@hkbu.edu.hk*). Learning through tutorial discussion and learners' culture: some preliminary observations from the views of Hong Kong Chinese tertiary students. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 3 (1999), 255–64.

This paper argues against the notion that Chinese students do not volunteer to participate in tutorial discussion. Participation in tutorial discussion by Chinese students is, to a large extent, influenced by their traditional Chinese concepts of learning, such as education and self-realisation, learning and effort, respect for superiors, and communication preference. Interview data obtained from a group of Chinese tertiary students in Hong Kong has shed some light on the

subtle relationship between the traditional Chinese concepts of learning and students' behaviour in tutorial discussion. The students believed that their rate of participation was dependent on their efforts in preparing for tutorial discussion, acquaintance with group members and tutor guidance. They were willing to use English to express their ideas if they were well prepared. With these three factors in mind, some pedagogies are suggested for teachers. It is hoped that this paper and its recommendations can contribute to the teaching of Chinese students in both Hong Kong and overseas.

**01-237 Macaro, Ernesto** (Oxford U., UK). Learner strategies in foreign language learning: cross-national factors. *Tuttitalia* (Rugby, UK), **22** (2000), 9–18.

This article reports on a study carried out in England and Italy on the second language learning strategies of secondary-school pupils. The analysis attempts to explain the differences brought about by the pedagogical and cultural contexts in which the learners were situated. Participants were 14–15 year-old pupils from six state schools in England and five in Italy which all included a wide range of socio-economic backgrounds. Data obtained from questionnaires and think-aloud protocols were analysed to discover if strategy use was affected by (a) different teaching styles and (b) the different curricula and institutional practices in the two countries, and also to see whether the relationship between gender and strategy use was as strong in Italy as it had been shown to be in England. Findings indicated that differences in general teaching approach in the two countries is a variable which affects strategy use. It is suggested that more 'traditional' teaching practices in Italy lead to more extensive and efficient strategy use than in England. Further evidence was provided that female adolescents use more strategies than males. However, it is argued that gender differences may be culturally based, as differences with the English sample were not so pronounced.

**01-238 McDonald, Janet L.** (Louisiana State U., USA; *Email: psmcdo@lsu.edu*). Grammaticality judgements in a second language: Influences of age of acquisition and native language. *Applied Psycholinguistics* (Cambridge, UK), **21**, 3 (2000), 395–423.

This article reports a study in which native Spanish early and late acquirers of English as well as native Vietnamese early and child acquirers of English made grammaticality judgements of sentences in their second language. Native Spanish early acquirers were not distinguishable from native English speakers, whereas native Spanish late acquirers had difficulty with all aspects of the grammar tested except word order. Native Vietnamese early acquirers had difficulty with those aspects of English which differ markedly from

Vietnamese. Native Vietnamese child acquirers had more generalised problems, similar to those of native Spanish late acquirers. Thus, native language appeared to make a difference for early acquirers, whereas a later age of acquisition caused a more general problem. A processing-based model focusing on the difficulty non-native language learners have in rapidly decoding surface form is offered as a possible explanation for both effects.

**01-239 Mondada, Lorenza and Pekarek Doehler, Simona** (Université de Bâle, Switzerland; *Emails:* Lorenza.Mondada@unibas.ch, Simona.Pekarek@unibas.ch). *Interaction sociale et cognition située: quels modèles pour la recherche sur l'acquisition des langues? [Social interaction and situated cognition: which models for second language research?]* *Aile* (Paris, France), **12** (2000), 147–74.

Different models of cognition serve actually as points of reference for second language research. This diversity has the positive effect of enriching the theoretical landscape, but it also raises crucial questions about the compatibility and the complementarity of the various models. This article aims at reflecting on the nature of a socio-interactive concept of cognition for the study of second language acquisition. Drawing from two lines of research – the sociocultural approach to mental functioning and the ethnomethodological approach to social interaction – it is argued that understanding cognition as being socially situated and distributed is particularly interesting for a socio-interactive approach to acquisition. Some implications of such a definition for second language research are also discussed.

**01-240 Montrul, Silvina** (U. of Illinois at Urbana-Champaign, USA; *Email:* montrul@uiuc.edu). *Transitivity alternations in L2 acquisition.* *Studies in Second Language Acquisition* (New York, USA), **22**, 2 (2000), 229–73.

This paper reports an experimental study on English, Spanish, and Turkish as second languages (L2s) which investigates the interaction of universal principles and first language (L1) knowledge in interlanguage grammars by focusing on verbs that participate in the causative/inchoative alternation (such as *break* in English). These verbs have the same lexico-semantic composition, but differ crosslinguistically as to how they encode the alternation morphologically. Results of a picture judgement task show that, as in L1 acquisition, L2 learners of Turkish, Spanish, and English with different L1s rely on a universal mechanism when learning transitivity alternations. First language influence plays a prominent role in the morphological realisation of the alternation. These findings suggest that UG and L1 knowledge may not affect all linguistic domains in the same way at a given stage of development. It is proposed that transfer is subject to modularity in interlanguage grammars.

**01-241 Nikolov, Marianne** (Janus Pannonius U., Pecs, Hungary). *Successful adult learners of Hungarian and English.* *IRAL* (Berlin, Germany), **38**, 1 (2000), 109–24.

The critical period hypothesis (CPH) claims that there is a period during which learners can acquire a second language easily and achieve native speaker competence, but that after this period second language acquisition becomes more difficult and is rarely entirely successful. The strong version of the CPH encouraged the research reported here, carried out with successful adult learners of Hungarian and English in the English Department at the author's institution. Altogether 33 successful learners were interviewed: in Study 1, 20 learners of various mother tongues have been acquiring Hungarian in the host environment, whereas in Study 2, 13 Hungarians have been learning English as a foreign language and have stayed in the host environment for a relatively short period. Two tapes were developed with short samples from the interviewees and native speakers of the target languages. These tapes were administered to three groups of native speakers in judgement tasks with a follow-up task eliciting clues judges used in deciding whether speakers were native or non-native. The findings of the study challenge the strong version of the CPH. Other outcomes include typical clues applied by native judges and some insights into how these successful learners have developed native proficiency.

**01-242 Nussbaum, Luci and Unamuno, Virginia** (Universitat Autònoma de Barcelona, Spain; *Emails:* luci.nussbaum@uab.es, vunamuno@senesa.uab.es). *Fluidité et complexité dans la construction du discours entre apprenants de langues étrangères.* [Fluidity and complexity in the construction of discourse between second language learners.] *Aile* (Paris, France), **12** (2000), 27–49.

This article sets out to analyse two communicative tasks carried out by pairs of foreign language learners, in order to uncover the ways in which participants engage in the elaboration of the discourse. In carrying out this analysis of the process, the notions of fluidity and complexity – which are very often considered in evaluating learners' communicative competence and the value of task-based approaches to language learning – come to adopt a new significance.

**01-243 Ó Laoire, Muiris, Burke, Mary and Haslam, Mary** (An Institúid Teicneolaíochta / Inst. Of Technology, Tralee, Ireland). *From L2 to L3/4: an investigation of learners' metalinguistic awareness and learner strategies.* *Teangeolas* (Dublin, Ireland), **38/39** (2000), 52–58.

This paper is based on research conducted among students of French, German and Spanish as a third/fourth

language (L3/L4) at tertiary level. Almost all students had experienced thirteen years of school-based learning of Irish as L2. The study made some preliminary investigations into the nature of the learners' metalinguistic knowledge and awareness, as a result of exposure to formal instruction in Irish, and explored the extent to which this metalinguistic ability facilitates or otherwise affects the learning of L3/4. It was hoped to determine the extent to which learners of L3 transfer or modify strategies that they had previously deployed in the learning of Irish. This part of the study focused on specific processing strategies, as well as on the language learning process itself. This paper reports the first part of a longitudinal study, which makes preliminary investigations into the nature of the relationship between students' learning strategies and metalinguistic knowledge in the learning of Irish and their metalinguistic and strategic transfers in the learning of L3/L4 (French, Spanish or German).

**01-244 Padillo, John C.** (U. of Texas at Arlington, USA; *Email*: john@ling.uta.edu). Asymmetries in Universal Grammar. *Studies in Second Language Acquisition* (New York, USA), **22**, 2 (2000), 209–28.

An abiding concern in the study of second language acquisition (SLA) is whether knowledge of Universal Grammar (UG) is available to second language learners and, if it is, then how. Felix (1988) claimed to demonstrate that UG-based knowledge of grammaticality causes non-native speakers (NNSs) to have more accurate grammaticality judgements on sentences that are ungrammatical according to UG than on those that are grammatical. Birdsong (1994) criticised the methodology employed, noting that it ignores 'response bias' (a propensity to judge sentences as ungrammatical) as a potential explanation. Felix and Zobi (1994) dismissed this criticism as merely methodological. In this paper, Birdsong's criticism is upheld by considering a statistical model of the data. At the same time, a more complete logistic regression model allows a fuller statistical analysis, revealing tentative support for the asymmetry claim, as well as differential learning states for different constructions and a tendency toward transfer avoidance. These theoretically significant effects were unnoticed in the earlier discussion of this research. It is suggested here that, for SLA research on grammaticality judgements to proceed fruitfully, appropriate statistical models need to be considered in designing the research.

**01-245 Pekarek Doehler, Simona** (Université de Bâle, Switzerland; *Email*: Simona.Pekarek@unibas.ch). Approches interactionnistes de l'acquisition des langues étrangères: concepts, recherches, perspectives. [Social-interactionist approaches to second language learning: concepts, studies and perspectives.] *Aile* (Paris, France), **12** (2000), 3–26.

The introductory paper to this volume presents an overview of social-interactionist approaches to second

language learning. A brief sketch of the historical development of this line of research, its basic theoretical assumptions as well as its fields of study and results, is presented and future perspectives are discussed. It is suggested that, while interactionist studies share an understanding of the workings of social interaction (including methodological implications) and its constitutive role in language learning, they are far from forming a unified 'school'; this openness of the field has proven to provide a rich ground for investigation and leads on to a number of intriguing questions yet to be explored. [See also abstracts 01-235, 01-239, 01-242, 01-247, 01-252, 01-263.]

**01-246 Pennington, Martha C.** (U. of Luton, UK; *Email*: martha.pennington@luton.ac.uk) and **Ellis, Nick C.** Cantonese speakers' memory for English sentences with prosodic cues. *The Modern Language Journal* (Malden, MA, USA), **84**, 3 (2000), 372–89.

This paper reviews the nature and functions of prosody, and contrasts English and Cantonese for this feature of language, as background for two experimental studies. In the experiments, 30 Cantonese speakers with advanced competence in English were tested for their recognition memory of English sentences in which prosody cued meaning contrasts in otherwise identical sentence pairs. The Cantonese speakers' memory for the English sentences based on prosodic information was generally poor, both when the contrastive focus was implicit in the experimental task (Experiment 1) and when it was the explicit focus of attention (Experiment 2). The only significant improvement in performance after participants' attention was explicitly directed to intonation was on sentences in which prosody cued a marked informational focus ('contrastive stress') versus an unmarked one ('neutral' sentence intonation). The investigation leads to suggestions for raising learners' awareness of prosody in a second language.

**01-247 Py, Bernard** (Université de Neuchâtel, Switzerland; *Email*: bernard.py@lettres.unine.ch). La construction interactive de la norme comme pratique et comme représentation. [The interactive construction of the standard norm as practice and representation.] *Aile* (Paris, France), **12** (2000), 77–97.

In the course of their mutual verbal interactions, the learner and the native speaker refer to the norm to set the distance between the interlanguage and the target language, which is seen as a model. Thus, it is important to investigate how the norm is manifested in discourse: whether or not the norm is actually brought into play in exolingual interactions, or is constructed as a representation. In either case, the norm is both process and product, yet language didactics as well as research into acquisition tend to view it as a product only (i.e., a

stabilised inventory of what is right or wrong). Thus, the actual process of categorisation of the learner's forms of discourse as right or wrong is not addressed. This process, however, plays a central role in some discourse, as it is through the assessment of his/her statements that the learner comes to restructure or extend his/her interlanguage, and so, to learn. That assessment is largely based on representations of the norm, produced collectively by discourse, in contexts where the standard is seen as the ultimate goal. The data discussed here derive from exolingual interactions between learners and native speakers, on the one hand, and from discussions among teachers about bilingualism and the standard on the other.

**01-248 Rodríguez, Máximo** (Universidad de Los Andes, Venezuela) and **Sadoski, Mark**. Effects of rote, context, keyword, and context/keyword methods on retention of vocabulary in EFL classrooms. *Language Learning* (Malden, MA, USA), **50**, 2 (2000), 385–412.

There has been considerable debate about the most effective way to develop students' foreign language (FL) vocabulary. One of the most popular and certainly the most extensively researched FL vocabulary teaching method has been the keyword method. In the present study, the effects of rote rehearsal, context, keyword, and context/keyword methods on immediate and long-term retention of English as a foreign language (EFL) vocabulary in natural classroom settings were examined. Eight intact 9th-grade EFL classes were randomly assigned to one of four learning conditions: rote rehearsal, context, keyword, and context/keyword condition. Cued recall was assessed either immediately or after a one-week delay. Results showed that the context/keyword method produced superior recall to any of the other three methods after one week, suggesting a very promising educational value for this method.

**01-249 Tomlinson, Brian** (Nat. U. of Singapore). Talking to yourself: the role of the inner voice in language learning. *Applied Language Learning* (Presidio of Monterey, CA, USA), **11**, 1 (2000), 123–54.

This article stresses the importance of the inner voice in second language (L2) learning and, in particular, its potentially valuable role in interaction with sensory images and affective impulses in creating mental representations of the world. Without an effective inner voice, it is very difficult to initiate ideas, develop thought, be creative, and respond intelligently to discourse, plan, control our feelings, solve problems, or develop self-esteem. It is also difficult to develop an effective public voice. In learning a native language (L1), the inner voice develops naturally at the same time as the external voice. But in learning an L2 formally, the emphasis is often on the immediate development of an external voice. Many learners fail to

develop an effective L2 inner voice and are therefore handicapped in their attempt to understand and produce the L2 intelligently and creatively. This article outlines the characteristics and functions of the L1 inner voice by reference to a corpus of inner voice utterances collected from the author's self-introspection and from an experiment conducted with L1 speakers of English at the National University of Singapore. It refers to experiments indicating that learners make little use of their L2 inner voice, it describes ways in which they are handicapped by their lack of an effective L2 inner voice, and it suggests approaches and activities which can help learners to start developing effective L2 inner voices as soon they start to learn the L2.

**01-250 Toth, Paul D.** (U. of Pittsburgh, USA; Email: ptoth+@pitt.edu). The interaction of instruction and learner-internal factors in the acquisition of L2 morphosyntax. *Studies in Second Language Acquisition* (New York, USA), **22**, 2 (2000), 169–208.

This study considers the role of instruction, second language (L2) input, first language (L1) transfer, and Universal Grammar (UG) in the development of L2 morphosyntactic knowledge. Specifically, it investigates the acquisition of the Spanish morpheme *se* by English-speaking adult learners. Participants included 91 university students and 30 Spanish native-speaker controls. Learners received form-focused, communicative instruction on *se* for one week and were tested before, immediately following, and 24 days after the treatment period. Assessment consisted of a grammaticality judgement task and two production tasks using *se* in a variety of verb classes. The results showed that *se* had been added to many learners' grammars, but also that L1-derived forms and overgeneralisation errors had not been completely pre-empted. These findings are taken as evidence that the development of L2 grammars is affected by a number of independent, yet cooperating, knowledge sources, which thus supports a modular account of L2 acquisition.

**01-251 van de Craats, Ineke, Corver, Norbert and van Hout, Roeland**. Conservation of grammatical knowledge: on the acquisition of possessive noun phrases by Turkish and Moroccan learners of Dutch. *Linguistics* (Berlin, Germany), **38**, 2 (2000), 221–314.

This article deals with the acquisition of possessive DP structures by Turkish and Moroccan adults and children learning Dutch without substantial classroom instruction. The main claim is that second language (L2) learners systematically and consistently rely on their grammatical knowledge, which surfaces in the initial stages of the L2 acquisition process but also has a strong impact on later developmental stages. Such a strong conservation encompasses parameter settings as well as morphological and vocabulary knowledge. Before

analysing the various learner variants, the authors first consider the possessive structures in Turkish, Moroccan Arabic, and Dutch. A thorough analysis of the source languages Turkish and Moroccan Arabic is necessary to reveal the L2 properties conserved in the expression of L2 utterances. The analysis of the L2 possessive variants provides ample evidence that Moroccan learners differ from Turkish learners in their developmental path as well as in the end state attained. It is argued that these differences are due to the different initial states of Turkish and Moroccan learners. The data also provide evidence that adult learners are able to change parametric values that relate to word-order phenomena. They seem less able, however, to acquire new morphological knowledge and language-specific lexical knowledge, which is crucial in appropriating L2 function words.

**01-252 Vasseur, Marie-Thérèse** (Université René Descartes 5 et CNRS, Paris, France; *Emails*: mvasseur@paris5.sorbonne.fr, mvasseur@vjf.cnrs.fr). De l'usage de l'inégalité dans l'interaction-acquisition en langue étrangère. [On the use of inequalities in second language interaction-acquisition.] *Aile* (Paris, France), **12** (2000), 51-76.

This article focuses on the asymmetries and inequalities which have framed a number of analyses of intercultural/interlingual interactions in the last 20 years. It is argued that the complementarity/symmetry model is much too schematic and that it is necessary to consider the complexity of plans and the changes of discursive places to account for the dynamics of dialogue. A dialogue between a Taiwanese and a French student is analysed from the point of view of stability/instability, retracing the moves between roles and places and their relationship to the collective activity that is going on. The last part of the article draws on this study to elaborate on the relationship between development and changes, on the one hand, and accommodation to other and otherness, on the other.

**01-253 Wakamoto, Natsumi** (Doshisha Women's Coll. of Liberal Arts, Kyoto, Japan; *Email*: nwakamot@dwc.doshisha.ac.jp). Language learning strategy and personality variables: focusing on extroversion and introversion. *IRAL* (Berlin, Germany), **38**, 1 (2000), 71-81.

In the research on individual differences, the influence of various factors on language learning has been studied. This article discusses the relationship of personality factors, especially extroversion and introversion, and language learning strategies. The author implemented a descriptive study of 254 junior college student informants majoring in English. Two instruments, MBTI (Myers Briggs Type Indicator) for personalities and SILL (Strategy Inventory for Language Learning) for language learning strategies, were used to gather information. Results showed a significant correlation of certain strategies with extroversion.

**01-254 Walsh, Steve** (The Queen's U. of Belfast, N. Ireland) and **Campion, Sylvie** (U. College, Cork, Ireland). Tandem learning: autonomy and partnership in second language acquisition. *Teangeolas* (Dublin, Ireland), **38/39** (2000), 90-96.

This paper critically reports the findings of an experimental tandem learning programme at the Language Centre, University College, Cork during the 1996-97 academic year. Tandem learning is here understood to mean face-to-face, oral communication between native speakers of two different languages. The rationale behind this process is that both learners increase their awareness and understanding of language and language acquisition, enabling greater effectiveness and independence of learning. Tandem learning is intended to promote learner autonomy and encourage a genuinely communicative exchange which is both intercultural and interdisciplinary. In the ten-week programme, native speakers of two different languages met on a regular basis and exchanged 'conversation classes'. The learners worked independently and informally: there was no formal instruction and learners were largely left to their own devices as far as content and methodology were concerned. The exchange led learners to utilise their native expertise and intuitions about their first language naturally in order to facilitate the second language acquisition (SLA) process. In addition, learners were forced to critically examine their own learning strategies. The paper falls into four parts: (a) an overview of the principles and practices of tandem learning; (b) a critical review of the experiment, of its rationale and outcomes; (c) an analysis of the more prominent learner strategies observed; and (d) a discussion of the contribution tandem learning can make to SLA research.

**01-255 Wharton, Glenn** (Nanyang Technological U., Japan; *Email*: glennwharton@hotmail.com). Language learning strategy use of bilingual foreign language learners in Singapore. *Language Learning* (Malden, MA, USA), **50**, 2 (2000), 203-43.

The study reported here, using Oxford's 80-item Strategy Inventory for Language Learning (SILL), examines the self-reported language learning strategy use of 678 university students learning Japanese and French as foreign languages in Singapore. The study differs from previous SILL studies in that the participants were bilingual from a multicultural setting, and the use of all 80 strategies was examined. Relationships between background variables and overall strategy use were investigated using ANOVA. Results were significant for motivation, self-rated proficiency, and language studied, with motivation significantly interacting with language studied. The use of each strategy by proficiency and also by gender was investigated using chi-square. Results showed more learning strategy use among learners with higher proficiency and, unexpectedly, more strategies used significantly more often by men.

**01-256 Yeni-Komshian, Grace H.** (U. of Maryland, USA; *Email: gyeni@hesp.umd.edu*), **Flege, James E. and Liu, Serena.** Pronunciation proficiency in the first and second languages of Korean-English bilinguals. *Bilingualism: Language and Cognition* (Cambridge, UK), **3**, 2 (2000), 131-49.

This study examined pronunciation proficiency in both the first (Korean) and second (English) languages of bilinguals. The participants were adult immigrants whose age of arrival in the USA ranged from 1-23 years. English and Korean sentences were rated by native listeners to obtain measures of pronunciation proficiency. English pronunciation of participants with ages of arrival of 1-5 years was close to monolinguals; heavier accents were noted as ages of arrival increased from 6 to 23 years. Korean pronunciation of participants with ages of arrival of 1-7 years was distinctly accented, while those with ages of arrival of 12-23 years were rated the same as monolinguals. Participants with ages of arrival of 1-9 years pronounced English better than Korean, whereas the reverse was true for ages of arrival of 12-23 years. Overall, the results were more consistent with the view that deviations from native pronunciation result from interactions between the languages of bilinguals rather than with the view of a maturationally defined critical period for language learning.

## Reading and writing

**01-257 Atari, Omar F. and Triki, Mounir A.** The formal features of oral and literate strategies of communication: their implications for EFL writing revision. *IRAL* (Berlin, Germany), **38**, 1 (2000), 95-107.

The compositions of Arab students of English as a Foreign Language (EFL) exhibit the symptoms of a failure to perceive the differences between oral/literate strategies of communication. Existing pedagogical practices lacking a sound theory of EFL writing corrective feedback are seen as partly responsible for the problem. This article suggests that a more systematic focus on the formal features of oral versus literate strategies might sensitise students to an appropriate utilisation of such strategies. It is suggested that this could be achieved by introducing these strategies in terms of the following parameters: (1) the process of enunciation, (2) the syntactic level, (3) the use of tense, aspect and modality, (4) the choice of lexical items, and (5) the logical layout. Virtually all texts are more or less mixed and carry varying degrees of oral or literate strategies. However, successful mixing is seen as a conscious manipulation of these features whereas unsuccessful mixing denotes the students' confusion. Some implications for classroom EFL revision are suggested:

'brainstorming', to enable the teacher to focus on one discursive feature; 'peer evaluation' among students leading to reformulations of their own first drafts; and a 'contrastive analysis exercise', whereby the students compare and contrast the first drafts corrected by them in the light of 'brainstorming' and 'peer evaluation' with reformulations suggested by their teacher as a final cycle of revision.

**01-258 Biesenbach-Lucas, Sigrun** (The American U., USA; *Emails: sblucas@american.edu, SEA2SKYE@aol.com*), **Meloni, Christine and Weasenforth, Donald.** Use of cohesive features in ESL students' e-mail and word-processed texts: a comparative study. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 3 (2000), 221-37.

As the computer is rapidly finding its way into classrooms around the world at all levels of education, teachers are trying to find effective ways to integrate this technology into their curriculum. While the effectiveness of using word processing in the teaching of writing is acknowledged, there is still no general consensus on how to use, or even whether to use, asynchronous electronic mail, leaving a number of questions unanswered. For example, when given comparable academic tasks, do students produce similar texts in the two media or do they write differently according to the medium used? This article reports on a discourse analysis of comparable word-processed and e-mail writing assignments focusing on twelve cohesive features and on text length, which was carried out in order to determine whether the medium has an effect on the language that the students produce. The participating students were enrolled in a higher-intermediate English as a Foreign Language course at a U.S. university. The results indicate that two of the cohesive features, as well as text length, differentiated e-mail and word-processed writing. It was also found that, while they tended to write shorter texts in both media, Arab students tended to use more of some of the cohesive features than Asian students.

**01-259 Chandrasegaran, Antonia** (Nat. Inst. of Ed./Nanyang Technological U.). An analysis of obliqueness in student writing. *RELIC Journal* (Singapore), **31**, 1 (2000), 23-44.

When required to use knowledge in a given source to answer a question, many student writers reproduce content information from the source without restructuring it to address the focal demand of the question. The result is an oblique answer. This paper analyses obliqueness as a writing problem from the perspectives of cognitive process writing theory and Halliday's functional grammar, using from the latter the concepts of Theme/Rheme. A cognitivist study of oblique answers suggests that the lack of fit between answer and