

draw on appropriate levels of politeness in the first language rather than English. The article concludes that English language teachers ought not to neglect the teaching of pragmatic competence in order to facilitate successful cross-cultural communication.

99-599 Zyngier, Sonia (Federal U. of Rio de Janeiro, Brazil). The unheard voices: a reader model for students. *Language Awareness* (Clevedon, UK), **8**, 1 (1999), 30-37.

For over 20 years studies in literary theory, linguistics and semiotics have been contributing with models which describe the role of readers and how they construct the meaning of a literary text. Most of these studies, however, assume an ideal figure who may not necessarily correspond to classroom reality. This paper proposes a framework offering a more democratic setting. Cognitively, the model is in line with studies which regard learning as a process of development and adjustment. Linguistically, it accommodates different levels of language proficiency comprehending both native and non-native speakers of the language of the text. Culturally, it stresses that the concept of sharedness depends on social praxis. Based on the theoretical assumptions brought about by developments in *Language Awareness*, the paper discusses the teacher's role in this setting and proposes *Literary Awareness* as an initial programme by means of which students become sensitised to the construction of verbal art. The author concludes by suggesting that, through the perception and manipulation of linguistic patterns in different texts, students are better placed to produce justifiable interpretations.

Language learning

99-600 Cadierno, Teresa (U. of Southern Denmark, Odense U.). On second language comprehension and acquisition: interactional and psycholinguistic perspectives. *Odense Working Papers in Language and Communication* (Odense, Denmark), **18** (1999), 1-19.

The aim of this paper is to examine the processes of second language (L2) comprehension and acquisition from an interactional and psycholinguistic perspective. Within the interactional perspective two main research areas are reviewed: (1) research on the linguistic modifications of the speech addressed to L2 learners, and the conversational modifications present in the discourse created by native speakers and L2 learners during conversations; and (2) research examining the effects of linguistic and conversational modifications on L2 comprehension and acquisition. The psycholinguistic perspective, on the other hand, has examined the cognitive processes involved in L2 comprehension and acquisition. Here several second language acquisition (SLA) models and research are reviewed which attempt to explain how learners construct their mental repre-

sentations of the L2. Issues such as the role of (comprehensible) input in SLA, the differentiation between comprehension and acquisition processes and the role of attention in acquisition are discussed.

99-601 Cameron, Catherine Ann and Lee, Kang (U. of New Brunswick, USA). Emergent use of English grammatical morphemes by Chinese-speaking children. *IRAL* (Heidelberg, Germany), **37**, 1 (1999), 43-58.

The longitudinal study reported here examined the emergent use of major English grammatical morphology by three six-year-old Chinese-speaking children learning English as a second language. Although Chinese is morphologically different from English (in that it has no articles, tense or plural inflections, or auxiliaries), articles (*a, the*) are among the first morphemes used correctly by the three children. This contrasts with the finding that articles are most difficult for Chinese-speaking adults to acquire. Morphemes that have similar linguistic representations in Chinese (*in, on* and possessives) also emerged very early. A common developmental pattern is revealed among these three children in the emergent use of tense markers: present and progressive markers are used first, future second, and past tense markers last. Third person singular verbs and plural nouns emerge relatively late. These findings suggest that Chinese-as-a-first-language plays a mixed role in the emergence of the grammatical morphemes of English when learned by children as a second language.

99-602 Carroll, Susanne E. (U. of Potsdam, Germany). Input and SLA: adults' sensitivity to different sorts of cues to French gender. *Language Learning* (Malden, MA, USA), **49**, 1 (1999), 37-92.

This article investigates experimentally if beginner adult learners, given auditory stimuli, are equally likely to represent French gender subclasses in terms of phonological, morphosyntactic, and/or semantic representations. The study can be located within a broader programme to characterise Universal Grammar as one type of preparedness to learn. Participants - 88 adult English speakers - learned patterned [Det + N]_{French} + translation equivalent_{English} lists. Analyses of results reveal that participants more readily recognised 'natural' semantic and morphological patterns; these same lists lent themselves to generalisation. The results are taken to demonstrate that, for this group of learners, the construct of input for gender learning emerges through the construction of abstract knowledge representations, apparently on the basis of prior knowledge, and not solely from objective patterns in the speech signal. They thereby provide support for theories of linguistic cognition involving mediating structural representations, as well as learning theories in which conceptual information can guide grammatical development.

99-603 Eviatar, Zohar, Leikin, Mark and Ibrahim, Raphiq (U. of Haifa, Israel). Phonological

processing of second language phonemes: a selective deficit in a bilingual aphasic. *Language Learning* (Malden, MA, USA), **49**, 1 (1999), 121–41.

This article presents a case study of a Russian–Hebrew bilingual transcortical sensory aphasic. In general, aphasic symptoms are similar in the two languages, with Hebrew being somewhat more impaired. However, the patient reveals a difference in her ability to perceive phonemes in the context of Hebrew words that is dependent on whether they are presented in a Russian or a native accent. This finding is interpreted as showing that a mediating mechanism which assimilates second language phonemes to native language phonological categories is differentially damaged. Implications for models of speech perception in general and second language phonetic perception in particular are discussed.

99–604 Jensen, Anne (U. of Southern Denmark, Odense U.). Listening to lectures. *Odense Working Papers in Language and Communication* (Odense, Denmark), **18** (1999), 21–36.

The aim of this paper is to present an overview of perspectives involved in studying lectures, focusing in particular on the characteristics of lectures, and, to a lesser extent, on the processes used by students in (academic) listening. The author offers an example from a quasi-experimental study which analyses the characteristics of lectures and the linguistic modifications present in lectures addressed to second language (L2) learners. The study involved L2 French lectures addressed both to native speakers of French and to first and second year university students of French. Two main conclusions are highlighted: that lectures do not all necessarily follow a straightforward plan, i.e., introduction, exposition, conclusion, and a methodology for analysis should take this into account; and that the (common) use of experimentally modified lectures in comprehension studies gives rise to various problems, not the least of which is the tendency to retain the same overall structure – when, as the study shows, a major modification may be the very organisation of the lecture as a whole, an aspect which is claimed to have been overlooked in second language acquisition research until now.

99–605 Kim, Haeyoung and Krashen, Stephen (U. of Southern California, LA, USA). The author recognition and magazine recognition tests, and free voluntary reading as predictors of vocabulary development in English as a foreign language for Korean high school students. *System* (Oxford, UK), **26**, 4 (1998), 515–23.

In author and magazine recognition tests, participants are asked to indicate whether they recognise authors and magazines. Stanovich, West and associates have demonstrated that performance on these measures is a consistent predictor of first language literacy development. In the study reported here, these measures were

also found to predict second language vocabulary development among high school EFL students in Korea. Reported free reading in English was also related to vocabulary development, replicating previous research, but the effect of the author and magazine recognition tests was independent of free reading. Alone, the author recognition test accounted for 38% of the variance in the vocabulary test.

99–606 Noels, Kimberly A. (U. of Saskatchewan, Canada), **Clément, Richard and Pelletier, Luc G.** Perceptions of teachers' communicative style and students' intrinsic and extrinsic motivation. *The Modern Language Journal* (Malden, MA, USA), **83**, 1 (1999), 23–34.

This study considers how students' perceptions of their teachers' communicative style, particularly the extent to which they are perceived to support students' autonomy and to provide useful feedback on their learning progress, are related to students' extrinsic and intrinsic motivational orientations. It also examines the link between these variables and various language learning outcomes, including effort, anxiety and language competence. Students registered in a summer French immersion course ($N = 78$) completed a questionnaire that was used to assess these constructs. Correlational analyses determined that stronger feelings of intrinsic motivation were related to positive language learning outcomes, including greater motivational intensity, greater self-evaluations of competence, and a reduction in anxiety. Moreover, perceptions of the teacher's communicative style were related to intrinsic motivation, such that the more controlling and the less informative the students perceived the teacher to be, the lower was their intrinsic motivation. The implications of the findings are discussed.

99–607 Porter, D. and O'Sullivan, B. (U. of Reading, UK). The effect of audience age on measured written performance. *System* (Oxford, UK), **27**, 1 (1999), 65–77.

The linguistic performance of a speaker or writer – whether in the first (L1) or second (L2) language – varies systematically with a range of specifiable features of the addressee, manifesting itself in choice of linguistic forms and level of formal accuracy. One important area for research into assessment of linguistic ability, therefore, must be the detection of those features significantly affecting performance, and the characterisation of their effects. Research in this area has tended to focus on L1 variability, with a small number of L2 studies focusing on spoken language. This paper aims to contribute to understanding of L2 variability by exploring the effect of addressee age on the written performance of 26 female Japanese university students, who each wrote letters to three people they knew from a recent study-abroad programme, one significantly older, one significantly younger, one about the same age. Analysis of the letters reveals systematic variability in both

orthography and linguistic content. In particular, statistical analysis suggests a strong age effect, indicating addressee age as one important feature affecting writing performance, at least with Japanese students.

99-608 Schenning, Saskia (Education Inspectorate, Breda, The Netherlands). *Theorie en lespraktijk. De verwerving van het Nederlands als tweede taal door Marokkaanse en Turkse volwassenen.* [Theory and classroom practice. The acquisition of Dutch as a second language by Moroccan and Turkish adults.] *Levende Talen* (Amsterdam, The Netherlands), **538** (1999), 202-5.

This article summarises the findings reported in a dissertation (Tilburg University) on the acquisition of space by second-language learners of Dutch. The study investigated the influence of linguistic, communicative and cognitive factors on second language (L2) acquisition by speakers of Moroccan Arabic and Turkish, concentrating on the way that space relationships are expressed in Dutch. The author shows that acquisition patterns are far more complex than one would have thought. This has consequences for the way in which teachers should respond to different types of learner errors they encounter in their L2 classrooms. Therefore, the author has developed a special training package for teachers of Dutch as a second language.

99-609 Skehan, Peter and Foster, Pauline (Thames Valley U., London, UK). The influence of task structure and processing conditions on narrative retellings. *Language Learning* (Malden, MA, USA), **49**, 1 (1999), 93-120.

This article explores the effects of inherent task structure and processing load on performance in a narrative retelling task. Task performance is analysed in terms of competition among fluency, complexity and accuracy. In a study based on 47 young adult low-intermediate participants, the fluency of performance was found to be strongly affected by degree of inherent task structure; more structured tasks generated more fluent language. In contrast, complexity of language was influenced by processing load. Accuracy of performance seemed dependent on an interaction between the two factors of task structure and processing load. The authors discuss which aspects of performance receive attention by the language learner. The implications of such cross-sectional results for longer term language development are considered.

99-610 Spada, Nina (McGill U., Canada) and **Lightbown, Patsy M.** Instruction, first language influence, and developmental readiness in second language acquisition. *The Modern Language Journal* (Malden, MA, USA), **83**, 1 (1999), 1-22.

The study reported here investigated how learners' developmental readiness interacts with instruction in second language acquisition. The researchers pre-tested

150 francophone children aged 11-12 with a variety of measures designed to probe their knowledge and use of English questions. Each child's developmental stage – in terms of the stages of acquisition of English questions proposed by Pienemann, Johnston and Brindley, 1988 – was determined. In oral production, most students were at stage 2 of the 5-stage sequence. Over the next fortnight, they participated in classroom activities exposing them to hundreds of English questions, mostly consistent with stages 4 and 5: the activities – accounting for around 20-25% of each day – were integrated into the communicative activities typical of their ESL programme. Results of post-testing showed that, contrary to the predictions of Pienemann's 1985 teachability hypothesis, learners at stage 3 prior to the intervention did not progress more in their use of questions in the oral production task than those at stage 2. Other tasks, however, evidenced some knowledge of stage 4 and 5 questions in all students. The children tended to accept higher stage questions (with subject-verb inversion) if the subjects were pronouns, but not nouns. This pattern is consistent with their first language (L1), French. The study adds to the literature showing an interaction between developmental sequences and L1 influence, and also suggests that explicit instruction, including contrastive metalinguistic information, may be needed to help students move beyond apparently stable inter-language patterns.

99-611 Sparks, Richard L. (Coll. of Mount St. Joseph, Cincinnati, USA), **Artzer, Marjorie, Javorsky, James, Patton, Jon, Ganschow, Leonore, Miller, Karen and Hordubay, Dottie.** Students classified as learning disabled and non-learning disabled: two comparison studies of native language skill, foreign language aptitude, and foreign language proficiency. *Foreign Language Annals* (New York, USA), **31**, 4 (1998), 535-51.

Proponents of the concept of learning disabilities (LD) assume that students classified as LD and those with IQ-achievement discrepancies have more severe native language and foreign language (FL) learning problems than students not thus classified. Two studies that included high school students classified as 'at-risk' for learning an FL investigated these assumptions. The first study compared 'at-risk' students classified as learning disabled (LD) with 'at-risk' students not thus classified. Results showed no significant differences between the two groups on measures of native language skill, FL aptitude and FL learning and proficiency. The second study examined only the students classified as LD and compared students with and without discrepancies between their scores on measures of intelligence (IQ) and academic achievement. Results showed no significant differences between the two groups on measures of FL learning and proficiency. Findings suggest that students classified as LD and non-LD do not exhibit cognitive, academic achievement, and FL aptitude differences, or differences in their FL learning and proficiency after two years of FL study. The findings of both

studies are contrary to the LD concept. The studies demonstrate the importance of providing verifiable evidence to substantiate claims that a student meets criteria for classification as LD. Implications focus on use of the LD label and IQ-achievement discrepancies for determining which students may have problems with FL learning.

99-612 Wang, Chuming (Guangdong U. of Foreign Studies, Guangzhou, China) **and Lee, Thomas Hun-tak**. L2 acquisition of conflation classes of prenominal adjectival participles. *Language Learning* (Malden, MA, USA), **49**, 1 (1999), 1-36.

There has been an increasing interest recently in studying interlanguage change from a syntax-semantics interface perspective. In keeping with this trend, the study reported here aims to tackle the acquisition of a linguistic subsystem which has received little attention in the second language acquisition field. The study investigates how Chinese-speaking second language (L2) learners of English develop L2 knowledge of conflation classes of verbs in the formation of prenominal adjectival participles. Four groups of 40 learners and one group of 30 native speakers of English participated in the study. They were asked to judge the acceptability of the prenominal adjectival participles placed in four different linguistic contexts. The results showed that the L2 learners displayed sensitivity to conflation classes governing the behaviour of adjectival participles. Their knowledge developed gradually, in keeping with increasing exposure to English.

99-613 Wu, Benhu (Zhejiang Normal U., China). Towards an understanding of the dynamic process of L2 classroom interaction. *System* (Oxford, UK), **26**, 4 (1998), 525-40.

This paper acknowledges studies carried out on second language (L2) classroom interaction by classroom researchers and L2 acquisition researchers, which have mostly aimed to reveal either the nature of verbal exchanges or the relationship between interaction and acquisition. The present author considers, however, that they have given little account of the learner's internal linguistic processing. He argues that it is crucial to explore how the learner processes L2 information because classroom interaction is a dynamic process characterised by the interplay between external verbal exchanges and internal linguistic processing, and L2 acquisition depends on cumulative effects of linguistic processing. The internal mechanism of this processing is, nonetheless, unobservable, and might be better interpreted on the basis of the observable linguistic transmission. Observation-based interpretation is therefore suggested as an approach to the learner's internal linguistic processing in the context of L2 classroom interaction, and a dynamic process model is proposed as its analytic framework to account for both verbal exchanges and internal linguistic processing.

Reading

99-614 Francomacaro, Maria Rosaria (Piedimonte Matese, Italy). Lettura e leggibilità in lingua straniera. [Reading and readability in a foreign language.] *Tuttitalia* (Rugby, UK), **19** (1999), 6-9.

It is suggested in this paper that reading, formerly understood to be simply a passive activity, has been the 'Cinderella' of the four basic skills; however, there has recently been renewed interest in reading since studies in psycholinguistics and cognitive science have shown it to be an active and very complex activity, requiring both linguistic and extralinguistic skills. What makes a text difficult to read would seem to be: difficult vocabulary, a high proportion of subordinate clauses, unexplained content, complex ideas and different types of argument. The importance of the role of schemata is stressed - difficulty in dealing with cultural references also makes a text unintelligible. As a solution to these problems the simplified text is advocated for extensive reading, whether it is a completely new text or is adapted from an already existing one. Different techniques used in adapting texts are discussed. It is suggested in conclusion that adaptations of works of literature may not only encourage students to read other simplified texts, but may also lead to their reading the originals, and will, in any case, greatly contribute to their all-round linguistic ability.

99-615 Koda, Keiko (Carnegie Mellon U., USA). Development of L2 intraword orthographic sensitivity and decoding skills. *The Modern Language Journal* (Malden, MA, USA), **83**, 1 (1999), 51-64.

This study examines orthographic sensitivity among adult second language (L2) learners with diverse first language (L1) backgrounds. The specific purposes are threefold: (a) to determine whether there are differences among adult learners of English as a Second Language (ESL) with alphabetic and non-alphabetic L1 backgrounds in their intraword structural sensitivity; (b) to explore specific ways in which such sensitivity differs among L1 and L2 readers of English; and (c) to examine the extent to which the sensitivity affects decoding performance among ESL participants. The findings suggest that (a) L1 alphabetic experience promotes L2 intraword structural sensitivity; (b) ESL learners, regardless of their L1 backgrounds, are strongly inclined to use visual familiarity as a primary cue during orthographic processing; (c) the ability to detect orthographic constraint violations separates L2 from L1 readers; and (d) qualitative differences in L1 processing experience are directly associated with procedural variations in L2 decoding, but such variations do not always result in quantitative differences in decoding performance.

99-616 Mecarty, Frances H. (U. of Denver, USA). The effects of proficiency level and passage content on reading skills assessment. *Foreign*