

a feasibility study. *ReCALL* (Cambridge, UK), **13**, 1 (2001), 110–20.

Intelligent feedback on learners' full written sentence productions requires the use of Natural Language Processing (NLP) tools and, in particular, of a diagnosis system. Most syntactic parsers, on which grammar checkers are based, are designed to parse grammatical sentences and/or native speaker productions, and are therefore not necessarily suitable for language learners. This paper concentrates on the transformation of a French syntactic parser into a grammar checker geared towards intermediate to advanced learners of French. Several techniques are envisaged to allow the parser to handle ill-formed input, including constraint relaxation – by the very nature of which, parsers can generate complete analyses for ungrammatical sentences. Proper labelling of where the analysis has been able to proceed thanks to a specific constraint relaxation forms the basis of the error diagnosis. Parsers with relaxed constraints tend to produce more complete, although incorrect, analyses for grammatical sentences, and several complete analyses for ungrammatical sentences. This increased number of analyses per sentence has one major drawback: it slows down the system and requires more memory. An experiment was conducted to observe the behaviour of the parser in the context of constraint relaxation. Three specific constraints, agreement in number, gender, and person, were selected and relaxed in different combinations. A learner corpus was parsed with each combination. The evolution of the number of correct diagnoses and of parsing speed, among other factors, were monitored. The results were compared to evaluate whether large scale constraint relaxation is a viable option to transform the syntactic parser into an efficient grammar checker for Computer Assisted Language Learning (CALL).

01–545 Weber, Richard A. (Transylvania U., Romania). Re(de)fining the college German curriculum: a programme proposal. *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ, USA), **33**, 1 (2000), 50–61.

In spite of national calls in the mid-nineties for revision of the German curriculum at the post-secondary level in the USA, true reform efforts have apparently remained isolated and marginalised. This article first summarises the assumptions and curricular progression of the traditional programme, then elaborates a possible alternative curriculum recently instituted at the author's institution which hopes to move undergraduate German instruction in a different direction.

01–546 Yagi, Sane M. (U. of Sharjah, United Arab Emirates; *Email*: saneyagi@yahoo.com). Language labs and translation booths: simultaneous interpretation as a learner task. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 2 (2000), 154–73.

In spite of the negative attitudes towards translation tasks in the Teaching of English as a Foreign Language

(TEFL), this study reports successful outcomes for a TEFL module based on simultaneous oral translation from Arabic into English. The learners worked individually in a traditional language laboratory. Following preparatory work on an English narrative text, also conducted in the laboratory, they were required to do a simultaneous interpretation of the passage, i.e., to convey its content, in spoken English, in response to an Arabic version heard on the earphones. The results show that simultaneous interpretation significantly improves learner performance and that it is an excellent tool for diagnosing learner competence in grammar and vocabulary. The paper examines the results, and suggests some reasons for the success of the method and possibilities for extending its use.

01–547 Yamada, Yuko (Nebraska Wesleyan U., USA) and **Moeller, Aleidine J.** Weaving curricular standards into the language classroom: an action research study. *Foreign Language Annals* (New York, USA), **34**, 1 (2001), 26–34.

The action research study reported here examines the perspectives and voices of students in a post-secondary Japanese class through an authentic project – a pen pal letter exchange. The project's effects on student motivation and learning are analysed through the lens of the five goals of the national standards: communication, cultures, connections, comparisons, and communities. The study describes how a project-based unit with a focus on meaning can promote the developmental and creative aspects of second language acquisition. Moreover, it illustrates how a classroom activity can embody the national standards in a way that is relevant and meaningful for students acquiring language and cultural literacy skills in a second language.

Language learning

01–548 Al-Jarf, Reima Sado (King Saud U., Riyadh, Saudi Arabia). Processing of cohesive ties by EFL Arab college students. *Foreign Language Annals* (New York, USA), **34**, 2 (2001), 141–51.

Cohesion refers to the grammatical and/or lexical relationships among parts of a text. In the study reported here, 59 English as a Foreign Language (EFL) college students took a cohesion test in which they identified four types of cohesive ties in a reading text. Incorrect responses were analysed. It was found that substitution was the most difficult to process, followed by reference and ellipsis, whereas conjunction was the easiest. In resolving the cohesion relationships, the students used a number of faulty strategies, as follows. An anaphor was associated with the closest noun whether intersentential or intrasentential. When preceded by two potential antecedents, an anaphor was associated with the farther antecedent if it was salient or more familiar; an anaphor was associated with a synonym. In addition, the students matched an anaphor with a word that was identical in

pronunciation or punctuation. It was found that cohesion anomalies were caused by poor linguistic competence, especially poor syntactic and semantic awareness, and poor or inaccurate knowledge of the cohesion rules.

01-549 Arnold, Jane (U. of Seville, Spain). Seeing through listening comprehension exam anxiety. *TESOL Quarterly* (Alexandria, VA, USA), **34**, 4 (2000), 777–86.

Discussions of anxiety in classroom language learning have focused on speaking, but listening can also be very stressful: both cognitive and emotional elements can have negative affects on performance. This paper reports an empirical study aimed at gaining both quantitative and qualitative data on one concrete technique for alleviating anxiety in listening comprehension exams, namely, visualisation. Participants were advanced-level students of English at the University of Seville in Spain who had failed a listening comprehension exam. The test procedure is described, together with the visualisation-relaxation training used for the experimental group. Results showed that this group was able to complete the final listening comprehension test more accurately than the control group. Findings from an evaluation questionnaire completed by the experimental group reflected a highly positive attitude towards the techniques used to control anxiety.

01-550 Benati, Alessandro (U. of Greenwich, UK; *Email*: Benati@gre.ac.uk). A comparative study of the effects of processing instruction and output-based instruction on the acquisition of the Italian future tense. *Language Teaching Research* (London, UK), **5**, 2 (2001), 95–127.

The study reported here describes an experiment investigating the possible effects of two types of form-focused instruction (FFI) on the acquisition of a specific feature of the Italian verbal morphology system (namely the future tense). Processing instruction was compared to an output-based type of grammar instruction. The impact of these two types of instruction was investigated on a well-documented strategy (Musumeci, 1989) used by second language (L2) learners when interpreting tenses, which consists in giving precedence to lexical items (in this case temporal adverbs, i.e. *oggi*, *domani*) over morphological markers during the learner's interpretation of tenses. Processing instruction involved grammar explanation and comprehension practice directed at altering the way L2 learners process input and make correct meaning-form connections. The output-based instructional treatment consisted of the explanation of grammar rules followed by written and oral practice (part of which was meaning-oriented) which was directed at altering the way L2 learners produce the target language. Three tests were developed for the study: an aural interpretation task, a written completion text and an oral limited response production task. The results obtained provide some evidence that processing instruction has positive effects on the

acquisition of Italian verbal morphology, and greater effects on the developing system of beginner L2 learners than instruction of the output-based type described in this study. These effects were proved durable over a three-week period.

01-551 Berndt, Annette (Universität Gesamthochschule Kassel, Germany). Fremdprachengeragogik: Motivationen älterer Fremdsprachenlerner. [Foreign language learning in old age: motivations of older language learners.] *Info DaF* (Munich, Germany), **28**, 1 (2001), 3–14.

The empirical study reported here uses interviews to discern and discuss the different factors that motivate older learners of foreign languages. Those interviewed were Italians attending German as a foreign language courses at various levels at a university specifically catering for older people. Education at this age often has compensatory features – interviewees often expressed the desire to make up for missed opportunities for education in earlier periods of their lives. At the other end of the spectrum there is a corresponding group who have been actively involved in language learning during the course of their lives and wish to maintain a sense of continuity. Another common factor is time management and learning languages being a useful way of spending free time. After retirement and/or children have left home older people have more time on their hands and may wish to make use of a rigid timetable to add some structure to their lives. Meeting new people and maintaining social contacts also rates highly for this sector of society. On a more practical level many attend language courses to learn a language which they can use when travelling. Similarly many attend in order to keep their brain stimulated during advancing years – the processes involved in language learning seem to be quite effective in this respect. The article concludes with an argument for a specialised pedagogy for older people which takes their varying motivations into account.

01-552 DeKeyser, Robert M. (U. of Pittsburgh, USA; *Email*: RDK1@pitt.edu). The robustness of critical period effects in second language acquisition. *Studies in Second Language Acquisition* (New York, USA), **22**, 4 (2000), 499–533.

This study was designed to test the Fundamental Difference Hypothesis (Bley-Vroman, 1988), which states that, whereas children are known to learn language almost completely through (implicit) domain-specific mechanisms, adults have largely lost the ability to learn a language without reflecting on its structure and have to use alternative mechanisms, drawing especially on their problem-solving capacities, to learn a second language (L2). The hypothesis implies that only adults with a high level of verbal analytical ability will reach near-native competence in their L2, but that this ability will not be a significant predictor of success for childhood L2 acquisition. A study with 57 adult Hungarian-speaking immigrants confirmed the hypo-



thesis in the sense that very few adult immigrants scored within the range of child arrivals on a grammaticality judgement test, and that the few who did had high levels of verbal analytical ability; this ability was not a significant predictor for childhood arrivals. This study replicates the findings of Johnson and Newport (1989) and provides an explanation for the apparent exceptions in their study. These findings lead to a reconceptualisation of the Critical Period Hypothesis: if the scope of this hypothesis is limited to implicit learning mechanisms, then it appears that there may be no exceptions to the age effects the hypothesis seeks to explain.

01-553 Dörnyei, Zoltán (U. of Nottingham, UK; *Email: Zoltan.Doranyi@nottingham.ac.uk*). New themes and approaches in second language motivation research. *Annual Review of Applied Linguistics* (Cambridge, UK), **21** (2001), 43–59.

The author of this review suggests that the study of second language (L2) motivation has reached an exciting turning point in the 1990s, with a variety of new models and approaches proposed in the literature, resulting in what Gardner and Tremblay (1994) have called a 'motivational renaissance'. The article provides an overview of some of the current themes and research directions considered particularly novel or forward-looking. The summary is divided into three sections: theoretical advances, new approaches in research methodology, and emerging new motivational themes. It is argued that the initial research inspiration and standard-setting empirical work on L2 motivation originating from Canada has borne fruit by 'educating' a new generation of international scholars who, together with the pioneers of the field, have applied their expertise in diverse contexts and in creative ways, thereby creating a colourful mixture of approaches comparable to the multi-faceted arena of mainstream motivational psychology.

01-554 Dube, Sibisiwe (U. of Edinburgh, Scotland, UK; *Email: bdube@saqa.co.za*). The nature of the initial state Zulu L2 grammar and subsequent interlanguage development. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh, Scotland), **10** (2000), 15–31.

A notable feature of developing interlanguage grammars is the apparent optionality in those areas of grammar where optionality is not characteristic of stable state grammars. In the Valueless Features Hypothesis (Eubank 1993/4, 1994, 1996) it is proposed that the appearance of apparent optionality in the very early stages of interlanguage development is due to the 'partial' presence of functional categories at the initial state of non-native language development. This paper reports on a study of the acquisition of verb movement in Zulu by English native speakers. The results indicate non-optionality of verb movement at the initial state, an intermediate stage of interlanguage development wherein optionality sets in as a result of grammar com-

petition and an 'expert' stage in which verb movement has been fully acquired. The paper concludes by suggesting that, contrary to the claims of the Valueless Features Hypothesis, initial state second language (L2) grammars have a full inventory of functional categories transferred from the L1. Subsequent interlanguage development is, therefore, from absolute L1 influence to optionality at intermediate stages and the resolution of optionality at ultimate attainment.

01-555 Freiermuth, Mark R. (U. of Aizu, Japan; *Email: mfreierm@u-aizu.ac.jp*). Native speakers or non-native speakers: who has the floor? Online and face-to-face interaction in culturally mixed small groups. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 1 (2001), 169–99.

This study examines the interaction of mixed groups (two native speakers [NSs] of English with two non-native speakers [NNSs]) both in traditional face-to-face conversation and in an online chat format to note any differences between the two groups. Because of the accumulating research pointing to computer-mediated communication as a forum that provides hesitant learners with greater opportunities, it was expected that online interaction would prove to be more equitable than face-to-face conversation. Words and turns were recorded for each four-member group and then counted to measure equity. Besides differences in word and turn distribution, the transcripts revealed a number of interesting qualitative differences between the two groups. It is noted that language learners not only appear to contribute more often online, but they also feel more comfortable contributing and are less concerned about any language deficiencies that might cause them to refrain from speaking in a face-to-face setting. These findings are thought important to language teachers who plan language learning activities that mix NSs and NNSs together.

01-556 Garcia, Paula and Asención, Yuly (Northern Arizona U., USA). Interlanguage development of Spanish learners: comprehension, production, and interaction. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 3 (2001), 377–401.

The study reported here explores the relationship between group interaction and interlanguage development, specifically listening comprehension and the production of target grammar forms. Two groups (39 participants in total) of first-semester Spanish students at an American university took notes on a mini-lecture, then completed a text reconstruction and listening comprehension test. The experimental group ($n = 18$) interactively shared notes for five minutes in small groups; the control group ($n = 21$) did not interact, although students were allowed to study their notes for five minutes. The experimental group scored significantly higher ($p = 0.001$) on the listening comprehen-

sion task. The recorded interactions, analysed quantitatively and qualitatively, revealed significant differences between the interaction groups in the amount and types of second language words used in the joint construction of knowledge. Quantitative analysis, conducted by means of a customised computer program that identified and counted target linguistic forms, facilitated ready comparison across interaction groups through innovative analytic techniques. This study shows that interaction may have an effect on listening comprehension and suggests that the different ways in which learners interact may explain this effect.

01-557 Garcia Mayo, Maria del Pilar

(Universidad del País Vasco, Spain). Repair and completion strategies in the interlanguage of advanced EFL learners. *ITL Review of Applied Linguistics* (Leuven, Belgium), **131-132** (2001), 139-68.

Research on learners' interaction has shown that many of learners' input and output needs can be addressed during the course of informal conversation and the negotiation of meaning. However, previous research with advanced learners engaged in pairwork on communicative tasks revealed very few instances of negotiation of meaning. The present study considers if learners' needs in an English as a Foreign Language (EFL) setting can be addressed through interaction other than negotiation. The performance of seven dyads of advanced EFL learners and of seven dyads of those learners with English native speakers was analysed on two communication tasks and two strategies were identified: repair (self- and other-) and completion. Although during their interaction advanced EFL learners were resourceful in using these strategies, numerous morphosyntactic imprecisions were observed and led to the conclusion that the use of more complex, focus-on-form activities is in order in this context and for this level of command of the language.

01-558 Gass, Susan M. (Michigan State U., USA; *Email: gass@pilot.msu.edu*). Innovations in second language research methods. *Annual Review of Applied Linguistics* (Cambridge, UK), **21** (2001), 221-32.

Acceptance of the claims made by researchers in any field depends in large part on the appropriateness of the methods used to gather data. This review focuses on two approaches to research in second language acquisition (SLA): (a) various types of acceptability judgements or probes aimed at assessing acquisition of syntactic structure; and (b) various types of stimulated recall designed to gather learners' accounts of their own thought processes. Both methods attempt to overcome a principal problem in psycholinguistics: the desire to describe a learner's knowledge about a language based on the incomplete evidence stemming from learner production. Refinements in acceptability judgements have come from some newer multiple-choice or truth-

value story tasks which allow researchers to determine the level of learner knowledge about particular syntactic structures (in the examples here, reflexives). Stimulated recall offers some additional perspectives, but its usefulness can be greatly affected by the temporal proximity of the recall to the original task; the amount of support provided to prompt the recall; and the nature and amount of training given to both interviewer and interviewee. While these newer research methods can improve the accuracy and variety of data available to SLA investigators, research methods drawn from first language acquisition or research cannot necessarily be assumed to be equally valid when used to examine second language acquisition.

01-559 Geranpayeh, Ardeshir (U. of Edinburgh, Scotland, UK; *Email: A.Geranpayeh@sms.ed.ac.uk*). The acquisition of the English article system by Persian speakers. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh, Scotland), **10** (2000), 37-50.

It has been argued that the acquisition of the English article system is delayed for most second language (L2) learners until the very final stages of learning. This paper examines the difficulties of the acquisition of this system by Persian speakers. It is argued that no single available theory can account for the causes of the learners' errors but that a combination of contrastive analysis and an analysis of these errors might be illuminating. English and Persian differ in that the former uses definite markers, while the latter uses specific markers. It is also shown that syntax has a major role in the use of the definite marker in English, whereas semantics has that role in Persian. It is predicted that if any transfer from the first language were to occur, it would most likely happen where the NP carrying the article appears in subject position. An analysis of the subjects' performance on two article elicitation tasks suggests that Persian L2 learners of English have problems identifying the English definite marker when it is in subject position.

01-560 Goldschneider, Jennifer M. and DeKeyser, Robert M. (U. of Pittsburgh, USA; *Email: RDK1@pitt.edu*). Explaining the 'natural order of L2 morpheme acquisition' in English: a meta-analysis of multiple determinants. *Language Learning* (Malden, MA, USA), **51**, 1 (2001), 1-50.

Some researchers have posited a 'natural' order of acquisition of English grammatical morphemes common to all learners of English as a second language (L2), but no single cause has been shown for this phenomenon. This meta-analysis investigated whether a combination of five determinants (perceptual salience, semantic complexity, morpho-phonological regularity, syntactic category, and frequency) accounts for a large part of the total variance found in acquisition order. Oral production data from 12 studies over almost 25 years, altogether involving 924 subjects, were pooled.

Multiple regression analysis showed that a very large portion of the total variance in acquisition order is explained by the combination of the five determinants. The present authors suggest research on other potential contributing factors and discuss the need for similar research in other languages.

01-561 Granfeldt, Jonas (U. of Lund, Sweden; *Email*: jonas.granfeldt@rom.lu.se). The acquisition of the determiner phrase in bilingual and second language French. *Bilingualism: Language and Cognition* (Cambridge, UK), **3**, 3 (2000), 263–80

This study deals with the acquisition of Functional Categories in the French Determiner Phrase. The development of determiners and pronominal adjectives in three bilingual Swedish–French children is compared with that of four Swedish second language (L2) learners of French. It is argued that acquisition is crucially different in these two cases. The bilingual children initially have restrictions on phrase structure, resulting at one stage in a complementary distribution of determiners and adjectives. These results support a structure building view of L1 acquisition. For L2 acquisition of the same structure, there is no evidence for an initially reduced phrase structure. This finding is explained in terms of a transfer effect. A preliminary comparison with the acquisition of finiteness suggests that, whereas there is some correlation over time in the bilingual L1 acquisition subjects, no such correlation is found in the L2 learners.

01-562 Harley, Birgit (Ont. Inst. for Studies in Ed., U. of Toronto, Canada). Listening strategies in ESL: do age and L1 make a difference? *TESOL Quarterly* (Alexandria, VA, USA), **34**, 4 (2000), 769–77.

The study reported here is concerned with second language learning processes at different ages. It aims to gain a new understanding of the listening strategies employed by younger and older learners of English as a Second Language (ESL) to comprehend the spoken language. Studies in first language (L1) listening have shown an age effect in listening strategies (prosody in younger children, syntax in adolescents and adults), while Cantonese learners of English at different ages were all found to focus on prosody to comprehend. Twenty-six ESL students in grades 10–12, and nine in grades 7–8, resident in Canada and with Polish as their L1, performed a listening task, and results were analysed to determine whether they were attending to prosodic or syntactic cues. It was found that they relied more on prosody than syntax, which suggests that prosodic cues are of prime importance in ESL students across L1 backgrounds and age groups, and that the ability to focus on syntax is a sophisticated skill only available to older native speakers. Reservations are expressed regarding methodological limitations, but it is argued that these findings nevertheless indicate the importance of familiarising students with prosodic patterns in natural, meaningful oral English.

01-563 Harrington, Michael and Levy, Mike (The U. of Queensland, Brisbane, Australia; *Email*: mwharr@lingua.uq.edu.au). CALL begins with a 'C': interaction in computer-mediated language learning. *System* (Oxford, UK), **29**, 1 (2001), 15–26.

Recent calls have been made to anchor Computer-Assisted Language Learning (CALL) theory and practice in the Instructed Second Language Acquisition/Interaction Account of language learning (Chapelle, 1997). This move, it is argued, will provide CALL with a principled framework for research and theory development. Although agreeing with such authors that much current CALL research lacks a transparent and coherent theoretical foundation, the present authors believe that the Interaction Account, as it stands, has significant shortcomings when applied directly to CALL. At issue is the nature of second language learning, the relationship between face-to-face and computer-mediated interaction, and the effects of technology on second language communication and learning. It is argued here that the Interaction Account evokes an overly narrow view of CALL, and that it does not differentiate sufficiently between the types of CALL now commonly practised, particularly with regard to the distinctive characteristics of the modes available under the rubric of Computer-Mediated Communication (i.e. email, discussion lists, Internet Relay Chat, video-conferencing).

01-564 Hasan, Ali S. (Damascus U., Syria). Learners' perceptions of listening comprehension problems. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 2 (2000), 137–53.

Many English as a Foreign Language (EFL) learners find that they are unable to comprehend natural spoken English delivered at normal speed. This paper reports a study of listening problems encountered in the EFL classroom in the English for Specific Purposes Centre at Damascus University, as reported by the learners themselves. It looks in particular at learner strategies, features of the listening text, characteristics of the speaker, attitudes of the listener, the task to be completed as a result of understanding the text, and the degree of visual or written support for the aural input. The results of the study show that EFL learners experience a range of listening problems. To overcome them, various techniques which help learners to utilise effective strategies to confront problems of listening comprehension are discussed and the pedagogic implications explored.

01-565 Heift, Trude (Simon Fraser U., Burnaby, BC, Canada; *Email*: heift@sfu.ca). Error-specific and individualised feedback in a Web-based language tutoring system: Do they read it? *ReCALL* (Cambridge, UK), **13**, 1 (2001), 99–109.

This paper discusses learners' responses to metalinguistic feedback and their strategies in error correction in a Web-based Intelligent Language Tutoring System (ILTS) for German. The system consists of a grammar

and a parser which analyses student input and provides error-specific feedback to grammar and vocabulary exercises. The ILTS also employs a Student Model that matches feedback messages to learner expertise and provides remedial exercises. Two beginner German classes, 33 students in all, used the ILTS for grammar practice, submitting a total of 4405 sentences for analysis. The results indicate that for the vast majority of sentences (79.5%) students read and attended to system feedback. Moreover, as iterations increased students paid more attention to the feedback messages.

01-566 Hokanson, Sonja (Washington State U., USA; *Email*: shokan@mail.wsu.edu). Foreign language immersion homestays: maximising the accommodation of cognitive styles. *Applied Language Learning* (Presidio of Monterey, CA, USA), **11**, 2 (2000), 239–64.

This study attempts to examine cognitive style differences in a group of students in foreign language (FL) homestay situations. Homestays, combined with attendance at local language schools, are widely recognised for enhancing FL proficiency and cultural understanding, but have not been examined extensively for cognitive style accommodation. This case study is a preliminary look at different cognitive styles associated with different activities preferred by students in a foreign homestay situation, in this case that of 29 American college students in Guatemala, the stability of their choices of activities, and increments in their language performance after one month. Academically very strong, the students exhibited a number of distinct preferences, most of which were related to their cognitive styles as evaluated by their performance on the Myers-Briggs Type Indicator, the Learning Styles Indicator, and several measures of preferences regarding social interaction. Results are examined in terms of initial proficiency versus proficiency at the end of the programme, as measured by the National Spanish Exam and by an adapted version of the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Some clear preferences emerged, associated with certain skill increments, but results are primarily indicative of the types of evaluative instruments that need to be prepared before definitive relationships can be determined.

01-567 Horwitz, Elaine K. (U. of Texas at Austin, USA; *Email*: horwitz@mail.utexas.edu). Language anxiety and achievement. *Annual Review of Applied Linguistics* (Cambridge, UK), **21** (2001), 112–26.

This review considers the literature on language learning anxiety in an effort to clarify the relationship between anxiety and second language learning. It is first argued that language anxiety is a specific – rather than a trait – anxiety, and the author discusses how this conceptualisation has helped clarify the research literature. After Horwitz, Horwitz, and Cope (1986) proposed that a specific anxiety construct which they called

Foreign Language Anxiety was responsible for students' uncomfortable experiences in language classes and offered an instrument, the Foreign Language Classroom Anxiety Scale (FLCAS), to measure this anxiety, findings concerning anxiety and language achievement have been relatively uniform, indicating a consistent moderate negative relationship between anxiety and achievement. However, some researchers (Sparks and Ganschow and their colleagues) have suggested that poor language learning is a cause rather than a result of language anxiety. This review concludes that anxiety is indeed a cause of poor language learning in some individuals, and discusses possible sources of this anxiety, including difficulty in authentic self-presentation and various language teaching practices. In addition, it reports on new trends that attempt to identify aspects of language learning (e.g., reading or writing anxiety) which provoke anxiety for some individuals.

01-568 Izumi, Shinichi (Sophia U., Japan; *Email*: s_izumi@hoffman.cc.sophia.ac.jp). Implicit negative feedback in adult NS-NNS conversation: its availability, utility, and the discourse structure of the information-gap task. *Applied Language Learning* (Presidio of Monterey, CA, USA), **11**, 2 (2000), 289–321.

This article examines the availability and utility of implicit negative feedback provided in task-based conversations between pre-academic, intermediate-level English as a Second Language (ESL) learners, and native-speaker (NS) interlocutors. The tasks used were information gap tasks in which the learners gave directions to the NS interlocutor so that the NS could assemble picture pieces. The analysis revealed that, contrary to expectations, negative feedback in the form of negotiation and recasts was relatively infrequent in these task conditions. Further analysis indicated that provision of negative feedback is highly contingent upon the information value of the utterance, as determined by the function that the error utterance serves in the overall discourse structure of the conversation. On the utility of implicit negative feedback, some indication of learners' incorporation of recast forms was observed in both immediate and non-immediate turns. However, the rather low incorporation rate, coupled with the low rates of provision of negative feedback, suggest that recasts provided in untutored, task-based settings may not be sufficient to drive learners' interlanguage (IL) development toward greater accuracy; and that activities with predominant meaning focus, but with added focus on form, may be needed to draw the learners' attention to form and facilitate their IL development. The discourse-based analysis used in this study sheds light on how such an interventionist approach may be best integrated into meaning-based, goal-oriented tasks.

01-569 Jarvis, Scott (Ohio U., USA; *Email*: jarvis@ohiou.edu) and **Odlin, Terence**. Morphological type, spatial reference, and language

transfer. *Studies in Second Language Acquisition* (New York, USA), **22**, 4 (2000), 535–56.

The study reported here clarifies issues related to the transferability of bound morphology and reports on an empirical investigation of morphological transfer in the spatial expressions of Finnish-speaking ($n = 14$) and Swedish-speaking ($n = 70$) adolescent learners of English. The results indicate that both the bound, agglutinative morphology of the first language (L1) Finnish spatial system and the free, prepositional morphology of the L1 Swedish spatial system constrain the types of options the learners pursue in their L2 English spatial reference. Additionally, however, the structural and semantic differences between the two L1 systems result in different patterns of spatial reference in the L2. These differences are characterised here in terms of semantic transfer and simplification; and the authors go on to show how transfer and simplification interact in their data.

01–570 Kenning, Marie-Madeleine (U. of East Anglia, UK). Language learning interests at university. *Language Learning Journal* (Rugby, UK), **23** (2001), 48–57.

This paper details three investigations into the interests of actual and potential foreign language (FL) learners at a UK university: a university-wide audit of First Years' interest in taking up a language course, an analysis of the topics of web documents selected by post-A level students, and an examination of relevant entries in Residence Abroad diaries. Firstly, the audit shows a welcome and untapped interest in language learning, French the most popular, followed by Spanish and German. The commonest reason for wanting to study an FL is to communicate, followed closely by improved career prospects; and students would expect to spend 4 to 5 hours studying (two contact hours, the rest private study) in addition to their normal degree work. Secondly, half of the participating students selected 'traditional' web documents, i.e., similar to those encountered on courses; the others mostly favoured either topical issues/events or articles on domains often under-represented in teaching materials such as pop music – i.e., choices in line with their age group's concerns and interests. Thirdly, diary evidence shows students regarding residence abroad as a unique opportunity to develop oral fluency and to interact with native speakers, and to become involved with the target community. Like the subjects of the audit, their motivation is mixed but appears more integrative than instrumental. These three investigations both inform decisions about language provision and can be seen as endorsing the underpinning principles of communicative language teaching.

01–571 Kobayashi, Yoko (Ontario Inst. for Studies in Ed., U. of Toronto, Canada). The learning of English at academic high schools in Japan: students caught between exams and internationalisation. *Language Learning Journal* (Rugby, UK), **23** (2001), 67–72.

Focusing on 66 Japanese high school students studying English as a main school subject at university-preparatory high schools in Japan, this study employed a context-based perspective to examine those students' perceptions about English study embedded in the Japanese social and educational context. The questionnaire findings showed that the pervasive association of English with internationalisation in Japanese society helps Japanese academic students to develop an orientation to communicate with native speakers of English and 'foreigners' in general. The study argues that students' integrative and outward orientation is complicated by exam-oriented English classes nearly devoid of communicative activities and by Japanese society outside school, which, on the one hand, favours 'English for international communication,' yet on the other, lacks any practical need for such English. It was also found that complex attitudes to English as a Foreign Language (EFL) in Japan are matched by a distinction in Japanese students' perceptions between learning English at school specifically for university entrance examinations and their broader notions of 'English for international communication' – e.g., some students saw no linkage between what they were currently learning and English for communication. Also, some students believed that novice-level, broken English would do for communication in English overseas and had already decided to discontinue English study after graduation from high school. Pedagogical implications for non-native EFL teachers are discussed.

01–572 Laufer, Batia (U. of Haifa, Israel; *Email*: batialau@research.haifa.ac.il) **and Hulstijn, Jan**. Incidental vocabulary acquisition in a second language [L2]: the construct of task-induced involvement. *Applied Linguistics* (Oxford, UK), **22**, 1 (2001), 1–26.

This paper makes an attempt to stimulate theoretical thinking and empirical research in the domain of L2 vocabulary learning by introducing a construct of involvement with motivational and cognitive dimensions: Need, Search, and Evaluation. Retention of hitherto unfamiliar words is claimed to be conditional upon the amount of involvement while processing these words. Involvement is operationalised by tasks designed to vary in the degree of need, search, and evaluation. The paper reviews a number of constructs that are currently debated and investigated in the literature on cognitive and motivational aspects of L2 learning. It also re-examines the existing empirical literature on task effect in the light of the proposed construct of task-induced involvement, stresses the need for deepening and broadening the construct, and discusses possibilities it offers for research on vocabulary learning.

01–573 Laviosa, Flavia (Wellesley Coll., USA). The listening comprehension processes and strategies of learners of Italian: a case study. *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **32**, 2 (2000), 129–59.

This article reports the findings of an exploratory study which used a psycholinguistic approach to listening, in order to try to identify and classify the reported cognitive processes and strategies used by second language (L2) listeners. These strategies were taxonomised from a process-oriented perspective, i.e., by taking into account the processes underlying their use rather than their product or linguistic outcome. In particular, the study investigated: (1) the types of problems encountered by the participants in listening comprehension; (2) the kinds of planning processes activated and the strategies applied to cope with problems in listening comprehension; and (3) the correlation between types of problems and strategies in L2 listening. An immediate-retrospective technique was used to collect qualitative data while participants listened to Italian radio broadcasts; memory and comprehension measures were also used. Subsequently, a quantitative analysis was employed to determine the existence of a correlation between types of listening problems and strategies. A significant degree of association and prediction between problems and strategy use resulted from these measurements.

01-574 Leow, Ronald P. (Georgetown U., USA; *Email: leowr@gusun.georgetown.edu*). A study of the role of awareness in foreign language behaviour: Aware versus unaware learners. *Studies in Second Language Acquisition* (New York, USA), **22**, 4 (2000), 557–84.

This study is a quantitative and qualitative investigation of the effects of awareness, or the lack thereof, on 32 adult second or foreign language (L2) learners' subsequent intake and written production of targeted Spanish morphological forms. Think-aloud protocol data gathered while learners completed a problem-solving task (a crossword puzzle) and post-exposure assessment tasks (a multiple-choice recognition task and a written production task), were used to measure awareness or the lack thereof, and morphological learning was assessed by learners' performances on the two post-exposure tasks. From a theoretical perspective, no dissociation between awareness and further processing of targeted forms was found in this study, the results of which are compatible with the claim that awareness plays a crucial role in subsequent processing of L2 data. From a methodological perspective, the data collection procedure clearly underscores the need for studies that investigate the roles of attention and awareness in second language acquisition (SLA) to gather as much data as possible from different sources which reveal participants' internal processes. By attempting to ascertain what learners really attend to or are aware of, or both, while exposed to or interacting with L2 data, such information can also address the methodological issue of how representative learners' performances in experimental groups really are in studies conducted under an attentional framework in SLA.

01-575 LoCastro, Virginia (Universidad de las Americas, Puebla, Mexico; *Email:*

locastro@mailweb.udlab.mx). Individual differences in second language acquisition: attitudes, learner subjectivity, and L2 pragmatic norms. *System* (Oxford, UK), **29**, 1 (2001), 69–89.

Anecdotal reports from classroom language teachers suggest that students' professed positive attitudes towards learning English and their language-related behaviours often do not match. Many claim 'interest' in the language and, when pushed to explain, the learners tend to state that 'it is necessary' to study English for their future careers or for study abroad. Very few seem to be motivated to acculturate to the target language culture or norms of communication. These reports motivated the author's decision to look into the attitudes of English as a Foreign Language (EFL) learners in the form of a study of individual differences, specifically, one which focuses on the relationship among attitudes, learner self-identity, and willingness to accommodate to second language (L2) pragmatic norms. This paper reports on evidence of the extent Japanese EFL learners seek to adopt L2 communicative norms. The descriptive account explores learners' self-reports on attitudes towards the target language, subjective reactions to L2 pragmatic norms, and motivations towards accommodating to those norms. While the level of resistance to acquiring proficiency in the use of L2 pragmatic norms is not strong, the learners' accounts indicate their efforts to establish an L2 self-identity compatible with their own individual goals.

01-576 Mackey, Alison (Georgetown U., USA; *Email: mackeya@georgetown.edu*), **Gass, Susan and McDonough, Kim**. How do learners perceive interactional feedback? *Studies in Second Language Acquisition* (New York, USA), **22**, 4 (2000), 471–97.

Theoretical claims about the benefits of conversational interaction have been made by Gass (1997), Long (1996), Pica (1994), and others. The Interaction Hypothesis suggests that negotiated interaction can facilitate second language (L2) acquisition and that one reason for this could be that, during interaction, learners may receive feedback on their utterances. An interesting issue, which has challenged interactional research, concerns how learners perceive feedback and whether their perceptions affect their subsequent L2 development. The present research addresses the first of these issues – learners' perceptions about interactional feedback. The study, involving 10 learners of English as a second language and seven learners of Italian as a foreign language, explores learners' perceptions about feedback provided to them through task-based dyadic interaction. Learners received feedback focused on a range of morphosyntactic, lexical, and phonological forms. After completing the tasks, learners watched videotapes of their previous interactions and were asked to introspect about their thoughts at the time the original interactions were in progress. The results showed that learners were relatively accurate in their perceptions about lexical, semantic and phonological feed-

back. However, the nature as well as the content of the feedback may have affected learners' perceptions.

01-577 Mahmoud, Abdulmoneim (Sultan Qaboos U., Muscat, Oman; *Email*: amahmoud@squ.edu.om). Modern standard Arabic vs. non-standard Arabic: where do Arab students of EFL transfer from? *Language, Culture and Curriculum* (Clevedon, UK), **13**, 2 (2000), 126–36.

This paper focuses on the learning of English as a Foreign Language (EFL) by Arabic-speaking students, who are often misled by the partial similarities between the two languages. The problem is further complicated by the fact that there are two main varieties of Arabic in each Arab country: modern standard Arabic (MSA) and non-standard Arabic (NSA). So, which variety is it that students transfer from? To answer this question, 50 third-year secondary-school students were asked to translate into English two versions of a short Arabic text; one MSA and the other NSA including 14 relative clauses. No significant difference was found between the means of the number of clauses produced in both cases. This finding is supported by an analysis of 35 interlingual errors found in free compositions written by 24 students. However, further research is needed with larger samples of errors and different non-standard varieties of Arabic. The results of this study indicate that it is important to take both MSA and NSA into account when making use of Arabic in teaching English as a foreign language.

01-578 Maubach, Anne-Marie and Morgan, Carol (U. of Bath, UK). The relationship between gender and learning styles amongst A-level modern languages students. *Language Learning Journal* (Rugby, UK), **23** (2001), 41–47.

The aim of this article is to examine the truth of certain theories relating to the relationship between gender and language learning with reference to the preferred learning styles of a small sample of Year 12 and 13 students of A-level French and German (i.e., advanced-level, post-16). The inquiry is based on a questionnaire completed by 72 A-level students: 57 girls and 15 boys. The survey results are analysed in relation to established theories about the relationship between gender and language learning, and in the light of the resulting data some provisional conclusions are drawn as to the relationship between gender and learning styles and activity preference in the study of foreign languages at A-level. In terms of confirming conventional wisdom, findings only coincided in four areas: 'male' risk-taking, spontaneous speaking and self-confidence; and 'female' organisation of written work. Gender-linked differences in other areas were not confirmed.

01-579 Mecartty, Frances H. (U. of Denver, USA; *Email*: fmecartt@du.edu). Lexical and grammatical knowledge in reading and listening comprehension by foreign language learners of

Spanish. *Applied Language Learning* (Presidio of Monterey, CA, USA), **11**, 2 (2000), 323–48.

This study examined the relationship between lexical and grammatical knowledge and reading and listening comprehension. Participants were 154 fourth semester college students of Spanish. Ten intact class sections were randomly selected, and five were randomly assigned to the reading comprehension group, and five to the listening group. All participants performed the tests of lexical knowledge and grammatical knowledge respectively. Correlational analyses and multiple regression analyses revealed that lexical as well as grammatical knowledge were significantly correlated to reading; however, only lexical knowledge explained the variance in reading comprehension. The results also showed that only lexical knowledge explained the variance in listening comprehension. The results suggest both similarities and differences between reading and listening comprehension. Pedagogical implications are discussed.

01-580 Mihaljević Djigunović, Jelena (U. of Zagreb, Croatia). Uloga straha od jezika u učenju stranog jezika. [Language learning anxiety as a factor in foreign language learning.] *Strani Jezici* (Zagreb, Croatia), **29**, 1–2 (2000), 9–13.

This article deals with language learning anxiety, which has recently received much attention in second language learning literature. Studies have shown that this important affective factor can influence other variables important for the language learning process, including learning outcomes. The study described in the article was carried out with a sample of secondary school learners of English as a foreign language (EFL). The aim was to establish the existence of language learning strategies and to look into their relationship with a number of other factors relevant for language learning. The description and discussion of the results is followed by suggested implications for EFL teaching.

01-581 Montrul, Silvina (U. of Illinois at Urbana-Champaign, USA; *Email*: montrul@uiuc.edu). Causatives and transitivity in L2 English. *Language Learning* (Malden, MA, USA), **51**, 1 (2001), 51–106.

This study investigates whether Spanish- and Turkish-speaking learners of English discover the semantic and syntactic constraints on the causative/inchoative alternation in the absence of overt morphological clues. Results of a Picture Judgement Task show that second language (L2) learners do discover these properties, and that overall verbs appear to cluster in classes in their interlanguage grammars. However, the Turkish group, at a lower proficiency level than the Spanish one, accepted transitivity errors with unaccusative, unergative and non-alternating transitive verbs. Although some of the developmental trends observed could be attributed to L1 influence, lower-proficiency learners may start with a wider grammar, and therefore not differentiate lexico-syntactically among different verb classes. With higher proficiency, L2 learners eventually recover from overgeneralisations.

01-582 Morin, Regina and Goebel, Jr., Joseph (The Coll. of New Jersey, USA). Basic vocabulary instruction: teaching strategies or teaching words? *Foreign Language Annals* (New York, USA), **34**, 1 (2001), 8–17.

In the study reported here, one group of first-semester Spanish students were encouraged to acquire vocabulary through small- and large-group oral activities plus semantic mapping. Another group participated in similar oral activities, but did not perform semantic mapping. A comparison of the two groups suggests a trend towards the effectiveness of semantic mapping as a strategy that helps novice learners recall and organise second language (L2) vocabulary. Learners in this study who were exposed to semantic mapping in addition to systematically engaging in communicative activities did not appear to have an immediate advantage in terms of amount of L2 vocabulary learned, as compared with students who did not use semantic mapping. However, learners in the semantic mapping group ranked their familiarity with L2 vocabulary more highly and were able to group more L2 vocabulary by thematic heading than learners in the vocabulary activities group.

01-583 Murphey, Tim (Nanzan U., Japan; *Email*: Mits@ic.nanzan-u.ac.jp). Exploring conversational shadowing. *Language Teaching Research* (London, UK), **5**, 2 (2001), 128–55.

The background literature on the repeating of a conversation partner's words, here called *conversational shadowing*, shows it to be naturally occurring in first language acquisition and adult use. This study was motivated by the question 'What happens when second language learners and native speakers actively shadow each other in conversation?' It looks closely at conversational shadowing through transcripts of recorded conversations between two Japanese learners of English talking with two English native speakers in mixed dyads in which they were instructed to shadow each other. First, it was found that the different sets of data emerging from the two Japanese students reveal that there may be a variety of effective types of shadowing, from those which may lengthen auditory short-term memory to more interactive and naturally selective shadowing that includes commenting and questioning. Secondly, it was found that interactive conversational shadowing gives rise to the types of conversational adjustments and negotiations that are thought to positively affect language acquisition (Long, 1983) through their impact on negotiation, noticing, intake, and uptake. Thirdly, the data highlight different learning advantages for the non-native speakers (NNSs) when shadowing native speakers (NSs) and when being shadowed by NSs. The article concludes with an attempt to place shadowing developmentally within Vygotskian socio-cultural theory with reference to Bakhtin's ventriloquation and to outline a generative action research agenda.

01-584 Noels, Kimberly A. (U. of Alberta, Canada; *Email*: knoels@ualberta.ca). Learning

Spanish as a second language: learners' orientations and perceptions of their teachers' communication style. *Language Learning* (Malden, MA, USA), **51**, 1 (2001), 145–81.

The purpose of this study is to examine the link between teachers' communicative style and students' motivation for second language (L2) learning, and to consider how this model may be linked to a commonly-used framework for understanding L2 motivation. Students in lower-level Spanish classes ($N = 322$) completed a questionnaire assessing intrinsic and extrinsic motivation for learning Spanish, feelings of autonomy and competence regarding language learning, integrative orientation, and perceptions of teachers' communication style. The results of a path analysis showed that the more controlling the teacher was perceived to be, the less the students felt they were autonomous agents in the learning process, and the lower was students' intrinsic motivation. Integrative orientation was found to be related to intrinsic motivation, although it independently predicted effort and persistence and was the stronger predictor of various intergroup variables. The results are discussed in terms of their implications for multiple motivational substrates and the importance of teachers' communication style for students' motivation.

01-585 Noels, Kimberly A. (U. of Alberta, Canada), **Clément, Richard and Pelletier, Luc G.** Intrinsic, extrinsic, and integrative orientations of French Canadian learners of English. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 3 (2001), 424–42.

The present study had two purposes: (a) to replicate previous research on intrinsic and extrinsic motivation for language learning in French Canadian students of English, and (b) to consider the relations between intrinsic and extrinsic motivation and the integrative orientation. Québécois university students ($n = 59$) in a summer English immersion course completed a questionnaire addressing their reasons for language learning, perceptions of autonomy and competence, effort expended in language learning, determination to pursue English studies, and course achievement. The results of correlational analyses supported the predicted relations between theoretical antecedents and consequences of intrinsic and extrinsic orientations. The integrative orientation correlated most strongly with the intrinsic orientation. The results are discussed in terms of the implications of these orientations for language learning outcomes.

01-586 Pavičić, Višnja (Pedagoski fakultet, Osijek, Croatia). Istraživanje strategija učenja vokabulara. [Vocabulary learning strategies research.] *Strani Jezici* (Zagreb, Croatia), **29**, 1–2 (2000), 15–25.

In the process of English vocabulary learning, learners encounter a host of specific problems which require the

employment of various strategies. This article describes one part of a study carried out with the aim of determining which strategies are used by learners of English as a foreign language at three different levels. The study represents a first step towards any attempt at integration of strategy training into teaching practice. The statistical analysis of the questionnaire data shows the frequency of strategy use. It is suggested that the use of strategies already familiar to learners should be encouraged and controlled, but that new strategies should also be taught, either explicitly or implicitly. The article also investigates the possibility of a vocabulary learning strategy classification and the problems it involves.

01-587 Pinto, Maria Antonietta, Melogno, Sergio and Intaglietta, Barbara (Università di Roma 'La Sapienza', Italy). Il primo sviluppo metalinguistico e la comprensione di metafore in rapporto all'apprendimento precoce di una lingua straniera. [Early metalinguistic development and metaphor comprehension in relation to early foreign language learning.] *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **32**, 3 (2000), 75–106.

This article reports research into early metalinguistic development and metaphor comprehension in children aged 4 to 6 in relation to early foreign language learning at school. Participants in the study were 115 children aged 4.6 to 6.8 years, divided into an experimental and control group; they all came from an average socio-cultural small-town background near La Spezia (Italy), and were matched by age, gender distribution, Raven Coloured Progressive Matrices mean scores, and all the pedagogical variables except the experience of English courses at school three hours a week. Metalinguistic performances as measured by a specific test, and metaphor comprehension, also measured by specific tasks, both proved to be positively affected by the experimental factor at all ages and for all the dependent variables studied. Moreover, metaphor comprehension and metalinguistic abilities as well as non-verbal cognitive processes proved very closely correlated. Results are discussed within the trends of both international and Italian research on bilingualism, metalinguistic development and metaphor comprehension.

01-588 Pujolà, Joan-Tomàs (Barcelona, Spain; Email: jt.pujola@ctv.es). Did CALL feedback feed back? Researching learners' use of feedback. *ReCALL* (Cambridge, UK), **13**, 1 (2001), 79–98.

This paper reports on one specific aspect of a study which investigated the learners' use of the help facilities available within a program called *ImPRESSions*, a web-based multimedia self-study program intended to help learners of English improve their comprehension skills. Among the facilities available, feedback was central to the design of the program and an important aspect of the research study. Little is known about how learners interact with feedback in Computer Assisted Language Learning (CALL). This paper explains the design and

implementation of the feedback features of the program, and tries to portray insights into how learners used these in four different sessions using *ImPRESSions*. Learners' screen movements, observation and retrospection questions about the use of help facilities were recorded for later description and analysis. The results about the use of the feedback facility are presented and discussed from a qualitative perspective.

01-589 Riney, Timothy J. (International Christian U., Tokyo, Japan), **Takada, Mari and Ota, Mitsuhiro**. Segmentals and global foreign accent: the Japanese flap in EFL. *TESOL Quarterly* (Alexandria, VA, USA), **34**, 4 (2000), 711–37.

This article investigates the relationship between global foreign accent and a more discrete feature of pronunciation – the substitution of the Japanese flap ([r]) for English liquids (/l/ and /l/). The percentages of Japanese flap substitutions by 11 Japanese students during their first and fourth years of college were calculated for target /l/ versus /l/, in reading versus spontaneous tasks, and for word-initial singleton versus word-initial cluster environments. The number of observations for each speaker ranged from 276 to 318, and individuals' percentages of flap substitutions ranged from 0.4% to 77.8% for all attempts at English liquids. The principal finding was a strong negative correlation ($r = -0.805$) between percentages of Japanese flap substitution and accent ratings. Furthermore, flaps occurred more often for /l/ than for /l/, more often for singleton liquids than for liquids in clusters, and more often in spontaneous than in reading tasks. The discussion addresses debate over teaching segmentals versus suprasegmentals and related pedagogical priorities. It is argued that teaching segmentals is critical for accent reduction to increase intelligibility.

01-590 Robinson, Peter (Aoyama Gakuin U., Tokyo, Japan; Email: peterr@cl.aoyama.ac.jp). Task complexity, task difficulty, and task production: exploring interactions in a componential framework. *Applied Linguistics* (Oxford, UK), **22**, 1 (2001), 27–57.

This paper describes a framework for examining the effects of the cognitive complexity of tasks on language production and learner perceptions of task difficulty, and for motivating sequencing decisions in task-based syllabuses. Results of a study of the relationship between task complexity, difficulty, and production show that increasing the cognitive complexity of a direction-giving map task significantly affects speaker-information-giver production (more lexical variety on a complex version and greater fluency on a simple version) and hearer-information-receiver interaction (more confirmation checks on a complex version). Cognitive complexity also significantly affects learner perceptions of difficulty (e.g., a complex version is rated significantly more stressful than a simple version). Task role significantly affects ratings of difficulty, though task sequencing (simple to complex versus the reverse sequence) does not. However, sequencing does

affect the accuracy and fluency of speaker production. Implications of the findings for task-based syllabus design and further research into task complexity, difficulty, and production interactions are discussed.

01-591 Schmidt, Silke (Universität des Saarlandes, Saarbrücken, Germany). Wortschatzerwerb beim Fernsehen? [Vocabulary acquisition while watching television?] *Fremdsprachenunterricht* (Berlin, Germany), **2** (2001), 83–87.

The importance of television for foreign language acquisition cannot be over-emphasised: it offers linguistic variety, differing contexts and topics alongside cultural background. The study reported here builds on the difference between 'intake for comprehension' and 'intake for acquisition' and draws from a specially designed listening comprehension and discussion course for German students learning English at university. The group was divided into two, one focusing on content, the other on both content and language. After both groups watched the same video they were tested as to how many new vocabulary units they were able to reproduce actively: the second group scored much higher on this test. Of additional interest here was the fact that these words need not have already been part of their passive lexicon, whereas for the first group the vocabulary items that were acquired were already part of their passive lexicon. The use of note-taking as a learning strategy when focusing on both language and content is also discussed here and highlighted by examples from the notes taken by students participating in this course.

01-592 Shaaban, Kassim A. and Ghaith, Ghazi (American U. of Beirut, Lebanon). Student motivation to learn English as a foreign language. *Foreign Language Annals* (New York, USA), **33**, 6 (2000), 632–54.

The study reported here examined the motivation of 180 university-bound Lebanese students to learn English as a foreign language (EFL). Data were gathered through administering a modified version of the motivation scale developed by Wen (1997). The findings revealed that integrative motivation, effort, valence, expectancy, and self-estimation of ability were internally related determinants of motivation for learning EFL. Instrumental motivation was found to be related to integrative motivation and valence only. The findings also revealed that female students were more motivated than their male counterparts. Similarly, level II proficiency students were more motivated than were level III students. However, the findings did not show a significant effect on motivation related to either students' first foreign language or university major.

01-593 Singleton, David (Trinity Coll., Dublin, Ireland; *Email*: dsnglton@tcd.ie). Age and second language acquisition. *Annual Review of Applied Linguistics* (Cambridge, UK), **21** (2001), 77–89.

The idea that there is an age factor in language development has long been – and continues to be – a hotly debated topic. This review begins by briefly revisiting some of the early perspectives on this issue; it goes on to sketch some of the relevant findings which emerged in the three decades following the onset in the late 1960s of serious empirical investigation of the age factor in second language (L2) acquisition; and, finally, in the third section of the survey, it hones in on the results of some more recently published age-related research. The article concludes with a short discussion – in the light of the foregoing – of (a) the degree of absoluteness of the age factor in L2 acquisition; and (b) the notion that there may be not one, but a number, of age-related factors at work.

01-594 Söntgens, Kirsten (U. of Central England Business School, Birmingham, UK; *Email*: Kirsten.Sontgens@uce.ac.uk). Circling the globe: fostering experiential language learning. *ReCALL* (Cambridge, UK), **13**, 1 (2001), 59–66.

This paper describes a Computer Supported Experiential Learning project at the University of Central England (UCE), for which a bid has been successful to the UK Higher Education Funding Councils' learning and teaching fund to develop innovative teaching and learning strategies. The project aims to investigate and evaluate the appropriate uses of ICT (information and communications technology) to improve the quality of student learning. It is based upon a well-established curriculum model (Kolb, 1984) which has been adapted by the Learning Methods Unit at UCE to include technologies each addressing a particular stage in Kolb's learning cycle. The model recognises that it is insufficient simply to learn new concepts, just as it is insufficient to have an experience in isolation. The learner must make the link between theory and practice through active experimentation and through reflection on the learning process.

01-595 Sparks, Richard (Coll. of Mount St. Joseph, Cincinnati, OH, USA; *Email*: Richard_Sparks@mail.msj.edu) and **Ganschow, Leonore**. Aptitude for learning a foreign language. *Annual Review of Applied Linguistics* (Cambridge, UK), **21** (2001), 90–111.

This review addresses the question of what has happened with the construct of foreign language (FL) aptitude since 1990, at which time symposium participants from around the world agreed that the "time has come to rethink the notion of what constitutes aptitude to learn foreign languages". It begins with a review of studies on FL aptitude and its measurement prior to 1990. There follows a description of research and thinking in the 1990s in several areas, including affective variables, language learning strategies, learning styles as contributors to aptitude, and aptitude as a cognitive construct affected by language variables. Research or individual differences in language learners and the importance of phonological/orthographic processing

for FL learning are next reviewed. The review ends with suggestions for new directions for research in FL aptitude.

01-596 Stokes, Jeffery D. (Weber State U., Ogden, Utah, U.S.A.). Factors in the acquisition of Spanish pronunciation. *ITL Review of Applied Linguistics* (Leuven, Belgium), **131-132** (2001), 63-84.

A recent study on the acquisition of Spanish pronunciation (Elliott, 1995) suggests that students can improve their articulation of certain sounds in Spanish, at least on certain tasks, if they are given explicit instruction in the area of pronunciation. The present author observes from his experience of teaching Spanish phonetics and phonology that there always seem to be some students whose pronunciation and intonation improve over the course of the term, others whose skills seem to undergo little change, and still others whose pronunciation and intonation actually seem to deteriorate. In the study reported here, involving 37 undergraduate students following a ten-week Spanish phonetics and phonology course, he set out to examine which factors might help to determine whether or not a student's pronunciation is likely to improve.

01-597 Theophanous, Olga (U. of Montreal, Canada). Identification des congénères. Quels facteurs sont en jeu? Un état de la question. [Identifying congeners. Which factors are in play?] *ITL Review of Applied Linguistics* (Leuven, Belgium), **131-132** (2001), 85-105.

This paper discusses the identification of inter-lingual congeners, i.e., where the form and semantics of words are the same in two or more languages. Two factors involved in their identification are those specific to the learners, i.e., lexical competence in the first language (L1), cognitive development, perception of the L1-L2 distance and past experience, and those features specific to the words, i.e., their form, part of speech, mode of presentation and lexical frequency. The author concludes that these two factors are not mutually exclusive but tend to interact, resulting in any conclusions being partially contradictory. As it is difficult to formulate generalisations for all languages, further, more detailed research is necessary, particularly concerning languages that are not closely related.

01-598 van Daalen-Kapteijns, Maartje, Elshout-Mohr, Marianne and de Glopper, Kees (U. of Amsterdam, The Netherlands; *Emails*: maartje@educ.uva.nl, marianne@educ.uva.nl, kdeglopper@educ.uva.nl). Deriving the meaning of unknown words from multiple contexts. *Language Learning* (Malden, MA, USA), **51**, 1 (2001), 145-81.

This study invited students from 11 to 12 years old to derive the meaning of five unknown words, each embedded in three contexts. The focus was on the students' proficiency in three activities: decontextualisa-

tion of the target word meanings from the contexts (decontextualisation), testing initial ideas about the word meanings with subsequent contexts (cumulative testing), and formulating dictionary-like definitions (defining). Eight students of high and eight of low verbal ability were compared. The students were led individually through the process of deriving the meaning of the target words, while thinking aloud. The study showed that even young students of low verbal ability are capable of performing meaning-derivation activities that are in general ascribed to mature students of high verbal ability.

01-599 van Lier, Leo and Matsuo, Naoko (Monterey Inst. of International Studies, USA). Varieties of conversational experience: looking for learning opportunities. *Applied Language Learning* (Presidio of Monterey, CA, USA), **11**, 2 (2000), 265-87.

This study explores variations in the performance of one non-native speaker in three different conversations with friends. The chief difference between the conversations is that the interlocutors use different interactional features which are related here to their differing levels of proficiency in English. Various features of the conversations are examined, and the analysis suggests that the interlocutor's level of proficiency, relative to that of the subject, influences in significant ways the conversational options and behaviour of the subject. The notion of conversational symmetry is examined, and it is distinguished from equality. It is suggested that symmetry leads to the use of a wider range of conversational features, and the likelihood of deeper processing, because of the increased contingency between utterances. This brings into question the frequent assumption that non-native speakers benefit most from conversations with native speakers or with interlocutors whose level of proficiency is higher.

Reading and writing

01-600 Aski, Janice M. (The Ohio State U., USA). Effective integration of reading in the communicative Italian (FL) classroom. *Italica* (Columbus, OH, USA), **77**, 4 (2000), 495-508.

Reading often tends to fall by the wayside in the communicative Italian foreign language (FL) classroom, for a variety of reasons. This paper investigates how placing more emphasis on reading in the elementary and intermediate (FL) classroom may contribute to alleviating this. It begins by exploring prominent approaches to and models of FL reading, such as Schema Theory, intensive and extensive reading, and Content Language Teaching. This is followed by an investigation of the research on the reading skills of FL students at the elementary and intermediate levels to discern the appropriate point at which to adopt the various strategies explored. The article concludes with suggestions for activities to employ at each level.