

tic communication with others (notably email), as well as having obvious potential for distance learning.

99-420 Wright, Nigel and Whitebread, Maurice (U. of Hull, UK). Video-conferencing and GCSE oral practice. *Language Learning Journal* (Rugby, UK), **18** (1998), 47–9.

This article describes a recent experiment which brought together trainee teachers and GCSE (General Certificate in Secondary Education) modern language examination candidates by means of video-conferencing. The school involved had approached the authors' institution with a view to exploring desktop video-conferencing as a way of providing pupils with additional oral language practice. A group of volunteers offered to spend time providing 'virtual tuition' in French and German to 31 pupils from the school. Results of a questionnaire designed to investigate pupils' reactions to the technology showed these to be generally favourable. The trainee teachers also benefited from the opportunity to practise developing learners' oral skills. It is concluded that, given the falling costs of the technology involved, video-conferencing would seem to be a relatively inexpensive way of meeting the requirement for greater oral proficiency.

Language learning

99-421 Alcón, Eva (Universitat Jaume 1, Castelló, Spain). Input and input processing in second language acquisition. *IRAL* (Heidelberg, Germany), **36**, 4 (1998), 343–62.

The role of input is a major issue in second language acquisition research. The term 'input' derives from information processing and is deemed as oral and/or written data to which the learner is exposed. Since learners do not take in everything to which they are exposed, one central issue in second language learning is what part of the potentially processible data permeates the learner's mind. Another key question is to determine which factors and processes facilitate the learner's processing of input. The purpose of this paper is to examine these issues and to provide a framework that can serve as a starting-point for empirical research.

99-422 Alcón, Eva (Universitat Jaume 1, Castelló, Spain). Integrating research on negotiated input, communication strategies and second language acquisition. *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **30**, 2/3 (1998), 211–25.

One research topic currently attracting attention is the role of the language learner in various types of negotiated interaction. In the last two decades, researchers have focused particularly on three areas related to this topic: comprehensible input, comprehensible output, and communication strategies. However, while these

related strands of research have each attempted to investigate interactants' efforts at achieving mutual understanding, there has been a separation between them. This article first reviews the findings of research into miscommunication in non-native discourse. Two main approaches are considered: those focused on comprehensible input and negotiated interaction, and those focused on learners' use of communication strategies. The underlying framework of both approaches is examined, with the intention of establishing a more precise relationship between learners' interlanguage modifications and second language acquisition.

99-423 Atkins, Paul W. B. (U. of New South Wales, Australia) and **Baddeley, Alan D.**. Working memory and distributed vocabulary learning. *Applied Psycholinguistics* (Cambridge, UK), **19**, 4 (1998), 537–52.

The study reported here tested the hypothesis that individual differences in immediate verbal memory span would predict success in second language vocabulary acquisition. The participants – 30 adults, all of whom spoke English fluently and had not previously learned Finnish – learned 56 English-Finnish translations during two sessions using a method in which they were encouraged to distribute their learning and to use semantic encoding strategies where appropriate. Verbal, but not visuo-spatial, memory span was correlated with the rate of vocabulary learning, a result that could not have occurred because of immediate retrieval from a short-term buffer. When tested one week later, the participants were less likely to remember those words they had had difficulty learning, even though they had studied these items more often. The theoretical and practical implications of the findings for vocabulary learning are discussed.

99-424 Bardovi-Harlig, Kathleen (Indiana U., USA). Narrative structure and lexical aspect: conspiring factors in second language acquisition of tense-aspect morphology. *Studies in Second Language Acquisition* (New York, USA), **20**, 4 (1998), 471–508.

Two hypotheses regarding the distribution of emergent tense-aspect morphology in second language acquisition have been proposed: the aspect hypothesis, which claims that the distribution of interlanguage verbal morphology is determined by lexical aspectual class, and the discourse hypothesis, which claims it is determined by narrative structure. Recent studies have tested and supported both hypotheses individually. This paper reports a study which expands the investigation to include an analysis of both narrative structure and lexical aspectual class in a single corpus comprising 74 narratives (37 oral and written pairs) produced by adult learners of English as a second language at various proficiency levels. The results suggest that both hypotheses are necessary to account for the distribution of verbal morphology in interlanguage.

99-425 Benazzo, Sandra and Giuliano, Patrizia (U. Paris VIII, France). Marqueurs de négation et particules de portée en français L2: où les placer? [The placement of negative particles and focus particles in L2 French.] *Aile* (Paris, France), **11** (1998), 35–61.

This paper investigates the acquisition of focus particles and negative particles by two Spanish speakers learning French as a second language (L2). Both focus and negative particles obey syntactic constraints which vary remarkably from language to language and which may be difficult for the L2 learner to master. This investigation traces the development of the syntactic structures in which the particles appear and the positions the learners exploit for their placement. The data reveal the existence of various, chronologically ordered stages of acquisition, in which the placement of the particles becomes integrated into the utterance. It is suggested that the positions exploited are connected with the degree of grammaticalisation of the learners' utterances, particularly the presence *vs.* absence of verbal morphology.

99-426 Carlo, Catherine (U. Paris VIII, France). Influence des productions langagières du natif sur le lecte d'apprenants intermédiaires ou avancés, en interaction duelle. [The influence of native speaker language productions on the interlanguage of intermediate or advanced learners during interaction.] *Aile* (Paris, France), **11** (1998), 191–218.

The study reported here investigates which factors favour the development of learners' means for expressing epistemic modality. The data are taken from controlled observation of interactions between intermediate and advanced learners and a native speaker of French, the target language, over a six-week period in a university setting. The results show that the learners' own production activity determines their development to a greater extent than the native speaker input. The effect of the native speaker's questions on the frequency and variety of learner production of epistemic forms was mainly indirect: the author proposes the notion of 'transposed borrowing' to explain the improvement in learners' use.

99-427 Coveney, Aidan (U. of Exeter, UK). Awareness of linguistic constraints on variable *ne* omission. *Journal of French Language Studies* (Cambridge, UK), **8**, 2 (1998), 159–87.

Many quantitative studies have shown that sociolinguistic variables, such as the variable omission of the negative particle *ne* in spoken French, are subject to several linguistic constraints, yet linguists have disagreed as to whether speakers themselves are aware of such constraints. This article reports on an Intuitions Elicitation Test designed to explore whether such awareness does exist, both for native speakers and non-native advanced learners of French. It is suggested tentatively that the results of the test do indeed indicate some awareness of linguistic constraints on the *ne* variable, and

that some advanced non-native learners have a particular sensitivity to these constraints.

99-428 Curtin, Suzanne (U. of Southern California, USA), **Goad, Heather and Pater, Joseph V.** Phonological transfer and levels of representation: the perceptual acquisition of Thai voice and aspiration by English and French speakers. *Second Language Research* (London, UK), **14**, 4 (1998), 389–405.

This article claims to show that the generative phonological distinction between lexical and surface representation can explain apparently contradictory orders of acquisition of L2 (second language) voice and aspiration contrasts by native speakers of English. Cross-language speech perception research has shown that English speakers distinguish synthetic voice onset time counterparts of aspirated-unaspirated minimal pairs more readily than voiced-voiceless. Evidence is presented here that, in the perceptual acquisition of the same Thai contrasts, English speakers acquire voicing before aspiration. These divergent orders are argued to be due to the levels of representation tapped by the methodologies employed in each case: surface representations in the earlier studies, and lexical in the present one. The resulting difference in outcomes is attributed to the presence of aspiration in surface, but not lexical, representations in English [reference given]. To address the further question of whether allophonic aspiration in English aids in the eventual acquisition of contrastive aspiration in Thai, the authors compare the developmental progression of the English learners with that of native speakers of French, whose L1 (first language) contains only a voicing contrast, and no surface aspiration. The performance of the anglophone group improves over time, suggesting that L1 surface features can be lexicalised in L2 acquisition, even though they are not initially transferred across levels.

99-429 Dekydtspotter, Laurent, Sprouse, Rex A. and Anderson, Bruce (Indiana U., USA). Interlanguage A-bar dependencies: binding construals, null preposition and Universal Grammar. *Second Language Research* (London, UK), **14**, 4 (1998), 341–58.

This article argues that the 'null prep' phenomenon discussed by Klein and Jourdain is a special case of a more general phenomenon in second language acquisition: the reliance on the A-bar binding strategy discussed by Rizzi and Cinque. This strategy is employed even where both the first and the target language rely (primarily) on movement analyses. The authors present an analysis of additional English-French interlanguage data, complementing their analysis of Klein and Jourdain's data. They argue that apparent categorial mismatches in A-bar chains may result from Preposition Incorporation. Although both movement analyses and binding construals are squarely within the UG-constrained hypothesis space, the authors also suggest that learners may be driven to (nonmovement) binding

construals to account for A-bar dependencies for reasons associated with online computational complexity, under the assumption that a nonmovement construal derived by Merge alone is less costly than one derived by Move [Chomsky reference given].

99-430 Dewaele, Jean-Marc (Birkbeck Coll., London, UK). Lexical inventions: French interlanguage as L2 versus L3. *Applied Linguistics* (Oxford, UK), **19**, 4 (1998), 471-90.

The usual source of cross-linguistic influence in the interlanguage of a person learning a first foreign language (L2) is quite obviously his or her first language (L1). Pinpointing the source of cross-linguistic influences in the interlanguage of a multilingual speaker is less straightforward: the main source in the case of a speaker's L3 is not automatically, as the present study shows, the speaker's L1. This paper investigates this phenomenon in the context of non-targetlike lexemes ('lexical inventions') in the advanced oral French interlanguage of 39 Dutch L1 speakers, 32 with French as an L2 and English as an L3, the remaining seven speakers with English as an L2 and French an L3. The results show that a higher proportion of lexical inventions produced by the French L2 speakers derive from creative (non-standard) use of target language rules compared to the French L3 speakers. Cross-linguistic influence is visible in the lexical inventions of both groups, but the French L2 speakers seem to rely more on information attached to their Dutch L1 lemmas, whereas the French L3 speakers draw more on their English L2 lemmas. This suggests principles blocking L1 transfer in L3 learners in terms of spreading activation.

99-431 Dimroth, Christine (Freie Universität Berlin, Germany). Indiquer la portée en allemand L2: une étude longitudinale de l'acquisition des particules de portée. [Indicating focus in L2 German acquisition: a longitudinal study of the acquisition of focus particles.] *Aile* (Paris, France), **11** (1998), 11-34.

The study reported here traced over a three-year period the acquisition of the particles *auch* ('also') and *nur* ('only') in the production of one Italian and two Polish (untutored) adult learners of German. It is shown that these learners first develop a simple, iconic grammar, where the particle is adjacent to the constituent over which it has scope, this constituent being the focus [F] of the utterance: *nur* [F], *auch* [F] (Italian), [F] *auch* (Polish). Putting aside problems of meaning, the further acquisitional task is to reconcile this organisation with the acquisition of finiteness marking: to place *nur* [F] within the *Verbklammer*, and to place *auch* after the finite verb where, as in the target language, it has wide scope. This latter development poses the further problem of stress assignment.

99-432 Döpke, Susanne (Monash U., Clayton, Australia). Competing language structures: the acquisition of verb placement by bilingual German-

English children. *Journal of Child Language* (Cambridge, UK), **25**, 3 (1998), 555-84.

The simultaneous acquisition of two languages in early childhood presents an interesting test case for language acquisition theories. Children in bilingual environments receive input which could potentially lead to output systems different from those of monolingual children. This article reports a study in which the speech of three bilingual German-English children was recorded monthly between the ages of 2; 0 and 5; 0. The analysis of word order in the verb phrase shows that initial structure separation was followed by an extended period of non-target structures in German before the children eventually worked out which structures overlap and which differentiate the two languages. The bilingual data point towards language being acquired incrementally, on the basis of cue strength and cue cost. It is suggested that the partially overlapping structures in the input from German and English create structural saliencies for the child before they are functionally accessible. Functional identification eventually leads to structural separation.

99-433 Ellis, Nick C. (U. of Wales, Bangor, UK). Emergentism, connectionism and language learning. *Language Learning* (Malden, MA, USA), **48**, 4 (1998), 631-64.

This review summarises a range of theoretical approaches to language acquisition. It is argued that language representations emerge from interactions at all levels from brain to society. Simple learning mechanisms, operating in and across the human systems for perception, motor-action and cognition as they are exposed to language data as part of a social environment, suffice to drive the emergence of complex language representations. Connectionism provides a set of computational tools for exploring the conditions under which emergent properties arise. The author of the article presents various simulations of emergence of linguistic regularity by way of illustration.

99-434 Englebert, Silke Maria and Theuerkauf, Beate (U. of Central Lancashire, UK). Defining context within vocabulary acquisition. *Language Teaching Research* (London, UK), **3**, 1 (1999), 57-69.

Although there has been a good deal of research concerning vocabulary learning from context, attempts to offer a *definition* of context have not resulted in a commonly recognised and workable format. The main problem is perceived as the lack of structure. This article sets out to offer a clear-cut definition of context based on the differentiation between verbal and nonverbal context. In order to demonstrate the feasibility of the definition offered, it is applied to examples taken from German teaching material within the university environment. The article highlights three other important issues concerning context within this framework in order to prompt further discussion: the comparative

effectiveness of contextual clues in the two different strands of vocabulary acquisition, i.e., learning and retention; the effectiveness of single sentence contexts *vs.* longer texts; and the role of the learner's abilities in regard to the effectiveness of different kinds of context.

99-435 Ferguson, Nicholas (CEEL, Geneva, Switzerland). Comprehension and production of the spoken language. *IRAL* (Heidelberg, Germany), **36**, 4 (1998), 307-22.

The assertion that we understand a second language better than we speak it is a familiar one. The belief that classroom learning provides insufficient production time for individual learners, and the importance attributed to the role of input in acquisition, led to the *Comprehension Approach*. This paper reports research which compares the aural comprehension and spoken production of intermediate adult learners of English of various language backgrounds using a picture differentiation task. Results indicate that, in every case, production exceeded or was equal to comprehension. The conclusion drawn is that the development of production is not dependent on comprehension, and that, without the development of production, comprehension will not develop. The author proposes three necessary conditions for learning: overt activity, emotional involvement, and absence of stress; and argues that learner/learner pairwork fulfills these conditions and allows the individual learner plenty of production opportunities.

99-436 Gass, Susan M. (Michigan State U., USA), **Mackey, Alison and Pica, Teresa.** The role of input and interaction in second language acquisition: Introduction to the special issue. *The Modern Language Journal* (Malden, MA, USA), **82**, 3 (1998), 299-307.

This is an introductory paper to a special issue of *MLJ* focusing on the role of input and interaction in second language acquisition (SLA). The authors first review the theoretical basis for the role of conversation in SLA. They then give a brief overview of recent empirical studies on conversation and SLA. Studies to date suggest that research should focus on (a) the nature of the conversational interaction; (b) whether or not opportunities are present for the conditions and processes that are claimed to facilitate language learning; and (c) the nature of the development that takes place. The authors then discuss the contribution made by the present special issue, the aim of which is to address these matters from a variety of perspectives. They conclude that current research on the role of interaction in second language development continues to contribute to our understanding of the relationship between input, interaction, and SLA. [See also abstracts 99-445, 99-447, 99-450, 99-454, 99-465]

99-437 Grace, Caroline A. (Purdue U., IN, USA). Retention of word meanings inferred from context and sentence-level translations: implications for the

design of beginning-level CALL software. *The Modern Language Journal* (Malden, MA, USA), **82**, 4 (1998), 533-44.

This article attempts to reconcile two positions on second language (L2) vocabulary learning: (1) inferring word meanings produces greater retention because it promotes deeper processing; and (2) incorrect meanings are retained if wrong inferences are made. It is suggested that, in beginning-level computer-assisted language learning (CALL) software, native language translations at the sentence level may satisfy both positions. When deriving meaning from translations of this type, users must make associations (i.e., search for semantic equivalents) and focus their attention on structural differences between the two languages. Moreover, these translations increase the likelihood of making correct associations by more readily triggering appropriate schemata and, hence, the likelihood of committing the correct meaning to memory. In the present study, in which 181 beginning-level university learners of L2 French participated, analyses of variance indicated that, given bilingual multiple-choice tests, learners with access to sentence-level translations demonstrated significantly greater short-term and long-term retention ($p < .001$) of correct word meanings than learners without sentence-level translations. Results suggest a possible synergy between deep processing and verification of meaning.

99-438 Grosse, Christine Uber, Tuman, Walter Vladimir and Critz, Mary Anne (The American Grad. Sch. of Internat. Management, Glendale, AZ, USA). The economic utility of foreign language study. *The Modern Language Journal* (Malden, MA, USA), **82**, 4 (1998), 457-72.

The study reported here applies economic utility theory to the question of why students choose to learn a specific foreign language (FL). Economic utility, a basic theory of economics, explains the preference of a consumer for a given product. To measure utility, the authors surveyed 84 graduate business students at their institution about their reasons for studying one of the eight languages on offer there. The student responses were compared with economic indicators such as the gross domestic product (GDP), population, GDP per capita, corporate job opportunities, direction of trade statistics, and most active big emerging markets. According to the indicator, different languages assume economic importance. While recognising that the study is limited in scope by sample size, the researchers suggest that it nonetheless yields insight into the real and perceived costs and benefits of learning an FL.

99-439 Hendriks, Henriëtte (Max-Planck-Institut für Psycholinguistik, Nijmegen, The Netherlands). *Comment il monte le chat? En grim pant!* L'acquisition de la référence spatiale en chinois, français et allemand LM et LE. [How does the cat get up high? By climbing! The acquisition of spatial reference in L1 and L2 Chinese, French and German.] *Aile* (Paris, France), **11** (1998), 147-90.

This paper focuses on the acquisition of spatial reference, and has three main objectives: to examine the impact of phrasal and discourse factors on the acquisition process; to distinguish between universal and language-specific aspects; and to study the impact of maturity on language acquisition. The database consists of narratives produced on the basis of picture sequences in French, German and Chinese as both first (L1) and second (L2) language. The results show that both adult learners and children have trouble mastering the plurifunctionality of linguistic means, and start out expressing only some of the functions (in line with Slobin's operating principles). Whereas adult learners tend to express the discourse functions first, i.e. to make the distinction between new and given information or 'Figure' and 'Ground', children tend to grasp the functions on a phrasal and purely referential level (using articles as the grammatical marker for number, gender and case). The language-specific mode of packaging spatial information has no overwhelming influence on L1 acquisition. This contrasts with L2 acquisition: here adults have to acquire a new way of distributing spatial information, whereas their conception of space seems fixed through the acquisition of their L1.

99-440 Juff, Alan (U. of Pittsburgh, USA). Some effects of first language argument structure and morphosyntax on second language sentence processing. *Second Language Research* (London, UK), **14**, 4 (1998), 406-24.

This article explores some effects of first language verb-argument structure on second language (L2) processing of English as a second language. Speakers of Chinese, Japanese or Korean, of three Romance languages, and native English speakers provided word-by-word reading times and grammaticality judgement data in a self-paced reading task. Results suggest that reliable differences in parsing are not restricted to cases where verb-argument structure differs crosslinguistically. It is shown that very advanced L2 speakers have difficulty in parsing L2 argument structure (as measured by response times), while at the same time having few problems in judging L2 argument structure (as measured by accuracy of judgements). It is argued that L2 performance diverges from that of native speakers due to processing difficulties – parsing L2 argument structure on line – rather than competence difficulties.

99-441 Kanno, Kazue (U. of Hawai'i, USA). Consistency and variation in second language acquisition. *Second Language Research* (London, UK), **14**, 4 (1998), 376-88.

The author of this article takes the position that Universal Grammar (UG) is intact and fully present in the acquisition device of adult second language (L2) learners. It is proposed, however, that L2 learners differ from native speakers with respect to two benchmarks of consistency – the extent to which native-like success on one principle of UG predicts comparable success on other principles (lateral consistency), and the extent to

which this level of success is stable over time (longitudinal consistency). Results of two experimental studies on the acquisition of Japanese as a second language show that L2 learners exhibit neither lateral nor longitudinal consistency with respect to UG, at least in the early stages of the acquisition process. The author speculates that this reflects problems in use of UG principles, rather than lack of the principles themselves.

99-442 Kempe, Vera (U. of Toledo, USA) and **MacWhinney, Brian**. The acquisition of case marking by adult learners of Russian and German. *Studies in Second Language Acquisition* (New York, USA), **20**, 4 (1998), 543-87.

The study reported here investigated the acquisition of the comprehension of overt morphological case marking by adult native speakers of English learning Russian or German as a second language (L2). The Russian case-marking system is more complex than the German system, but it almost always provides the listener with case inflections that are reliable cues to sentence interpretation. Two approaches to learning of inflectional morphology were contrasted: the rule-based approach, which predicts that learning is determined by paradigm complexity; and the associative approach, which predicts that learning is determined by the cue validity of individual inflections. A computerised picture-choice task probed the comprehension of L2 learners by varying the cues of case marking, noun configuration, and noun animacy. The results demonstrated that learners of Russian use case marking much earlier than learners of German, and that learners of German rely more on animacy to supplement the weaker case-marking cue. In order to further explore the underlying mechanisms of learning, a connectionist model was developed that correctly simulated the obtained results. Together, these findings are taken to support the view that adult L2 learning is associative and driven by the validity of cues in the input.

99-443 Kerr-Barnes, Betsy (U. of Minnesota, USA). The acquisition of connectors in French L2 narrative discourse. *Journal of French Language Studies* (Cambridge, UK), **8**, 2 (1998), 189-208.

One area of study in the pragmatics of discourse has been the functioning of expressions referred to as discourse markers or connectors. This paper examines the acquisition of connectors as reflected in oral narratives produced by 27 adult American learners of French at varying levels of proficiency, who are classified in four groups according to length of instruction and type of learning environment, i.e., classroom or immersion, or mixed. Though the importance of connectors in structuring oral narratives has been widely acknowledged in discourse studies, those expressions that occur primarily in oral discourse are not usually explicitly treated in second language instruction. The present data allow consideration of the effects of various kinds of experience on the acquisition of oral connectors. Analysis shows the patterns of acquisition to be in general similar

to those of child first language French learners, including a routinised use of one or more markers serving as pause fillers. Surprisingly, even very proficient learners show over-generalisation of some connectors, in particular of transitional connectors (*alors, donc*) and discourse-structuring particles (*eh bien, bon*), whose functions are relatively opaque.

99-444 Lardiere, Donna (Georgetown U., USA). Dissociating syntax from morphology in a divergent L2 end-state grammar. *Second Language Research* (London, UK), **14**, 4 (1998), 359–75.

This article looks at mental representation in a second language (L2) English end-state grammar. It addresses current proposals in the literature suggesting that thematic verb-raising is optional in the grammars of L2 acquirers, due either to failure to acquire verbal agreement morphology or to an impairment of the mechanism relating the ‘richness’ of morphological agreement paradigms to syntactic feature strength. The author examines naturalistic longitudinal production data from Patty, a native Chinese speaker whose L2 English grammar has ‘fossilised’ with regard to verbal agreement morphology. The data show that, despite the omission of regular agreement suffixation in about 96% of obligatory contexts, thematic verbs are never raised in Patty’s English, thus showing no optionality of raising. The results indicate that, even in cases where regular verbal morphology is *never* acquired, it is still possible for the learner to determine feature strength and the status of verb-raising in the target language.

99-445 Long, Michael H. (U. of Hawai’i, USA), **Inagaki, Shunji and Ortega, Lourdes**. The role of implicit negative feedback in SLA: models and recasts in Japanese and Spanish. *The Modern Language Journal* (Malden, MA, USA), **82**, 3 (1998), 357–71.

The role of implicit and explicit negative feedback in first (L1) and second (L2) language acquisition (SLA) is contentious. The L2 studies to date, however, suggest that implicit negative feedback exists, is perceived by learners for what it is (i.e. noticed), and is used for development. As part of one of several continuing lines of research on this issue, two experiments were conducted to assess the relative utility of models and recasts in L2 Japanese and Spanish. Using a pre-test, post-test, control group design, each study provided some evidence of the ability of adults to learn from implicit negative feedback, and, in one case, support for the notion that reactive implicit negative feedback (recasts) can be more effective than pre-emptive positive input (models) in achieving at least short-term improvements on a previously unknown L2 structure.

99-446 MacIntyre, Peter D. (U. Coll. of Cape Breton, Nova Scotia, Canada), **Clément, Richard, Dörnyei, Zoltán and Noels, Kimberly, A.** Conceptualising willingness to communicate in a L2: a situational model of L2 confidence and

affiliation. *The Modern Language Journal* (Malden, MA, USA), **82**, 4 (1998), 545–62.

This article addresses the issue of why some students seek, while others avoid, second language (L2) communication. Many language teachers encounter students with high linguistic competence who are unwilling to use their L2 for communication whereas other students with only minimal linguistic knowledge seem to communicate in the L2 whenever possible. Despite excellent communicative competence, spontaneous and sustained use of the L2 is not ensured. Many learners have noticed also that their willingness to communicate varies considerably over time and across situations. This article has a twofold aim. First, it seeks to provide an account of the linguistic, communicative, and social psychological variables that might affect one’s ‘willingness to communicate’ (WTC). It is suggested that the WTC model has the potential to provide a useful interface between these three typically independent approaches, i.e., psychological, linguistic, communicative. The second goal is to suggest potential relations among these variables by outlining a comprehensive conceptual model that may be useful in describing, explaining and predicting L2 communication. In an effort to move beyond linguistic or communicative competence as the primary goal of language instruction, the article attempts to combine these disparate approaches in a common theme, that is, proposing WTC as the primary goal instead.

99-447 Mackey, Alison (Georgetown U., Washington, DC, USA) and **Philp, Jenefer**. Conversational interaction and second language development: recasts, responses, and red herrings? *The Modern Language Journal* (Malden, MA, USA), **82**, 3 (1998), 338–56.

This article examines the effects of negotiated interaction on the production and development of question forms in English as a Second Language (ESL). The focus of the study was on one feature of interaction, recasts, which have recently been the topic of interactional work in the second language acquisition literature. The study compared groups of adult ESL learners who received interactionally modified input with learners who received the same input containing intensive recasts in order to investigate two issues: the effect of recasts on learners’ short term interlanguage development, and the nature and content of learners’ responses to recasts. The results suggest that, for more advanced learners, interaction with intensive recasts may be more beneficial than interaction alone in facilitating an increase in production of targeted higher-level morphosyntactic forms. These positive developmental effects were found for recasts even though, as is generally acknowledged in the discourse, recasts were usually not repeated and rarely elicited modification by the learners. The study therefore suggests that recasts may be beneficial for short term interlanguage development even though they are not incorporated in learners’ immediate responses. In fact, the responses may be red herrings.

99-448 McPherson, Kate. Feedback on oral performance: some insights from adult learners. *Prospect* (Macquarie U., Sydney, Australia), **13**, 2 (1998), 47–62.

Many adult learners at advanced levels of linguistic proficiency can become easily discouraged and frustrated by the apparent static nature of their second language development. Despite their own efforts, and indeed their teachers', to bring about positive change in performance, there often appears to be no tangible progress. This paper focuses on the role feedback potentially plays in effecting such change. It presents data from a small-scale exploratory study to show some of the ways in which a group of highly motivated advanced adult learners enrolled in an English for Academic Purposes course responded to feedback on their oral performance. Their responses illustrate how a wide range of factors can influence both initial perception of feedback and overall feedback effectiveness.

99-449 Müller, Nicole (Cardiff U., UK) **and Ball, Martin J.** Examining the acquisition of Welsh phonology in L1 English learners. *Journal of Celtic Language Learning* (Paramus, NJ, USA), **4** (1999), 16–32.

This article examines the pronunciation skills of adult learners of Welsh. Data from two different groups of learners were gathered and compared as part of an ongoing study: one group from within Wales, i.e., local Welsh-English speakers, and another from outside Wales, i.e., non-Welsh-English L1 (first language) English speakers. The data were transcribed and the participants' attempts at a range of monophthongs and diphthongs were acoustically analysed. The article presents preliminary findings from some of the segmental aspects explored, and concludes with a discussion of the implications of acoustic analysis packages in pronunciation teaching.

99-450 Oliver, Rhonda (Edith Cowan U., Perth, Australia). Negotiation of meaning in child interactions. *The Modern Language Journal* (Malden, MA, USA), **82**, 3 (1998), 372–86.

This paper focuses on conversational interactions between children, a group generally overlooked in second language acquisition (SLA) research. Specifically, the study explores (a) whether children can negotiate for meaning; (b) what strategies they use; and (c) whether there are differences between the ways adults and primary school children negotiate for meaning. Some possible effects of negotiation for meaning on child SLA are also explored. Students aged 8 to 13 ($n = 192$) were put into 96 age- and gender-matched pairs, who then worked together on both a one-way and a two-way communication task. Analysis of the transcriptions made showed that, like adults, children also negotiate for meaning and use a variety of strategies to do so. Although the children's pattern of use seems to differ from that of adults, the differences are

not categorical, but reflect the proportional use of particular strategies. The evidence further indicates that, like adults, primary school learners also benefit from the process of negotiation for meaning, which apparently offers them the opportunity to receive comprehensible input, produce comprehensible output, and obtain feedback on their attempts. The results show that tasks which promote negotiation for meaning can be undertaken successfully by primary school second language learners, and thus validate the argument for making use of such pedagogical practice for this age group. The differences between the child and adult learners highlight the fact that findings from adult studies cannot be generalised to child studies without adequate and appropriate research involving child learners.

99-451 Paprocka-Piotrowska, Urszula (U. Paris X - KUL, Lublin, Poland). Sur quelques aspects de l'acquisition du lexique de désignation de procès par des débutants polonophones en milieu captif. [Aspects of the acquisition of the vocabulary of legal proceedings by Polish-speaking beginners in captive surroundings.] *Aile* (Paris, France), **11** (1998), 63–93.

This paper presents ways in which Polish classroom learners of L2 (second language) French acquire vocabulary items. The first section gives a detailed overview of the institutional context and the teaching/learning conditions in which the acquisition occurred. The second section, drawing on oral production data recorded in the 10th and 16th months of learning, presents an analysis of the role of the conditions in which the vocabulary acquisition occurred (relating to classroom, teacher and methodology) and the development of individual competence. Special attention is given to the distinction between the input lexicon (*répertoire lexical mis à disposition*) and the actualised lexicon (*répertoire lexical réellement disponible*). The author concludes that, despite near-identical acquisition conditions, significant differences between individual learners' performances can be observed.

99-452 Pavesi, Maria (U. of Pavia, Italy). 'Same word, same idea'. Conversion as a word formation process. *IRAL* (Heidelberg, Germany), **36**, 3 (1998), 213–31.

Conversion, the morphological process by which a word is formed without any explicit derivational mark – e.g., *milk* → *to milk*, is one of the means available to learners as well as to native speakers to enrich their lexical stock. From an acquisitional point of view, conversion allows the comparison of two conflicting predictions grounded in the principles of iconicity, on the one hand, and simplicity and economy, on the other [references given]. In this paper, conversion is compared to the phenomenon of multifunctionality and discussed with reference to the alternative label of zero derivation and the notion of directionality. Drawing on English and Italian second language acquisition data, the paper shows that the process is productive from the initial

stages of morphological development, although differently employed according to both syntactic and semantic word categories, with some variation depending on the target language. The data available are thus seen as supporting the 'naturalness' of conversion and its internal differentiation in contrast with morphological theories which treat it as an unnatural and uniform phenomenon. More specific hypotheses are put forward to account for the tendencies observed, starting from the prototypicality of base and converted words, predictability of meaning and syntactic behaviour.

99-453 Piazza, Roberta (U. of Sussex, UK). Repair and communication strategies in learners of Italian as a foreign language at university level. *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **30**, 2/3 (1998), 189-209.

This cross-sectional investigation targets the use of repair strategies by students of Italian as a second language studying in a British university. The participants, divided into three groups according to linguistic competence, were video-recorded during a conversation session on 'family relationships' and an informal debate on 'immigration' (both topics previously researched by the participants). The transcripts and video were scanned for evidence of repair work, subdivided into four classes according to two features: the interactant involved (self-repair, other-repair) and the person first signalling the problem (self-initiated, other-initiated). The results suggest a common difficulty in handling other-initiated repair, especially if addressed to the other speaker, and a reluctance to use repair in conversation, when the speaker is less concerned with comprehension than in-group empathy; on the whole, however, the correlation between such strategies and the level of competence remains unclear. Because of the small sample considered, the speakers' behaviour was probably affected by personality traits and inter-relationships rather than linguistic ability alone. It is suggested that, for this reason, repair phenomena can be properly understood only if due consideration is given to their motivational and psychological basis.

99-454 Polio, Charlene and Gass, Susan M. (Michigan State U., USA). The role of interaction in native speaker comprehension of nonnative speaker speech. *The Modern Language Journal* (Malden, MA, USA), **82**, 3 (1998), 308-19.

Interaction has often been shown to have a positive effect on non-native speakers' (NNSs') comprehension of their second language (L2). Since interaction gives speakers a chance to modify their speech upon a signal of non-comprehension, it should also have a positive effect on native speakers' (NSs') comprehension of NNSs. In a 1994 study, however, Gass and Varonis did not find that interaction led to better comprehension of NNSs by NSs in an information-gap task. Since such a result has important implications for theory and practice, the study reported here was an attempt to replicate their results. Thirty NS-NNS adult dyads performed an

information-gap activity with and without interaction. The results show that interaction does indeed help NSs comprehend NNSs. This article discusses various reasons for the discrepancy between the results obtained in the two studies, as well as the implications of the present study for research methodology.

99-455 Prodeau, Mireille (U. Paris VIII, France). La syntaxe dans le discours instructionnel en LE: maintien de la référence dans le domaine des entités. [Syntax in L2 instructional discourse.] *Aile* (Paris, France), **11** (1998), 95-145.

The focus of this article is on syntactic orders used in French and English as L1 and L2 (first language and second language), in the context of instructional discourse. The productions of native speakers and of learners in both languages are compared in order to explore two questions: (a) which constraint(s) (semantic, grammatical, pragmatic, discourse type) is – or are – fundamental to the construction of the discourse itself; and (b) what this might imply for acquisition, depending on the level of the production process on which the source language has a potential impact.

99-456 Rickard Liow, Susan J. and Poon, Kenneth K. L. (Nat. U. of Singapore). Phonological awareness in multilingual Chinese children. *Applied Psycholinguistics* (Cambridge, UK), **19**, 4 (1998), 339-62.

Phonological awareness has been shown to be important for early literacy development in unilingual readers of English. The study reported here investigated its impact in English and Mandarin for 57 multilingual pupils whose language backgrounds were English, Chinese (Mandarin/dialect) or Bahasa Indonesia, using a homophone decision task, an English lexicality spelling test, and a Hanyu Pinyin (romanised Mandarin) spelling test. All three groups of pupils were studying English and Mandarin in the same school, and so, somewhat unusually, the influence of their language background (especially script exposure) could be seen in the absence of differences in teaching strategies. In English, the results showed that a relationship between script exposure and phonological awareness develops in line with the orthographic depth hypothesis. The Bahasa Indonesia group exhibited the highest levels of alphabetic phonological awareness, followed by the English and then the Chinese group. In Mandarin, the pupils' performance on the Hanyu Pinyin spelling test suggested that tonal phonological awareness is relatively independent of alphabetic phonological awareness. It seems that language background can influence the nature and development of phonological awareness, and that this in turn may affect children's strategies for the subsequent acquisition of a second (or third) written language.

99-457 Rounds, Patricia L. and Kanagy, Ruth (U. of Oregon, USA). Acquiring linguistic cues to identify agent: evidence from children learning

Japanese as a second language. *Studies in Second Language Acquisition* (New York, USA), **20**, 4 (1998), 509–42.

The study reported here investigates children's changing sensitivity to processing cues for identifying agent – word order, case marking and animacy – as a function of proficiency in a second language. English-speaking learners of Japanese need to appropriately adjust cue strengths in moving from a rigid SVO (subject-verb-object) language to one in which SOV word order is a good general processing strategy, but case marking must ultimately be relied upon if it conflicts with this order. English-speaking children (Kindergarten to grade 7) in an immersion school were asked to identify the agent for a set of audiotaped sentences in English and Japanese. The children in this study learned to use SOV word order, lexical semantics, and canonical case marking, but they do not provide evidence of appropriately exploiting noncanonical case marking. It is suggested that these results might be accounted for by the context in which input is processed in immersion school classrooms.

99-458 Rück, Heribert (Universität Koblenz-Landau, Germany). Subjektive Theorie und autodidaktisches Sprachenlernen. Prä-Kognitionen und ihre Überprüfung in einem Lernprozeß Russisch. [Subjective theory and self-study language learning. An examination of pre-cognitions in the learning of Russian.] *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **27** (1998), 204–21.

Against the background of his own learning biography and the subjective theories thereby derived, the author of this article describes his experiences when learning Russian as a self-directed learner. The problems involved in such self-reflection are critically examined. Also investigated is the question of whether – and if so, in what way – learning a completely new language, related neither to the mother tongue nor to any other language previously learned, may have given the author new insights into the process of language learning, thereby confirming or altering his ideas about the part played by consciousness in the learning process.

99-459 Salaberry, Rafael M. (Pennsylvania State U., PA, USA) and **Lopez-Ortega, Nuria.** Accurate L2 production across language tasks: focus on form, focus on meaning, and communicative control. *The Modern Language Journal* (Malden, MA, USA), **82**, 4 (1998), 514–32.

Attention to form has been shown to be a direct predictor of accuracy in second language (L2) production [references given]. However, Tarone and Parrish (1988) claim that communicative pressure – i.e., communicative demands of linguistic interaction – may be as important as attention to form. The study reported here analyses the accuracy of L2 Spanish production across three different tasks (narrative task, multiple-choice

cloze test, and fill-in-the-blanks cloze test) on three discourse-determined grammatical items (subject pronouns, articles, and past tense aspect) among 74 native English speakers, 45 of them intermediate and 29 advanced students. The data analysis reveals different rates of accuracy in L2 production according to task type and grammatical item. It is suggested that the effect of functional focus on form – i.e., communicative pressure – may constitute one of various factors that affect accuracy in L2 production. The data analysis also considers other factors such as communicative control.

99-460 Schmitt, Norbert (U. of Nottingham, UK). Quantifying word association responses: what is native-like? *System* (Oxford, UK), **26**, 3 (1998), 389–401.

Word associations are beginning to be used in the areas of second language (L2) vocabulary research and measurement, but traditional methodology has limited their potential. Three problems in particular have been identified as weaknesses. First, the difference between common and uncommon associations has not been captured by previous methods. Second, traditional methodology has accepted single associations as sufficient evidence of association 'knowledge'. Third, there has previously been no principled way to determine a threshold where association performance becomes native-like. The new procedure proposed in this paper addresses these problems and results in a four-level descriptive system of association behaviour which includes a principled way of determining whether L2 word associations are native-like. This new methodology is seen as providing an enhanced way of incorporating word associations into future investigations of vocabulary learning and assessment.

99-461 Schwartz, Bonnie D. (U. of Durham, UK). The second language instinct. *Lingua* (Amsterdam, The Netherlands), **106**, 1-4 (1998), 133–60.

This paper proposes that the notion of 'language instinct' appropriately characterises non-native language (L2) acquisition in two distinct ways. It is argued that, like native language (L1) development, L2 development, even by adults, relies on language instincts – despite L1-L2 differences at intermediate stages and in ultimate attainment – and that a primary source of L1-L2 differences is differences in their respective initial states. A variety of acquisition data, from the L2 child, the L2 adolescent and the L2 adult, are used to illustrate and assess three models that adopt this general characterisation of L2 acquisition: Minimal Trees (Vainikka and Young-Scholten), Weak Transfer (Eubank) and Full Transfer/Full Access (Schwartz and Sprouse) [references given]. These proposals differ on the extent of L1 influence, i.e., on the representation of the L2 initial state; and the present author claims to show that the L2 data support Full Transfer/Full Access.

99-462 Sorace, Antonella, Heycock, Caroline, and Shillcock, Richard (U. of Edinburgh, UK). Introduction: trends and convergences in language acquisition research. *Lingua* (Amsterdam, The Netherlands), **106**, 1-4 (1998), 1-21.

This is an introduction to a collection of papers which present cutting-edge research in language acquisition and which demonstrate the increasingly interdisciplinary nature of the field. This introductory paper sets the research in historical context, particularly in terms of recent developments in the study of language acquisition which have brought about an increasing diversification of perspectives and approaches. A consensus emerges in current research on a number of issues in first (L1) and second language (L2) acquisition which are discussed here at some length. L1 acquisition is a tightly constrained process (even more so than previously thought) that is biologically predisposed to follow certain paths; basic knowledge of language is acquired in the first two years of life, much of it probably before the emergence of production; and much acquisition is perceptual, and not dependent on direct negative evidence. As far as theoretical L2 acquisition is concerned, there is general agreement that non-native grammars may be non-convergent with respect to the target grammar, but are constrained by Universal Grammar. A detailed overview of the papers contained in the collection is given at the end of this Introduction.

99-463 Stokes, Jeffery, Krashen, Stephen and Kartchner, John. Factors in the acquisition of the present subjunctive in Spanish: the role of reading and study. *ITL Review of Applied Linguistics* (Leuven, Belgium), **121-122** (1998), 19-25.

Previous studies have reported actual experience of using Spanish as a better predictor of competence in the subjunctive than formal study. In the light of the overwhelming evidence that free reading contributes to the development of literacy, in first (L1) and second (L2) languages, as well as to the development of competence in complex grammatical structures, the study reported here added free reading as a possible predictor. In addition, a more sensitive measure of formal instruction was used, and specific study of the subjunctive was also documented. Participants in the study – 59 university-level students of Spanish – were administered a test on their (acquired) competence in the subjunctive, together with a questionnaire. Results indicate that free reading in Spanish was a significant predictor of subjunctive competence, while length of residence in a Spanish-speaking country, formal study, and specific study of the subjunctive were not. These results are consistent with previous research on free reading in L1 and L2 English, and demonstrate the clear impact of reading.

99-464 Storch, Neomy (U. of Melbourne, Australia). Comparing second language learners' attention to form across tasks. *Language Awareness* (Clevedon, UK), **7**, 4 (1998), 176-91.

Recent literature on second language (L2) grammar pedagogy promotes the use of tasks which require learners to produce output collaboratively. Yet relatively few studies have investigated the nature of learners' attention to grammar on such tasks, nor how their performance compares with that on more 'traditional' grammar tasks. This paper reports on a small-scale study which set out to compare the performance of adult learners of L2 English of intermediate L2 proficiency on four tasks: multiple-choice, rational deletion (cloze), text reconstruction and composition. Each task was completed collaboratively. The data collected included student pair talk on the collaborative tasks, individual student retrospections and the researcher's observation notes. Data from the collaborative tasks were analysed for the quantity and nature of attention to grammatical choices each task generated. Learner attention to grammatical forms varied in quantitative terms across tasks and within task types. Furthermore, there were variations in the amount of articulated reflection on grammatical choices, with the least found in the cloze task and the most in the text reconstruction task.

99-465 Swain, Merrill and Lapkin, Sharon (Ontario Inst. for Studies in Ed., U. of Toronto, Canada). Interaction and second language learning: two adolescent French immersion students working together. *The Modern Language Journal* (Malden, MA, USA), **82**, 3 (1998), 320-37.

This article provides support for a theoretical orientation towards viewing dialogue as both a means of communication and a cognitive tool. Data to support this position come from an analysis of the language-related episodes isolated in the dialogue of two eighth-grade students in a French immersion classroom engaged in a jigsaw task. During the task, the students work out a story line and write it out. As they do so, they encounter linguistic problems. To solve them, the students use their first (L1) and second language (L2) both for communication and as tools to aid their L2 learning. The language-related episodes discussed are seen to provide evidence of language use as both an enactment of mental processes and as an occasion for L2 learning. Variation in how other pairs of students in the class perform the task is taken to support existing evidence that the same task does not provide similar occasions for L2 learning to all its student dyads.

99-466 Takahashi, Etsuko (Carnegie Mellon U., PA, USA). Language development in social interaction: a longitudinal study of a Japanese FLES programme from a Vygotskian approach. *Foreign Language Annals* (New York, USA), **31**, 3 (1998), 392-406.

This paper reports the results of a three-year qualitative observation study of a Japanese FLES (Foreign Languages in Elementary School) programme. The observation was analysed from the sociocultural point of view led by Vygotsky, whereby learning through social guidance and motivation is treated as central to

an account of language development. The analysis illustrates four findings important in the sociocultural theoretical framework. Firstly, the assistance given in the Zone of Proximal Development (ZPD) allowed the learners to outperform their current linguistic skills; secondly, as the learners' language use developed, they became more capable of providing mutual assistance during classroom activities; thirdly, the learners were enabled to participate in classroom activities in a more dynamic, student-centred manner, by collaboration in scaffolding; and fourthly, the way the learners provided mutual assistance reflected the way the teacher offered them assistance, which indicates that the learners' learning and development were largely influenced by the social interaction established in the given classroom environment.

99-467 Watorek, Marzena (U. Paris VIII, France). Postface: la structure des lectes des apprenants. [Postscript: the structure of learner varieties.] *Aile* (Paris, France), **11** (1998), 219–44.

This article serves as postscript to the collection of papers in this issue of *Aile*. It offers a synthesis of the contribution of the studies presented towards the characterisation of learner varieties and of the 'communicative logic' underlying the acquisition process, at least as far as language production is concerned. The results reported in the issue are compared with those of other published work undertaken from the same perspective [Perdue 1993 is cited], and the contribution of different methodological approaches is assessed: longitudinal *vs.* cross-sectional analyses; cross-linguistic analyses; learner/native speaker comparisons. The article concludes with an examination of the relationship between child first language and adult second language acquisition, and how this comparison may help to formulate further research questions. [See also abstracts 99-425, 99-426, 99-431, 99-439, 99-451, 99-455.]

99-468 Wenden, Anita L. (City U. of New York, USA). Metacognitive knowledge and language learning. *Applied Linguistics* (Oxford, UK), **19**, 4 (1998), 515–37.

Dating back to the early 80s, the foreign and second language learning literature on learner strategies and self-directed language learning documents an ongoing recognition of the need to help language learners reflect upon and refine their beliefs and knowledge about learning, i.e. their metacognitive knowledge. To date, however, this literature has not been explicit about the function of this knowledge in language learning. This article reviews selected theoretical and research literature on metacognition to address this lack. It argues that insights provided by the review can enhance our understanding of those approaches to second language acquisition which assign an active role to the learner, and concludes with a consideration of practical implications for foreign and second language instruction.

99-469 White, Lydia (McGill U., Canada). Second language acquisition and Binding Principle B: child/adult differences. *Second Language Research* (London, UK), **14**, 4 (1998), 425–39.

First language acquirers experience considerable delays in mastering properties related to Binding Principle B, performing inaccurately with respect to possible antecedents for pronouns well after the age of six. Most accounts attribute this delay to performance phenomena (lack of pragmatic knowledge, processing capacity, etc.). This article shows that adult learners do not exhibit the same kind of problems with Principle B. Intermediate-level adult learners of English as a second language (French and Japanese speakers), as well as a native-speaker control group, were tested using a truth value judgement task to determine their interpretations of pronouns. The second language learners performed like native speakers in disallowing local antecedents for pronouns, suggesting that Principle B is not problematic in adult acquisition, in contrast to child acquisition.

99-470 Yager, Kent (Gettysburg Coll., USA). Learning Spanish in Mexico: the effect of informal contact and student attitudes on language gain. *Hispania* (Ann Arbor, MI, USA), **81**, 4 (1998), 898–913.

Students' informal interactive and non-interactive contact with the second language (L2), as well as their cultural and linguistic attitudes and motivation, may affect oral proficiency gains; though such gains are difficult to measure with instruments such as the Oral Proficiency Interview. The study reported here focused on 30 students studying L2 Spanish over a seven-week period of a summer study-abroad programme in Mexico, in order to explore the link between their linguistic progress and their informal contacts with Spanish out of class, as well as their linguistic and cultural attitudes. Assessment of their language gain by 32 trained native speakers indicates that students – especially beginning students – who report more informal interactive contact show greater gain in Spanish; and both beginning and advanced students reporting more non-interactive contact show less progress. Greater integrative and less instrumental motivation correspond with greater gain in advanced students; and several other variables correlate significantly with language gain. The results are taken to indicate directions for both study abroad and stateside classroom planning.

99-471 Yuan, Boping (U. of Cambridge, UK). Interpretation of binding and orientation of the Chinese reflexive *ziji* by English and Japanese speakers. *Second Language Research* (London, UK), **14**, 4 (1998), 324–40.

This article reports on an empirical study of the interpretation of the Chinese reflexive *ziji* by English and Japanese speakers. In English, reflexives can only take a local (LOC) antecedent, whereas the Chinese reflexive *ziji* and the Japanese reflexive *zibun* can have a long-

distance (LD) antecedent as well as a local one. Another property of the long-distance reflexives is subject orientation. However, reflexives in English allow both subject NPs (noun phrases) and object NPs as their antecedents. The results of the study suggest that first language (L1) transfer occurs in second language (L2) acquisition of the Chinese reflexive *ziji*. However, not everything can be explained by L1 interference. It is found that: it is much easier for Japanese than for English speakers to acquire the LD binding of *ziji*; binding of *ziji* is asymmetric in finite and non-finite clauses in English speakers' L2 grammars of Chinese; acquiring subject orientation of *ziji* is problematic for both English and Japanese speakers, and no implicational relationship is found between LD binding of *ziji* and subject orientation of *ziji*; and LD binding of *ziji* entails LOC binding of *ziji*, and also generally entails no LD object binding. Implications of these findings are discussed.

Reading

99-472 Finkbeiner, Claudia (Universität Gesamthochschule Kassel, Germany). Sind gute Leser/-innen auch gute Strategen? Was Fremdsprachenlehrer und -lehrerinnen darüber denken. [Are good readers also good strategists? The views of foreign language teachers.] *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **27** (1998), 180–203.

This article reports an empirical study that set out to examine the subjective theories of foreign language teachers. Subjective theories are regarded as rather complex individual beliefs and cognitions about a particular subject or person (including oneself). The focus here is on teachers' beliefs and cognitions about reading in a foreign language, with a particular focus on three reader profiles: 'good' versus 'bad', 'strategic' versus 'non-strategic', and 'highly interested' versus 'non-interested' reader. The teacher study described here is a sub-study within the framework of a complex research project. The study triangulated data in order to explore the influences and effects of learning strategies and interests on the foreign language reading process.

99-473 Pucci, Sandra L. (U. of Wisconsin, USA) and **Ulanoff, Sharon H.** What predicts second language reading success? A study of home and school variables. *ITL Review of Applied Linguistics* (Leuven, Belgium), **121-122** (1998), 1–18.

While studies have consistently supported the argument that leisure reading plays a role in developing proficiency in reading, it is also important to examine environmental factors in order to explore their relationship to reading ability. This paper examines the relationship of home variables on the second language reading performance of 23 Latino fourth graders in an urban all year-

round school in southern California. Two groups of proficient and non-proficient readers were compared using results from a questionnaire on home and school variables and author/title recognition. Data supported previous findings that home variables are just as important as school factors in predicting reading success. In terms of home variables, little difference was seen between actual time spent reading, being read to aloud, and reading modelled by parents. Results also revealed that the number of books in the home is a factor in determining reading proficiency. At school, findings show that the teacher can have an influence on the number of books read by students, specifically those assigned by the teacher. The authors conclude that availability of books is a crucial factor, indicating a need for schools to take more seriously their responsibility of facilitating access to reading materials for children.

Writing

99-474 Lee, Icy (Douglas Coll., British Columbia, Canada). Peer reviews in a Hong Kong tertiary classroom. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **15**, 1 (1997), 58–69.

Peer reviews are becoming increasingly popular in second language (L2) composition pedagogy. This article describes the implementation of peer reviews in a Hong Kong tertiary classroom: the background, classroom procedure, types of student negotiations during peer reviews, comparison of students' drafts before and after peer reviews, and interviews with students. It is suggested that the results, taken together with the students' positive comments, support the need to introduce peer reviews in L2 writing instruction. The article concludes with some suggestions for ways to incorporate their use in the writing classroom.

99-475 Rava, Susan (Washington U., St. Louis, USA). The postcard project: a proposal for teaching writing. *The French Review* (Carbondale, IL, USA), **72**, 1 (1998), 58–68.

This article proposes a technique for teaching writing in second language classes which purports to be self-contained yet expandable; authentic yet accessible; and a combination of input and output – in short, a fusion of contrasting poles. The project uses postcards as one vehicle to teach writing because they carry cultural, artistic and historical information. They are seen as offering the opportunity to develop formulaic skills like greetings and dates, and giving a framework which is short but useful in learning language functions like commands and narration in the past. Crucially also, they are seen as providing meaningful practice in producing real message texts. Drawing on the work of Lee, Rivers and Omaggio Hadley, the article provides a sequenced and directed series of interwoven receptive and productive tasks for writing instruction through postcards.