

instruction can best be examined in process-oriented studies of classroom discourse. A segment of classroom interaction is microanalysed to reveal a structure of classroom interaction that combines the goals of communication and instruction. In addition, the comprehensive analysis reveals insights into the teacher's thinking as she deals with the instructional

constraints produced by a class of intermediate students who do not share a common language background. The article concludes with an evaluation of the effectiveness of this type of interaction for language learners. It also recommends engaging teachers in micro-analysis in order to improve pedagogical practices in L2 classrooms.

97-332 Vespoor, Marjolijn and Winitz, Harris (U. of Missouri). Assessment of the lexical-input approach for intermediate language learners. *IRAL* (Heidelberg, Germany), **35**, 1 (1997), 61-75.

The effectiveness of lexical-field instruction was assessed for intermediate learners of English enrolled in a 15-week university English as a second language programme. In the first investigation, students were assigned to the language laboratory to read and listen to accompanying cassettes of 13 books, each of which was designed to teach a common lexical field, such as walking, business, transportation, and entertainment. Students in the control group attended English grammar, reading, and speaking classes, but did not take the lexical-field books. Students in the

lexical-field group showed greater language achievement on the Michigan Battery Test. In the second investigation, two groups of students took the lexical-field books, but one group was assigned also to English courses in speaking or grammar. There was no significant difference in the language achievement of the two groups as measured by the same test. These results suggest that lexical-field instruction is an effective procedure for teaching general language knowledge through the meaning system.

97-333 Watts, Noel (Massey U., New Zealand). A learner-based design model for interactive multimedia language learning packages. *System* (Oxford), **25**, 1 (1997), 1-8.

In this article an examination is made of the design features of interactive multimedia packages for language learning. Different approaches may be employed in the design of interactive multimedia packages. Design models which follow technology-driven approaches are dominated by hardware considerations. Learner-based design models, however, focus on the needs of users and seek to utilise to the maximum the technological resources available for learning purposes. This leads to the discussion of

possible components of a design model for interactive multimedia programs appropriate to up-to-date language learning requirements. Each of these components is examined and the implications for program design are highlighted. The conclusion advanced is that the potential of interactive multimedia for language learning is high but that to realise this potential designers will need to break with the technology-driven models of the past and develop a more learner-based orientation.

Language learning

97-334 Amer, Aly A. (Sultan Qaboos U., Oman). The effect of the teacher's reading aloud on the reading comprehension of EFL students. *ELT Journal* (Oxford), **51**, 1 (1997), 43-7.

Although reading aloud receives considerable emphasis in English as a first language, it is traditionally discouraged by English as a foreign language (EFL) teachers and methodology specialists. This article suggests that reading aloud is particularly important for EFL learners at the early stage of learning. Beginning readers tend to read word by word. Reading aloud helps them read larger semantic units rather than focusing on graphic cues. The purpose of this study was to investigate the effect of the teacher's reading aloud on the reading comprehension

of EFL students reading a story. 75 students participated in the study. The experimental group had a story read aloud to them by the teacher, whereas the control group read the story silently. Two dependent measures were used: a multiple-choice test and a story frame test. Results showed that the experimental group outperformed the control group on both measures. This indicated that reading aloud by the teacher may have a significant positive effect on learners' reading comprehension.



97-335 Araujo Carreira, Maria Helena (U. of Paris III). Indices linguistiques et construction du sens: une étude exploratoire de l'activité de lecture des sujets francophones en portugais. [Linguistic indicators and construction of meaning: how French speakers read Portuguese.] *Etudes de Linguistique Appliquée* (Paris), **104** (1996), 411–20.

This paper reports a study which tested the assumption that speakers of one or more Romance languages are at an advantage when attempting to read and understand material written in another, unknown Romance language. A group of nine French speakers (four knowing only French and five with another Romance language in addition) were asked to read a newspaper story in Portuguese, a language new to them, and to summarise the main events while 'thinking aloud', in order to reveal the

approach and strategies they were using to try and understand the text. Results showed that the two groups used different interpretive strategies. Further experiment into ways of assisting comprehension is called for so that effective materials for teaching reading of an unknown neighbour language can be produced. [An appendix includes the text of the newspaper article used in the experiment together with a chronology of the events contained in it.]

97-336 Bakunas, Boris (National Louis U.). Promoting idea production by novice writers through the use of discourse-related prompts. *Applied Psycholinguistics* (Cambridge), **17**, 4 (1996), 385–400.

This study asked whether exposure to discourse elements affects idea production in novice writers. Different types of prompts were given to 127 high-school subjects following the cessation of production. One prompt, termed contentless, was purely motivational; the other, a discourse prompt, conveyed a motivational message as well as information about the discourse structure of the problem/solu-

tion text. Subjects given discourse prompts generated significantly more idea units than those given the purely motivational variety. Also, subjects in the discourse-prompting condition spent more time generating ideas. The results held across topic interest and achievement levels, suggesting that instruction in discourse elements may prove beneficial.

97-337 Bartelt, Guillermo (California State U.). The ethnography of second language production. *IRAL* (Heidelberg, Germany), **35**, 1 (1997), 23–35.

This paper is an ethnographic exploration of the processes that underlie second language (L2) production as perceived by L2 learners themselves, based on an analysis of introspective *post-hoc* written accounts by learners of English as a second language (ESL). These non-scientific mental representations, or folk models, are naive, but they may play a crucial role in L2 production and comprehension, and may therefore impact on pedagogy. The pervasive analogy with which the subjects of this study operated was one of high speed translation (a process with a

clearly linear sequence), together with a subcomponent of conscious grammatical rule application. Current American ESL teaching methods do not match this mental framework of translation and grammatical monitoring, and may be at odds with learners' expectations. The author concludes that, since empirical evidence is lacking to support the adequacy of communicative approaches, mental folk models are worthy of consideration in pedagogical contexts.

97-338 Bouchard, Robert (U. Lumière-Lyon 2). Compétence argumentative et production écrite en langue étrangère et maternelle. [Argument skill and the production of written texts by non-native and native speakers.] *Langue Française* (Paris), **112** (1996), 89–105.

This paper, part of a larger study into the pragmatic and discursive competence of non-native speakers (NNSs), examines the construction of written argu-

ment by French NNSs. Two adult French NNSs were given a collective essay-writing task. The text they produced, together with the transcript of their

discussions in French around the writing process, is compared to similar data from two native French speakers. It is demonstrated that the NNSs have a high level of competence in oral argument and use complex argument metadiscourse, but that this competence is not reflected in the written product. They fail to reread and revise their written text, which consists of a series of unconnected phrases rather than showing evidence of construction of an argument superstructure. The native speakers use

many more connectors and frame their argument in an introduction. The paper suggests that NNSs' difficulties in producing a written argument are not due to a lack of skills in argument, rather that the transition to a second language destabilises their technical abilities. It is further suggested that native speakers can draw on cultural models of 'good' written argument acquired through the education process, which are not available to NNSs.

97-339 Carrasco Perea, Encarnación (U. Stendhal, Grenoble). Pour une optimisation des liens de parenté à l'intérieur du triangle français-catalan-espagnol dans une approche didactique de la compréhension écrite du catalan. [Using the similarities between French, Catalan and Spanish in the teaching of Catalan reading comprehension.] *Études de Linguistique Appliquée* (Paris), **104** (1996), 503-12.

Twenty French-speaking students, of whom ten had once studied Spanish, were asked to read a text in Catalan, an unknown language (cognate with and roughly equidistant from French and Spanish), and were then asked questions about it. The general comprehension scores of the two groups were, surprisingly, almost the same, but the former Spanish learners were much better at recognising cognates

and avoiding 'false friends'. Detailed reasons are suggested, including the effects of neighbouring words, and orthographical and grammatical similarities between Spanish and Catalan. Older theories of language transfer, which focused entirely on production, are revealed as inadequate to explain comprehension.

97-340 Degache, Christian (U. Stendhal, Grenoble). La réflexion 'méta' de lecteurs francophones confrontés à l'asynchronie narrative d'un fait divers en espagnol. [‘Meta-reflection’ by French-speaking readers faced with non-chronological narrative in a Spanish newspaper report.] *Études de Linguistique Appliquée* (Paris), **104** (1996), 479-90.

Six pairs of French-speaking readers were asked to read a Spanish newspaper report and put events in chronological order. Three pairs had had a short course in reading skills, the others formed a control group. Each pair was left alone with a tape-recorder to think aloud and discuss their answers, then explain them to a researcher. The tapes were analysed to show the reasoning used. Broadly speaking, the control group relied more on lexical and

grammatical clues, and sometimes made incorrect generalisations; the experimental group were rather more flexible and open-minded in their expectations and made more use of ideas about text structure. Possible teaching implications are suggested: learners do need some information on grammar, especially verb forms, largely for reassurance, but the main focus should be on the structure and logic of a text.

97-341 DeKeyser, Robert M. and Sokalski, Karl J. (U. of Pittsburgh). The differential role of comprehension and production practice. *Language Learning* (Cambridge, MA), **46**, 4 (1996), 613-42.

This article presents a replication of experiments by VanPatten and Cadierno in 1993, which found that input practice is better than output practice for comprehension skills and no worse than output practice for production skills in a second language (Spanish). It is argued that these findings are at variance with predictions of skill acquisition theory, and that the

results may be due to the specific second language structures used, as well as to some imperfections in the research design. The present authors' results with 82 first-year Spanish as a second language students indicate that the relative effectiveness of production versus comprehension practice depends on the morphosyntactic complexity of the structure in question,



as well as on the delay between practice and testing. The findings basically reflect the predictions of skill acquisition theory that input practice is better for comprehension skills, and output practice for pro-

duction skills, but these patterns are obscured when both testing time and the morphosyntactic nature of the structure in question favour one skill or the other.

97-342 Deprez, Christine (U. Paris V). Talking about oneself, talking about one's bilingualism: interviewing learners and bilinguals about their lives and life-stories. *Aile* (Paris), 7 (1996), 155-80.

Recent work on bilingualism and on language acquisition and learning has shown the importance of a holistic approach to the learner, in which the individual's background and discourse are documented and analysed. This article discusses, critically appraises and illustrates the value and use of the autobiographical interview as an instrument for obtaining such data. Three very different interviews

are presented (with an Indian student, a Turkish housewife and a Cambodian teenage refugee) and their accounts are subjected to textual analyses which make it possible to identify and examine a number of socio-psychological factors influencing self-image, including motivations, value-judgements and emotions, and the way they relate to language and language learning.

97-343 Derwing, Tracey M. (U. of Alberta) **and Munro, Murray J.** (Simon Fraser U.). Accent, intelligibility, and comprehensibility: evidence from four L1s. *Studies in Second Language Acquisition* (New York), 19, 1 (1997), 1-16.

This study was designed to extend previous research on the relationships among intelligibility, perceived comprehensibility, and accentedness. Accent and comprehensibility ratings of transcriptions of accented speech from Cantonese, Japanese, Polish and Spanish intermediate English as a second language students were obtained from 26 native English listeners. The listeners were also asked to identify the first language backgrounds of the same talkers and to provide information on their familiarity with the

four accents used in this study. When the results of this study were compared with the authors' earlier study of learners of high proficiency, speaker proficiency level did not appear to affect the quasi-independent relationships among intelligibility, perceived comprehensibility, and accentedness; however, the relative contributions of grammatical and phonemic errors and goodness of prosody differed somewhat. Ability to identify the speakers' first languages was influenced by familiarity.

97-344 Dewaele, Jean-Marc (Birkbeck Coll., U. of London). Variation dans la composition lexical des styles oraux. [Variation in the lexical composition of oral styles.] *IRAL* (Heidelberg, Germany), 34, 4 (1996), 261-82.

This study seeks to show that variation in the composition of the lexicon at token-level between more and less formal oral styles is identical to the variation between written and oral discourse. It is argued here that speakers deictically anchor their utterances in a non-linguistic spatio-temporal context, and that the degree of context-dependence is reflected in the

composition of the lexicon. More informal styles will be characterised by a higher proportion of pronouns, verbs and adverbs which are deictal words *par excellence*. An analysis of advanced French interlanguage data revealed an amount of interindividual variation that correlates with the subject's degree of extroversion.

97-345 Gajo, Laurent and others (U. of Neuchâtel). La pluralité des contextes et des langues: une approche interactionnelle de l'acquisition. [Multiple contexts and multilingualism: an interactional approach to acquisition.] *Bulletin Suisse de Linguistique Appliquée* (Neuchâtel, Switzerland), 64 (1996), 61-86.

This paper seeks to show that language learning takes place in many different contexts both in and out of the school situation, and calls for a socially-sit-

uated conceptualisation of second language acquisition. The study is based on the micro-interactional analysis of recordings of around 50 pre-adolescent

Portuguese migrants in Neuchâtel, in three different situations: in the language classroom (French and German classes), in interviews with the researcher, and in peer-group interaction. Analysis of these recordings demonstrates the variety of contexts in which language learning takes place, and shows the important role of the social actors themselves in constructing these contexts. Successful communication and learning are demonstrated in the multilingual situation through actors' creative use of the different languages available to them, and it is suggested that

bilingualism should be seen as neither an advantage nor a problem, rather as a potential resource for learning to be exploited when the situation allows. The study concludes that teachers and students should be trained to be open to the multiple possibilities for language learning in different situations, and to be reflexive about their own roles in constructing these situations, in order to maximise opportunities for language learning in and out of the classroom.

97-346 Gajo, Laurent (U. of Neuchâtel). Le bilingue romanophone face à une nouvelle langue romane: un atout bilingue doublé d'un atout roman? [Does a Romance language bilingual confronted by another Romance language enjoy a double advantage?] *Etudes de Linguistique Appliquée* (Paris), **104** (1996), 431–40.

This article reports on a study designed to test the hypothesis that Romance bilinguals (i.e. bilingual speakers of two Romance languages) and mixed bilinguals (i.e. bilingual speakers with only one Romance language) would adopt different strategies in order to understand and acquire an unknown Romance language. A mixed group of monolingual and bilingual French speakers were tested on their comprehension of an Italian newspaper article, and were interviewed about the strategies they used.

The results showed that, while the bilinguals were markedly more successful than the monoglots, the Romance bilinguals were only marginally superior to the mixed bilinguals, the latter relying more on their strategic competence and the former making greater use of their linguistic competence. It is suggested that ways be found to develop and maximise the strategic competence of learners. [An Appendix includes the guidelines for the interview.]

97-347 Gombert, Jean-Emile (U. Bourgogne-LEAD-CNRS). Metalinguistic processes and language acquisition. *Aile* (Paris), **8** (1996), 41–55.

This article concentrates on terminological and taxonomic problems involved in the investigation of metalinguistic activities, which are regarded as a subset of metacognitive processes operating at different levels of language, including phonology, semantics and syntax. With respect to language, three types of metacognitive processes are identified, including pre-symbolic conditioned responses, out-of-consciousness cognitive management processes (i.e. epilinguistic behaviours such as self-repair), and con-

scious reflective processes giving rise to self-referring knowledge about language. This metalinguistic knowledge of language structures and systems is supplemented by meta-textual or pragmatic processes which relate language to context of use. Although epilinguistic control is a prerequisite, it is suggested that the acquisition of metalinguistic competence largely depends on cultural factors, in particular the institutionalised teaching and learning of the written language.

97-348 Griffin, Gerry (Bournemouth U.) and **Harley, Trevor A.** (U. of Warwick). List learning of second language vocabulary. *Applied Psycholinguistics* (Cambridge), **17**, 4 (1996), 443–60.

The learning of second language vocabulary in lists of word pairs is a widespread practice. A basic practical question in this respect is whether it is more effective for nonfluent bilinguals to learn word pairs in first language–second language order (L1–L2), or vice versa. To date, experimental psychology has not given a clear answer to this question, partly because it has not addressed the relevant issues directly. This article reviews some aspects of psychology that are relevant to L2 vocabulary list learning and reports on

an experiment conducted with comprehensive (high) school students, aged 11–13, who were learning French. The experiment examined the presentation of vocabulary items to be learned. It was found that presenting items in L1–L2 order was the more versatile form of presentation if both production and comprehension of L2 items were required on the part of the learner. The theoretical implications of the findings, relating to the structure of the bilingual lexicon, are also discussed.

97-349 Gu, Yongqi (Hong Kong Inst. of Ed.) **and Johnson, Robert Keith** (U. of Hong Kong). Vocabulary learning strategies and language learning outcomes. *Language Learning* (Cambridge, MA), **46**, 4 (1996), 643–79.

The aim of the research reported here was to establish the vocabulary learning strategies used by Chinese university learners of English and the relationship between their strategies and outcomes in learning English. 850 sophomore non-English majors at Beijing Normal University were asked to complete a vocabulary learning questionnaire. Replies were correlated with results on a vocabulary size test and on the College English Test (CETBAND2). Participants reported using a wide variety of vocabulary learning strategies. In a multiple regression analysis, Self-Initiation and Selective Attention, two metacognitive strategies, emerged as positive predictors of CETBAND2 scores.

Contextual guessing, skilful use of dictionaries, note-taking, paying attention to word formation, contextual encoding, and activation of newly learned words also positively correlated with the two test scores. However, visual repetition of new words was the strongest negative predictor of both vocabulary size and general proficiency. Furthermore, strategies aiming at vocabulary retention only related more to vocabulary size than to English proficiency. Five approaches to learning were identified. These strategy combinations, rather than individual strategies, may have made the difference in these people's learning.

97-350 Hird, Bernard (Edith Cowan U., Western Australia). The incompatible objectives of groupwork in FL learning: a study of Chinese–English codeswitching. *Language, Culture and Curriculum* (Clevedon), **9**, 2 (1996), 163–75.

The pedagogical assumptions underlying the use of groupwork in teaching English as a foreign language (EFL) are examined. It is argued that the practice, which derives from a monolingual setting, underestimates the complex dynamics of code-switching between target language and mother-tongue in language learning. In particular, it is argued that it may be counterproductive to attempt to force the target language on personal, pragmatic communications between learners as they attempt to negotiate and manage their own learning. A tapescript of adult Chinese learners of English in a small group discus-

sion showed that limited competence in the target language was rarely the reason for a switch from English to Chinese. Rather, the switches had a definite function in the negotiation and management of the discussion. Five categories of code-switch are distinguished, each with a different organisational function. The paper concludes that the primary role of small group discussion FL learning should be in the development of collaborative learning strategies in the mastery of content rather than interpersonal communication in the target language.

97-351 Hoadley-Maidment, Elizabeth (The Open U., UK). From 'story' to argument: the acquisition of academic writing skills in an open-learning context. *Language and Education* (Clevedon), **11**, 1 (1997), 55–68.

This paper examines the acquisition of academic writing skills by adult students studying by distance learning. A pilot study was carried out with students starting study in social sciences or arts and humanities with the Open University (UK). The study focused on student perceptions of learning academic writing skills measured through interviews and questionnaires. These were compared with tutor feedback comments on the students' essays. Analysis of the data indicated that, while the experience of

Open University students is in many ways similar to that of all university students, the text-based nature of distance learning is an important variable. This affects both the way in which students acquire writing skills and the development of their identity as academic writers. Variations in the discourse of the academic subjects studied in multi-disciplinary courses also affected the learning process, with differences being found between the arts and humanities students and social science students.

97-352 Koda, Keiko (Carnegie Mellon U.). L2 word recognition research: a critical review. *The Modern Language Journal* (Madison, WI) **80**, 4 (1996), 450–60.

The major purpose of this paper is to explore conceptual syntheses that advance second language (L2)

word recognition research and, in so doing, uncover new agendas relating to cross-linguistic examinations

of L2 processing. The paper first describes connections between word recognition and reading and the specific ways in which efficient word recognition contributes to comprehension performance. It then provides a brief overview of the connectionist construct and an expanded consideration of word recognition skills development from this vantage point.

Further, it illustrates cross-linguistic variations in word recognition processes by comparing and contrasting response patterns among readers in different orthographic systems. Finally, the paper explores conceptual frameworks for L2 word recognition, through which ongoing L2 empirical studies are subsequently examined.

97-353 Kuhlemeier, Hans (Nat. Inst. for Ed. Measurement, Arnhem) **and others.** Attitudes and achievements in the first year of German language instruction in Dutch secondary education. *The Modern Language Journal* (Madison, WI), **80**, 4 (1996), 494-508.

This article reports a study of the relationship between students' attitudes towards the subject of German, the course material, and the teacher, and students' achievements in German as a foreign language. Attitudes and achievements were measured at the beginning and end of the first year of German (i.e., the second year of Dutch secondary school). As expected, students who had a positive attitude rated

higher in achievement than those having negative attitudes, both at the beginning and at the end of the school year. Direct (causal) effects of students' attitudes on achievement (and vice versa) could not be established. Students enrolled in a communicative course had a more positive attitude toward their course material than those studying in a grammatically oriented course.

97-354 Lankamp, R. (U. of Leiden). The effects of social-contextual factors on the quality and quantity of apprehension in EAP writing. *UNESCO ALSED-LSP Newsletter* (Copenhagen), **19**, 2 (1996), 22-30.

The study of writing apprehension may yield a better understanding of the personal factors which influence writing. Little research has been carried out on whether writing apprehension is largely the same across social contexts. This study examines whether social context has any effect on the quality and quantity of writing apprehension in English for Academic Purposes (EAP). Subjects were 145 first-year student writers, all of whom were Dutch native-speakers in their first year of EAP at four Dutch universities. Information on levels of writing apprehension and associated factors was obtained by means of a questionnaire based on the Horwitz

Foreign Language Classroom Anxiety Scale. Multiple linear regression analyses were used to identify differences in levels of apprehension and in contributory factors. Results suggested that social context has a relatively weak effect on levels of EAP writing apprehension and factors affecting such apprehension. No significant differences in levels of writing apprehension were observed across the samples. Worries about proficiency appeared to be the most important factor affecting writing apprehension. Possible explanations for these results are discussed, and it is suggested that type of instruction may have some effect on writing apprehension.

97-355 Lantolf, James P. (Cornell U.). Review article: SLA theory building: 'Letting all the flowers bloom!' *Language Learning* (Cambridge, MA), **46**, 4 (1996), 713-49.

This article presents a postmodernist critical analysis of the second language acquisition (SLA) theory building-literature as primarily represented in the writings of Beretta, Crookes, Eubank, Gregg, Long, and to some extent Schumann. It is argued that there is no foundational reason to grant privileged status to the modernist view of SLA theory these scholars

espouse; and that scientific theories are metaphorical constructs which are elevated to theoretical status because they are 'taken seriously' by their developers. All of which argues against cutting off any would-be SLA theory before it has the opportunity to be taken seriously (i.e. to bloom).



97-356 Li, Shuyun and Munby, Hugh (Queen's U.). Metacognitive strategies in second language academic reading: a qualitative investigation. *English for Specific Purposes* (Oxford), **15**, 3 (1996), 199–216.

This paper adds to the growing literature on second language reading of specialised academic material. It reports on a qualitative investigation designed to provide a concrete picture of the metacognitive strategies used by English as a second language (ESL) students in their academic reading. Two Chinese graduate students participated in the study for over two months each. Analyses of the data, which were gathered by in-depth interviews, think-aloud sessions, and journals, revealed ESL academic reading

to be a very deliberate, demanding and complex process in which the students actively invoked a repertoire of metacognitive strategies drawn from various sources. They shared the profiles of competent readers in both first and second language. The data also suggested that the participants were quite aware of their cognitive process in reading, and were able to verbalise the strategies they used. The implications for ESL teaching and research are discussed.

97-357 Lightbown, Patsy M. (Concordia U.) **and Spada, Nina** (McGill U.). Learning English as a second language in a special school in Québec. *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 2 (1997), 315–55.

A number of schools in Québec offer intensive English as a Second Language (ESL) classes in French language schools. In most of these, francophone students have full-day ESL classes, every day for five months of one school year. In the remaining five months, they complete the other subject matter for their grade level. In the 'special school' described in this study, all students are in Grade 6 and all are intensive ESL classes. Students use English in a variety of communicative interactions, both inside and

outside the ESL classroom, throughout the school year. Students' English language performance was assessed: little difference was found between those whose intensive ESL course was in the autumn or winter terms. Results suggest that the 'ambient English' in this school permits students to achieve higher levels of English than comparable students in intensive ESL courses in schools where English is spoken only in the ESL classroom.

97-358 Lin, Yue-Hong (U. of Tamkang) **and Hedgcock, John** (Monterey Inst. of Internat. Studies). Negative feedback incorporation among high-proficiency and low-proficiency Chinese-speaking learners of Spanish. *Language Learning* (Cambridge, MA), **46**, 4 (1996), 567–611.

Recent investigations of metalinguistic input have focused on processes in which learners incorporate native speaker-generated feedback; evidence of the influence of metalinguistic feedback, however, remains inconclusive. This study, based on conversational data, analyses the incorporation patterns of four well-educated but low proficiency Chinese immigrants to Spain and four high-proficiency Chinese university students with extensive formal training in Spanish. Analyses revealed striking differ-

ences in the detection of ungrammaticality and in negative feedback incorporation. Whereas the four university students evinced awareness of error and successfully incorporated native speakers' corrections, the four immigrants manifested little sensitivity to negative feedback, suggesting that their interlanguage systems were closed to further modification. Results indicate that the internalisation of negative feedback may depend upon learners' metalingual receptivity.

97-359 Little, David (Trinity Coll., Dublin). Learner autonomy: some steps in the evolution of theory and practice. *Teanga* (Dublin), **16** (1996), 1–13.

This article explores the concept of autonomy in second language learning by tracing some steps in the evolution of theory and practice. The first section relates Holec's definition of learner autonomy

to self-instruction in language learning, while the second section describes a successful attempt to promote autonomous learning in a school classroom. The third section then elaborates a theory of learner

autonomy designed to apply equally to these two very different kinds of language learning. The fourth section describes how the theory is currently being applied to language learning projects in the Centre

for Language and Communication Studies (CLCS), Trinity College, Dublin. Finally, the conclusion briefly suggests how the theory of learner autonomy might be further explored and elaborated.

97-360 Lyster, Roy (McGill U.) **and Ranta, Leila** (Concordia U.). Corrective feedback and learner uptake: negotiation of form in communicative classrooms. *Studies in Second Language Acquisition* (New York), **19**, 1 (1997), 37-66.

This article presents a study of corrective feedback and learner uptake (i.e. responses to feedback) in four immersion classrooms at the primary level. Transcripts totalling 18.3 hours of classroom interaction taken from 14 subject-matter lessons and 13 French language arts lessons were analysed using a model developed for the study and comprising the various moves in an error treatment sequence. Results include the frequency and distribution of the six different feedback types used by the four teach-

ers, in addition to the frequency and distribution of different types of learner uptake following each feedback type. The findings indicate an overwhelming tendency for teachers to use recasts in spite of the latter's ineffectiveness at eliciting student-generated repair. Four other feedback types – elicitation, metalinguistic feedback, clarification requests, and repetition – lead to student-generated repair more successfully and are thus able to initiate what the authors characterise as the negotiation of form.

97-361 Malheiros-Poulet, Maria-Eugênia (U. Lumière Lyon). La lecture comme reformulation à différents niveaux du message textuel. [Reading as reformulation at different levels of the textual message.] *Études de Linguistique Appliquée* (Paris), **104** (1996), 451-60.

Eight French-speaking learners of Portuguese at beginner level were asked to read and summarise a Portuguese newspaper text. Their answers were analysed for correct and incorrect elements at various levels of textual organisation: illocutionary intention, narrator identity and stance, sequential organisation, word-level cohesion, etc. All subjects understood some features of the text, but most also made serious errors. Some subjects, after achieving a

degree of global comprehension, relied too much on a story schema already familiar to them ('Baby dies when Jehovah's Witnesses refuse blood transfusion'), and thus misunderstood some important points. It is suggested that, while research of this type can identify different levels in the comprehension process, longitudinal studies of individual learners are also needed to guide a teaching programme.

97-362 Mason, Beniko (Internat. Buddhist U., Osaka) **and Krashen, Stephen** (U. of Southern California). Extensive reading in English as a foreign language. *System* (Oxford), **25**, 1 (1997), 91-102.

This paper reports three experiments which the authors cite as confirming the value of extensive reading in English as a foreign language (EFL). In extensive reading, students do self-selected reading with only minimal accountability, writing brief summaries or comments on what they have read. In Experiment 1, 'reluctant' EFL students at the university level in Japan did extensive reading for one semester. They began the semester far behind traditionally taught comparison students on a cloze test, but nearly caught them up by the end of the semester. In Experiment 2, extensive readers outper-

formed traditionally taught students at both a prestigious university and a two-year college. In Experiment 3, extensive readers who wrote summaries in English made significantly better gains on a cloze test than a comparison class that devoted a great deal of time to cloze exercises. Gains made by extensive readers who wrote in Japanese were greater than comparisons, but the difference was not significant. Those who wrote in Japanese, however, made gains superior to both groups on a measure of writing and in reading speed.

97-363 Mauraanen, Anna (U. of Joensuu, Finland). Discourse awareness and non-native speakers of English. *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **7**, 2 (1996), 137-53.

Everyday language awareness is typically based on lay concepts, with some overtones from educational systems, and is characteristically ethnocentric. Yet research suggests that language and thought, including discourse patterns, are culture-specific. In cross-cultural encounters, implicit assumptions about language can give rise to cultural clashes, or more subtly to tacit disadvantaging of foreign-language (L2) speakers, including those with a good command of the L2. This paper reports the exploration of these issues in a study of exchange students in their

foreign and domestic universities, based on interviews and participant observation, which focused on the way students and teachers see language at university, including students' problems and strengths. It is shown that people hold two fundamentally different notions of language, one resembling a traditional lexico-grammatical view, the other a more layman-like notion of discourse. Moreover, the two university systems show striking differences in genres, but this is ignored by teachers to the disadvantage of foreign students.

97-364 Moore, Danièle (École Normale Supérieure de Fontenay/Saint-Cloud). Bouées transcodiques en situation immersive ou comment interagir avec deux langues quand on apprend une langue étrangère à l'école. [Codeswitching lifebelts for an immersion situation or how to interact in two languages when learning a foreign language in school.] *Aile* (Paris), **7** (1996), 95-121.

Use of the mother-tongue (L1) in immersion classes is often viewed negatively; this paper suggests that the pupils' use of L1, when interacting with the teacher, functions as a distress signal, eliciting teacher strategies which aid acquisition. Using extracts from 20 hours of video data from French immersion classes for Spanish 5-year-olds, three research questions are addressed. How do learners introduce L1 in second language (L2) utterances? How do teachers react to requests for permission to operate bilingually? What means do teachers adopt to guide learners towards potential acquisition progress? Analysis of three teachers interacting with their classes shows that learners rarely move into a bilin-

gual mode without first seeking permission to break the rules of the unilingual immersion classroom. It suggests that there are two distinct ways of managing these cries for help. 'Relay codeswitching' contributes more directly to the co-construction of a discourse: the teacher accepts the pupil's contribution in L1 and continues the conversation in the pupils' L2 without commenting linguistically. 'Springboard codeswitching' involves linguistic focus on the part of the teacher: the pupil's contribution in L1 is accepted but attention is focused on the missing language; this is seen as contributing more directly to the process of language acquisition.

97-365 Nicoladis, Elena and Genesee, Fred (McGill U.). Word awareness in second language learners and bilingual children. *Language Awareness* (Clevedon), **5**, 2 (1996), 80-90.

It has often been claimed that early bilingualism confers some cognitive advantages on children, including enhanced word awareness. Evidence for the hypothesis has been mixed. Some studies have shown enhanced word awareness in bilingual children, while others have not. The present study examined word awareness in 4-year-old children,

comparing bilinguals and second language learners with monolingual children. The study controlled for many of the methodological problems in previous studies, including the possibility of enhanced word awareness due to early reading. The results suggest that experience with a second language does not promote word awareness at this age.

97-366 Parry, Kate (City U. of New York). Culture, literacy, and L2 reading. *TESOL Quarterly* (Alexandria, VA), **30**, 4 (1996), 665-92.

This article examines the relationship between cultural membership and individual language learning

behaviour, a relationship that has so far been addressed chiefly through questionnaire research

aimed at documenting different cultural groups' learning styles. This article suggests an alternative approach which aims to be more insightful by focusing on a narrower range of behaviour – i.e. second language (L2) reading strategies – and a defined set of literacy-related practices. Research on these two areas is first briefly reviewed, and data are then presented on the strategies for English academic reading tasks used by two quite different groups: secondary school students in northern Nigeria and university graduates in China. Their strategies were strikingly different: the Nigerian students showed a

marked preference for top-down methods of solving comprehension problems, while the Chinese students reported a strong tendency to use bottom-up ones. These strategies are then related to the different language backgrounds and experiences of literacy of the two groups of students. It is concluded that cultural background is an important factor in the formation of individual reading strategies, but that this should not lead to a simple cultural determinism; individual variation must always be acknowledged, as well as the fact that both individuals and cultures may change in the very process of L2 learning.

97-367 Preston, Dennis R. (Michigan State U.). Whaddayaknow?: The modes of folk linguistic awareness. *Language Awareness* (Clevedon), **5**, 1 (1996), 40–74.

A common approach to language awareness is through the contrast between folk and scientific knowledge, the former usually getting brief attention and being assigned little value. This paper argues that the folk awareness of language may be characterised in several different ways, having to do with a wide variety of linguistic characterisations (e.g. overt 'availability', 'degree of accuracy', ability to 'control' language varieties, and the level of specificity of folk knowledge). Only the second of these has to do directly with the folk versus linguist

dichotomy, although cognitive constraints on what non-linguists 'usually' know are important factors. More important, however, at least for speakers of American English, are the constraints imposed by notions of language 'correctness'. In addition, folk linguistics is shown here to be a dynamic area of study, perhaps best uncovered by the analysis of ongoing discourses about language in speech communities. Finally, the value of folk linguistic awareness for both its scientific merit and its importance to applied concerns is briefly discussed.

97-368 Prince, Peter (U. of Provence). Second language vocabulary learning: the role of context versus translations as a function of proficiency. *The Modern Language Journal* (Madison, WI), **80**, 4 (1996), 478–93.

A widespread view of vocabulary learning is that it is advisable to make the shift away from learning words with their translations and to rely on second language (L2) context as soon as possible. Such faith in context learning has not always received experimental support, however, nor is it commonly shared by L2 learners. An experiment in which subjects were tested on their recall of newly learned words was conducted to determine the relative advantages and disadvantages of both context learning and

translation learning as a function of learner proficiency. The subjects were 48 university students who had been studying English for between five and eight years. Results reveal a superiority of translation learning in terms of quantity, but an inability on the part of weaker learners to transfer their knowledge into L2 contexts. The possible reasons for this are discussed, and it is suggested that alternative learning strategies that combine the advantages of the two techniques should be explored.

97-369 Schmitt, Norbert (U. of Nottingham) and **Meara, Paul** (U. of Wales, Swansea). Researching vocabulary through a word knowledge framework: word associations and verbal suffixes. *Studies in Second Language Acquisition* (New York), **19**, 1 (1997), 17–36.

This study examines how two types of word knowledge, word associations and grammatical suffix knowledge, change over time both receptively and productively. 95 secondary and post-secondary Japanese students were tested on three word associations and inflectional and derivational suffixes for

each of 20 verbs, once near the beginning of their academic year and once near the end. The results showed their average vocabulary gain was 330 words. The students showed rather poor knowledge of the allowable suffixes for the verbs, especially the derivative suffixes. Likewise, the subjects did not

show very good mastery of the verbs' word associations. Even for verbs rated as known, the students as a group were able to produce only about 50% of the word associations possible on the test as judged by native speaker norms. Word association knowledge

and suffix knowledge were shown to correlate with each other and with total vocabulary size. The subjects overall had from 19 to 25 percentage points more receptive knowledge than productive knowledge.

97-370 Schnitzer, M. (U. of Puerto Rico). Knowledge and acquisition of the Spanish verbal paradigm in five communities. *Hispania* (Greely, CO), **79**, 4 (1996), 830-44.

A study in Puerto Rico of the regular verbal inflection system of Spanish, in which adult and child native speakers participated in a completion task involving nonsense verbs, revealed that adults have relatively poor knowledge of Spanish grammar. Many adults may no longer have as well-defined a mental grammar of their language as children do when the latter use it to acquire their language. This paper reports on four replication studies with larger populations in Monterey, Mexico; Mexico City; Toledo, Spain; and Buenos Aires. Findings from the first three situations were similar to those of the original study, in that adult performance was far from

perfect on the task, and children consistently outperformed adults. It is hypothesised that adults' knowledge of their language may be of a less productive sort than that of children, and that previous linguistic ability may ossify once language is acquired. The Buenos Aires study used a slightly different test instrument to accommodate the locally-distinct verbal paradigm. Results contrasted with the other studies in that no significant difference was found between the overall performance of adults and children. It is suggested that this verbal paradigm and the presence of the *vos* form in Argentinian Spanish may have led to the contrasting results.

97-371 Spack, Ruth (Tufts U.). The acquisition of academic literacy in a second language: a longitudinal case study. *Written Communication* (Thousand Oaks, CA), **14**, 1 (1997), 3-62.

This study examines the reading and writing strategies of one student, Yuko, over a 3-year period and traces the process she went through to acquire college-level academic literacy in English, her second language. Multiple data sources included interviews with the student and two of her political science professors, classroom observations, and texts from 10 courses in three disciplines, including course materials and the student's writing, with instructors' comments. The investigation was enriched by a

cross-cultural perspective, for Yuko described learning strategies in two languages and learning environments in two countries, Japan and the United States. Data analysis suggests that her educational background shaped her approach to U.S. academic discourse practices and the way she theorised about those practices. Her theory and her analysis of her own experience changed over time, raising questions about cross-cultural interpretations of student learning.

97-372 Taillefer, Gail F. (U. des Sciences Sociales, Toulouse). L2 reading ability: further insight into the short-circuit hypothesis. *The Modern Language Journal* (Madison, WI), **80**, 4 (1996), 461-77.

The notion of a language proficiency threshold that short circuits the transfer of reading ability from the native language (L1) to foreign or second language (L2) reading has been raised and explored over the last 15 years. Questions remain as to the precise interaction of L1 reading ability and L2 proficiency in L2 reading comprehension, notably in different kinds of reading tasks. These two factors functioned as independent variables in this study wherein 53 French university students read preprofessional English texts. Both cognitive complexity of tasks and students' L2 proficiency levels were allowed to vary,

and although both predictor variables showed statistically significant relationships to the dependent variable, their relative importance appeared to depend on the reading task as well as on the readers' L2 proficiency. The more difficult the task, the more important L2 knowledge became, but it could not be affirmed that L1 reading ability gains importance as L2 language proficiency increases toward threshold level. Finally, French students were compared with a similar sample of 28 native speakers. Pedagogical implications revolve around adapting teaching to reading purposes and to strategy training.

97-373 Tench, P. (U. of Wales, Cardiff). Methodology in phonological interlanguage. *IRAL* (Heidelberg, Germany), **34**, 4 (1996), 241–60.

This paper is a review of current practice in the study of phonological interlanguage as reported in Ioup & Weinberger: *Interlanguage Phonology* (1987), but supplemented by studies from Argentina and the UK. The methodology of some 22 pieces of research is surveyed in terms of subjects, range of phonological features, 'synchronic' and 'diachronic' approaches, techniques and materials, audio-recording and transcription. Assessment of

data by trained phoneticians is queried in a discussion on pure vs. applied aims in interlanguage research. If intelligibility of the learners' pronunciation is to be assessed, it is considered that untrained judges are more appropriate. The advantages and disadvantages of formal techniques are discussed. Ten stages of a full-scale study of interlanguage phonology are presented.

97-374 Tost, Manuel A. and Gauchola, Roser (Autonomous U., Barcelona). La négation: une approche interlinguistique. [Negation: a cross-language approach.] *Études de Linguistique Appliquée* (Paris), **104** (1996), 461–70.

This article lists ways of expressing negation in French, Catalan, Spanish and Italian, and classifies them along various dimensions: as lexical or grammatical, 'integral' (complete utterances) or not, strong or weak, and finally as spatial ('nowhere'), temporal ('never') and so on. All four systems meet the same communicative needs, but they follow different patterns: for example *no* in Spanish can be

integral, like French *non*, or non-integral, like French *ne...pas*, whilst French *ne...que* ('only') can be in Spanish *solo, solamente, no...sino* or *no...mas que*. Especially difficult for learners are idiomatic phrases, not structurally negative, such as French *Tu parles!* (literally 'You talk!') or Spanish *Y un pepino!* (literally 'And a cucumber!'), both expressing disbelief.

97-375 Walters, Joel and Wolf, Yuval (Bar-Ilan U., Israel). Language awareness in non-native writers: metalinguistic judgments of need for revision. *Language Awareness* (Clevedon), **5**, 1 (1996), 3–25.

93 subjects participated in a series of experiments investigating how the number of errors from different linguistic sources affects evaluative judgments about the need for revision in a non-native language. In the first three experiments, groups of non-native and native writers of English as well as EFL (English as a foreign language) teachers were exposed to bifactorial combinations of syntactic and lexical errors incorporated in passages from an English composition textbook. Subjects were exposed individually to all factorial combinations of errors from both sources and asked to judge how much effort was needed to make the passages well written. Results from all three experiments show lexical errors having a greater effect. Employing the framework of information integration theory and functional mea-

surement, it was found that non-native writers used an additive rule to integrate information from both sources, while native writers used differential averaging. Non-native writers participated in two additional experiments, where cohesion errors were combined bifactorially and trifactorially with syntactic and lexical errors. Lexical and cohesion errors showed greater effects than syntactic errors. An additive rule was used to integrate syntax with either lexicon or cohesion, while a differential averaging rule was used for the integration of lexicon with cohesion. The procedure was adapted for a classroom experiment; it included actual error correction along with metalinguistic judgment. The findings conform to those of the previous experiments.

97-376 Wen, Qiufang (Nanjing U.) and **Johnson, Robert Keith** (Hong Kong U.). L2 learner variables and English achievement: a study of tertiary-level English majors in China. *Applied Linguistics* (Oxford), **18**, 1 (1997), 27–48.

This paper reports a study in a Chinese context of second language (L2) learner variables and their relationship to English achievement. To establish the

variables, a questionnaire was administered to 242 students, second-year English majors from five tertiary institutions. Their Chinese and English profi-

ciency on entry were established through matriculation examination scores; and their English achievement through their proficiency test scores on completion of the two-year intensive English programme. 16 learner variables were established, and a hypothetical causal model was constructed. Relationships within the model and between learner variables and achievement were examined through Partial Least Squares analysis, and it was found that six variables had direct effects. Three were traits that existed prior to students' admission, i.e. Sex, and Proficiency in first and second language. The other

three were formed by clusters of strategies relating to Vocabulary learning, Tolerating ambiguity (Risk-taking), the only negative direct effect, and Mother-tongue avoidance. Management strategies had the strongest direct effect on English achievement. Finally, the direct effects of belief variables on strategy variables were examined and found to be strong and consistent. Selective qualitative data are used throughout to provide further insight into and illustrations of differences in strategy use between more and less successful learners.

97-377 Zhao, Yong (Michigan State U.). The effects of listeners' control of speech rate on second language comprehension. *Applied Linguistics* (Oxford), **18**, 1 (1997), 49-68.

Speech rate has been identified as a major factor affecting listening comprehension. Despite the common-sense belief that slower rates facilitate listening comprehension, empirical studies have yielded contradictory findings. A review of previous studies of speech rate and listening comprehension revealed methodological problems. Using a novel approach and recent developments in computer technology, this study examined the issue of speech rate and lis-

tening comprehension from a different perspective. Subjects were 15 non-native speakers of English at a U.S. university. By giving the control of speech rate to the students and by attending to individuals instead of groups, this study concluded that (a) when given control, students' listening comprehension improved and (b) improved listening comprehension was achieved by slowing down the speech rate.

Language testing

97-378 Chalhoub-Deville, Micheline (U. of Minnesota). Theoretical models, assessment frameworks and test construction. *Language Testing* (London), **14**, 1 (1997), 3-22.

This article reviews the usefulness of several models of proficiency that have influenced second language testing in the last two decades. The review indicates that several factors contribute to the lack of congruence between models and test construction, and makes a case for distinguishing between theoretical models, which attempt to represent the proficiency

construct in various contexts, and operational assessment frameworks, which depict the construct in particular contexts. Additionally, the article underscores the significance of an empirical, contextualised and structured approach to the development of assessment frameworks.

97-379 Cheng, Liying (U. of Hong Kong). How does washback influence teaching? Implications for Hong Kong. *Language and Education* (Clevedon), **11**, 1 (1997), 38-54.

There is some evidence to suggest that tests have washback effects on teaching and learning. The extensive use of test scores for various educational and social purposes in society nowadays has made the effect of washback a distinct educational phenomenon. This paper presents preliminary research findings on the washback effect of the Hong Kong Certificate of Education Examination (HKCEE) in English in Hong Kong secondary schools by employing various methodological techniques such as two questionnaires, interviews and classroom observations in sampled schools. It further discusses

the nature of washback effect, the major teaching and learning aspects influenced by it, the different stages of washback effect, and the types of washback effects observed. Preliminary results indicate that washback effect works quickly and efficiently in bringing about changes in teaching materials, which is due largely to the highly adaptable and commercial nature of Hong Kong society, and slowly and reluctantly and with difficulties in the methods teachers employ. It is suggested that the latter effect may be caused by the constraints imposed upon teaching and teachers in the present schools.