

involved fictitious negotiating situations between two fictitious cultures. The simulation consisted of two rounds of negotiations; after each round the negotiators returned to their respective cultures to report on the other culture and their methods of negotiation. Following the simulated negotiations, all students involved gathered for a plenary session to discuss and evaluate the proceedings. All students found the simulation to be a fun alternative to everyday teaching, and it led to much discussion of international business communication. Furthermore, the students found that it helped them to understand the problems inherent in intercultural contact situations.

Language learning

98-378 Alcón, Eva (U. Jaume I, Castellón, Spain). Integrating research on the study of miscommunication in non-native discourse. *Rassegna Italiana di Linguistica Applicata* (Rome), **29**, 3 (1997), 139–53.

One of the research topics currently attracting attention is the language learner's role in various types of negotiated interaction. In the last twenty years, researchers have focused on different areas related to this topic: comprehensible input, comprehensible output, and communication strategies. However, although these related areas of research have been devoted to investigating the attempts of those interacting to achieve mutual understanding, it is claimed that there is too much of a separation between them. This article considers two main approaches to the study of miscommunication in non-native discourse—one focusing on comprehensible input and negotiated interaction, and the other on learners' use of communication strategies—emphasising the empirical research conducted within each of them. The underlying framework of both approaches is then examined, in order to establish a more precise relationship between learners' interlanguage modifications and second language acquisition.

98-379 Bierwisch, Manfred (Humboldt-Universität, Berlin). Universal Grammar and the Basic Variety. *Second Language Research* (London), **13**, 4 (1997), 348–66.

The Basic Variety (BV) as conceived by Klein and Perdue (K&P) [*cf. abstract 98-396*] is a relatively stable state in the process of spontaneous (adult) second language acquisition, characterised by a small set of phrasal, semantic and pragmatic principles derived by inductive generalisation from a fairly large body of data. These principles are considered by K&P as roughly equivalent to those of Universal Grammar (UG) in the sense of Chomsky's Minimalist Program, with the proviso that the BV allows for only weak (or unmarked) formal features. This article first discusses the viability of the BV principles proposed by K&P, arguing that some of them are in need of clarification with learner vari-

eties, and that they are, in any case, not likely to be part of UG, as they exclude phenomena (e.g. so-called psych verbs) that cannot be ruled out even from the core of natural language. The article also considers the proposal that learner varieties of the BV type are completely unmarked instantiations of UG. Putting aside problems arising from the Minimalist Program, especially the question of whether a grammar with only weak features would be a factual possibility and what it would look like, it is argued that the BV as characterised by K&P must be considered as the result of a process that crucially differs from first language acquisition as furnished by UG for a number of reasons, including properties of the BV itself. In fact, several of the properties claimed for the BV by K&P are more likely the result of general learning strategies than of language-specific principles. If this is correct, the characterisation of the BV is a fairly interesting result, albeit of a rather different type than K&P suggest.

98-380 Blok-Boas, Atie (U. of Amsterdam). Italiano L2: il lessico mentale del discente avanzato. [Italian as a second language: the mental lexicon of advanced learners.] *Rassegna Italiana di Linguistica Applicata* (Rome), **29**, 3 (1997), 155–70.

Not much is known about the second language (L2) lexicon of advanced learners. Most studies are concerned with the initial stages of the acquisition process where the input of foreign vocabulary is often strictly determined by didactic procedures. Since advanced students are more independent in their contacts with the L2, it is assumed that their lexicon will develop more autonomously and may vary from becoming near-native to remaining limited to only high-frequency words. It is argued in this article that it is possible to discuss the advanced L2 lexicon of the ideal learner in terms of probability determined by the degree of learnability of non-frequent words.

98-381 Bongaerts, Theo, van Summeren, Chantal, Planken, Brigitte and Schils, Erik (U. of Nijmegen). Age and ultimate attainment in the pronunciation of a foreign language. *Studies in Second Language Acquisition* (New York), **19**, 4 (1997), 447–65.

This paper reports on two studies that addressed the issue of ultimate attainment by late second language (L2) learners. The aim of the studies, which included a carefully screened group of highly successful Dutch learners of English in their designs, was to determine whether or not late L2 learners who had achieved a nativelike performance in the pronunciation of an L2 could be identified. Speech samples provided by two groups of learners, one of which consisted of highly successful learners only, and a native speaker control group were rated for accent by native speakers of English. The ratings obtained by some learners were within the range of the ratings assigned to the native speaker controls. Such results suggest that it is not impossible to achieve an authentic, nativelike pronunci-

ation of an L2 after a specified biological period of time. Examination of the learning histories of the highly successful learners lead the authors to argue that certain learner characteristics and learning contexts may work together to override the disadvantages of a late start.

98-382 Chambers, Francine (U. of Southampton). What do we mean by fluency? *System* (Oxford), **25**, 4 (1997), 535–44.

Fluency is a commonly used notion in foreign language (FL) teaching, frequently contrasted with accuracy, especially in the context of communicative language teaching. In ordinary life it often has an extended meaning and is used as a synonym for overall oral proficiency; in contrast, in the assessment of FL proficiency, it is one of several descriptors of oral performance. Despite the belief that a common definition is shared by language teachers and researchers, there is some evidence that various interpretations co-exist. The purpose of this paper is to review recent research into the qualitative and quantitative aspects of fluency in order to arrive at a clearer definition, both as a performance descriptor for oral assessment of FL learners and as an indicator of progress in language learning. It is suggested that research into temporal variables in speech production provides concrete evidence which can contribute to a more precise definition of fluency. However, a purely quantitative definition of fluency does not help discover how to facilitate efficient processes of speech productions. A qualitative, linguistic analysis of the language produced by advanced language learners reveals some of the links between linguistic knowledge and performance skills.

98-383 Chen, Shumei (Southeast U. of China). Error correction in written work and learners' foreign language acquisition—with a case study in China. *Language Issues* (Birmingham), **9**, 2 (1997), 19–26.

This paper begins from the premise that error correction in writing constitutes the feedback which has been identified as necessary to learners' foreign language acquisition (FLA). The relevant literature is first reviewed and terms are defined; the differences between mistakes and errors are established and a number of key questions addressed: why learners' written work needs to be corrected; who should correct it; what should be corrected; and how and when it should be corrected. In the light of this discussion, the author moves on to discuss a case study conducted with two parallel classes for business correspondence in English. The same balanced process-product approach was adopted with each group. However, in the first class self and peer correction was encouraged, supplemented with the teacher identifying but not always correcting errors. In the second class, the standard approach to marking was employed. The author discovered that within a month students in the first group were using new business terms and also performed better in the end of term test. It is suggested that timing, methods

and nature of feedback require further investigation so that teachers' error correction can be more effective and contribute further to students' FLA.

98-384 Comrie, Bernard (U. of Southern California). On the origin of the Basic Variety. *Second Language Research* (London), **13**, 4 (1997), 367–73.

Three of the points made in Klein and Perdue's paper on the Basic Variety are addressed [*cf. abstract 98-396*]. It is suggested that the presence of the basic word order Agent-Verb-Patient in the Basic Variety may simply reflect the salience of this basic word order in the target language, as is also suggested by some comparable data from creoles. Complexity can indeed arise as a language tries to pay heed to competing, if not conflicting, demands, although it can also arise as an historical accretion of changes that are in themselves simple and natural. While the Basic Variety may serve the communicative functions of true languages, it remains to be shown that it can fulfil their cognitive function.

98-385 Corson, David (Ontario Inst. for Studies in Ed., Toronto U.). The learning and use of academic English words. *Language Learning* (Cambridge, MA), **47**, 4 (1997), 671–718.

This article examines the learning and use of academic English words by students who differ socioculturally. It is argued that the Graeco-Latin vocabulary of English, which dominates the language's academic vocabulary, offers various levels of potential difficulty for students from different class, cultural, or linguistic social factions. The evidence for this conclusion is presented by integrating work from discursive psychology, the sociology of language, psycholinguistics, and applied linguistics, and by attempting a comprehensive review of the published literature on the topic. The article concludes by inferring some changes to practices in first and second language academic English education.

98-386 Creanza, M. A. (U. of Rome). La motivazione all'apprendimento della lingua inglese nella scuola superiore. [Motivation to learn English at secondary school.] *Rassegna Italiana di Linguistica Applicata* (Rome), **29**, 3 (1997), 97–114.

Socio-psychological theory links the successful acquisition of a second or foreign language to two independent variables—*aptitude* and *attitude*—which reflect the utilitarian and interpersonal nature of motivation. Adapting a 1965 survey of motivation to learn among Italian schoolchildren, this article reports on a questionnaire completed by almost 300 pupils from three secondary schools in Rome. The answers show a combination of instrumental and integrative concerns, with cultural enrichment, overseas travel and employability topping the list; though present, the competitive element is largely subordinate to self-realisation. When asked to account for underachievement, weaker learners were likely to avoid personal responsibility and

complained of scarce recognition. The author concludes that the picture—in line with earlier data—is fairly balanced and suggests a positive perception of language acquisition, with motivation shaped by sociocultural as well as professional expectations.

98-387 Devitt, Seán (U. of Dublin). Interacting with authentic texts: multilayered processes. *The Modern Language Journal* (Madison, WI), **81**, 4 (1997), 457–69.

In most of the literature on second language (L2) acquisition, reading processes are not considered, nor is the potential of authentic texts as a source of linguistic input. On the other hand, the literature on L2 reading rarely deals with reading as driving language acquisition. This article seeks to link the two fields of L2 input/interaction research and L2 reading in a way that enables the insights from each to fertilise the other. Following a discussion of the theoretical issues in both areas, the article identifies connections between the two fields and presents an approach that encourages several layers of interactive processes in reading authentic texts. The article details various steps in the approach and the different layers of interaction involved in each, as well as the relation of this type of interaction to L2 acquisition and L2 reading.

98-388 Dörnyei, Zoltán (Eötvös U., Budapest). Psychological processes in cooperative language learning: group dynamics and motivation. *The Modern Language Journal* (Madison, WI), **81**, 4 (1997), 482–93.

Cooperative learning has been found to be a highly effective instructional approach in education in general and this has also been confirmed with regard to second language learning. This article investigates reasons for the success of cooperative learning from a psychological perspective, focusing on two inter-related processes: the unique group dynamic of cooperative learning classes and the motivational system generated by peer cooperation. It is argued that the affective domain of cooperative learning plays a crucial role in the educational potential of the method. The paper summarises the specific factors that contribute to the promotion of learning gains. While the analysis concerns cooperatively structured learning only, it is assumed that the processes described have a broader relevance to understanding the success of peer collaboration in general.

98-389 Ehrlich, Susan (York U., Ontario). Gender as social practice: implications for second language acquisition. *Studies in Second Language Acquisition* (New York), **19**, 4 (1997), 421–46.

This paper reviews current research on language and gender and discusses the implications of such work for gender-based research in second language acquisition. Recent work in sociolinguistics, generally, and language and gender research, more specifically, has rejected categorical and fixed notions of social identities in favour of more constructivist and dynamic ones. In this paper the

author elaborates a conception of gender that has not generally informed research in the field of second language acquisition, and points to more recent work in the field that theorises and investigates gender as a construct shaped by historical, cultural, social, and interactional factors.

98-390 Fogliani, S. (U. of Rome). Le relazioni semantiche nell'acquisizione e nell'organizzazione mentale del lessico. [Semantic relations in the acquisition and mental organisation of vocabulary.] *Rassegna Italiana di Linguistica Applicata* (Rome), **29**, 3 (1997), 3–19.

In contrast with earlier assumptions, recent linguistic research has shown that lexical units are interrelated and arranged hierarchically in the human mind from the earliest age. After a review of theoretical and empirical studies in the field, this article emphasises that the lexical hierarchy hypothesis is confirmed by cognitive evidence on the structure of word associations. While younger children organise vocabulary by substitution (paradigmatically), between the ages of five and nine lexical associations become combinatory (syntagmatic)—a cognitive shift probably linked to the fact that children mobilise episodic memory more often than adults. The structuring of vocabulary and acquisition patterns with age is also confirmed by psycholinguistic research, with synonymy and antonymy replacing tautology as preferred type of association around the age of seven. Whatever the approach chosen, the paper argues that there is enough evidence to show that lexical relations exist and play a major role in the mental construction of meaning.

98-391 Goh, Christine C. M. and Foong, Kwah Poh (Nat. Inst. of Ed., Nanyang Tech. U., Singapore). Chinese ESL students' learning strategies: a look at frequency, proficiency, and gender. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **2**, 1 (1997), 39–53.

This article reports on a study of language learning strategies used by 175 English as a Second Language (ESL) students from the People's Republic of China. The aims were to survey the frequency of strategy use and to determine how it is influenced by the learners' proficiency level and gender. The SILL questionnaire (Strategies Inventory of Language Learning) by Oxford (1990) was administered. It consists of six categories: memory, cognitive, compensation, metacognitive, affective, and social. Results from the survey indicated that metacognitive strategies were most frequently used, and memory strategies least frequently. Statistical analysis showed that significant differences were to be found in the use of cognitive and compensation strategies among learners at three proficiency levels. Gender also played a role in influencing the kinds of strategy used: female students were found to use compensation and affective strategies significantly more often than male students. It is suggested that findings from this study could help teachers identify appropriate strategies to facilitate the learning of a second language by Chinese learners.

98-392 Grainger, Peter Ralph (Griffith U.). Language-learning strategies for learners of Japanese: investigating ethnicity. *Foreign Language Annals* (New York), **30**, 3, 378-85.

Despite the proliferation of research articles in recent years dealing with language-learning strategies, ethnicity is seen as one variable that has not received a great deal of attention in the literature. Neither is Japanese a language that has been targeted much in any investigation of language-learning strategies. This paper seeks to remedy these deficiencies by presenting the results of an exploratory study attempting to identify the language-learning strategies of learners of Japanese as a foreign language at a tertiary institution. It also seeks to identify the most- and least-favoured strategies of a variety of ethnic groups and to investigate the relationship between ethnicity and language-learning strategy preferences. The results indicate that very little difference in overall strategy use emerged among Asian, English and European-background students. Within strategy categories, however, significant differences did emerge, and in terms of individual strategy use major differences were also found. The author recommends that the results of this initial exploratory study be verified through a follow-up research study utilising a larger number of participants, and collecting data using a variety of both ethnographic and quantitative techniques.

98-393 Haneda, Mari (Ontario Inst. for Studies in Ed., Toronto U.). Second language learning in a 'community of practice': a case study of adult Japanese learners. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 1 (1997), 11-27.

This paper examines adult students learning Japanese as a foreign language (JFL) in a university course. It explores the relevance of Lave and Wenger's (1991) notion of 'community of practice' in a foreign-language setting. The portfolio project described in the paper was introduced to investigate the forms of interaction that characterised the community of practice in this multi-level class. Drawing on audiotaped data from student-teacher conferences and the students' sharing sessions, the paper focuses on the experiences of three students and provides illustrative examples of the way in which the community of practice was instantiated in the classroom. Although the characteristics of learning in this JFL classroom identified in the data fit Lave and Wender's description of a community of practice, the analysis revealed that this notion needs to be extended to account for the significant role of the teacher and of more capable peers in enabling the students to learn in their Zones of Proximal Development (Vygotsky, 1978, 1987).

98-394 Inagaki, Shunji (McGill U.). Japanese and Chinese learners' acquisition of the narrow-range rules for the dative alternation in English. *Language Learning* (Cambridge, MA), **47**, 4 (1997), 637-69.

This article considers issues relating to the second language (L2) acquisition of English argument structure, particularly the dative alternation, which, as is well-known, poses a learnability problem. A study was set up to investigate the acquisition of narrow-range rules governing the dative alternation by adult L2 learners of English: 32 English speakers, 32 Japanese speakers and 32 Chinese speakers participated. Four of Pinker's (1989) narrow-range verb classes were investigated: the Throw class, the Push class, the Tell class, and the Whisper class; participants rated the acceptability of prepositional and double object datives containing both made-up and real verbs in these subclasses. Both Japanese and Chinese speakers distinguished double object datives containing Tell-class verbs from those with Whisper-class verbs, but failed to distinguish double object datives containing Throw-class verbs from those with Push-class verbs. It is suggested that Japanese and Chinese learners' acquisition of the dative alternation in English is governed by the properties of an equivalent structure in their first language relative to the properties of the target structure.

98-395 Johnson, Ruth and Moore, Rita (Southern Illinois U.). A link between reading proficiency and native-like use of pausing in speaking. *Applied Language Learning* (Monterey, CA), **8**, 1 (1997), 25-42.

The research reported in this article investigated whether there is a correlation between a non-native English speaker's reading proficiency in English and the use of native-English-like pausing in reading aloud. Seventy-six English as a Second Language (ESL) students in high intermediate and advanced classes were given two tests, one a read-aloud passage and the other a reading test. The reading test consisted of a Test of English as a Foreign Language (TOEFL) examination, whereas the read-aloud passage was a paragraph that included numerous complex sentences, words in series, and dependent clauses. Results indicate a statistically significant, although moderate, correlation between students' reading test scores and their native-like use of pausing in reading aloud. Further research is recommended to determine whether or not there exists a cause-and-effect relationship, with a view to making recommendations for what to teach in reading and speaking classes, *vis-à-vis* thought groups and breath groups.

98-396 Klein, Wolfgang (Max-Planck-Institut für Psycholinguistik, Nijmegen) **and Perdue, Clive**. The Basic Variety (or: couldn't natural languages be much simpler?) *Second Language Research* (London), **13**, 4 (1997), 301-47.

This article discusses the implications of the fact that adult second language learners (outside the classroom)

universally develop a well-structured, efficient and simple form of language—the Basic Variety (BV). Three questions are asked as to (1) the structural properties of the BV; (2) the status of these properties; and (3) why some structural properties of ‘fully fledged’ languages are more complex. First, the BV is characterised in four respects: its lexical repertoire, the principles according to which utterances are structured, and temporality and spatiality expressed. The organisational principles proposed are small in number, and interact. This interaction is analysed, describing how the BV is put to use in various complex verbal tasks, in order to establish both what its communicative potentialities are, and also those discourse contexts where the constraints come into conflict and where the variety breaks down. This latter phenomenon provides a partial answer to the third question, concerning the relative complexity of ‘fully fledged’ languages—they have devices to deal with such cases. As for the second question, it is argued firstly that the empirically established continuity of the adult acquisition process precludes any assignment of the BV to a mode of linguistic expression (e.g. ‘protolanguage’) distinct from that of ‘fully fledged’ languages and, moreover, that the organisational constraints of the BV belong to the core attributes of the human language capacity, whereas a number of complexifications not attested in the BV are less central properties of this capacity. Finally, it is shown that the notion of feature strength, as used in recent versions of Generative Grammar, allows a straightforward characterisation of the BV as a special case of an I-language, in the sense of this theory. Under this perspective, the acquisition of an I-language beyond the BV can essentially be described as a change in feature strength. [cf. also abstracts 98–379, 98–384, 98–400, 98–405]

98–397 Lee, James F. (The Indiana U.), **Cadierno, Teresa, Gass, William R. and VanPatten, Bill.** The effects of lexical and grammatical cues on processing past temporal reference in second language input. *Applied Language Learning* (Monterey, CA), **8**, 1 (1997), 1–23.

This article examines the hypothesis that learners’ focal attention when processing input for semantic information is on lexical items as opposed to grammatical items (e.g. morphology). The authors present the findings of an investigation in which university students of Spanish from three levels of instruction make tense assignments under two textual conditions: adverbs plus verb inflection and verb inflection only. Processing is measured via two tasks: reconstruction of propositional content and recognition of the tense in which a verb appeared in the passage. The results for both tasks show consistent level differences. Lexical cues significantly improved the reconstruction of the propositional content of the passage learners listened to. These lexical cues did not, however, significantly improve tense recognition.

98–398 Mak, Barley Shuk-Yin (Hong Kong Baptist U.) and **White, Cynthia.** Communication apprehension of Chinese ESL students. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **2**, 1 (1997), 81–95.

Anxiety research in language learning has been carried out largely with English-speaking foreign language learners of Indo-European languages, and, more recently, of Japanese. This article reports the findings of a study into the sources of one type of language learning anxiety, known as communication apprehension, among Chinese ESL (English as a Second Language) students in New Zealand secondary schools. The relative importance of a number of sources of communication apprehension—educational, social and cultural—was investigated by means of interviews and a ranking exercise. In addition, a questionnaire and classroom observation session explored its sources in relation to certain in-class practices, such as questioning, voluntary speaking and pair work. Results indicate that the language distance between Chinese and English contributed strongly to communication apprehension among the Chinese ESL students; and that, within the classroom, important sources were an emphasis on voluntary speaking, insufficient preparation for speaking, and fear of negative evaluation. The article concludes with a number of suggestions for future avenues of research into communication apprehension and language learning anxiety.

98–399 McLure, Roger and Reed, Paul (Keele U.). Making the most of *vrais amis*: a study in pedagogical economy. *IRAL* (Heidelberg, Germany), **35**, 4 (1997), 277–91.

One important lexical difficulty experienced by learners of a foreign language (L2) is that of knowing when to use perfectly common words in the L2 which pose no problem of retention or recall. This article examines in particular why the French verb of motion *passer* is used so much more widely in French than its English cognate *pass* is in English. Those features of *passer* which distinguish it from similar French verbs of motion are first identified; and it is concluded that the key to the ubiquity of *passer* is a relatively neutral semantic content. This is confirmed by its syntactical behaviour: the number of prepositions with which *passer* combines is uncharacteristically high for a French verb of movement, whose semantic specificity normally imposes severe restrictions on collocational possibilities. A final section, devoted to English translation equivalents of *passer*, shows the extent to which English avoids the abstractness of *passer* and its English cognate *pass*, preferring, on the whole, more concrete alternatives, and thus reflecting what are generally considered to be divergent tendencies within the two languages.

98-400 Meisel, Jürgen M. (U. of Hamburg). The L2 Basic Variety as an I-language. *Second Language Research* (London), **13**, 4 (1997), 374–85.

The Basic Variety (BV), as defined by Klein and Perdue [cf. abstract 98-396], is understood as an instantiation of the essential properties of the human language capacity, and although, as the 'initial fossilisation point' of adult second language (L2) acquisition, it lacks crucial features of fully fledged languages, the claim is that the BV is a natural language in the sense that it is constrained by principles of Universal Grammar (UG). This paper raises a few points which may cast some doubt on the claim that the BV is an I-language. At the core of this debate, as far as (morpho)syntactic issues are concerned, one finds the problem of determining the role of functional categories in BV grammar. Crucially, in L2 acquisition in general and in the BV in particular, one does not find the same kind of developmental relation between the acquisition of overt inflectional morphology and word order patterns as is evidenced in first language (L1) development. It is concluded that neither UG nor the universal component of the language faculty, as envisaged by Klein and Perdue, can account adequately for the essential properties of L2 interlanguages, including the BV. One important reason is that, rather than relying on structure-dependent operations, as in L1 development, L2 learners resort to strategies referring to sequential ordering of surface strings. If this is correct, L2 varieties are a mix of both UG-constrained and non-grammatical cognitive processes.

98-401 Nagata, Noriko (U. of San Francisco). Input vs. output practice in educational software for second language acquisition. *Language Learning and Technology* (<http://polyglot.cal.msu.edu/llt>), **1**, 2 (1998), 23–40.

This paper presents an experiment concerning the relative effectiveness of computer assisted comprehension practice and production practice in the acquisition of a second language. Two computer programs were developed: (a) an input-focused program providing students with explicit grammatical instruction and comprehension exercises and (b) an output-focused program providing the same grammatical instruction together with production exercises. The results of the study show that the output-focused group performed significantly better than the input-focused group for the production of Japanese honorifics and equally well for the comprehension of these structures. The study is taken as support for Swain's argument that there are roles for output in second language acquisition that are independent of comprehensible input.

98-402 Nas, Marly and van Esch, Kees. Attitude en motieven bij volwassen leerders van Spaans. [Attitudes and motives of adult learners of Spanish.] *Levende Talen* (Amsterdam), **526** (1998), 51–5.

The authors investigated attitudes towards Spanish and the motives for learning it among 68 adult learners. The

informants were recruited from four different school levels, though all with the same Spanish teacher; and they were given lists of statements to be rated on five-point scales. Attitudes were more positive among the informants from the higher levels, and they were more positive with increasing age, except among informants over 50, where they were the least positive. Among the youngest group of learners (age 19–30), the most popular motives for learning Spanish were *travel*, *general knowledge*, and *cultural motives*; the older informants also considered *friendship* and *social motives* important. The relationship between attitudes/motivation and school achievements was unclear. The authors argue that teachers should be aware of adult learners' motives and should adapt their curriculum to cater for these motives—for example, in text selection.

98-403 Oxford, Rebecca L. (U. of Alabama). Cooperative learning, collaborative learning, and interaction: three communicative strands in the language classroom. *The Modern Language Journal* (Madison, WI), **81**, 4 (1997), 443–56.

This article describes important distinctions among three strands of communication in the foreign or second language classroom: *cooperative learning*, *collaborative learning*, and *interaction*. These three strands have different connotations, which, it is claimed, when understood, can help us better comprehend language learning and teaching. Cooperative learning is taken to refer to a particular set of classroom techniques that foster learner interdependence as a route to cognitive and social development. Collaborative learning is seen as having a 'social constructivist' philosophical base, which views learning as construction of knowledge within a social context and which therefore encourages acculturation of individuals into a learning community. Interaction is seen as the broadest of the three terms, referring to personal communication, which is facilitated by an understanding of four elements: language tasks, willingness to communicate, style differences, and group dynamics.

98-404 Polio, Charlene and Gass, Susan (Michigan State U.). Replication and reporting: a commentary. *Studies in Second Language Acquisition* (New York), **19**, 4 (1997), 499–508.

This paper addresses the need for replication studies in the field of second language acquisition and discusses the problems surrounding standards of reporting research. A particular focus is on the level of detail necessary for replication to take place. The lack of uniform standards is noted, with specific examples of problematic reporting taken from descriptions of second language learners' proficiency levels and measures of linguistic accuracy in second language writing research. The authors propose ways which they believe will lead to more thorough reporting of research and which will therefore allow others to engage in replication.

98-405 Schwartz, Bonnie D. (U. of Durham). On the basis of the Basic Variety ... *Second Language Research* (London), **13**, 4 (1997), 386-402.

This paper aims to consider, from a generativist acquisition standpoint, the interplay between source language and target language in relation to two of the central points in the Klein and Perdue article on the Basic Variety (BV) [*cf. abstract 98-396*]. The first point concerns the stance Klein and Perdue take towards second language (L2) data: they argue—and the present author agrees—that the analysis of the target language should not be used as the model for analysing interlanguage data. It is argued here, however, that the grammar of the first language (L1) should be used (initially) and that, in fact, the structure of the L1 is pivotal to understanding L2 development and hence to theorising about L2 acquisition. The second point addresses the authors' most theoretical claim: that, under the technical assumptions of Minimalism, the BV is a '“perfect” I-language'—'perfect' in that all its features are [weak]. This proposal is contested here. Firstly, the author seeks to show—granting for the sake of argument that the allegedly universal characteristics of the BV hold—that this analysis fails and that L1 feature strength instead must be appealed to initially. Second, it is suggested that the apparent universal characteristics of the BV are just that: apparent. The fact that the BV has the particular characteristics it does is claimed to be but a function of the particular target languages in the project.

98-406 Standwell, G. J. The English articles: a world wide exception? *IRAL* (Heidelberg, Germany), **35**, 4 (1997), 269-76.

This article is concerned with English article usage and the difficulties this poses for non-native learners of English. The author affirms that the English use of especially the definite article is fundamentally at variance with that of most (if not all) languages which have articles. The basic uses of the articles in languages which have them is first outlined. The author then runs briefly through the well-known ways in which English differs from other languages and next proceeds to demonstrate more subtle differences which tend only to show up when the articles are misused by foreign students of English. The errors discussed are mainly taken from written work produced by Portuguese students of English.

98-407 Storch, Neomy (U. of Melbourne). The editing talk of adult ESL learners. *Language Awareness* (Clevedon), **6**, 4 (1997), 221-32.

Passage-editing tasks are often assigned to students in second/foreign language classes, yet there seems to be very little research investigating whether such tasks are suitable for focusing learners' attention on the grammatical structures targeted by the teacher nor on how such learners make grammatical decisions. The study reported here investigated the talk of 14 intermediate learners of English as a Second Language (ESL) in a

tertiary setting as they performed a passage-editing task collaboratively, in pairs or triads. The data, transcripts of the students' dialogues, were analysed for the kind of talk the task elicited, the grammatical items which drew the most attention from the learners, and the knowledge sources the learners used in making or defending their grammatical decisions. The analysis reveals that a passage-editing task is an appropriate pedagogic task which draws learner attention to language choices, although it may not necessarily draw attention to the language items targeted by the teacher. Furthermore, the study shows that intermediate adult learners often rely on their intuition in making grammatical decisions but that they tend to reach more accurate decisions when they rely on a range of knowledge sources at their disposal.

98-408 Van der Branden, Kris (Catholic U. of Leuven, Belgium). Effects of negotiation on language learners' output. *Language Learning* (Cambridge, MA), **47**, 4 (1997), 589-636.

The quasi-experimental study reported here investigated the effects of various types of negotiation on learners' output. Three groups of 16 child learners of Dutch (native and non-native speakers) participated in the study, which asked them to orally describe a series of pictures to a partner in a communicative context. The results showed that the extent to which, and the ways in which, the participants interactionally modified their output during negotiations were determined by the type of negative feedback they received. The negotiations also had significant delayed effects: performing the same communicative task with another partner in a post-test, the language learners who had been pushed in preceding negotiations produced a significantly greater quantity of output, provided more essential information, and displayed a greater range of vocabulary than language learners in a comparison group who had not been pushed. On the other hand, the negotiations had no significant effects on the syntactic complexity nor on the grammatical correctness of the learners' output during the post-test.

98-409 Vandergrift, Laurens (U. of Ottawa). The comprehension strategies of second language (French) listeners: a descriptive study. *Foreign Language Annals* (New York), **30**, 3, 387-409.

This paper reports on a study of the relationship between the types of listening comprehension strategies reported, the frequency of their use, and the differences in reported use across four variables: level of language proficiency, gender, listening ability, and learning style. High school students of French reported on their thought processes during a think-aloud procedure. All students reported using metacognitive and cognitive strategies, with an overall increase in total number of strategies reported by proficiency level. Results indicate clear differences in reported strategy use by listening ability and proficiency level. The use of metacognitive strategies, such as comprehension moni-

toring, problem identification, and selective attention appeared to be the significant factor distinguishing the successful from the less successful listener. Differences for gender were minimal, and differences for learning style were inconclusive. A qualitative analysis of representative protocols also pointed to the integral role of metacognitive strategies, as well as differences in the use of prior knowledge, inferencing, prediction skills, and monitoring. Results are discussed in the light of information-processing theory; and the paper concludes with pedagogical implications.

98-410 Vandergrift, Laurens (U. of Ottawa). The Cinderella of communication strategies: reception strategies in interactive listening. *The Modern Language Journal* (Madison, WI), **81**, 4 (1997), 494–505.

Interactive listening plays an important role in language learning. Specifically, the effective use of reception strategies by listeners in interaction can both resolve immediate comprehension problems and facilitate long-term language learning. The study reported here investigated the types of reception strategies and the frequency of their use by students of French aged 16 and 17 at different levels of language proficiency, measured by an oral proficiency interview as designed by ACTFL/ETS (American Council on the Teaching of Foreign Languages/Educational Testing Service). A number of distinct strategies were identified. Students with novice-level proficiency made greater use of kinesics, global reprises, and hypothesis testing in English to clarify meaning or solicit further input. Students with intermediate-level proficiency also used these strategies, but less frequently and in qualitatively different ways. In addition, they more often used the strategy of uptaking. Results are discussed in the light of cognitive and social constraints; and pedagogical implications are presented.

98-411 Yuan, Boping (U. of Cambridge). Asymmetry of null subjects and null objects in Chinese speakers' L2 English. *Studies in Second Language Acquisition* (New York), **19**, 4 (1997), 467–97.

One of the differences between Chinese and English is that the former allows both null subjects in finite sentences and null objects, but the latter allows neither. This cross-linguistic variation is believed to be related to the underspecification of *l* and topic drop in Chinese but not in English. This paper reports on an empirical study investigating the unlearning of null subjects and null objects by 159 Chinese learners in their second language (L2) acquisition of English. In first language (L1) acquisition, it has been found that English-speaking children display an asymmetry by frequently allowing null subjects but rarely null objects. The results of this study indicate that there is an asymmetry in Chinese learners' L2 English, which, however, is opposite to that found in English L1 acquisition: Chinese learners are able to reject the incorrect null subject in English, but unable to detect the ungrammaticality of the null object. It is proposed that the unlearning

of null subjects by Chinese learners of English is triggered by the evidence in their input indicating the specification of AGR(ement) and T(ense) in English, and that the difficulty in the unlearning of null objects is related to the lack of informative evidence to unset the [+ topic-drop] setting in Chinese learners' L2 English.

Language testing

98-412 Davies, Alan (U. of Edinburgh / U. of Melbourne). Demands of being professional in language testing. *Language Testing* (London), **14**, 3 (1997), 328–39.

The need for a strong ethical foundation in the social sciences, which include language testing, is discussed. It is suggested that such a foundation can be developed through the process of 'professionalising'. The need for a professional morality in addition to public and individual moralities is proposed, and the importance of a professional morality to individual members and to other stakeholders is explained: professions establish contact with the public and at the same time must protect their members. The intrusive nature of language testing research and the normative role of language tests raise ethical questions regarding professional practice. Critical approaches to language testing expose the importance of carefully examining alternative assessment proposals and of making clear the validity of the assessment methods used by the profession. Given the weakness of sanctions for a social science profession such as language testing, what members are now doing is creating an 'ethical milieu' through professional training and professional activities—forming an association, establishing journals and WWW pages, issuing codes of practice, developing qualifications—thereby making explicit the public engagement of members in a common task. Such explicitness is taken to show both the reach and the limits of the profession's morality.

98-413 Elder, Cathie (U. of Melbourne). What does test bias have to do with fairness? *Language Testing* (London), **14**, 3 (1997), 261–77.

This article reports on the issue of bias in school examinations as it affects languages other than English (LOTE) learners from different first language backgrounds. Statistical methods for detecting test bias claim to be ethically neutral, in that they do no more than demonstrate whether or not there are systematic discrepancies in test performance across groups. However, they leave unanswered the question of whether the criterion adopted as benchmark for group comparisons is fair. The determination of whether a test, or parts of a test, are biased depends ultimately on how the test construct is defined (and on who is defining it). What may appear to be an instance of bias or distortion in the measurement process may, on closer analysis, turn out to be an indication of real differences in the ability which the test aims to measure. This issue is discussed with reference to a scheme introduced in the Victorian State of