

97-480 Winser, W. N. (U. of Wollongong, Australia). Literacy development and teaching East and West: culture and context/text relations. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **1**, 1 (1996), 19-37.

The problem of crossing cultural boundaries in the task of learning and teaching English literacy is examined, with particular reference to dominant approaches to teaching literacy and unexamined assumptions about the use of Western models of language learning. The possibility that target groups of students in Asian (and especially mainland Chinese) contexts may not find these models conducive to effective learning of English is explored, and some features of Asian understandings of discourse and of preferred learning styles are discussed. It is argued

that a systemic-functional theory of language, developed under the influence of Chinese linguists, may provide a more appropriate and effective means of developing culturally sensitive approaches to literacy development and teaching, since such a model can systematically predict text/context relations and allows teachers to construct learning activities that reflect Asian students' expectations and needs. Some features of such an approach are described, including methods of modelling text and involving students in the negotiation of meaning as texts are constructed.

97-481 Wolfram, Walt and Friday, William C. (North Carolina State U.) The role of dialect differences in cross-cultural communication: proactive dialect awareness. *Bulletin Suisse de Linguistique Appliquée* (Neuchâtel, Switzerland), **65** (1997), 143-54.

The importance of dialects is often neglected in studies of intercultural communication. There are, however, numerous human, scientific and sociocultural reasons for supporting the integration of dialect study in school programmes for both mother-tongue and foreign language learning. This paper outlines the components of an experimental proactive dialect awareness programme, designed for primary school students in the United States, in which cognitive, affective and social parameters are considered. It includes an example of inductive work on dialect forms which takes students through the steps of

hypothesis formation and testing. Other methods described include awareness-raising through the confrontation of stereotypes, role-play as a way of understanding language pidginisation, and the use of dialect ethnography in the local community. The positive results claimed for such programmes are seen as the replacement of stereotyped mythology about dialects with informed knowledge, the development of a positive understanding of the complexity and naturalness of language variations, and the treatment of the local community as a resource to be valued rather than a liability to be overcome.

Language learning

97-482 Bisailon, Jocelyne (Laval U.). Interrelations entre la mise en texte, la révision et le traitement de texte chez quatre scripteurs en langue seconde. [The relationship between writing, revising and word-processing in four second-language writers.] *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 3 (1997), 530-65.

This article presents the results of a research project which describes the writing processes of four advanced learners in French as a second language as they used word processing software. The results show that writers spend significantly more time correcting text already written than formulating their own ideas. After writing an average of four words in a row,

they would return to make corrections, mostly at the word level. The main reason for these interruptions is their lack of typing skills, and the other reason, which *should* be the main reason, is their preoccupation with meaning. The article concludes with suggestions for teaching writing in a second language using word processing more efficiently.

97-483 Chapelle, Carol (Iowa State U.). CALL in the year 2000: still in search of research paradigms? *Language Learning and Technology* (<http://polyglot.cal.msu.edu/llt>), **1**, 1 (1997), 19-43.

Advancements in the design and use of computer-assisted language learning (CALL) activities require that key questions about CALL be identified and

effective research methods be used to answer them. This paper suggests looking to research on other types of second language (L2) classroom learning activities

for guidance in framing CALL research questions and in discovering relevant research methods. The paper begins with examples from the CALL literature demonstrating the diverse perspectives (e.g. cognitive psychology, constructivism, psycholinguistics) which have been suggested as ways of approaching CALL research. There then follows a summary of the research questions and methods of L2 classroom research with emphasis on the 'interactionist' approach and

discourse analysis. Using three examples, i.e. computer-mediated communication, a microworld, and vocabulary in reading, the paper illustrates how similar discourse analysis methods can address essential descriptive and evaluative questions about CALL activities. Finally, some implications of this perspective for design and investigation of CALL activities are outlined.

97-484 Chun, Dorothy M. (U. of California, Santa Barbara) and **Plass, Jan L.** (U. of New Mexico). Research on text comprehension in multimedia environments. *Language Learning and Technology* (<http://polyglot.cal.msu.edu/llt>), **1**, 1 (1997), 60-81.

Based on underlying theories of second language (L2) reading comprehension and text comprehension with multimedia, and in light of the new tools and modes of information presentation that are now available, researchers have a variety of avenues for studying how people comprehend text in a second language with the help of multimodal instructional materials. This paper discusses how L2 reading research is focusing increasingly on the cognitive processes involved in reading, that is, the interaction

of lower-level, bottom-up processes such as vocabulary acquisition, with higher-level, top-down processes such as activating prior knowledge. The authors combine this knowledge with current research on learning with multimedia, focusing on how learners integrate verbal and visual information, particularly with respect to the individual differences among learners that moderate, if not determine, learning processes.

97-485 Clark, Eve V. and Svaib, Trisha A. (Stanford U.). Speaker perspective and reference in young children. *First Language* (Chalfont St. Giles), **17**, 1 (1997), 57-74.

When speakers choose a word, they choose the perspective from which they wish to present an entity or an event. The present study tested the hypothesis that young children accept multiple perspectives from an early age: that is, they know that two terms can refer to the same entity, as shown by their comprehension and production of multiple terms for the same referent. A total of 36 children aged 2;2 to 4;8 answered questions about pictures that required shifts

in level (e.g. from *cat* to *animal* or the reverse) or domain (e.g. from *dog* to *sailor* or the reverse). Even the youngest two-year-olds managed both tasks: they understood multiple terms for the same referents and also produced second terms for referents that had already been labelled. These data support a many-perspectives view of lexical acquisition over a single-perspective view.

97-486 Confais, Jean-Paul (U. Toulouse 2). Métalangage grammatical et apprentissage des langues. [Grammatical metalanguage and language learning]. *Les Langues Modernes* (Paris), **1** (1997), 19-28.

This paper discusses the problems which may arise in second language (L2) teaching and learning as a result of interference from the grammatical metalanguage of the first language (L1). It is argued that, if a metalanguage implicitly embodies a theory of language, and if, as is usually the case, L2 learners have at least some knowledge and experience of the metalanguage of their L1, it is probable that the conceptual habits associated with this knowledge will interfere with the learners' cognitive work on the L2.

Drawing examples from French, the paper reviews the ways in which the metalanguage itself, especially in abbreviated and elliptical form, can embody misleading concepts. In the context of a projected cross-linguistic harmonisation of grammatical terminology, the paper compares German and French published grammars of German and exemplifies misleading conceptualisations in both. The paper concludes with a plea for improved grammatical education for those training to be teachers.

97-487 Davis, James N. (U. of Arkansas) and **Lyman-Hager, Mary Ann** (Pennsylvania State U.). Computers and L2 reading: student performance, student attitudes. *Foreign Language Annals* (New York), **30**, 1 (1997), 58-72.

This paper reports a study which investigated the ways intermediate-level undergraduate students of French interacted with a computerised second language (L2) reading gloss from three perspectives: (1) the relationship between the group's choice of program options and the quantity and accuracy of their comprehension; (2) individual user styles; and (3) student perceptions of the effectiveness of the program. Opinions of the software were unanimously favourable, although there was no evidence of a relationship between computer use and comprehension.

While many types of information were available to them, students tended to consult almost exclusively word definitions provided in English. Comparisons of tracker data with recall protocols implied that comprehension might have improved had other program components also been accessed. The paper concludes with suggestions for more effective L2 reading software design for students at this instructional level, as well as with indications of likely directions for future research.

97-488 Deželjin, Vesna (Zagreb U.). Poznavanje stranoga jezika kao izvor interferencije pri učenju novoga stranog jezika. [Interference from a previously learned foreign language in learning a new foreign language.] *Strani Jezici* (Zagreb), **25**, 3-4 (1996), 180-9.

Learning a foreign language is a comprehensive process which includes the knowledge of the mother tongue as well as the knowledge of every other foreign language that the learner has already studied. For a long time experts have been aware of the existence of the transfer of knowledge and, in particular, of the importance of negative transfer in the process of learning a foreign language: error analysis deals with the development of the learner's interlanguage and with its relation to the target language. In order

to gain a complete picture of the learner's interlanguage, it is essential to take into consideration all the languages previously studied. This paper presents research that was carried out in Zagreb among the first year university students of Italian. For some 85%, English was their first foreign language, and the study showed interference between English and Italian, which was most obvious in the use of the articles, a linguistic category that does not exist in the students' mother tongue.

97-489 Dörnyei, Zoltán (Eötvös Lorand U.) and **Scott, Mary Lee** (Brigham Young U.). Review article. Communication strategies in a second language: definitions and taxonomies. *Language Learning* (Cambridge, MA), **47**, 1 (1997), 173-210.

This review article examines trends in second language communication strategy (CS) research to date. A comprehensive review is provided of the relevant literature from the previous two decades, with particular consideration of the different ways in which CSs have been defined and of corresponding influences on the organisation of strategy taxonomies. The

history of CS research is first outlined, and problem-orientedness and consciousness as defining criteria for CSs are discussed. A comprehensive list of strategic language devices is then offered, and the major CS taxonomies are described, with key trends noted, and with special attention paid to current and future research orientations.

97-490 Eldridge, John (Eastern Med. U., N. Cyprus). Code switching in a Turkish secondary school. *ELT Journal* (Oxford), **50**, 4 (1996), 303-11.

English language teachers who teach in monolingual environments have for a very long time been concerned about reducing or even abolishing student use of the mother tongue in the language classroom. The reason for this is presumably to maximise the amount of time spent using the target code, and thus improve learning efficiency. This study describes and

analyses the code-switching of young learners in a Turkish secondary school. It seeks to show that there is no empirical evidence to support the notion that restricting mother tongue use would necessarily improve learning efficiency, and that the majority of code-switching in the classroom is highly purposeful, and related to pedagogical goals. The issue of

how language alternation in the classroom is treated is of central methodological importance, and one, it is argued, that has enormous implications for practis-

ing language teachers. It is therefore vital that its causes, motivations, and effects are better understood.

97-491 Ellis, Rod and Heimbach, Rick (Temple U.). Bugs and birds: children's acquisition of second language vocabulary through interaction. *System* (Oxford), **25**, 2 (1997), 247-59.

This article is a report of a small-scale study of the effects of meaning negotiation on young children's acquisition of word meanings. The children listened individually and in small groups to directions containing words unknown to them. They were encouraged to negotiate their understanding of the directions. The results show that the children varied in their ability or willingness to negotiate; that they negotiated more effectively when part of a group; that negotiation aided comprehension; that the

extent to which individual children negotiated was not related to their acquisition of word meanings; and that there was no direct relationship between the children's comprehension of the teacher's directions and the target words. These results suggest that meaning negotiation may play a less prominent role in acquisition for children than it does for adults. They also raise questions about when negotiated input works for acquisition and when it does not.

97-492 Frischherz, Bruno (U. Fribourg). Zweitspracherwerb durch Kommunikation. Eine diskursanalytische Untersuchung zum Zweitspracherwerb türkischer und kurdischer Asylbewerber in der Deutschschweiz. [Second language acquisition through communication. A discourse analysis study of the second language acquisition of Turkish and Kurdish asylum-seekers in German-speaking Switzerland.] *Bulletin Suisse de Linguistique Appliquée* (Neuchâtel, Switzerland), **65** (1997), 47-65.

This article is based on an empirical cross-sectional study of the second language (L2) acquisition of first-language (L1) Turkish and Kurdish asylum-seekers in the German-speaking part of Switzerland. It was found that the L2 acquisition of asylum-seekers takes place under extreme psychosocial conditions; and that, for the majority of them, language contacts with Swiss people outside the classroom are rare and often overshadowed by negative encounters. Such contacts, however, in which the learner plays an active role, are crucial for successful language learning. Discourse

analysis suggested that the fastest learners use combinations of discourse techniques like self-initiated self-repair, requests for linguistic help, and comprehension checks. Roughly 70% of the self-initiated self-repair attempts result in an actual repair of the 'incorrect' utterances, i.e. afterwards they correspond with the target norm. The analysis also showed that beginners depend on the helping role of L1 speakers when they communicate. The results are taken to confirm that language acquisition not only requires input, but above all interaction.

97-493 Gathercole, Virginia C. Mueller (U. of Wales, Bangor) and **Min, Haesik** (State U. of New York). Word meaning biases or language-specific effects? Evidence from English, Spanish and Korean. *First Language* (Chalfont St. Giles), **17**, 1 (1997), 31-56.

This study examines the hypothesis that children learning distinct languages will show differential adherence to proposed word-meaning biases. English-, Spanish-, and Korean-speaking pre-schoolers were tested for their extension of new nouns to referents that shared shape, substance and/or functional properties with the initial referent. English- and Spanish-speaking subjects performed differently from Korean-speaking children. Korean

speakers gave more substance-based responses than the other groups, and their responses took functional information into account, while those of Spanish and English speakers did not. Results lend support to the position that children's first best guesses about the meanings of new words are dependent on the structure of the language they are learning, and challenge the notion that children have universal word learning biases.

97-494 Gibson, Bob (Edinburgh U.). Talking the test: using verbal report data in looking at the processing of cloze tests. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **8** (1997), 54-62.

This paper discusses the use of verbal report procedures as research tools, with reference to the author's own investigation of the cognitive processes of second language cloze test-takers. The credibility of introspective data, and issues of informal training, language of reporting, and interviewer behaviour, are considered. An alternative, and less labour-intensive, procedure called annotated cloze (AC) is also described: here the informants are required not to verbalise their processing, but to write it down in real

time during the task. The pros and cons of this procedure are discussed, and it is suggested that, although the risk of information loss through the use of AC is a serious one, comparison of its products with those of think-aloud protocols should provide some insight into what it fails to record. The author intends to refine the AC task and an accompanying questionnaire and subsequently to apply these to the gathering of data from a larger number of informants than would be possible with an oral report procedure.

97-495 Harris, Michael (U. of Alcalá de Henares). Self-assessment of language learning in formal settings. *ELT Journal* (Oxford), **51**, 1 (1997), 12-20.

It is widely accepted that self-assessment is a key learning strategy for autonomous language learning, enabling students to monitor their progress and relate learning to individual needs. This article discusses the role of self-assessment in formal educational settings, where there is less room for self-directed learning. Paradoxically, it is perhaps in these settings that self-assessment is most needed to focus learners' perceptions of progress. Students are

often passive in their approach to learning, and may become demotivated if they cannot see any clear progress. Self-assessment may produce learners who are more active and focused, and better placed to assess their own progress in terms of communication. This article discusses these issues, and makes some practical suggestions for carrying out self-assessment at both secondary school and university level.

97-496 Hsieh, Liang-Tsu Grace (Nat. Pingtung Inst. of Commerce). A study of Chinese students' Chinese/English decoding strategies. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **1** (1996), 87-106.

This paper reports an investigation of the effects of writing systems on Chinese subjects' decoding strategies in both Chinese and English. Subjects' length of residence in the U.S. was considered as the environmental effect on subjects' use of strategies on decoding Chinese and English words. Test materials include short-term memory word-recognition tests and long-term memory cued-recall tests. Following

one-by-one interviews were conducted. 17 Chinese subjects and 8 American subjects participated in this study. The results suggest that both writing systems and learning environment are significant factors in subjects' application of graphic, phonological or semantic strategies in decoding Chinese and English words.

97-497 Jarvis, Jennifer and Robinson, Mark (Leeds U.). Analysing educational discourse: an exploratory study of teacher response and support to pupils' learning. *Applied Linguistics* (Oxford), **18**, 2 (1997), 212-28.

This paper presents a framework for the analysis of verbal interaction between teacher and pupils in primary-level EFL (English as a Foreign Language) lessons. The analysis attempts to illuminate the support to learning which can be offered by the teacher's responsiveness to pupils. Theoretically, it seeks to relate understandings from discourse analysis and educational psychology, by suggesting ways in which the functions and patterning of classroom discourse can be understood in relation to a Vygotskian

view of the interactive nature of learning. Some of the theoretical challenges which have arisen are explored. The paper is based on a research project aiming to describe forms of teacher responsiveness to pupils in relation to their effect on the potential creation of shared meaning in the classroom. The research data-base includes audio and video tapes from EFL classes in Malaysia, Malta, and Tanzania. The paper summarises the first stage of the research, which began in the 1993/4 academic year.

97-498 Jeanneret, Thérèse (U.of Neuchâtel). Mise en discours de différences interculturelles. [Intercultural differences in discourse.] *Bulletin Suisse de Linguistique Appliquée* (Neuchâtel, Switzerland), **65** (1997), 67-81.

This paper examines the way in which non-native speakers of French co-construct meaning in intercultural discussions, based on the analysis of taped discussions about intercultural differences. It is suggested that the students taking part in these discussions have three main goals: to ensure intergroup comprehension (particularly important in this context since all interactants were non-native speakers of French), to construct meaningful discourse about intercultural differences, and to learn French. The analysis examines how students collaborate in the achievement of these goals, through co-construction at the lexical, syntactic and pragmatic levels. On a

didactic level, it is suggested that it may be useful to explicitly teach these co-constructions, since they offer opportunities for language acquisition. On a conversational level, the paper demonstrates how non-native speakers use collaborative methods to achieve their conversational goals. Finally, in terms of linguistic theory the paper challenges the assumption in conversational analysis that the basic unit of analysis is a speaker turn, by demonstrating how single speakers can construct different unities within one 'turn' and how more than one speaker can co-construct units which seem better analysed as single turns.

97-499 Kitajima, Ryu (San Diego State U.). Referential strategy training for second language reading comprehension of Japanese texts. *Foreign Language Annals* (New York), **30**, 1 (1997), 84-97.

Coreferential ties play an important role in extended discourse by connecting different sentences in the text mediated by common referents. Yet monitoring referential ties is a problematic area, causing miscomprehension in L2 (second language) reading. One factor involved in this problem is the variation of cohesive devices of coreferentiality among different languages. This study examines whether or not strategy training that orients students' attention toward referential processes will help them comprehend a Japanese narrative. Two groups of students enrolled in a fourth-semester Japanese course participated in this

study. The experimental group received in-class strategy training that focused on solving referential problems and using syntactic and discourse cues. In a posttest, the students were asked to read a Japanese narrative and to rewrite the contents in English. The results show that the experimental group of students comprehended the story at the macro level significantly better than the control group of students. These results suggest that strategy training that directs students to focus on monitoring referential ties is beneficial to L2 readers' reading comprehension.

97-500 Klecan-Aker, Joan S. (Texas Christian U.) and **Caraway, Teresa H.** (Oklahoma City). A study of the relationship of storytelling ability and reading comprehension in fourth and sixth grade African-American children. *European Journal of Disorders of Communication* (London), **32**, 1 (1997), 109-25.

The purpose of the present investigation was to examine the relation of storytelling skills to achievement in reading comprehension in African-American children. Socioeconomic status, gender and developmental level of children's stories were examined as predictors of reading achievement. A total of 80 children in the fourth and sixth grades

served as subjects. Results indicated that correlations of the narrative variables with reading achievement were significant for story level (0.37) and clauses per T-unit (0.33). The results are discussed relative to the effect of oral language on academic achievement and the importance of examining this relationship in culturally and linguistically diverse groups.

97-501 Kupferberg, Irit (Tel Aviv U.) and **Olshtain, Elite** (The Hebrew U.). Explicit contrastive instruction facilitates the acquisition of difficult L2 forms. *Language Awareness* (Clevedon), **5**, 3/4 (1996), 149-65.

Proponents of the cognitive information-processing approach view linguistic input salience as an important factor in promoting second language (L2) acquisition. Salient input facilitates explicit learning by

assisting the learners to attend to the new L2 forms, as they formulate new rules or restructure old ones. Attending to the input, learners may notice a specific linguistic feature in it. Noticing is defined as detecting

the new form and rehearsing it in short-term memory. Selinker theorises that learners often make an L1-L2 equation which may result in erroneous rule formulation. This comparison may be related to rehearsal in short-term memory. Sharwood Smith further suggests the promotion of enhanced contrastive input for difficult language items. The study reported here tested the effect which such input has on the acquisition of difficult grammatical structures

in English by speakers of Hebrew. All the subjects were exposed to natural linguistic input while the experimental group was also exposed to contrastive linguistic input. The major finding was that the treatment significantly affected the experimental group's achievement on both recognition and production tasks. It was concluded that explicit contrastive input facilitates noticing, and therefore is conducive to the acquisition of difficult L2 forms.

97-502 Larsen-Freeman, Diane (Sch. for Internat. Training, Battleboro, Vermont). Chaos/complexity science and second language acquisition. *Applied Linguistics* (Oxford), **18**, 2 (1997), 141-65.

There are many striking similarities between the new science of chaos/complexity and second language acquisition (SLA). Chaos/complexity scientists study complex nonlinear systems. They are interested in how disorder gives way to order, of how complexity arises in nature. 'To some physicists chaos is a science of process rather than state, of becoming rather than being' (Gleick 1987). This paper argues that the study of dynamic, complex nonlinear systems is meaningful

in SLA as well. Although the new science of chaos/complexity has been hailed as a major breakthrough in the physical sciences, some believe its impact on the more human disciplines will be as immense. The paper seeks to affirm this belief by demonstrating how the study of complex nonlinear systems casts several enduring SLA conundrums in a new light.

97-503 Lietz, Gero (Adam Mickiewicz U., Poland). Zwischensprachliche Interferenz als Fehlerquelle in schriftlichen Arbeiten polnischer Germanistikstudenten. [Interlanguage interference as a cause of errors in the written work of Polish students of German.] *Glottodidactica* (Poznan, Poland), **24** (1996), 73-120.

This article looks at error analysis with particular reference to errors due to negative transfer from the mother tongue. It describes an empirical study including 537 essays and Polish-German translations written by advanced learners of German at two Polish universities. Based on the statistical results of this study, main fields of Polish-German negative transfer are pointed out and discussed. The results show clearly that interference is not only a problem of beginners, but also of advanced learners at university level. About 25% of the total number of errors

are caused by negative transfer (mainly from Polish, in some cases also from English as a third language). The interference rate in the translations, however, has proved to be somewhat higher than in the essays. The results of the error analysis described in this article show once again that the learners' mother tongue should be taken into account in the process of foreign language teaching. Realising the contrasts and the similarities between two languages can help to prevent negative transfer.

97-504 Mahoney, Dino (City U. of Hong Kong), **Hull, Jonathan** (Tsukuba U.) and **Shillaw, John** (Glasgow U.). Storing simple stories: narrative recall and the Chinese student. *Language, Culture and Curriculum* (Clevedon), **10**, 1 (1997), 66-87.

Several recent studies have demonstrated the importance of discourse organisation for the comprehension and recall of various discourse genres. This paper reports a study which investigated the presence of a formal schema in second language reading comprehension of short narratives. In all, four factors in the operation of formal schemata in the recall of written narrative texts by a group of students at the City

University of Hong Kong were investigated. These were: quantity of recall, temporal sequence of recall from story-schematic and input versions of stories, the effects of second language proficiency level on quantity of recall, and the quality of recall. Evidence was found indicating the effects of temporal sequence on recall. The possible influence on recall of certain variables is also explored.

97-505 McGroarty, Mary E. (Northern Arizona U.) and **Zhu, Wei** (U. of Texas, Pan American). Triangulation in classroom research: a study of peer revision. *Language Learning* (Cambridge, MA), **47**, 1 (1997), 1-43.

This study investigated the effects of training for peer revision in college freshmen English composition classes. Four instructors and 169 students participated. Each instructor taught one class in the experimental condition, which included training for peer revision via instructor conferences, and one class in the control condition, which employed peer revision without such training. The effects of training were assessed in terms of: (a) students' ability to critique

peer writing; (b) quality of student writing; and (c) students' attitudes towards peer revision and writing in general. Different measures, data sources and methods were used; this combination not only allowed triangulation of the finding that training for peer revision improved students' ability to critique peer writing and their attitudes toward peer revision, but also illuminated other aspects of peer revision processes.

97-506 Mendoza de Hopkins, Nila (U. del Zulia) and **Mackay, Ronald** (Concordia U.). Good and bad readers: a look at the high and low achievers in an ESP Canadian Studies reading and writing course. *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 3 (1997), 473-90.

This study is part of an ongoing course in Canadian Studies for trainee EFL (English as a Foreign Language) teachers in La Universidad del Zulia, Maracaibo, Venezuela. This paper reports on the component of the project that examines the manner in which the trainees respond to the demands made by particular types of reading comprehension and composition exercises over a three-year period. Each year, 'think-aloud' data were collected from the five most successful and the five least successful students who had just completed the 64-hour reading and

writing course with a distinct Canadian Studies content. The elicitation instrument consisted of a reading text and a set of exercises identical in type to those used during the course of instruction. The aggregated data were analysed to categorise the strategies used by the two groups of students to complete the exercises. Findings discuss the larger number of strategies available and resorted to by successful students compared to the limited resources employed by the unsuccessful students.

97-507 Mihaljević Djigunović, Jelena and **Kovačić, Maja** (Zagreb U.). Proces učenja stranoga jezika kao predmet učeničkog stava. [The process of foreign language learning as object of learner attitude.] *Strani Jezici* (Zagreb), **25**, 3-4 (1996), 159-72.

The article deals with learner attitudes towards the process of learning English as a Foreign Language (EFL) and towards some aspects of teaching it. The author considers the role of the affective domain of language learning, and defines the concept and structure of attitude as a socio-psychological category. The second part of the paper is a description of an

investigation carried out with 117 intermediate EFL learners at the college level. The author analyses the learners' beliefs about the learning of foreign languages, English in particular, and discusses the implications of these findings for EFL teaching. The present findings are also compared to those obtained by Horwitz with learners in the United States.

97-508 Nold, Günter (U. Dortmund), **Haudeck, Helga** and **Schnaitmann, Gerhard W.** Die Rolle von Lernstrategien im Fremdsprachenunterricht. [The role of learning strategies in foreign language teaching.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **8**, 1 (1997), 27-50.

In the tradition of cognitive learning theories, the foreign language (FL) learner is considered to be actively involved in the learning process. It is assumed that learning strategies such as planning, monitoring, directed attention or elaboration are one decisive fac-

tor among others that contribute to the learner's success in the FL classroom. Based on this assumption, both quantitative and qualitative data were collected in five German secondary schools (number of subjects: 318, at the intermediate level) in order to find

out to what extent learning strategies and other cognitive, affective-motivational and social variables determine the FL learning process. The results suggest that certain learning strategies acquired by the

learners in previous learning experiences had a very significant impact on the learning results, whereas the influence of a training programme in learning strategies was only temporary or marginal.

97-509 Obadia, André A. (U. of Ottawa) and **Thériault, Claire M. L.** (Simon Fraser U.). Attrition in French Immersion Programs: possible solutions. *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 3 (1996), 506-29.

The attrition of French Immersion Programs in Canada has become a source of concern for some parents and educators. The main purpose of the present study was to investigate the perceptions of French coordinators, helping teachers, school principals and French Immersion teachers in British Columbia regarding the rate of attrition, and their reasons for students leaving French Immersion

Programs. This research differed from previous studies in that it also investigated the types of strategies being undertaken by administrators and educators to lower the attrition rate. Possible strategies to be implemented at the district, school, and individual classroom levels are discussed and an intervention project is proposed.

97-510 Odlin, Terence (Ohio State U.). On the recognition of transfer errors. *Language Awareness* (Clevedon), **5**, 3/4 (1996), 166-78.

This study reconsiders a claim by Ioup that individuals can use only phonological clues in identifying the native language of ESL (English as a Second Language) students. In two different investigations, Ioup found evidence that syntactic errors are of no help in enabling people to identify the mother tongue of an anonymous speaker or writer. Her approach, however, is here considered to have unwarranted assumptions, and not to give sufficient regard to some crucial considerations including the potential of bilingual judges to detect characteristic errors of individuals who speak the same languages

as the judges. The results of the present study indicate that certain characteristic problems of Spanish and Korean ESL writers are distinguishable to readers who know either Spanish or Korean. For example, nearly all Korean judges considered the sentence *She fell in love with a different country man* to be a likely error of Korean students while almost no Spanish-speaking informants considered it to be likely from a Spanish-speaker. Other characteristic errors include reflexes of Spanish as well as Korean word order, certain adjectival constructions, and problems involving articles.

97-511 Öney, Banu (Boğaziçi U.) and **Durgunoğlu, Aydın Yücesan** (U. of Minnesota). Beginning to read in Turkish: a phonologically transparent orthography. *Applied Psycholinguistics* (Cambridge), **18**, 1 (1997), 1-15.

The purpose of this study was to investigate early literacy acquisition in a phonologically transparent orthography with regular letter-sound correspondences. It was considered that Turkish, with its systematic phonological and orthographic structure, would make different demands on the beginning reader than the languages used in many of the previous studies of literacy acquisition. First grade children were assessed at the beginning of the school year using tests of phonological awareness, letter recognition, word and pseudoword recognition, spelling, syntactic awareness, and listening comprehension. The impact of these factors on the development of word

recognition, spelling, and reading comprehension was examined. The results strongly suggest that a phonologically transparent orthography fosters the early development of word recognition skills, and that phonological awareness contributes to word recognition in the early stages of reading acquisition. Once the children's word recognition performance is high, listening comprehension ability distinguishes the different levels of reading comprehension among them. These patterns of results were interpreted as reflecting the phonological and orthographic characteristics of the Turkish language orthography.

97-512 Ortega, Lourdes (U. of Hawai'i, Manoa). Processes and outcomes in networked classroom interaction: defining the research agenda for L2 computer-assisted classroom discussion. *Language Learning and Technology* (<http://polyglot.cal.msu.edu/llt>), **1**, 1 (1997), 82-93.

This paper focuses on the use of one networked technology, namely synchronous computer-mediated interaction, in the second language (L2) classroom. The scope is intentionally limited to research concerned with evaluating the potential benefits of computer-assisted classroom discussion (CACD) in terms of second language acquisition theory. The findings stemming from the existing body of L2 research on CACD are critically examined and a number of methodological suggestions are offered for future research on CACD. It is suggested that, in addition to analysing language outcomes by means

of well-motivated measures of L2 use and L2 acquisition, a multiplicity of data sources be used in CACD research, so as to be able to document the processes learners actually engage in when interpreting and carrying out CACD tasks. A process- and task-driven research agenda for L2 CACD is proposed with the ultimate goal of describing the nature of language, learning, and interaction fostered in networked synchronous communication, and to ascertain which features of CACD may or may not be relevant to the processes involved in second language acquisition.

97-513 Pearson, Barbara Z. and others (Miami U.). The relation of input factors to lexical learning by bilingual infants. *Applied Psycholinguistics* (Cambridge), **18**, 1 (1997), 41-58.

The bilingual child is seen as a unique source of information about the relation between input and intake. The strength of the association between language exposure estimates and vocabulary learning was examined for 25 simultaneous bilingual infants (ages 8 to 30 months) with differing patterns of exposure to the languages being learned. Using the MacArthur Communicative Development Inventories, standardised parent report forms in English and Spanish, the percentage of all words that were known in each language was calculated and

then plotted against the estimates of language input (also in percentages). A significant correlation was found, $r(25) = .82, p < .001$. The correlation was also strong when examined point-by-point, even for children whose language environments changed by more than 20% between observations, although it was not reliable at lower levels of exposure to Spanish. Especially for children with less input in the minority language, the factors which appeared to affect the strength of the association between input and amount learned in a language are discussed.

97-514 Polio, Charlene G. (Michigan State U.). Measures of linguistic accuracy in second language writing research. *Language Learning* (Cambridge, MA), **47**, 1 (1997), 101-43.

A literature review revealed that the descriptions of measures of linguistic accuracy in research on second language writing are often inadequate and their reliabilities often not reported. The author therefore carried out an empirical study to compare three measures on the essays of English as a second language students: a holistic scale, error-free T-units, and an error classification system. This paper presents

detailed discussion of how each measure was implemented, gives intra- and inter-rater reliabilities, and discusses why disagreements arose within a rater and between raters. It is claimed that the study will provide other researchers in the area of second language writing with a comprehensive description that will help them select and use a measure of linguistic accuracy.

97-515 Py, Bernard (U. of Neuchâtel). Reflection, conceptualisation and exolinguisic interaction: observations on the role of the first language. *Language Awareness* (Clevedon), **5**, 3/4 (1996), 179-87.

Contrastive analysis has been the object of much criticism, particularly for its incapacity to identify and interpret the true difficulties of learning and communicating in a foreign language. Recent new insights into the relations in learning between the

first and second language include: reflections (inspired by Vygotskian and Brunerian traditions, and by conversation analysis) on the theme 'language learning and face-to-face verbal interaction'; the conjunction of research in language learning and in

bilingualism; and work on the role of metalinguistic activities in language learning and use. These activities, when associated with the solution of communication tasks, are mostly reflexive (focusing on forms that briefly acquire an autonomous status). They can

also serve as infrastructure for conceptualisation. The data reported on here (ethnographic rather than experimental) show that resort to the first language plays a central role in all these processes.

97-516 Raptis, Helen (U. of Victoria). Is second language reading vocabulary best learned by reading? *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 3 (1997), 566-80.

The role of vocabulary learning in reading has not received as much attention in second language research as other aspects of reading. Indeed, many reading textbooks currently on the market promote the view that vocabulary is best learned incidentally from the context while reading. This paper surveys both first-language and second language literature in order to show that, while theoretically sound, the notion that reading vocabulary may best be learned

by reading is not supported empirically. As a result of these findings, increased research in vocabulary acquisition on the effectiveness of a variety of approaches for a variety of different levels is advocated. With regard to practice, it is suggested that teachers need to focus on the specific needs of their learners rather than follow the approaches advocated by various textbooks – approaches which may not be empirically substantiated.

97-517 Robinson, Peter (Aoyama Gakuin U.). Individual differences and the fundamental similarity of implicit and explicit adult second language learning. *Language Learning* (Cambridge, MA), **47**, 1 (1997), 45-99.

This study examines evidence for the claims of Krasken and Reber that unconscious learning under Implicit and Incidental conditions is insensitive to measures of individual differences in cognitive abilities, in contrast to learning under conscious Rule-search and Instructed conditions. Individual differences were first assessed between 104 learners of English as a second language using two sub-tests of Carroll and Sapon's Modern Language Aptitude Test. Following the participants' exposure to sentences illustrating 'easy' and 'hard' second language rules during training, their learning was assessed through a grammaticality judgment test. Rule awareness was

assessed on the basis of responses to a debriefing questionnaire about rules which asked: whether learners had noticed them, were looking for them, and could verbalise them. Only in the Incidental condition was the extent of learning and awareness unrelated to individual differences in aptitude. Awareness at the level of Noticing did not accompany superior learning in any condition, but at the level of Looking for Rules, awareness accompanied superior learning for Implicit learners. At the level of Ability to verbalise, awareness accompanied superior learning for both Implicit and Rule-search learners.

97-518 Stephens, Kate (U. of Sheffield). Cultural stereotyping and intercultural communication: working with students from the People's Republic of China in the UK. *Language and Education* (Clevedon), **11**, 2 (1997), 113-24.

This paper considers the problem of cultural stereotyping in work on intercultural communication. Recent interest in culture in relation to language learning is described, and the problematic nature of the concept of culture is discussed. A recent study of Chinese students' attitudes towards academic study is described and the results are presented of a small-scale attempt to test the generality of its findings: 12 Chinese visiting scholars were given the opportunity to reflect upon and respond in writing to some comments from the earlier study. It is concluded that

Chinese attitudes to academic study are diverse. It is argued that the results support the view of culture as a contested area of discourse; and it is further suggested that ideas about Chinese culture should be set in historical context, and some historical description is given. Sources are quoted regarding the recent history of English language teaching in China. It is argued that communication problems may be more economically explained in terms of aspects of language proficiency rather than cultural differences.

97-519 Takahashi, Toshiaki (Edinburgh U.). Japanese learners' acquisition and use of the English article system. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **8** (1997), 98-110.

A multiple-choice article insertion test was given to 99 Japanese EFL (English as a Foreign Language) college students to examine (1) whether the presence or non-presence of a modifier affected the choice of the definite article; and (2) whether the choice of the definite article was influenced by reliance on knowledge of commonly occurring sequences (e.g. *Where's the X?, the first X, etc.*). As regards the first question, the study showed that the subjects were more accurate when the noun phrases (NPs) modified by a

propositional phrase (PP) or a relative clause required the definite article than when they did not. Thus the subjects tended to use the definite article for modified NPs even if there was, in fact, more than one potential entity to which the modified NP referred. As regards the second question, the study showed that the subjects were significantly more accurate when the use of 'the' was in accord with the commonly occurring sequences than when it was not. The pedagogical implications of these results are discussed.

97-520 Tinkham, Thomas (U. of Guam). The effects of semantic and thematic clustering on the learning of second language vocabulary. *Second Language Research* (London), **13**, 2 (1997), 138-63.

Students of English as a second language are often presented much of their new vocabulary preorganised for them in 'semantic clusters', sets of semantically and syntactically similar words, e.g. *eye, nose, ear, mouth, chin*. Although such clustering would seem to facilitate vocabulary learning, little or no empirical justification is offered in its support by researchers; and indeed, psychological research generated by interference theory would predict that it impedes rather than enhances learning. Recent psychological

research suggests a more 'thematic' manner of organising new second language (L2) vocabulary, predicting that clusters like *frog, green, hop, pond, slippery, croak* would be more easily learnt than groups of unassociated words. This paper reports two experiments which explored the effects of pedagogical clustering on L2 vocabulary learning. The results provide a wide range of evidence which suggests that semantic clustering hinders such learning, while thematic clustering facilitates it.

97-521 Trévisé, Anne (U. Paris X-Nanterre). Contrastive metalinguistic representations: the case of 'very French' learners of English. *Language Awareness* (Clevedon), **5**, 3/4 (1996), 188-95.

This paper is based on experimental research. It deals with some of the linguistic and metalinguistic transfers that arise when French students learn comprehension and production in English. It analyses how part of the metalinguistic (more or less adequate) knowledge they have of French (*imparfait, passé composé, passé simple*) is transferred into the metalinguistic knowledge of English they are building, especially concerning simple preterite vs preterite + *be* + *ing*. These transfers do not play the same role in second language (L2) comprehension and production. The

paper analyses what kind of L1 (first language) and L2 'grammar' is taught, the role of L1 as a linguistic and metalinguistic structuring filter, the nature of learners' different metalinguistic activities, the degrees of awareness they reveal, their transferability, and their fossilisation. It concludes that the inefficient and often nonsensical language activity represented by the learners' actual use of memorised metalinguistic clichés should be replaced by an accurate and comprehensible contrastive metadiscourse.

97-522 Uzawa, Kozue (U. of British Columbia). Problem-solving in the translating processes of Japanese ESL learners. *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 3 (1997), 491-505.

This paper explores the way in which second-language (L2) learners translate a text from first language (L1) into L2 and seeks to discover how translation tasks can serve as a method of L2 learning. Twenty-two Japanese English as a second language students studying at a Canadian post-secondary institution

performed a translation task. The students were asked to think aloud while translating. Their translations and think-aloud protocols were analysed qualitatively, paying attention to their problem-solving processes in L1/L2 semantic and syntactic correspondences while translating. Contrary to general expectations, most

students in this study avoided translating literally when literal translations did not make sense. They paid attention to problematic L1/L2 correspondences, and examples of problem-solving were not limited to the word or sentence level. This study suggests that transla-

tion tasks enable learners to use the target language generatively and creatively in order to make them aware of correct L1/L2 correspondences in words and structures.

97-523 Walter, Henriette (U. Haute-Bretagne, Rennes). Le lexique des très jeunes. [The vocabulary of the very young.] *Langue Française* (Paris), **114** (1997), 41-55.

This paper reports a preliminary analysis of the answers to a competition organised in 1994, 'Les mots en fête', open to French children between 8 and 14 years old. The competition consisted of a series of questions about French words, followed by some more general questions: 10,000 responses were received. The responses to the final questions in the top 163 papers selected in the competition are analysed here: these questions asked the children to supply examples of their favourite words, words they use and adults do not and vice versa, and words they

have made up which are not found in dictionaries. Lists of words in each category are presented, with observations about some of their characteristics. An attempt is made to match the examples of words that only young people use against words that only adults use, to find direct replacements. It is argued that, in order to gain a more complete picture of the vocabulary of young French people, a fuller quantitative analysis of the whole corpus of 10,000 responses is needed.

97-524 Waring, Robert (Notre Dame Seishin U., Okayama). The negative effects of learning words in semantic sets: a replication. *System* (Oxford), **25**, 2 (1997), 261-74.

Earlier experimental research indicated that learning words grouped in semantic sets interferes with the learning of the words: Tinkham (1993) found that if learners are given words which share a common superordinate concept (such as words for clothes) in list form, they are learned slower than words which do not have a common superordinate concept [cf. also abstract 97-520]. This finding suggests that learners should not be given word lists which have words that come from the same semantic set, but should be asked to learn words semantically unrelated to each other. The present study, a close replication of

Tinkham's, took 20 adult subjects, 18 first language Japanese and two non-native speakers with advanced proficiency in Japanese, and used Japanese words paired with artificial words. It found a main effect against learning semantically related words at the same time, replicating Tinkham's finding. It can be tentatively concluded that presenting students with wordlists of new words in semantic clusters, rather than in unrelated word groups, can interfere with learning. Following a discussion of the research design and some of its limitations there is some comment on current research methodology.

97-525 Watanabe Traphagan, Tomoko (Pittsburgh U.). Interviews with Japanese FLES students: descriptive analysis. *Foreign Language Annals* (New York), **30**, 1 (1997), 98-110.

Three different analyses were conducted on oral interview data from six child learners of Japanese, using a newly developed procedure called Pro-I. The first analysis suggested that tasks sensitive to the children's understanding of certain critical syntactic structures and appropriate to their level of cognitive development were effective in discriminating language development levels. Free-form tasks were very effective in eliciting the higher-proficiency children's ability, and tasks with motivating topics generated much better, more expressive performance, which suggests that Japanese FLES (Foreign Language in the Elementary School) assessments should include different types of tasks. The second analysis revealed that high-level learners tried to produce a greater

quantity of Japanese with more complexity rather than more appropriate sentences, and tended to exhibit monitoring and control of production; while most of the other children made extensive use of one-word answers. The third analysis found phrase particle use to be characterised by scarcity of misuse, omission, and pauses, suggesting a tendency for young learners to learn multiwords as formulaic chunks. Characteristics unique to child foreign language learning repeatedly revealed by the three analyses suggest that instruction and/or assessment designed for adults are not necessarily appropriate to young learners, for whom more appropriate procedures should be developed.

97-526 Zimmerman, Cheryl Boyd (California State U.). Do reading and interactive vocabulary instruction make a difference? An empirical study. *TESOL Quarterly* (Alexandria, VA), **31** (1997), 121-40.

Many teachers give little or no classroom attention to vocabulary, assuming students will learn words incidentally. Although research demonstrates that vocabulary can be acquired indirectly through reading, the question remains: does vocabulary instruction make a difference? This article reports on a pilot study of the combined effects of reading and interactive vocabulary instruction for U.S. second language (L2) students attending university-preparatory intensive English programmes. A 10-week classroom-based study tested the hypothesis that L2 students exposed to a combination of regular periods of reading and interactive vocabulary instruction would show significant increases in their knowledge of the

nontechnical terms that are used widely across academic fields. The students were divided into two groups: one received three hours a week of interactive vocabulary instruction plus an assignment to read self-selected materials; the other received the self-selected reading assignment only. The results suggest that interactive vocabulary instruction accompanied by moderate amounts of self-selected and course-related reading led to gains in vocabulary knowledge; students' perceptions of how best to learn words corroborated these results. It is argued that teachers should give consideration to the effects of combining reading and interactive vocabulary instruction.

Language testing

97-527 Alonso, Esther (California State U.). La evaluación de la actuación oral de los hispanohablantes bilingües mediante las directrices de ACTFL. [The evaluation of Spanish-speaking bilinguals' oral proficiency according to ACTFL guidelines.] *Hispania* (Greely, CO), **80**, 2 (1997), 328-41.

This paper reports on a study to test the validity of the ACTFL (American Council on the Teaching of Foreign Languages) scale as an instrument for rating the oral communicative competence of Spanish-speaking bilinguals. 17 bilingual university students with different levels of communicative competence were interviewed following ACTFL guidelines. The study had three aims: (a) to compare and contrast the ACTFL oral descriptors for English speakers of Spanish with the performance of the bilingual Spanish speakers; (b) to present a profile of the linguistic characteristics of these Spanish speakers at different levels of communicative competence; and (c) to establish the extent to which the evaluative concepts

found in the ACTFL can be applied to the evaluation of these subjects' oral proficiency. Results demonstrated that most of the evaluative criteria of the test provide a valid measure of these subjects' performance. However, the 'Accuracy' criteria do not adequately describe the performance of the bilinguals, which it was found depends for the most part on the context in which the function is developed, whilst that of the English speakers tends to depend only on the function. The paper concludes with a discussion of the importance of these results for the design and implementation of foreign language courses for Spanish-speaking bilinguals.

97-528 Brown, James Dean (U. of Hawai'i, Manoa). Computers in language testing: present research and some future directions. *Language Learning and Technology* (<http://polyglot.cal.msu.edu/llt>), **1**, 1 (1997), 44-59.

This article begins by exploring recent developments in the use of computers in language testing in four areas: item banking, computer-assisted language testing, computerised-adaptive language testing, and research on the effectiveness of computers in language testing. The article then examines the educational measurement literature in an attempt to forecast the directions future research on computers in language testing might take, and suggests addressing the following issues: (a) piloting practices in

computer adaptive language tests (CALTs); (b) standardising or varying CALT lengths; (c) sampling CALT items; (d) changing the difficulty of CALT items; (e) dealing with CALT item sets; (f) scoring CALTs; (g) dealing with CALT item omissions; (h) making decisions about CALT cut-points; (i) avoiding CALT item exposure; (j) providing CALT item review opportunities; and (k) complying with legal disclosure laws when using CALTs.