

required in order to subtitle competently makes it unique as a language-learning tool. This study showed that students' communication competence in both first and second language improved while they simultaneously mastered transferable skills. The use of subtitling is limited, however, mainly due to the cost and time-consuming nature of the training. It is proposed that more practically-based and vocationally-orientated courses, similar to subtitling, would be of benefit to language undergraduates and would contribute to increased motivation in second language acquisition.

### 01-73 Yang, Jie Chi and Akahori, Kanji

(Tokyo Inst. of Technology, Japan; *Email*: yang@src.ncu.edu.tw). A discourse structure analysis of technical Japanese texts and its implementation on the WWW. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 2 (2000), 119-41.

This paper deals with a discourse structure analysis of technical Japanese texts for developing a Japanese writing Computer Assisted Language Learning (CALL) system whose goal is to assist students in learning to write technical Japanese texts. To analyse the texts, cohesive expressions are used as cue words; the rules for the analysis are based on micro-level and macro-level information, namely cohesive expressions and headlines. A CALL system for helping foreigners to learn to write technical Japanese texts is under development using natural language processing (NLP) techniques. This paper describes a completed part of the work, which is a CALL system that can be used for automatically detecting headlines and cohesive expressions of technical Japanese texts on any World Wide Web (WWW) browser. This approach can be considered as a new means of language learning for the future. Furthermore, a system evaluation is conducted to evaluate the performance of the system. The results of this evaluation show that the system obtained a high degree of accuracy on extraction of cohesive expressions and headlines by using the revised rules set proposed in this study.

01-74 Zéphir, Flore (U. of Missouri-Columbia, USA). Focus on form and meaning: perspectives of developing teachers and action-based research. *Foreign Language Annals* (New York, USA), **33**, 1 (2000), 19-30.

This article argues against a unidirectional model of foreign language learning whereby only theories and hypotheses generated from second language acquisition (SLA) research influence language teaching and classroom practices. On the contrary, research generated from classroom settings should help shape classroom practices and SLA theories. To further the debate, the perspectives of practitioners who – unlike theoreticians – assume the bulk of language instruction (be it at the secondary or postsecondary level) are introduced. By raising the 'silent voices' of developing practitioners – and taking their views into account as empirical data –

new light can be shone on the central question of focus on form versus focus on meaning. Furthermore, it is argued that action-based research, with practitioners involved in the data collection process, is a viable option for obtaining both the qualitative and quantitative information needed to make any kind of foreign language education model useful. Finally, several research questions which constitute fertile ground for investigation by developing (and actual) teachers, and which address their needs directly, are presented.

## Language learning

01-75 Adair-Hauck, Bonnie (U. of Pittsburgh, USA; *Email*: adairhauck@mindspring.com), Willingham-McLain, Laurel and Youngs, Bonnie Earnest. Evaluating the integration of technology and second language learning. *CALICO Journal* (San Marcos, TX, USA), **17**, 2 (2000), 269-306.

This article reports the findings of a program evaluation project which assessed the integration of technology-enhanced language learning (TELL) into a second semester, college-level French course. Thirty-three French II students participated in the study. Students in the treatment group met with the instructor three days a week and, for the fourth class, participated in TELL activities. The control group met with the instructor four times a week. Both groups had the same instructor, textbook, and ancillary materials. The article reports on student performance in French for listening, speaking, reading, and writing skills, and on their cultural knowledge. Findings indicate that the students in the treatment group performed equally well as the control group in listening and speaking and better on reading and writing achievement measures. The study also includes findings regarding student motivation, anxiety, and perceptions on meeting the language learning goals students set for themselves. The results may be interpreted that it is both feasible and desirable to integrate, in principled ways, TELL activities into the language learning curriculum.

01-76 Bellingham, Linda (UNITEC Inst. of Technology, Auckland, New Zealand; *Email*: Bellingham@unitec.ac.nz). Language acquisition after forty: a review of the literature. *Babel (AFMLTA)* (North Adelaide, Australia), **35**, 1 (2000), 24-27, 32.

Adults in their middle years are increasingly embarking on learning new languages for a variety of reasons, but there is a widespread belief that they will progress less well than younger learners. Three observations stand out in this review of the literature: findings on the question of age in second language acquisition (SLA) are inconclusive and even controversial; there are no

substantial studies of older language learners or comparisons of younger and older adults; and there is a temptation to infer too much from studies based on limited evidence about isolated components of the language system or using a limited range of learners. Age is not a stand-alone factor influencing success in SLA but merely one of a cluster of contextual and developmental factors that may make language acquisition more difficult for mature learners. Pre-adolescent learners may well have the advantage in achieving a native-like accent and native-like grammatical competence, but certain learner characteristics and learning contexts may work together to override any disadvantages of a late start. Different goals are suitable for different ages; older learners are often in situations demanding more complex language and expression of ideas and can easily become frustrated.

**01-77 Brady, Alan and Shinohara, Yoko**

(Kwansei Gakuin U., Japan; *Email*: aybrady@gol.com). Principles and activities for a transcultural approach to additional language learning. *System* (Oxford, UK), **28**, 2 (2000), 305–22.

This paper argues for the implementation of a transcultural approach to ‘additional’ (rather than ‘foreign’) language learning. A pedagogy geared to transculturation and directed towards individuation of learning needs to be grounded on higher education and additional language learning principles which guide teachers and students away from a focus on technical and intellectual study to a management of teaching and learning appropriate within the overall sociocultural context of Japan and Asia. It is argued that the acquisition of communication skills and transcultural awareness needs to be embedded within a whole-person developmental approach; and that an appropriate pedagogy must help students and teachers claim the right to use the additional language inside and outside the classroom, and gain more control in exercising their rights to own the use of the language. Transculturation is conceived as a bridging process which critically involves negotiation of learning outcomes, and the adaptation and integration of sociocultural identity. The goal is individuation which refers to the capability of learners (i.e., students and teachers) to self-actualise their learning, and connect their subjectivity and inner-directed world views with exposure and response to others’ needs and a more objectified reality. The primary focus of additional language study in a non-English as a Second Language environment should be the construction of a pedagogy and overall learning environment where classroom tasks and activities take account of the primacy of interpersonal and cross-cultural communication that can be extended outside the classroom.

**01-78 Cenoz, Jasone** (U. of the Basque Country). Pauses and hesitation phenomena in second language production. *ITL Review of Applied Linguistics* (Leuven, Belgium), **127-128** (2000), 53–69.

This article focuses on the study of pauses in second language (L2) production by analysing the frequency of silent and filled pauses and their functions. It also examines the combination of pauses and other hesitation phenomena in L2 production and explores the relationship between pauses and language proficiency. Participants were 15 intermediate and advanced undergraduate learners of English, all with Spanish as their first language. The results confirm the frequency of pauses and hesitations in L2 production and the individual variation in their occurrence. It was also found that pauses are often associated with other hesitation phenomena and that filled and silent pauses can have the same functions.

**01-79 De Groot, Annette M. B. and Keijzer, Rineke** (U. of Amsterdam, The Netherlands; *Email*: pn\_groot@macmail.psy.uva.nl). What is hard to learn is easy to forget: the roles of word concreteness, cognate status, and word frequency in foreign-language vocabulary learning and forgetting. *Language Learning* (Malden, MA, USA), **50**, 1 (2000), 1–56.

This article reports an investigation of foreign-language (FL) vocabulary learning and forgetting in experienced FL learners, using a paired-associate training technique in which native-language words were paired with pseudowords. The training of the 40 participating university students involved six presentations of the same 60 translation pairs, followed by a test after the second, fourth, and sixth presentation round. A retest followed one week after training. The stimulus materials were manipulated on word concreteness, cognate status, and word frequency, and both productive and receptive testing took place. Cognates and concrete words were easier to learn and less susceptible to forgetting than noncognates and abstract words. Word frequency hardly affected performance. Overall, receptive testing showed better recall than productive testing. Theoretical accounts of these findings are proposed.

**01-80 Dönninghaus, Sabine** (Universität Basel, Switzerland). Wortschatzlernen und konzeptuelle Metaphern. [Vocabulary learning and conceptual metaphors.] *Fremdsprachen und Hochschule* (Bochum, Germany), **58** (2000), 49–73.

This article builds on the close relationship between vocabulary learning/acquisition and conceptual metaphors within the framework of cognitive semantics theory. Metaphors function as cognitive instruments in vocabulary learning, especially in the semanticisation and memorising of vocabulary units. Conceptualisation on a mental level can be equated with ‘meaning’ within the framework of the holistic principle of cognitive semantics theory. Grasping ‘meaning’ can therefore be seen as a process of conceptualisation and should thus be implemented in foreign language (FL) teaching. The author uses a multitude of examples from both Russian and German to illustrate



many of the points surrounding conceptualisation. The acquisition of vocabulary may be made easier and more interesting through the use of metaphors. Intercultural comparison draws attention to cultural semantic differences, of particular relevance today in European and inter-/multiculturally oriented FL teaching.

**01-81 Ecke, Peter and Hall, Christopher** (Universidad de los Américas, Pueblo, Mexico, USA). *Lexikalische Fehler in Deutsch als Drittsprache. Translexikalischer Einfluss auf drei Ebenen der mentalen Repräsentation.* [Lexical errors in German as a third language. Translexical influence on three levels of mental representation.] *Deutsch als Fremdsprache* (Berlin, Germany), **37**, 1 (2000), 30–36.

The focus of this paper is to provide a psycholinguistic analysis of lexical errors in German as a third language (L3) and thereby to describe the nature of a model of foreign language lexis acquisition. Based on lexical errors from Spanish-speaking learners of German (following a beginners course at university level) with advanced knowledge of English, the authors show how such errors can be traced to a 'parasitic' strategy of lexis acquisition. New words are integrated into networks of pre-existing knowledge via L1, L2 and L3 words, creating as few new representations and connections as possible. Errors were found on three levels of mental representation, namely, form, content and syntax. Such a learning strategy is in accordance with the general cognitive principles of economy of mental representations and the reduction of cognitive processing load.

**01-82 Eckerth, Johannes** (Universität Hamburg, Germany). 'Ich entwickle neue, neue deutsche Grammatik' – Zur Rolle von Lernerhypothesen im fremdsprachlichen Lehr-Lern-Prozess. ['I have developed a new, new German grammar' – on the role of learner hypotheses in the foreign language teaching-learning process.] *Fremdsprachen und Hochschule* (Bochum, Germany), **57** (1999), 52–68.

The focus in this article is on learner hypotheses concerning foreign language learning. These may be elicited either by means of an interview or expressed in the form of a question by learners in a classroom situation. Due to the very nature of hypothesis-based learner questions, which represent problem-oriented and interest-led learner activities, they may be seen as instrumental to learning. The author brings various aspects of the learner hypothesis to light including the form and content of such learner hypotheses expressed as questions, at what point such questions occur during the teaching-learning process, how such questions affect other learners, and what exercise forms can be used to systematically drill second language (L2)-hypothesis building in foreign language learning. While such (meta-?) linguistic learner questions often arise spontaneously within the classroom discourse, the processes of L2-hypothesis building which form the basis of these can be systematically drilled by using dyadic test recon-

struction tasks. These various points are discussed in the light of transcripts from various L2 teaching-learning situations (at both secondary and tertiary level).

**01-83 Esch, Edith and Zähler, Christoph** (U. of Cambridge, UK; *Emails*: eme10@cus.cam.ac.uk; cz201@cus.cam.ac.uk). The contribution of Information and Communication Technology (ICT) to language learning environments or the mystery of the secret agent. *ReCALL* (Cambridge, UK), **12**, 1 (2000), 5–18.

In this paper it is argued that the learners themselves are the key agents in the construction of new language learning environments. Learners differ in their ability to import new elements – such as ICTs – into their model of what constitutes an appropriate language learning environment. It is argued that accessibility, autonomy, 'reflectivity' and interactivity are conditions which must be met if ICTs are to become truly relevant to language learners. The way these principles have been guiding the development of the network-based language learning environment installed by the Language Centre of the University of Cambridge is described.

**01-84 Feyten, Carine M., Flaitz, Jeffra J. and LaRocca, Michela A.** (U. of South Florida, USA; *Emails*: feyten@typhoon.coedu.usf.edu; flaitz@chumal.cas.usf.edu). Consciousness raising and strategy use. *Applied Language Learning* (Monterey, USA), **10**, 1/2 (1999), 15–38.

The study reported here represents the second phase of a two-phase research project examining the effect of heightening learners' general awareness of language learning strategies on student achievement. In the first phase, students who received Metacognitive Awareness Raising (MAR) – a single 50-minute session which dynamically involved students in developing a general, overarching awareness of language learning strategies – achieved significantly higher scores on their final course grades than did their counterparts enrolled in the control group. The second phase attempted to determine whether the significant results obtained during phase 1 were attributable to the actual content of the MAR sessions or to the training process. In addition, phase 2 expanded the population under study to include middle school, high school, and college-level French- and Spanish-language students. The findings and implications of phase 2 are seen as helping understand the complex but potentially valuable links between learner training and language performance.

**01-85 Goh, Christine C. M. and Liu, Xue Lin** (Nat. Inst. of Ed., Nanyang Technological U., Singapore). Learning environments and metacognitive knowledge about language learning. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **4**, 2 (1999), 41–56.

Language learners have a wide range of beliefs about language learning. This article deals with metacognitive

knowledge about language learning among 177 English language learners in two different environments. Two groups of tertiary-level students from the People's Republic of China with similar language backgrounds before the study were compared, one group studying in China, the other having left China six months before to study in Singapore. Data were gathered via a 50-item questionnaire based on a three-dimensional framework of metacognitive knowledge: person, strategy, task. The items were further divided into eight subcategories: intra-individual differences, inter-individual differences, effectiveness of strategies, best approaches to learning, task nature, task demands, need for conscious learning and task purposes. A comparison of responses showed that, despite being in two different learning environments, both groups held many similar views about language learning. A detailed analysis of responses to individual statements further showed specific areas of similarities. Although the difference in the participants' overall response to the questionnaire was insignificant, the detailed analysis revealed some interesting qualitative differences, particularly in views about effective strategies for language learning. Factors that might have influenced these similarities and differences are discussed.

**01-86 Grace, Caroline A.** (Purdue U., USA; Email: cgrace@purdue.edu). Gender differences: vocabulary retention and access to translations for beginning language learners in CALL. *The Modern Language Journal* (Malden, MA, USA), **84**, 1 (2000), 214-24.

The study reported here investigated the effect of first language (L1) translations on males and females who are beginning French students engaged in a Computer Assisted Language Learning (CALL) lesson. Specifically, it examined whether access to L1 translations affected their performance differently on receptive vocabulary tests. It also examined whether there were differences in how much time they spent looking up translations. Analyses indicated that, when the students were given bilingual multiple-choice tests, there were no significant differences between males and females on their short-term (immediately after the lesson) or long-term (two weeks after the lesson) retention test scores, though all learners in the translation group demonstrated significantly greater short- and long-term retention than those without translations ( $p < .001$ ). In addition, there were no significant differences in the amount of time males and females spent in looking up translations. Findings suggest that males and females can benefit from a CALL environment which renders meaning clearly and that they should be free to select their preferred modes of learning when learning from a CALL lesson.

**01-87 Guerrero, María C. M. de and Villamil, Olga S.** (Inter American U. of Puerto Rico; Emails: mguerre@inter.edu, ovillam@inter.edu). Activating the ZPD: mutual scaffolding in L2 peer revision. *The*

*Modern Language Journal* (Malden, MA, USA), **84**, 1 (2000), 51-68.

Vygotsky's concept of the Zone of Proximal Development (ZPD) and its related scaffolding metaphor serve as the theoretical basis for this study of peer collaboration in the English as a Second Language (ESL) writing classroom. The purpose of the study was to observe the mechanisms by which strategies of revision take shape and develop in the interpsychological space created when two learners are working in their respective ZPDs. A microgenetic approach was adopted to analyse the interaction produced by two intermediate ESL college students (a 'reader' and a 'writer') as they worked collaboratively in revising a narrative text written by one of them. Although in the first half of the revision session the reader played a crucial role as mediator, both reader and writer became active partners in the revision task with guided support moving reciprocally between each other. In general, results showed that in second language (L2) peer revision, scaffolding may be mutual rather than unidirectional.

**01-88 Harley, Birgit and Hart, Doug** (Ontario Inst. for Studies in Ed., U. of Toronto, Canada; Email: bharley@oise.utoronto.ca). Vocabulary learning in the content-oriented second-language classroom: student perceptions and proficiency. *Language Awareness* (Clevedon, UK), **9**, 2 (2000), 78-96.

The study reported here is concerned with the strategies which adolescent learners use to discover the meaning of new words in a second language and to consolidate their knowledge of such words. A questionnaire was used to probe the perceptions of students in two content-oriented French second language classrooms at the secondary school level. The questions focus on what actions the learners take to determine the meaning of unfamiliar French words, how helpful they find various activities for remembering new words, and what use they make of dictionaries. The relationship between students' perceptions and their proficiency in French is analysed from two perspectives: (a) the differing amount of experience in French which the two classes have had; and (b) within each class, the level of French vocabulary knowledge which students demonstrate on two vocabulary tests.

**01-89 Hinenoya, Kimiko and Gatbonton, Elizabeth** (Concordia U., Montreal, Quebec, Canada; Emails: kimikohw@hotmail.com, gatbonton@vax2.concordia.ca). Ethnocentrism, cultural traits, beliefs, and English proficiency: a Japanese sample. *The Modern Language Journal* (Malden, MA, USA), **84**, 1 (2000), 225-40.

This article reports on a study investigating the role in second language (L2) learning of ethnocentrism, cultural and personality traits, and acceptance of values and beliefs expressed in myths and proverbs. Although scholars have conjectured that these factors may play an



important role in L2 proficiency, there has been very little empirical investigation of this issue. In the study reported here, 108 adult Japanese living in North America were asked how much they agreed with or accepted statements expressing ethnocentric views about Japanese culture and language which described their shyness, inwardness, and groupist tendencies and which indicated certain Japanese values and beliefs as expressed through myths and proverbs. Three sets of variables were tested: (a) participants' ethnocentrism, (b) willingness to acknowledge certain cultural traits as being characteristic of Japanese as a group, and (c) willingness to accept the validity of Japanese-oriented myths and proverbs. The participants' responses on these variables were correlated with their levels of English proficiency as measured by a cloze test, a self-rated ability scale, and a self-rated performance scale. It was hypothesised that the higher the participants' responses on these variables, the lower their proficiency levels in English would be. Results suggest that these cultural traits and beliefs play a role in L2 learning but provide little evidence for an effect of ethnocentrism as the term is commonly defined.

**01-90 Hoeflaak, Arie** (Institut Universitaire de la Formation des Maîtres de Leiden, The Netherlands) **and Verloop, Nico**. Vers une autonomie croissante de l'apprenant du français langue étrangère? [Increasing autonomy for learners of French as a foreign language?] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 4 (2000), 617-36.

This paper reports on a study investigating the characteristics of spoken French texts. The rationale for the study is the experience of the authors as French as a foreign language (FFL) teachers that many university students of French, even those at relatively advanced levels, appear to have comprehension problems with spoken French texts. In order to have a clearer idea of particular characteristics of spoken French texts relative to similar written texts, they first examined descriptive studies on the differences between spoken and written French. They then conducted an empirical study of a corpus of some 10,000 words, a specimen of 28 spoken French newsreels on Radio France Inter, focusing on three characteristics: intonation, pausing, and speech rate. It was found that more than 50% of the phrases in the corpus had a rising intonation, even those classified non-interrogative and which would therefore be expected to have a falling intonation. In nearly 50% of the phrases, pauses were not made corresponding with spaces in their written equivalents. According to a well-known speech rate list (Pimsieur, Hancock, & Furey, 1977), the average speech rate of the specimen texts (205 words per minute) can be considered fairly fast; other findings consider it more or less normal. It is concluded that, in teaching listening comprehension, these three characteristics should be taken into account in training programmes for FFL teachers, prior to the teaching of (other) language learning strategies, even to fairly advanced students.

**01-91 Izumi, Shinichi** (Sophia U., Tokyo, Japan) **and Bigelow, Martha**. Does output promote noticing and second language acquisition? *TESOL Quarterly* (Alexandria, VA, USA), **34**, 2 (2000), 239-78.

This paper reports the results of research attempting to document the role of learners' linguistic output in drawing their attention to linguistic form and in acquiring the form. Prior to completing (a) essay-writing tasks and (b) text reconstruction tasks, two groups of adult college learners of English as a Second Language received the same input containing numerous examples of the target form (the past hypothetical conditional in English). One group was given opportunities for output whereas the other group engaged in comprehension-based activities. Although the results indicate no unique effects of output, extended opportunities to produce output and receive relevant input were found to be crucial in improving learners' use of the grammatical structure. A closer examination of the data suggested, however, that output did not always succeed in drawing the learners' attention to the target form, a phenomenon that seems related to both learner and linguistic factors. The essay-writing tasks were found to be much more susceptible to such individual variation than were the text reconstruction tasks. It is suggested that further research is necessary to specify more precisely the noticing function of output and derive effective uses of output in L2 teaching.

**01-92 Jelić, Andrea-Beata** (Filozofski fakultet, Zagreb U., Croatia). Strategije učenja i nastava stranih jezika. [Learner strategies and language teaching.] *Strani Jezici* (Zagreb, Croatia), **28**, 3/4 (1999), 177-90.

This article deals with research in the field of learner strategies and reviews some key notions in cognitive psychology. There are various typologies of learner strategies, among which is the typology developed by O'Malley and Chamot, offering a description of three types of strategies: metacognitive, cognitive, and social. The main educational goals of including these strategies in the curriculum are perceived as: encouraging autonomy in language learners, increasing their learning abilities, and preparing them to successfully solve language problems outside the classroom. In achieving these goals, teachers, as well as learners, need to be aware of their roles and tasks, according to which they should plan their teaching and language activities. The article also presents the results of a written questionnaire exploring the frequency of use of different strategies by intermediate learners of French.

**01-93 Jourdain, Sarah** (State University of New York, USA; *Email*: sjourdain@notes.cc.sunysb.edu). A native-like ability to circumlocute. *The Modern Language Journal* (Malden, MA, USA), **84**, 1 (2000), 185-95.

The ability to circumlocute successfully is of utmost importance in compensating for gaps in lexical knowledge. Although all studies indicate that one's ability to circumlocute increases with increasing proficiency, it is interesting that little attention has been paid to those learners who have the greatest ability to circumlocute, i.e., native-like speakers. This study addresses the norms of native and native-like circumlocution. It expands the discussion of strategies involved in this skill to include the means by which speakers frame their message and thereby set the linguistic context for their listeners. Participants in the study, both native and native-like speakers, were found to employ similar strategies while circumlocuting, including the use of synonyms, analogies, and descriptions. These participants also consistently framed their speech to facilitate listener comprehension, and they frequently included in their discourse some reference to their status as a non-expert in the field. Similarities in native and native-like circumlocution found in this study are seen as helping to provide some empirical validation to the notion of 'native-like'.

**01-94 Julkunen, Kyösti** (U. of Joensuu, Joensuu, Finland). Learning strategies used by fifth-graders when studying foreign languages. *Strani Jezici* (Zagreb, Croatia), **28**, 3/4 (1999), 240–46.

This article presents some of the results of the Finnish project 'Foreign language learning: Students' motivation, learning experiences, and achievement in A2-languages', which, in its first phase, concentrated on learner motivation and factors relating to the choice of language and, in its second phase, on learning strategies and learning experience after one year of language study. In the first part of the article the author explores the role of learning strategies in language learning and gives an overview of O'Malley and Chamot's strategy classification. He then describes a study he carried out with 175 learners of English, Swedish, German, French, and Russian. Analysis of questionnaire data revealed higher levels of metacognitive and social strategies than cognitive strategies. Points of departure for further research are outlined in the final section of the article.

**01-95 Kitade, Keiko** (U. of Hawai'i at Manoa; Email: kitade@hawaii.edu). L2 learners' discourse and SLA theories in CMC: collaborative interaction in internet chat. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 2 (2000), 143–66.

Studies of second language (L2) classroom interaction suggest that co-operative and comprehensible interactions facilitate L2 learning. The nature of the L2 classroom environment with its less imposing contexts, however, has restricted the range of interaction that occurs among learners of the same proficiency level. Computer-Mediated Communication (CMC) may provide potential benefits for L2 learning because it provides a broader range of interactions, among native- and non-native speakers (NS-NNS) and NNS-NNS

with different levels of proficiency. CMC is, however, a newly invented variety of interaction and has unique linguistic and interactional features (e.g., interactive text-based discourse and no turn taking competition) which are distinct from both written and oral interactions. The study reported here explores the L2 learners' interactions in CMC qualitatively to clarify to what extent CMC is actually a useful device for L2 learning. The study examines how Japanese as a foreign language learners actually interact in Internet Chat (IC) and reports that L2 learners' strategies in CMC take advantage of distinct linguistic and interactional features of IC. The results indicate that CMC provides potential benefits for learning: facilitating comprehensible and contextualised interaction, learners' self-correction, and collaborative learning environment.

**01-96 Kovačević, Milena** (The British Council, Zagreb, Croatia). Strategije usvajanja stranog jezika – teorijska ishodišta. [Foreign language acquisition strategies – theoretical perspectives.] *Strani Jezici* (Zagreb, Croatia), **28**, 3/4 (1999), 137–48.

This article discusses the theoretical foundations of second and foreign language acquisition strategies research. Major concepts such as 'learning strategies' and 'learner strategies' are discussed, along with the ways researchers have classified the available empirical phenomena into relevant types and/or typologies of strategies. In the first part of the article, the author focuses on the concept of strategies as defined within the fields of cognitive psychology and second language acquisition (SLA) research. The common areas are pointed out and illustrated. The author points to the ideas and findings in cognitive psychology that have been adopted by SLA researchers. The second part of the article discusses the implications of the terms 'learning strategies' and 'learner strategies' for SLA.

**01-97 Lee, Kyunghui** (Kyung Hee U., Seoul) and **Wesche, Marjorie**. Korean students' adaptation to post-secondary studies in Canada: a case study. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 4 (2000), 637–89.

Thirty-seven Korean post-secondary students were studied over one semester in intensive English as a Second Language or degree programmes, with a focus on their English language development and adaptation to Canadian life and study. Data were gathered through ongoing informal contact as well as through pre- and post administration of a detailed questionnaire, an English proficiency self-assessment instrument, and a focus group discussion. Findings are seen as providing valuable information for prospective students and programmes. They indicate the value of intensive language instruction versus degree studies for rapid gain in productive English skills and confidence. Orientation programmes, home-stays, and ethnically diverse classes are associated both with English development and with successful adaptation. Comparisons of the attitudes of



new arrivals and more seasoned students towards intensive English programmes suggest changes over time regarding instructional practices (e.g., error correction and small group work). Issues deserving further research are identified.

**01-98 Leeke, Philip** (U. of Durham, UK) and **Shaw, Philip** (Aarhus Sch. of Business, Denmark; Email: phs@asb.dk). Learners' independent records of vocabulary. *System* (Oxford, UK), **28**, 2 (2000), 271-89.

Handbooks recommend a variety of quite complicated procedures for learning and remembering vocabulary, but most learners only engage in very simple procedures. The aim of the project reported here was to establish a basis for identifying optimal vocabulary recording procedures by finding out what learners currently do. Questionnaire and interview data were gathered from learners who said that they kept vocabulary records of some kind (these were also examined). Two-thirds had given up making vocabulary lists on entering the second language (L2) environment and/or starting to read extensively, but several made interesting lists of various kinds, which differed according to the linguistic attitudes of their makers and the purpose for which they were made. Narrowly focused lists intended for help with production tended to include many multi-word items and few translations, while lists intended broadly for language improvement tended to be bilingual and single-word focused. The optimal listing procedures are those which represent a compromise between linguistically and psychologically effective practices and the amount of investment learners are actually prepared to put in. It is concluded that it is important to distinguish records made in class, which should be as linguistically effective as possible, from those made independently by learners, which should be tailored to their purpose and the time available.

**01-99 Lehtonen, Tuula** (U. of Helsinki, Finland). Awareness of strategies is not enough: how learners can give each other the confidence to use them. *Language Awareness* (Clevedon, UK), **9**, 2 (2000), 64-77.

This paper reports on a study that started out as an investigation into learner training, but evolved into a more holistic study on consciousness-raising. The context is a university-level English reading course which incorporates learner training sessions and plenty of group work. The report focuses, on the one hand, on the change in perceptions of a mature language learner and, on the other hand, on the possible powers of group interaction. The findings indicate that the case study student perceived a change in her approaches to reading and vocabulary. This perceived change is likely to be connected to the personal relevance the student was able to create on the course. The findings also suggest that group interactions as a follow-up to teacher-initiated sessions may serve at least two reflective functions.

First, they may offer alternatives to the perceptions a student has and, second, they may reinforce those perceptions. The implications of the findings for both the practice of teaching and for further research are seen as considerable.

**01-100 Lore, Arthur**, (The Open U., UK) and **Beaton, Fran** (Goldsmiths Coll., London, UK). Adult foreign language learners: motivation, attitudes and behaviours. *Language Learning Journal* (Rugby, UK), **21** (2000), 31-36.

This paper reports a comparative study of changes in UK adult learners' attitudes to foreign language (FL) learning over the last decade reflecting changes in the external and political climate. The objectives of the survey, undertaken in 1990 and 1997 at the author's institution, were to explore adult learners' responses to such changes and to investigate their reasons for enrolling on FL classes. The questionnaire consisted of 65 items exploring participants' reasons for joining these courses; their perceived needs; their attitudes to FL learning; their dependence on or independence of the institution; and their motivation to continue studying. Results showed great consistency across both studies and neither the type of student, nor their needs, motivation and expectations, seemed to have changed in any significant way since 1990. Most participants had experienced higher education and came from professional backgrounds; and there were a number of extrinsic and intrinsic reasons for their desire to study the FL, primarily centring on personal fulfilment.

**01-101 Markočić, Ana** (Osnovna škola Voltino, Zagreb, Croatia). Strategije učenja engleskog jezika u srednjoj školi. [The strategies of secondary school students in learning English as a foreign language.] *Strani Jezici* (Zagreb, Croatia), **28**, 3/4 (1999), 197-208.

Research points to the influence of learner strategies on foreign language acquisition. In trying to explain why some language learners are more successful than others, researchers suggest that this is in part due to the use of learner strategies, but also, and more importantly, that learners have varying levels of awareness of the strategies they use. This article reports a study on learner strategies conducted in a secondary school in Zagreb, Croatia. The aims of the study were to determine the variety of strategies students use while learning English and to find out if there was a difference in the selection and use of strategies among students in relation to their age, sex, English grade, and English teacher. The first part of the article deals with previous findings, insights, and classifications of learning strategies offered in the literature by various authors. The second part of the article discusses the present study, which explored the students' selection and use of learning strategies while learning English as a foreign language both in and out of school. The article presents the sample, procedure, and results of the study, followed by a discussion of the results.

**01–102 McDevitt, Barbara** (Tonata Coll. of Ed., Botswana). Forewarned is not necessarily forearmed: a language learning experience. *Language Learning Journal* (Rugby, UK), **21** (2000), 45–49.

This article reports on the experience of learning to speak Setswana, examined critically through the vehicle of a learner diary. The author's aim in keeping the diary was to regain a learner perspective and help her examine critically in the light of experience her own views about language learning and learner strategies. The article presents a number of excerpts from the diary together with personal reflections on them. The author reports that her language learning on this occasion was negatively affected by a number of factors and that her proficiency was constrained by the social and psychological distance between her and the target community. She concludes that, however experienced the learner, teachers should not lose sight of the great importance of non-linguistic and non-cognitive factors affecting the learning outcome. All learners should be helped to feel at ease with their environment, with the teacher and with the peer group, and should have their fears and inhibitions taken seriously.

**01–103 Mihaljević Djigunović, Jelena** (Filozofski fakultet, Zagreb U., Croatia). Kako motivirani učenici uče strani jezik? [How do motivated FL learners go about learning?] *Strani Jezici* (Zagreb, Croatia), **28**, 3/4 (1999), 191–96.

This article focuses on the relationship between language learning strategies and learner motivation. A study carried out with Croatian learners of English as a Foreign Language (EFL) is described in detail and its results discussed. The sample ( $N = 362$ ) included learners from primary and secondary schools, as well as university undergraduate students majoring in political science and journalism. All the participants had EFL as a compulsory school subject or university course. Data elicitation was carried out by means of the Strategy Inventory for Language Learning (Oxford, 1990), together with a questionnaire developed specifically for Croatian EFL learners by the author. Descriptive statistical methods and correlations were used to process the data. Strategies and motivation were found to correlate significantly. Inspection of the correlation coefficients between individual types of motivation and strategies indicated communicative strategies to have the highest correlation with both motivation and achievement, while affective motivation correlated with most of the six strategy groups. Significant correlations are interpreted with caution, however, and the author warns against simplified unsubstantiated conclusions.

**01–104 Mochizuki, Masamichi** (Reitaku U., Japan; *Email*: mmotizu@reitaku-u.ac.jp) and **Aizawa, Kazumi**. An affix acquisition order for EFL learners: an exploratory study. *System* (Oxford, UK), **28**, 2 (2000), 291–304.

Affix knowledge plays an important part in reading and vocabulary development. First language studies show that learners increase their affix knowledge incrementally through fourth grade to high school. However, little is known as to how second language (L2) affix knowledge develops. The study reported here investigates the relationship between L2 learners' vocabulary size and their affix knowledge and attempts to find out the order of affix acquisition. The results show that L2 learners' affix knowledge correlated with their vocabulary size and that affixes could be ranked in terms of accuracy order. Five factors might be responsible for the order: loan words, instruction, frequency of affixes, frequency of words that contain a particular affix, and the polyfunctional nature of affixes

**01–105 Morita, Naoko** (U. of British Columbia, USA). Discourse socialization through oral classroom activities in a TESL graduate program. *TESOL Quarterly* (Alexandria, VA, USA), **34**, 2 (2000), 279–310.

This article explores the discourse socialisation of non-native- and native-English-speaking graduate students through their engagement in one type of classroom speech event, oral academic presentations. From a language socialisation perspective, an eight-month ethnographic study investigated how students were expected to speak in two graduate courses in a Teaching English as a Second Language (TESL) programme and how they acquired the oral academic discourses required to perform successful presentations. Data were collected mainly from classroom observations, video recordings of oral academic presentations, interviews, and questionnaires. The discourse of the presentations was analysed as embedded in the local culture of the graduate courses, being linked with ethnographically derived information. Findings suggest that both nonnative and native speakers gradually became apprenticed into oral academic discourses through ongoing negotiations with instructors and peers as they prepared for, observed, performed, and reviewed the presentations. Oral academic presentations, which are commonplace, seemingly straightforward activities, were also found to be complex cognitive and sociolinguistic phenomena. Based on these findings, this article argues that academic discourse socialisation should be viewed as a potentially complex and conflictual process of negotiation rather than as a predictable, unidirectional process of enculturation. Implications for second language pedagogy and future research are discussed.

**01–106 Murphy, Victoria A.** (U. of Hertfordshire, UK; *Email*: v.a.murphy@herts.ac.uk). Compounding and the representation of L2 inflectional morphology. *Language Learning* (Malden, MA, USA), **50**, 1 (2000), 153–97.

Past research has indicated that first language (L1) acquirers do not include regular plural [-s] inflection within compounds, whereas they do include irregulars. This article reports on further work investigating this issue in second language (L2) acquisition. One hundred





adolescent francophone English as a Second Language (ESL) students and 15 adult native-speaker controls were required to generate novel compounds in English. The results indicated that, although participants reliably included more irregular noun plurals in compounds than regulars, regular plurals were frequently found. The results are discussed in terms of whether both the dual-mechanism and level-ordering models are relevant in the domain of second language acquisition. The evidence does not unequivocally support either model; rather, it is suggested, the results may be best accounted for with a more associative model of language learning.

**01-107 Nikolov, Marianne** (Janus Pannonius U., Pecs, Hungary). Strategy use in Hungarian children's classrooms through a story-based syllabus. *Strani Jezici* (Zagreb, Croatia), **28**, 3/4 (1999), 225-33.

This paper presents some of the findings of an 18-year longitudinal study of Hungarian children between the ages of 6 and 14 learning English as a Foreign Language (EFL). The original aim of the study was to develop an EFL syllabus for children; and, in the process, several factors that influence the classroom acquisition of English became evident. The emergence of strategies is one such factor discussed in this paper. The author introduces the topic by giving some background information on the participants, the data collection procedures, the story-based syllabus, and the children's use of learning strategies and communication strategies. She then concentrates on two specific cognitive learner strategies used by the Hungarian children: the mother tongue strategy and commenting. Among the communication strategies, the author particularly specifies the non-cooperative strategies used by the children. The conclusion stresses the importance of cognitive, linguistic and social processes, as well as the part played by the first language in FL learning.

**01-108 Noels, Kimberly A.** (U. of Saskatchewan, Canada; *Email*: noels@duke.usask.ca), **Pelletier, Luc G., Clément, Richard and Vallerand, Robert J.** Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning* (Malden, MA, USA), **50**, 1 (2000), 57-85.

For several decades, researchers in social psychology and education have recognised the importance of motivation for successful second language (L2) learning. As an initial step in extending Deci and Ryan's (1985) self-determination theory to the investigation of motivation in L2 learning, the first goal of the present study was to assess the validity and reliability of a scale of intrinsic and extrinsic motivation for L2 learning. The second purpose was to examine the relations between these types of motivation and the four orientations discussed by Clément and Kruidenier (1983). Questionnaire data gathered from 159 English-speaking students learning L2 French were analysed. The results generally sup-

ported the psychometric integrity of the scale. Moreover, the seven correlated motivational subscales corresponded with different orientations. The results are discussed with reference to how intrinsic and extrinsic motivation are relevant to theorising on the role of orientations in L2 motivation.

**01-109 Oliver, Rhonda** (Edith Cowan U., Australia; *Email*: rhonda.oliver@edu.au). Age differences in negotiation and feedback in classroom and pairwork. *Language Learning* (Malden, MA, USA), **50**, 1 (2000), 119-51.

The study reported here examines whether differences exist in the provision and use of negative feedback, according to the age of the learners and the context of the interaction. The data were collected from 20 classrooms (10 adult and 10 child English as a Second Language classes) and 32 native speaker-nonnative speaker dyads (16 adult and 16 child). Transcriptions of these formed the basis of analysis and were coded to reflect three parts of the conversational exchange and the interactional patterns to which these could be assigned. The results showed that learners both received negative feedback in response to their non-targetlike utterances and used this feedback. Further, the findings indicated that the age of the learners and context of the exchanges did indeed affect the pattern of interaction.

**01-110 Olm, Udo.** Die Rolle von personalen Faktoren bei Normabweichungen in der Fremdsprache. [The role of personal factors in deviations from the norm in a foreign language.] *Fremdsprachen und Hochschule* (Bochum, Germany), **57** (1999), 69-87.

The present author seeks to show that studies which specifically deal with a learner's linguistic performance are suitable for examining the influence of personal factors impacting on and/or resulting in deviations from the norm in a foreign language. Using an interview transcript (from a 39-year-old US learner of German), the author examines the data with particular attention paid to norm deviations (primarily at the lexical level), placing himself in the interviewee's position and thereby trying to show how personal factors motivated certain errors. Two extracts from the interview are examined, each from a different perspective. The first section of transcript is studied from the perspective of local context, the second from a supra-segmental perspective.

**01-111 Onwuegbuzie, Anthony J.** (Valdosta State U., USA; *Email*: tonwuegb@valdosta.edu), **Bailey, Phillip and Daley, Christine E.** The validation of three scales measuring anxiety at different stages of the foreign language learning process: the Input Anxiety Scale, the Processing Anxiety Scale, and the Output Anxiety Scale. *Language Learning* (Malden, MA, USA), **50**, 1 (2000), 87-117.

In the past two decades, foreign language researchers and educators have increasingly focused their attention on foreign language (FL) anxiety as among the most important affective predictors of FL achievement. The present study examined the psychometric properties of the Input Anxiety Scale, the Processing Anxiety Scale, and the Output Anxiety Scale, which measure anxiety at the input, processing, and output stages of the FL learning process. These scales were administered to 258 university students. Evidence of structural validity was provided via three separate exploratory factor analyses. Confirmatory factor analyses revealed that the three scales did not represent either a single unidimensional construct underlying FL anxiety or Macintyre and Gardner's (1994) three-stage model of anxiety. However, when some items were removed, the scales confirmed the three-stage model, suggesting that modifications to the scales are needed.

**01-112 Pavičić, Višnja** (Pedagoški fakultet, Osijek, Croatia). Model strateškog pristupa učenju vokabulara engleskog jezika. [A strategic approach model to English vocabulary learning.] *Strani Jezici* (Zagreb, Croatia), **28**, 3/4 (1999), 209–17.

The study reported here attempts to answer the question of whether clusters of learning strategies are bound together by common features. The main statistical procedure used was factor analysis. A proposed theoretical model of a strategic approach to vocabulary learning was developed on the basis of the factor analytic study. The model suggests various combinations of groups of strategies (contained in four factors) which influence the development of the mental lexicon in the target language. It is assumed that an 'ideal', four-factor combination would be most effective. Although further investigations of the model are needed, it is suggested that it has sound methodological implications and value, both as a basis for and an aim of vocabulary teaching. It is claimed that the model-based approach would contribute to the development of an autonomous and successful foreign language vocabulary learner, and is likely to affect the development of the language skills as well.

**01-113 Ponterotto, Diane and DeLuca, Laura** (U. degli Studi di Molise, Italy). Activation versus non-activation of monitoring in 11 year old students of English in Italy. *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **32**, 1 (2000), 87–101.

A key difference between language acquisition and learning stems from the self-monitoring of performance associated with the latter. This article investigates the impact of monitor-activating teaching strategies in introductory EFL (English as a Foreign Language) courses for Italian pre-adolescents. A group of 11-year-olds were taught elementary English with a purely communicative approach in the first semester, followed by formal, grammar-translation strategies in the second; the opposite sequence was used with another compar-

able group. At the end of each semester performance was tested and statistically processed to identify variations in achievement. While no significant difference between the two samples was observed after the first semester, at the end of the year those who had started with a monitor-free strategy showed a clear advantage in conversation, dictation and composition tasks; and even three years later, the same learners remained more fluent and self-confident. Such evidence indicates that monitoring and metalinguistic awareness may hinder acquisition in the earliest stages of language development and should be limited if possible to post-introductory EFL programmes.

**01-114 Rausch, Anthony S.** (Hirosaki U., Japan; Email: asrausch@mail.cc.hirosaki-u.ac.jp). Language learning strategies instruction and language use applied to foreign language reading and writing: a simplified 'menu' approach. *Literacy Across Cultures* (Fukui, Japan), **3**, 2 (2000), 18–24.

The development of effective means of accommodating both language learning strategies instruction and actual language use is an increasingly important focus of research, with specific implications for foreign language (FL) reading and writing. It is claimed that the greatest potential for language learning strategies ultimately lies in self accessible instructional materials supporting autonomous strategy use. This article describes a way of addressing strategy instruction and language use with a 'menu' approach, based on the principles of choice and control. This approach is seen as accommodating the individual needs of autonomous learners and consists of five basic orientations: Learning to Learn; Learning Process; Traditional Skills; Language Structure; and Individual Development. A discussion of the importance of learning orientation and learner autonomy, both considered essential for effective learning strategy use, precedes the presentation of a simplified model of language learning strategies intended to be more responsive and oriented to learners. It is a scalable and flexible model intended to complement any specific FL curriculum, adapted here to FL reading and writing. It is claimed that this approach to learning strategies encourages autonomy but remains accessible to the learner in a way which can complement existing university-level Japanese FL curricula.

**01-115 Rieussec, Angelika** (Launagnet, France). Der Fehler im Fremdsprachenunterricht – ein Indikator für Produktionsstrategien? [Errors in foreign language teaching – an indicator of production strategies?] *Fremdsprachen und Hochschule* (Bochum, Germany), **57** (1999), 117–38.

Errors in foreign language learning can be used as an empirical basis for observation and description of production strategies. The study outlined in this paper, carried out at Toulouse University, examines this process and the possible influence that the task and the situation have on the production behaviour of the learner.



The study drew on a corpus of errors culled from 62 first-year students of German spread over two exercise types – composition and translation with additional self-correction of errors; and its main aim lay in the analysis of the strategic, i.e., problem-solving, behaviour of the learner in differing production contexts. Particular focus is given to word-formation strategies citing examples from the corpus. The additional variable of self-correction is also discussed: students should better understand why they make certain mistakes, and they should be better able to recognise strategies used to solve problems. The author assumes a close link between production strategies and learning strategies.

**01-116 Schegloff, Emanuel A.** (U. of California, LA, USA; *Email: scheglof@soc.ucla.edu*). When 'others' initiate repair. *Applied Linguistics* (Oxford, UK), **21**, 2 (2000), 205–43.

Early work on repair (Schegloff *et al.* 1977) had proposed that virtually all repair initiated by other than speaker of the trouble-source turn was initiated in the turn following the trouble-source turn. Such repair often came to be identified with this locus of initiation, being termed NTRI – an acronym derived from 'next turn repair initiation'. Subsequent work (Schegloff 1992) described another location in which 'other-initiated repair' is initiated – termed 'fourth position'. This paper revisits this issue and elaborates the locus of other-initiated repair. It reports on a number of environments in which 'others' initiate repair in turns later than the one directly following the trouble-source turn (without, however, occupying fourth position), and it describes several ways in which other-initiation of repair which occurs in next-turn position may be delayed within that position. These positionings of repair initiation in conversation among native speakers of English are briefly compared with a proposal by Wong that other-initiated repair by non-native speakers may regularly be delayed. A postscript suggests the prospect that studies of non-native speaker participation in talk-in-interaction be treated as not separable from the study of talk-in-interaction more generally.

**01-117 Shook, David J.** (Georgia Inst. of Technology, USA). What foreign language reading recalls reveal about the input-to-intake phenomenon. *Applied Language Learning* (Monterey, USA), **10**, 1/2 (1999), 39–76.

Understanding the cognitive processes underlying how foreign language (FL) learners acquire the ability to communicate in the FL has been of interest to researchers and teachers of second language acquisition/FL development for a number of decades now, but it is only recently that research has appeared which examines one particular cognitive process involved in FL development: the input-to-intake phenomenon. This article follows up previous research in order to examine how the use of one particular type of task, free written reading recalls, can contribute to knowledge of

the input-to-intake phenomenon in particular, and FL cognitive development in general. Two different levels of Spanish students (second- and fourth-semester) read reading passages containing one of two different target items (the Spanish present perfect verb tense or the relative pronouns *que/quien[es]*) under one of three different attention conditions. Various analyses of the reading recalls produced by the learner-readers did not demonstrate that drawing attention to the target input nor language experience facilitated the processing of the items as intake, but the recalls did indicate that the more-meaningful present perfect was processed as intake more than the less-meaningful relative pronouns. Research and pedagogical implications from these results are discussed.

**01-118 Spolsky, Bernard** (Bar-Ilan U., Ramat-Gan, Israel; *Email: spolsb@mail.biu.ac.il*). Anniversary article: language motivation revisited. *Applied Linguistics* (Oxford, UK), **21**, 2 (2000), 157–69.

The addition of the concept of motivation to models of second language learning has been a major contribution of social psychologists, especially Wallace Lambert and Robert Gardner, and an illustration of the sometimes ignored fact that educational linguistics applies more than just linguistics. Returning to Lambert's original formulation of the notion, one finds that he postulated that integrative motivation affected advanced levels of phonology and semantics. The paper notes that this hypothesis has not been fully explored. It says also that Lambert himself seemed to have been open to the more discursive methods now favoured by scholars not satisfied with using only questionnaires to gather data. It calls therefore for triangulation of methodology, using also hard sociolinguistic data and personal statements of second language learners, and provides some examples taken from studies of Palestinian Arabic and from studies of immigrants to Israel from the former Soviet Union learning Hebrew.

**01-119 Szulc-Kurpaska, Malgorzata** (Foreign Language Teacher Training Coll., Legnica, Poland). Little Red Riding Hood – natural speech data analysis in 10-year-olds. *Strani Jezici* (Zagreb, Croatia), **28**, 3/4 (1999), 234–39.

This article focuses on the performance on a storytelling task of ten-year-old Polish learners of English as a Foreign Language (EFL). The participants retold a children's story on the basis of 13 pictures used as prompts. In the analysis of this natural speech data, the author first did a word count for each child and investigated the grammatical morphemes that the children used in their retelling. She then investigated the strategies the participants used to get their meaning across. The findings point to considerable variability in the children's performance. The boys were found to perform better than the girls. The use of grammatical mor-

phemes was found to be similar to that of EFL learners in other studies. Among the five strategies analysed, the most frequently used were first language switching and formulaic chunks.

**01-120 Tse, Lucy** (Arizona State U., USA; *Email*: ltse@asu.edu). Student perceptions of foreign language study: a qualitative analysis of foreign language autobiographies. *The Modern Language Journal* (Malden, MA, USA), **84**, 1 (2000), 69–84.

Students' perceptions of their foreign language (FL) learning classroom experiences have important pedagogical and programmatic implications and have been theorised as having an effect on linguistic outcomes. The study reported here claims a unique form of data collection, the FL autobiography, used to explore the perceptions of a group of adult FL learners ( $N = 51$ ) towards a broad range of issues related to classroom atmosphere and instruction. Qualitative analysis of student writings revealed three categories of data: classroom interactions, perceived level of success, and attributions of success and failure. In general, students believed that their instruction focused too little on oral communication; they reported low estimations of their level of proficiency, and they tended to attribute their failures to their own lack of effort in the FL classroom. Possible implications for instruction and placement of FL students are discussed.

**01-121 Wesche, Marjorie Bingham and Paribakht, T. Sima** (U. of Ottawa, Canada; *Emails*: mwesche@uottawa.ca, paribakh@aix1.uottawa.ca). Reading-based exercises in second language vocabulary learning: an introspective study. *The Modern Language Journal* (Malden, MA, USA), **84**, 1 (2000), 196–213.

In the study reported here, university English as a Second Language (ESL) learners' responses to five different types of text-based vocabulary exercises were examined. The objective was to understand better how such exercises may promote different kinds of lexical processing and learning and to compare these outcomes with those from thematic reading for comprehension. The results are taken to support a view of vocabulary acquisition as an elaborative and iterative process and to demonstrate the primary role of the tasks learners carry out with new words that they encounter. Tasks provide learners with varied and multiple encounters with given words which highlight different lexical features, promoting elaboration and strengthening of different aspects of word knowledge. The findings also provide insight into the nature of the advantages found in previous research of using text-based vocabulary exercises together with a reading text as opposed to using multiple reading texts for the learning of particular words and their lexical features.

**01-122 Wong, Jean** (The Coll. of New Jersey, USA; *Email*: jwong@tcnj.edu). Delayed next turn

repair initiation in native/non-native speaker English conversation. *Applied Linguistics* (Oxford, UK), **21**, 2 (2000), 244–67.

This article explores the potential value of conversation analysis (CA) for the study of second language acquisition (SLA) through interaction. Prior research on repair in everyday conversation has shown that efforts directed at problems in hearing or understanding by someone other than the speaker of the trouble-source utterance are initiated in one main sequential environment: next turn relative to the trouble-source utterance (Schegloff *et al.* 1977). The present author examines a form of other-initiated repair which is delayed within next turn position, a form which is produced by non-native speakers of English (NNs) whose native language is Mandarin. Using the framework of CA, it is shown that in native/non-native conversation (N-NN), other-initiated repair is not always done as 'early' as possible or what is 'possible' is markedly different. Nonetheless, the instances reported herein indirectly support the claim that the primary site of other-initiated repair is in the next turn relative to the trouble-source talk. In creating and recreating a sense of what is socially shared between them, native and non-native speakers in engagement with one another may orient to a greater potential for miscommunication and misunderstanding and work towards efforts, as displayed in the 'oral practice' (Hall 1993) of delayed NTRI, which aim at averting, avoiding, or correcting miscommunication and misunderstanding in the talk. CA may provide a sound foundation for the study of interaction in SLA, because it is based on those features of the context which are relevant for the participants.

**01-123 Yoshimura, Fumiko** (Kyushi Inst. of Information Sciences; *Email*: yoshimura@kiis.ac.jp). Automaticity theory and EFL in Japan. *Literacy Across Cultures* (Fukui, Japan), **3**, 2 (2000), 3–10.

Automaticity theory (AT) attempts to explain how people acquire skills as a function of the automaticity of operating processes. This paper offers a discussion of the concept of the theory and explains how it may be applied to present English as a Foreign Language (EFL) curricula. The paper begins by considering the nature of automaticity theory and its application to an FL curriculum which helps learners to develop automaticity gradually and systematically. This general theory of learning emphasises the importance of training at the associative stage, where learners come to coordinate individual skills in more varied, complex tasks which display automaticity and fewer breakdowns in mental processing and overloads in working memory. The paper then moves on to present a rationale for applying automaticity theory to EFL reading instruction and evaluation in Japan. It is suggested that the application of the theory can help to ensure that language learners are able to coordinate individual skills in more complex tasks leading to independence in communicative ability.