Little has been published about the attrition rates of foreign language (FL) teachers. Most extant research quantifies demographic information, such as gender or age, but not the reasons teachers leave. The purpose of this article is to describe attrition of FL teachers primarily as the result of disparity between professional expectations and workplace realities. The 14 respondents in the study collectively represent male and female classroom teachers ranging widely in terms of background, type and years of experience. Analysis of their comments reveals that they leave the classroom if they are unable to cope with unexpected workplace realities, often as a result of having spent little time in the field prior to full-time teaching. Attrition is often precipitated by an inability to reconcile personal expectations with workplace realities. One of those realities is that FL instruction may not be highly esteemed. Another is that there are marked differences in the importance of various types of languages and language programmes. One way to reduce attrition may be through discussion of these realities with prospective and novice teachers. The findings also suggest that retention can be enhanced when novice FL teachers have ongoing mentoring relationships with workplace colleagues.

Language learning

00–603 Allen, Linda Quinn (U. of Missouri-St. Louis, USA; *Email:* lqallen@umsl.edu). Form-meaning connections and the French causative: an experiment in processing instruction. *Studies in Second Language Acquisition* (New York, USA), **22**, 1 (2000), 69–84.

Explicit grammar instruction (EGI) appears to have beneficial effects on second language acquisition processes, the ultimate level of acquisition achieved, and, especially, the rate of acquisition. VanPatten and Cadierno (1993) compared the effects of two types of EGI (processing instruction vs. traditional instruction) on learners' ability to comprehend and produce sentences containing Spanish clitic object pronouns. The results favoured a processing EGI approach. The present study is a conceptual replication of the VanPatten and Cadierno study, and it tests the generalisability of the findings to a different grammatical structure, the French causative. Nine classes of 179 fourth-semester French students were assigned to three groups: (a) processing instruction, (b) traditional instruction, and (c) no instruction. The results indicate that processing instruction is as effective as traditional instruction in enabling learners to interpret the French causative and that traditional instruction is more effective in enabling learners to produce the French causative.

00–604 Ayoun, Dalila (U. of Arizona, USA; *Email:* ayoun@u.arizona.edu). Verb movement in French L2 acquisition. *Bilingualism: Language and Cognition* (Cambridge, UK), **2**, 2 (1999), 103–25.

The study reported here investigates the acquisition of verb movement phenomena in the interlanguage of English native speakers learning French as a second language (L2). Participants (*n*=83), who were enrolled in three different classes, were given a grammaticality judgement task and a production task. The French native speakers' results (*n*=85) go against certain theoretical predictions for negation and adverb placement in nonfinite contexts, as well as for quantification at a distance. The production task results, but not the grammaticality judgement results, support the hypothesis that the effects of parameter resetting successfully appear in the interlanguage of adult L2 learners.

00–605 Bailey, Phillip (U. of Central Arkansas, USA; *Email:* phillipb@mail.uca.edu), **Onwuegbuzie, Anthony J. and Daley, Christine E.** Using learning style to predict foreign language achievement at the college level. *System* (Oxford, UK), **28**, 1 (2000), 115–33.

Although researchers have examined the role of learning styles in foreign language (FL) achievement, many studies have investigated isolated dimensions of this construct (e.g., field independence/dependence). Relatively few studies have used a comprehensive learning styles instrument to determine predictors of achievement in college FL classes. Thus, the purpose of this study was to use a broadly focused learning style instrument to identify a combination of learning styles that might be correlated with FL achievement at the college level. It was hoped that the findings would facilitate the identification of college students at risk of underachieving in FL classes. Participants were 100 university students enrolled in either French or Spanish first and second semester courses. All possible subsets multiple regression analyses revealed that higher achievers in FL courses tend to like informal classroom designs and to prefer not to receive information via the kinesthetic mode. Certain learning style variables (i.e., responsibility and mobility), when included in the model, acted as suppressors, increasing the predictive power of classroom design preference and kinesthetic orientation with respect to achievement. The educational implications of these findings for understanding the potential relationships between learning styles and FL achievement are discussed, as are suggestions for future research.

00–606 Bardel, Camilla (Lunds Universitet, Sweden). Negation and information structure in the Italian L2 of a Swedish learner. *Aile* (Paris, France), **Special Issue**, vol. 2 (1999), 173–88.

This paper discusses the relationship between negation and focus in the interlanguage of an adult Swedish learner of Italian acquiring Italian in a mixed environment of guided and spontaneous input, while living in Italy. The study is longitudinal and consists of recordings of semi-spontaneous conversation. The purpose is to investigate the development of the system of negation in Swedish-Italian interlanguage, and the way

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negation is used in dialogues by learners. In order to define the notion of focus, and its relation to referential movement, the focus structure is viewed at both a semantic and a pragmatic level. The results indicate that the negative element is positioned according to semantic constraints, i.e., immediately before the lexical element it operates on. This results in a system which includes post-verbal negation, and is thus deviant from the target.

00–607 Bialystok, Ellen and Miller, Barry (York U., Toronto, Ontario, Canada; *Email*: ellenb@ yorku.ca). The problem of age in second language acquisition: influences from language, structure, and task. *Bilingualism: Language and Cognition* (Cambridge, UK), **2**, 2 (1999), 127–45.

This paper reports a study in which three groups were given a grammaticality judgement task based on five structures of English grammar in both an oral and written form. The first group consisted of native speakers of Chinese, the second, native speakers of Spanish, and the third, native English speakers. The two learner groups were divided into those who had begun learning English at a younger (less than 15 years) or older (more than 15 years) age. Performance was measured for both accuracy of judgement and time taken to respond. The results showed that performance patterns were different for the two learner groups, that the linguistic structure tested in the item affected participants' ability to respond correctly, and that task modality produced reliable response differences for the two learner groups. Although there were proficiency differences in the grammaticality judgement task between the younger and older Spanish learners, there were no such differences for the Chinese group. Furthermore, age of learning influenced achieved proficiency through all ages tested rather than defining a point of critical period. The results are interpreted as failing to provide sufficient evidence to accept the hypothesis that there is a critical period for second language acquisition.

00–608 Blake, Robert (U. of California, Davis, USA; *Email*: rjblake@ucdavis.edu). Computer mediated communication: a window on L2 Spanish interlanguage. *Language Learning and Technology* (http://llt.msu.edu/), **4**, 1 (2000), 120–36.

The Interaction Hypothesis states that the conditions for second language (L2) acquisition are crucially enhanced by having L2 learners negotiate meaning (i.e., resolve their miscommunications) with other speakers, native or otherwise. The study reported here demonstrates that incidental negotiations commonly occurred in networked learner/learner discussions as well, especially with respect to their lexical confusions. Fifty intermediate L2 Spanish learners were asked to carry out networked discussions in pairs during their lab time using a synchronous chat program, *Remote Technical Assistance* (RTA), which records all textual entries. Each dyad carried out a series of online tasks that can be described as jigsaw, information-gap, or

decision-making. The results show that jigsaw tasks appear to lead the way in promoting negotiations, but that information-gap tasks were not nearly as productive as a stimulus. The findings suggest that computer mediated communication (CMC) can provide many of the alleged benefits ascribed to the Interaction Hypothesis, but with greatly increased possibilities for access outside of the classroom environment. Nevertheless, the predominance of incidental lexical negotiations, in contrast to the paucity of syntactic negotiations, leaves unanswered or unsatisfactorily addressed the issue of grammatical development. The study demonstrates, however, the value of synchronous chat records as a window for investigating interlanguage.

00–609 Bley-Vroman, Robert (U. of Hawai'i, USA; *Email*: vroman@hawaii.edu) **and Yoshinaga, Naoko**. The acquisition of multiple wh-questions by high-proficiency non-native speakers of English. *Second Language Research* (London, UK), **16**, 1 (2000), 3–26.

This paper investigates the knowledge of multiple *wh*-questions such as *Who ate what?* by high-proficiency non-native speakers of English whose first language is Japanese. Japanese grammar is known to license a wider range of such questions than English—*who came why*, for example—although the precise theoretical account is not yet clear. Acceptability judgements were obtained on six different types of such questions. Acceptability of English examples was rated by native speakers of English, Japanese examples were judged by native speakers of Japanese, and the English examples by high-proficiency Japanese speakers of English. The results for native speakers judging their own language were generally in accord with expectations. The high-level non-native speakers of English were significantly different from native speakers in their ratings of these sentences. However, the ratings were clearly not simply the result of transfer. The consequences of this finding for theories of Universal Grammar in second language acquisition are discussed.

00–610 Cebrian, Juli (U. of Toronto, Canada; *Email*: jcebrian@seneca.uab.es). Transferability and productivity of L1 rules in Catalan-English interlanguage. *Studies in Second Language Acquisition* (New York, USA), **22**, 1 (2000), 1–26.

This paper examines the interference of first language (L1) neutralisation rules in the acquisition of a marked L2 phonological feature. More specifically, it presents results from a study of the acquisition of the voicing contrast in English word-final obstruents by native speakers of Catalan. The voicing contrast in final position in Catalan is neutralised by voicing or devoicing rules, depending on the environment. The results of an experiment testing the production of target final obstruents in different environments indicate a very high incidence of devoicing, which confirms the prevalence of final devoicing in second language acquisition

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and points to the joint effect of transfer and universal tendencies. In contrast with devoicing, the results reveal a more limited effect of the L1 voicing rules. It is argued that this difference is due to an effect of word integrity in the interlanguage that restricts the domain of application of the transferred rules.

00–611 Crochot, Françoise. L'allemand, une langue difficile? [Is German a difficult language?] *Les Langues Modernes* (Paris, France), **4** (1999), 55–59.

This article reports on a study which investigated the claim that German is a particularly difficult language to learn, a view commonly held by teachers and pupils in French schools. A questionnaire was distributed to 167 students at *collège* (11–15 years) and *lycée* (15–20 years) level. Analysis of the results showed that more than one third of the students surveyed reported that German was a difficult or very difficult language to learn, while 22% reported German to be of 'average' difficulty. Particular difficulties were experienced with grammar, especially with regard to the morphology of the nominal group, although this was less of a problem for students who also studied Latin. Students rated oral comprehension and gaining an understanding of how the language works as the most important goals for language learning. The most common source of difficulty identified was the lack of class time available for developing an understanding of new material. The author therefore suggests that a reduction in the number of structures covered in the syllabus at lower levels would address this problem, enabling students to spend more time assimilating new material, particularly through the use of cognitive exercises.

00–612 Dias, Joseph (Kitasato U., Japan; *Email:* jodias@kitasato-u.ac.jp). Learner autonomy in Japan: transforming 'help yourself' from threat to invitation. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 1 (2000), 49–64.

In the West 'help yourself' is an entreaty usually expressed by a hospitable host. The psychiatrist and explorer of the Japanese psyche, Takeo Doi (1971), has noted that "the Japanese sensibility [demands] that, in entertaining, a host should show sensitivity in detecting what [is] required and should himself 'help' his guests. To leave a guest unfamiliar with the house to 'help himself' would seem excessively lacking in consideration". These observations demonstrate the special challenge of introducing autonomous learning in cultures where autonomy is an alien concept. The author (teacher/host) describes an on-going action research project in which information and communication technology (ICT) is being employed to equip students (guests) with tools useful for autonomous learning. Not wanting to go against the cultural grain, ICT is introduced in such a way that students, paradoxically, are made more dependent upon the teacher and peers to accomplish tasks, as a precursor to more independent forms of learning. Results of surveys given to determine previous experience with and attitudes towards ICT and language learning– both before and after the intervention–are reported.

00–613 Dufva, Mia (U. of Turku, Finland; *Email:* mia.dufva@utu.fi) and Voeten, Marinus J. M. Native language literacy and phonological memory as prerequisites for learning English as a foreign language. *Applied Psycholinguistics* (Cambridge, UK), **20**, 3 (1999), 329–48.

The aim of the study reported here was to examine, with a longitudinal study design, the effects of phonological memory and native language (NL) literacy acquisition on learning English as a foreign language (FL). Participants were 160 Finnish school children, who were 7-year-old first graders at the beginning of the study. Measures in the first grade were NL word recognition and listening comprehension; in the second grade, word recognition, reading comprehension and phonological memory; and in the third grade, FL skills. The main result from the structural equation modelling was that both NL literacy and phonological memory have positive effects on FL learning. These skills explained 58% of the variance in English proficiency. Proficiency in NL literacy skills is therefore highly significant for FL learning, although the orthographic regularity varied a lot (Finnish vs. English). On the basis of the results, it can be concluded that one way to promote FL learning is by diagnosing NL literacy skills early on and by providing training in NL literacy for at-risk children. In addition, the significant role of phonological memory in FL learning suggests that training in the FL phonology may enhance competence in the foreign language.

00–614 Goh, Christine C. M. (Nat. Inst. Of Ed., Nanyang Tech. U., Singapore; *Email:* cmcgoh@nie.edu.sg). A cognitive perspective on language learners' listening comprehension problems. *System* (Oxford, UK), **28**, 1 (2000), 55–75.

This article offers a cognitive perspective on the comprehension problems of second language listeners. The author identifies real-time listening difficulties faced by a group of English as a second language (ESL) learners and examines these difficulties within the three-phase model of language comprehension proposed by Anderson (1995, *Cognitive Psychology and its Implications*, 4th ed., Freeman, New York). Data were elicited from learners' self-reports through the procedures of learner diaries, small group interviews and immediate retrospective verbalisations. The analysis showed 10 problems which occurred during the cognitive processing phases of perception, parsing and utilisation. Five problems were linked to word recognition and attention failure during perceptual processing. There were also problems related to inefficient parsing and failure to utilise the mental representations of parsed input. A comparison of two groups of learners with different listening abilities showed some similarities in the difficulties experienced, but low ability listeners

had more problems with low-level processing. The article highlights the benefits of researching real-time cognitive constraints during listening and obtaining data through learners' introspection, and offers some practical suggestions for helping learners become better listeners.

00–615 Gullberg, Marianne (Lund U., Sweden). Communication strategies, gestures, and grammar. *Aile* (Paris, France), **Special Issue**, vol. 2 (1999), 61–71.

This paper examines the role of gesture in overcoming problems both of lexicon and syntax. The analysis is based on videorecorded data from conversational narratives produced by five native speakers of French learning Swedish as a foreign language (L2) and five native speakers of Swedish learning L2 French. The data show that learners use gestural communication strategies not only to elicit lexical help, but also to overcome grammatical difficulties. Specifically, learners use abstract deictic gestures to deal with temporality and co-reference. Lack of verbal morphology and non-native use of referential expressions with respect to the distinction new/old information is handled by anchoring referents gesturally in space, metaphorically transforming this distinction into a map of discourse. The implications of these findings for theories of communication strategies are briefly addressed.

00–616 Halbach, Ana (Universidad de Alcala, Madrid, Spain; *Email*: ana.halbach@alcala.es). Finding out about students' learning strategies by looking at their diaries: a case study. *System* (Oxford, UK), **28**, 1 (2000), 85–96.

The concept of learning strategies has become quite familiar to most professionals in teaching English as a foreign language. However, one of the main difficulties of working with strategies is related to the lack of appropriate tools to measure strategy use by language students. In the study reported here a checklist is presented and tested to see whether it can help to shed some light on students' use of strategies as reflected in their diaries. The paper describes how these diaries were used and how they were analysed to find out what they revealed about students' strategy use. Some interesting differences between successful and less successful students appear which, in their turn, open up questions about strategy training in general.

00–617 Havranek, Gertraud (Universität Klagenfurt, Austria). The effectiveness of corrective feedback: preliminary results of an empirical study. *Aile* (Paris, France), **Special Issue**, vol. 2 (1999), 189–206.

Recent studies have identified two crucial factors in second language acquisition: negative evidence, and awareness of forms in the input. These two factors converge in corrective feedback since its purpose is to direct the learner's attention to specific target elements

which have not been mastered. However, learners do not always realise that they have been corrected. The study reported here investigated learner awareness of corrective feedback (measured as recall) and the influence of such awareness on the effectiveness of corrections (measured as performance in a subsequent language test). Data were collected from 207 learners at both secondary school and university level. The study showed that both awareness and effectiveness of corrective feedback are influenced by linguistic and contextual features, but that the difference in effectiveness between recalled and not-recalled corrections is actually minor. In general, little more than half of the corrected forms were used correctly by learners corrected, while their peers used the same forms correctly in about 60% of all cases. This points to the conclusion that correction is often no longer relevant for peers because they have already mastered the form.

00–618 Hegelheimer, Volker and Chapelle, Carol A. (Iowa State U., USA; *Emails*: volkerh@iastate.edu; carolc@iastate.edu). Methodological issues in research on learner-computer interactions in CALL. *Language Learning and Technology* (http://llt.msu.edu/), **4**, 1 (2000), 41–59.

Computer-Assisted Language Learning (CALL) materials may provide a mechanism for implementing theoretically-ideal conditions for second language acquisition and for conducting empirical research to investigate effects of these conditions. This paper explores methodological issues involved in realising this potential by focusing on investigation of the *noticing hypothesis* in CALL reading materials. It reviews the problem of assessing noticing in classroom and experimental settings through (a) conditions for noticing, (b) retrospective assessment, and (c) concurrent assessment. Concurrent assessment, which provides the most direct measure of noticing, is illustrated through CALL materials which gather data on noticing, test retention of word meaning, and calculate the correlation between noticed and remembered words. Methodological issues of implementation and validation are discussed.

00–619 Holmes, V. M. and Dejean de la Batie, B. (U. of Melbourne, Australia; *Email*: v.holmes@psych.unimelb.edu.au). Assignment of grammatical gender by native speakers and foreign learners of French. *Applied Psycholinguistics* (Cambridge, UK), **20**, 4 (1999), 479–506.

The study reported here compared the skill in gender attribution of foreign learners and native speakers of French. Accuracy and fluency of gender attribution by the foreign learners were assessed in spontaneous written production. Both groups performed on-line gender assignment to real nouns whose gender was regular or exceptional, given their ending, and to invented nouns with nonword stems and realword endings. The pattern of results indicated that the native speakers' gender attributions were primarily based on rapidly evoked lexical associations, with gender-ending correspon-

dences playing a significant but subsidiary role. The foreign learners were less able to summon lexical associations, relying heavily on ending-based rules. Overall, none of the foreign learners attained the same level of performance as any of the native speakers. It is concluded that instruction in which students learn nouns in the context of distinctive lexical associates could profitably be supplemented by explicit instruction in gender-ending regularities.

00–620   Horst, Marlise (Concordia U., Montreal, Canada) **and Meara, Paul.** Test of a model for predicting second language lexical growth through reading. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 2 (1999), 308–28.

The case study reported here tests a mathematical model for its ability to predict second language vocabulary gains achieved through reading. To overcome the problem of small word gains noted in earlier studies of incidental acquisition, the participant–an adult learner of Dutch–read a lengthy text and was tested on hundreds of words. To maximize opportunities for learning from context, an illustrated text (a 'Lucky Luke' comic book) was chosen for the reading treatment. Before reading the text and again after each of eight readings, the participant used a rating scale to assess his knowledge of words which occurred only once in the text. Growth rates established in one round of learning (a matrix) were used to predict growth in subsequent rounds. The participant's gains were found to match closely figures generated by the predictive matrix. As in previous studies, nouns proved to be the easiest to learn. Results also detail the need for multiple encounters in order for a word to be retained.

00–621   Jansen, Louise M. (Australian National U., Canberra, Australia; *Email:* Louise.Jansen@anu. edu.au). Second language acquisition: from theory to data. *Second Language Research* (London, UK), **16**, 1 (2000), 27–43.

This paper addresses the relationship in second language acquisition (SLA) research between theory and data, with the aim of highlighting a potential problem for the field of SLA: a lessening rigour in data analysis where theory moves more into focus. By way of example, the paper first documents in detail how the problem manifests itself in a specific area of research in SLA syntax and morphology. It then discusses possible implications for the field in general. The paper begins, then, with a look at Clahsen and Muysken's research: in 1986 they initiated a still ongoing debate when they claimed that, unlike first language learners, second language learners do not have access to universal grammar. Their subsequent claim that subject-verb agreement and verb-second are unrelated in the acquisition of German SLA has met a number of counterpositions. The conflicting claims source essentially the same data. The presentation and analysis of these data is scrutinised here and a number of inconsistencies and methodological questions are identified. The paper argues that, when it comes to underpinning theoretical claims, more rigour in data description should be exercised.

00–622   Ju, Min Kyong (State U. of New York at Buffalo, USA; *Email:* mju@csu.buffalo.edu). Overpassivization errors by second language learners: the effect of conceptualizable agents in discourse. *Studies in Second Language Acquisition* (New York, USA), **22**, 1 (2000), 85–111.

This study investigates whether conceptualisable agents in the discourse play a role in English second language overpassivisation errors (nontargetlike passivisation of unaccusative verbs, a subclass of intransitives). It hypothesises that learners are more likely to make overpassivisation errors in externally caused events (in which an agent or cause may form part of the speaker's mental representation) than in internally caused events (in which the cause or causer of the event is not clear). Advanced Chinese learners of English were asked to choose the more grammatical form (active or passive) in target sentences with unaccusative verbs. Each target sentence was embedded in two different contexts expressing external and internal causation. A significant difference in error rates was found between the two different contexts: learners accepted passivised unaccusative verbs more frequently when an agent or cause was available than when it was not. This finding is taken as an indication that learners transitivise unaccusative verbs before they passivise them and that the degree of transitivisation varies depending on the presence of conceptualisable agents in the discourse. Thus this paper argues against a purely syntactic analysis of interlanguage errors such as overpassivisation and in favour of an approach that takes cognitive factors into account.

00–623   Kawai, Yasushi (Hokkaido U., Japan; *Email:* kawai@ilcs.hokudai.ac.jp). Effects of cultural contextualization in listening materials on motivation and strategy use. *ITL Review of Applied Linguistics* (Leuven, Belgium), **127-128** (2000), 101–26.

There are two fundamentally different views regarding which side of culture, i.e., target or base, foreign language (FL) learning materials should take–approaches that emphasise the learner's assimilation into the target culture tending to advocate the former, and those that signify cross-cultural communication the latter. From a constructivist perspective, content relevance of learning materials to the learner's existing knowledge is a key ingredient for intrinsic motivation. Acculturation theories, on the other hand, predict that those ready to be assimilated into the target culture will have more chance of success in FL learning, and therefore learning materials should focus on the target culture. This paper describes a 10-week study investigating if the use of culture-bound proper nouns in materials for listening comprehension may influence motivation towards FL learning which could eventually make a difference in

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the use of general learning strategies. Japanese learners of English were divided into two groups : one listened to materials using Japanese proper nouns, and the other to those using English counterparts. The other parts of the material were the same. Results of pre- and post-tests conducted to explore motivation and strategy use revealed that the expected tendency exists but was not statistically significant. The researcher further investigated the effects of learning styles. The relationship among these variables is intricate, and FL learnmg appeared multi-dimensional. The results imply that learning materials do not have to reside on one-side of either base or target cultures. Further investigation is recommended to examine if other means of learning material personalisation may affect motivation and strategy use.

00–624 Kellerman, Eric (U. of Nijmegen, The Netherlands). A break with tradition. *Aile* (Paris, France), **Special Issue**, vol. 2 (1999), 7–36.

This paper argues for the serious study of figurative language, specifically idiom and metaphor, in second language acquisition (SLA). Having demonstated how pervasive idiom and metaphor are in the speech of native speakers, the little research in SLA that taps into the cognitive semantics literature on metaphor is reviewed, and the conclusion drawn that this is a seriously under-researched area, attention to which could provide a much greater understanding of second language behaviour. Following a richly illustrated presentation of the cognitive linguistics approach to idiom and metaphor and a concomitant argument for the centrality of 'image schemas', the paper then suggests that image schemas may help understand transferability. Finally, the paper reviews cross-cultural differences in image schemas and how these might affect non- native speakers' ability to learn metaphorical uses in second language, as well as considering consequences they have for the cognitive linguistics theory of metaphor and idiom itself.

00–625 Kuribara, Chieko (U. of Reading Whiteknights, UK). Resettability of a syntactic parameter in SLA: non-acquisition of Category C in English by adult Japanese speakers. *Aile* (Paris, France), **Special Issue**, vol. 2 (1999), 119–32.

Recent second language acquisition (SLA) studies carried out by Smith and Tsimpli (1995) and Tsimpli and Roussou (1991) examined the possibility of parameter-resetting by adopting the functional category parameterisation (FCP) theory, which supports the exclusive association of parameters with FCs. FCs are argued to become inaccessible after the Critical Period and, therefore, parameter-resetting is impossible in adult SLA. Based on Fukui's (1995) version of FCP theory, the study reported here tested the FC inaccessibility hypothesis by investigating Japanese speakers' acquisition of C(omplementizer) in English. A grammaticality judgement test was administered to 100 Japanese students in the UK who were divided into 10 levels according to their English proficiency. An examination

of the quasi-developmental processes of five constructions associated with C showed no support for the presence of a 'resetting effect'. This paper claims, therefore, that advanced learners exploit the central cognitive system, and elucidates the mechanisms involved in SLA. The present research is thus taken to provide support for the fundamental difference hypothesis between first language acquisition and adult SLA (Bley-Vroman, 1989).

00–626 Lalleman, Josine A. (Rijksuniversiteit Leiden, The Netherlands). The Alternation Hypothesis revisited: early L2 intuitions about the direction of gapping in Dutch. *Aile* (Paris, France), **Special Issue**, vol. 2 (1999), 157–72.

This article presents the results of a study in which second language (L2) learners who had studied Dutch for a period of three to six weeks (without previous knowledge of the language) were asked to judge Dutch sentences with either forward or backward gapping, both of which are correct in Dutch, but only one of which is correct in their native language. Intuitions about gapping turned out to be far better than could logically be expected at this stage of development in all groups of L2 learners, which suggests that the phenomenon of gapping forms part of some Universal Grammar word order principle (probably the Head Parameter). The hypothesis that, at a very early stage of development, L2 learners would consider the structure of their native language to be the only correct one in the target language, was not confirmed–indeed the (non-significant) effect, surprisingly, was the converse. It is concluded that, with respect to this area of the grammar, the final state of first language acquisition is *not*–as Schwartz and Sprouse (1996) suggest–the initial state of L2 acquisition.

00–627 Liou, Hsien-Chin (National Tsing Hua U., Taiwan; *Email:* HCLIU@NTHU.EDU.TW). Assessing learner strategies using computers: new insights and limitations. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 1 (2000), 65–78.

In computer-assisted language learning (CALL) environments, exchanges between (a) the input directly given in the material, or optional resources upon learner request, and (b) what the learner already knows become interesting as electronic materials proliferate. This paper discusses the assessment of learner strategies in the CALL context, and the pros and cons. It first reviews the empirical studies, including two of the author's recent projects, which have used the computer to record the interactive process where second language (L2) learners demonstrate different on-line language learning behaviour, operationalised as types of learner strategies. The available literature has covered the areas of grammar learning, writing, reading, and listening and viewing (video) comprehension. Types of strategies include cognitive and metacognitive strategies such as resourcing, monitoring, practising, or self-evaluation.

The data are seen as helping applied linguists to better understand such situated learning, i.e., in CALL, by providing insights into the interaction between input and learners. The paper then illustrates the detailed process of data gathering, unitization, and interpretation. The findings and data collection techniques are seen as providing researchers in other fields with a new horizon where different sources of L2 learner data can be triangulated to help uncover the L2 acquisition phenomena. Advantages of the powerful computer recording capacities lie in its accuracy, real-time immediacy, reliability, and compact storage space. The mechanical method has its limitations however. It is argued that computer-based data collection methods should complement other traditional methods, especially when the former are constrained.

00–628   Marinova-Todd, Stefka H., Bradford Marshall, D. and Snow, Catherine E. (Harvard U., Cambridge, MA, USA). Three misconceptions about age and L2 learning. *TESOL Quarterly* (Alexandria, VA, USA), **34**, 1 (2000), 9–34.

Age has often been considered a major, if not the primary, factor determining success in learning a second or foreign language (L2). Children are generally considered capable of acquiring a new language rapidly and with little effort, whereas adults are believed to be doomed to failure. Although older learners are indeed less likely than young children to master an L2, a close examination of studies relating age to language acquisition reveals that age differences reflect differences in the situation of learning rather than in capacity to learn. They do not demonstrate any constraint on the possibility that adults can become highly proficient, even nativelike, speakers of L2s. Researchers, in other words, have often committed the same blunders as members of the general public: misinterpretation of the facts relating to speed of acquisition, misattribution of age differences in language abilities to neurobiological factors, and, most notably, a misemphasis on poor adult learners and an underemphasis on adults who master L2s to nativelike levels. By clarifying these misconceptions, the present authors hope this article will lead to a better understanding of L2 learning and, in turn, better approaches to L2 teaching.

00–629   Mayer, Werner P. (Charlottenstr. 13, 88045 Friedrichshafen a.B., Germany). Befindlichkeit und Effizienz beim Fremdsprachenlernen mit dem Computer. Eine empirische Medienwirkungsstudie zum Einsatz von Lernsoftware im Englischunterricht. [Sensitivity and efficiency in computer-assisted foreign language learning. An empirical media-oriented study on the use of learning software in English teaching.] *Fremdsprachen Lehren und Lernen (FLuL)* (Tübingen, Germany), **28** (1999), 99–113.

Starting from the observation that students are highly motivated when using CALL (computer assisted language learning) programs, the empirical study reported here investigates the roots of student motivation. During the experiment the students worked with three different software programs in their ESL (English as a second language) classes. The findings are deemed to show that outstanding motivation does not stem from better learning results but from the following five factors: (1) wrong answers are not embarrassing; (2) CALL programs are perceived as providing patient and individual feedback; (3) individual needs are tended; (4) CALL programs resemble popular computer games; and (5) students feel actively involved in the learning process.

00–630   Myers, Marie J. (Queen's U., Kingston, Ontario, Canada; *Email:* myersmj@educ.queensu.ca). Voice recognition software and a hand-held translation machine for second language learning. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 1 (2000), 29–41.   •

This article presents the results of a research project subsidised by the Social Sciences and Humanities Research Council in Canada. This research constitutes one project of a number in a strategic research network 'EvNet' on the evaluation of computer technologies. The focus here is more specifically on second language learning. The article reports on research in two sites, providing a full summary of results observed in the context of underlying theories of language acquisition/learning. The first report covers a twelve-month longitudinal study on the use of a hand-held translation computer with voice capabilities (Phase One). In the second study the impact of voice recognition software on language development in non-native speakers is analysed. Both studies point to the guided use of these technologies as benefiting learners in the way they allow for the development of certain required skills and strategies in a more natural way than could be achieved in a regular institutional setting.

00–631   Myojin, Chiyo (Kochi U. of Technology, Japan). Second language acquisition of English reflexives. *Aile* (Paris, France), **Special Issue**, vol. 2 (1999), 133–46.

Previous studies on second language (L2) acquisition of English reflexives within the framework of Wexler and Manzini's Subset Principle (1987) have examined only Japanese learners of English at a beginning or intermediate level, suggesting as a result that the L2 learners wrongly transferred their first language (L1) grammar to the L2. This paper reports on an experimental study which was conducted to examine how Japanese advanced and intermediate learners of English interpret English reflexives. The results show that judgements of most of the advanced learners were very similar to those of the English controls. However, the performances of some of the advanced learners and many of the intermediate learners were influenced by pragmatic bias, which almost never happens to native speakers of English. The results therefore suggest that some of the

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advanced learners have not yet accomplished the parameter resetting of the Subset Principle, neither have they transferred their L1 values. As a consequence, it is likely that the L2 learners adopt an interlanguage grammar in the process of accomplishing the parameter resetting.

00-632 Nassaji, Hossein and Swain, Merrill (Ontario Inst. for Studies in Ed., U. of Toronto, Canada; Email: mswain@oise.utoronto.ca). A Vygotskian perspective on corrective feedback in L2: the effect of random versus negotiated help on the learning of English articles. *Language Awareness* (Clevedon, UK), **9**, 1 (2000), 34–51.

Recent research has taken up a Vygotskian sociocultural perspective in looking at feedback in second language (L2) learning. Within this framework, the present study examined whether negotiated help provided within the learner's zone of proximal development (ZPD) is more effective than help provided randomly and irrespective of the learner's ZPD. Data were collected during tutorial sessions on writing English compositions by two Korean learners of English. Qualitative and quantitative components of the data analysis provided support for the hypothesis. In addition, it was found that, when provided randomly and in a non-collaborative fashion, more explicit help produced better results than did less explicit help. The findings are taken to provide support for a consciousness-raising view of language learning. Implications for further research on collaborative feedback are discussed.

00-633 Park, Hyeson (U. of Arizona, USA; Email: hyeson@u.arizona.edu). When-questions in second language acquisition. *Second Language Research* (London, UK), **16**, 1 (2000), 44–76.

It has been observed that *when*-questions are one of the last *wh*-questions produced by children learning English either as a first (L1) or as a second language (L2). Explanations proposed for the late appearance of *when*-questions in L1 acquisition have been mostly based on cognitive factors. However, this approach to *when*-questions faces problems in explaining L2 acquisition data, which show that L2 children who are cognitively more mature than L1 children follow the same developmental sequence. This paper proposes a possible explanation based on internal linguistic factors. According to Enç (1987), tense is a referential expression and temporal adverbials are antecedents of tense. This paper develops Enç's theory further and proposes that, in a *when*-question, tense is a bound variable, which is bound by the quantificational interrogative *when*. Thus, in order to produce *when*-questions, children must be at a stage where they understand bound variable readings. According to Roeper and de Villiers (1991), English-speaking children learn a bound variable reading approximately after 36 months, and the learning continues through the kindergarten years. The age at which a bound variable reading first appears corresponds to the point at which *when*-questions

begin to occur. The present paper proposes that the complexity of the interaction between the quantificational *when* and tense, a bound variable, causes the delayed production of *when*-questions in developing grammars.

00-634 Plass, Jan L. (U. of New Mexico, Albuquerque, USA). Lernpsychologische Grundlagen der Verwendung von Multimedia in der Fremdsprachenausbildung. [Bases in learning psychology for the use of multimedia in foreign language training.] *Fremdsprachen Lehren und Lernen (FLuL)* (Tübingen, Germany), **28** (1999), 14–31.

This paper is concerned with the theoretical foundations of second language acquisition (SLA) with multimedia, with a focus on text comprehension. Following a description of the cognitive processes involved in text comprehension, theories of multimedia learning and their application to SLA are discussed, i.e., the Dual Coding Theory, the Cognitive Load Theory and the Generative Theory of multimedia learning. To illustrate these theories, the results of related empirical research studies are provided. In addition, some moderating effects of individual differences on learning with multimedia are discussed. On the basis of these theoretical considerations, a cognitive approach to learning with multimedia is proposed, which focuses on text comprehension. In this approach, the function of multimedia elements in an instructional software is defined based on the support they provide for the cognitive processes of the learner. The paper concludes with a description of potential benefits of multimedia software for SLA which are derived from the theories discussed.

00-635 Rast, Rebekah (The American U. of Paris / Université de Paris VIII & UPRESA 7023 [CNRS], France). The first hours of second language acquisition. Aile (Paris, France), **Special Issue**, vol. 2 (1999), 73–88.

At present, studies focusing on the first stages of second language (L2) acquisition are limited in number. This paper presents a pilot study which explores the issues of input, the initial state, and developmental sequence at the very first stages of second language acquisition. The participants, four adult French learners of Polish, had had no contact with the L2 before the onset of this project. The learners received controlled L2 input in a guided second language environment. A variety of tests were administered on a regular basis. Preliminary results show that, although the input had an enormous influence on the learners' acquisition, it did not always carry the strongest weight. First language transfer was clearly present, and learners developed individual hypotheses as well.

00-636 Reinfried, Marcus (Pädagogische Hochschule Erfurt, Institut für Romanistik, Erfurt, Germany). Der Radikale Konstruktivismus: eine

sinnvolle Basistheorie für die Fremdsprachendidaktik? [Radical constructivism: a meaningful theory for foreign language didactics?] *Fremdsprachen Lehren und Lernen (FLuL)* (Tübingen, Germany), **28** (1999), 162–80.

This paper offers a description of the more recent methodological principles in foreign language learning for which some theoreticians base their argumentation on radical constructivism. This radical constructivist perspective which relies heavily on arguments taken from the disciplines of neural physiology and philosophy is subjected to a critical analysis with special reference to the relevant epistemological literature. The author concludes that radical constructivism is unsuitable as a methodological meta-theory for language learning because it has some serious weaknesses at the explanatory level as well as areas of inconsistency. The paper argues instead for a realistic constructivist version of the theory as an epistemological basis and, at the same time, opposes learner-centred theories which take an absolutist position in language learning.

00–637   Rohde, Andreas (Kiel University, Germany). Early lexical development in non-tutored L2 acquisition. *Aile* (Paris, France), **Special Issue**, vol. 2 (1999), 49–59.

Based on the observation that both early first (L1) and second language (L2) lexical acquisition can be characterised by a word spurt, it is suggested in this article that lexical acquisition in both acquisitional types can be best explained by lexical principles: the whole object assumption, the taxonomic assumption and the mutual exclusivity assumption. Second language comprehension data—gathered from a group of 26 children in a German/English bilingual pre-school programme—are analysed in support of this position. The results suggest that L1 and L2 lexical acquisition are guided by the same lexical principles. These principles may represent universals in the sense that they are available to learners of all acquisitional types. They operate between linguo-cognitive processes, i.e., processes that concern formal speech data (e.g., phonological and morpho-syntactic structures), and general cognitive processes such as conceptualisation and logical thinking.

00–638   Rüschoff, Bernd (Universität-Gesamthochschule Essen, Germany). Wissenskonstruktion als Grundlage fremdsprachlichen Lernens. [The construction of knowledge as the basis for foreign language learning.] *Fremdsprachen Lehren und Lernen (FLuL)* (Tübingen, Germany), **28** (1999), 32–43.

This paper discusses the principles of the knowledge society in terms of its basic characteristics and the resulting challenges for (language) learning. New information and communication technologies are touched upon, but the main focus is an assessment of constructivism as the appropriate paradigm for language learning in the coming millennium. In addition, the paper

proposes to consider using Papert's term *constructionism* as a basis for putting theory into practice and in order to keep separate the theoretical platform of such an approach and its practical implementation in the knowledge society. On a methodological level, construction of knowledge and information processing are regarded as key activities in language learning. In conclusion, the paper discusses template-based learning as a possible metaphor for the design of technology-enhanced learning materials for the next millennium aimed at providing learners with constructionist learning scenarios.

00–639   Salaberry, M. Rafael (Pennsylvania State U., USA; *Email:* salaberry@psu.edu). L2 morphosyntactic development in text-based computer-mediated communication. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 1 (2000), 5–27.

It has been claimed that computer-mediated communication (CMC) represents an ideal environment for promoting second language (L2) development. Previous findings have shown the use of more complex structures in the target language in electronic versus face-to-face environments. The present study compares the effect of pedagogical tasks implemented in synchronous face-to-face tasks versus text-based CMC. The target grammatical feature is the development of past tense verbal endings in Spanish as a second language. The analysis reveals that the first signs of change in developmental stages of morphosyntactic development are more clearly identified in the computer based interaction task than in the face-to-face oral task. It is, thus, possible that aspectual distinctions marked through morphosyntactic means are made more salient in a written interactional format that maintains the functional focus of typical on-line face-to-face exchanges.

00–640   Salaberry, M. Rafael (Pennsylvania State U., USA; *Email:* salaberry@psu.edu). The acquisition of English past tense in an instructional setting. *System* (Oxford, UK), **28**, 1 (2000), 135–52.

The development of past tense verbal morphology among second language (L2) learners has been associated with the lexical-semantics of verbal predicates, or the saliency and frequency of past tense morphology. The relative effect of these factors was analysed in written and orally elicited narratives of 14 classroom learners of English (native speakers of Spanish in their home country). The results show that the effect of the cognitive saliency of frequent and irregular verbal morphology appears to be more important than the effect of lexical aspect in the beginning stages of development of inflectional endings. The results were analysed from the perspective of two distinct cognitive processes in the development of inflectional endings in an L2: lexical (item) learning versus rule-based learning. The findings are discussed in terms of the potential value of developmental sequences for second language acquisition.

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00–641 Schenke, Petra (Corneliusstr. 3, 80469 München, Germany). Anxiety in the foreign language classroom. *Fremdsprachen Lehren und Lernen (FLuL)* (Tübingen, Germany), **28** (1999), 212–22.

There is mounting evidence in language teaching research that affective variables play an important part in the success and enjoyment of learning a foreign language. The role of anxiety in a classroom situation, however, has not been given much attention. Inhibitions to speak in a foreign language are still associated with a lack of communicative skills. Accordingly, anxious students are seen to be less competent. Recent psychological research, however, has described anxiety as a learned social response which might affect individual learners' confidence and be of some importance for their learning efforts. This article seeks to demonstrate the necessity of dealing with anxiety in the classroom in order to make learners feel comfortable with their language learning experience.

00–642 Singleton, David (Trinity Coll., Dublin 2, Ireland). Learning and not learning L2 lexis: a longitudinal case study. *Aile* (Paris, France), **Special Issue**, vol. 2 (1999), 37–47.

This article qualitatively examines the progress of a university-level Anglophone learner of French confronting the lexical challenges presented by a set of tests re-administered annually over three years. Discussion focuses particularly on data indicating changes in the learner's knowledge with regard to specific target words and to data suggesting little or no advance in the learner's knowledge of the words in question. Three broad sources of possible explanation are considered–the role of input, 'intralexical' factors and crosslinguistic influence. The evidence reviewed suggests that the learner's progress in lexical acquisition in the course of the three years was slight in respect of the particular words figuring in the test, that such progress was variable, and that input, 'intralexical' factors and crosslinguistic influence all played a role in determining which words were and were not mastered.

00–643 Sotillo, Susana M. (Montclair State U., USA; *Email*: sotillos@mail.montclair.edu). Discourse functions and syntactic complexity in synchronous and asynchronous communication. *Language Learning and Technology* (http://llt.msu.edu/), **4**, 1 (2000), 82–119.

The present study investigates discourse functions and syntactic complexity in English-as-a-second-language (ESL) learner output obtained via two different modes of computer-mediated communication (CMC): asynchronous and synchronous discussions. Two instructors and 25 students from two advanced ESL writing classes participated. The study investigated (a) whether the discourse functions present in ESL learners' synchronous discussions of reading assignments quantitatively and qualitatively different from those found in asynchro-

nous discussions; and (b) which mode of CMC shows more syntactically complex learner output. The results showed that the quantity and types of discourse functions present in synchronous discussions were similar to the types of interactional modifications found in face-to-face conversations that are deemed necessary for second language acquisition. Discourse functions in asynchronous discussions were more constrained than those found in synchronous discussions and similar to the question-response-evaluation sequence of the traditional language classroom. Concerning syntactic complexity, the delayed nature of asynchronous discussions gives learners more opportunities to produce syntactically complex language. Asynchronous and synchronous CMC have different discourse features which may be exploited for different pedagogical purposes. In the hands of experienced teachers, both modes of CMC can be used as novel tools to enhance the language acquisition process by encouraging interaction among participants, collaborative text construction, and the formation of electronic communities of learners.

00–644 Trévise, Anne (Université de Paris X-Nanterre, France). Schémas de base en langue 2 et invariants sémantico-cognitifs. [The basic variety in a second language and semantic-cognitive invariants.] *Aile* (Paris, France), **Special Issue**, vol. 2 (1999), 73–88.

One of the reasons for studying the basic variety in adult second language learning is that it allows a view on a metalinguistic representation which could be generalised to different languages and thus to language invariants. This article discusses how the study of learners' productions may shed light on the complex links between mental representations, referential processes and natural languages. However, these patterns are actually produced by learners and conform to constraints in terms of origins, of order, of locating one term relative to another, of a complex intersubjective coordinate system of adjustments and, more generally, of regulation. Some learners progress beyond the basic variety, and the complexification processes may provide a view on language and thought as well as on invariants and the diversity of natural languages.

00–645 van de Craats, Ineke, Corver, Norbert and van Hout, Roeland (Tilburg U./CLS, The Netherlands). The Conservation Hypothesis–the initial state revisited. *Aile* (Paris, France), **Special Issue**, vol. 2 (1999), 103–18.

The authors of this article argue for the 'Conservation Hypothesis'–an extension of Schwartz and Sprouse's Full Transfer/Full Access hypothesis, in which the initial state fully conserves first language (L1) syntactic, morphological and lexical properties. They address the question of which linguistic knowledge is available at the second language (L2)-initial state, and which of these knowledge sources are used in the course of the developmental process. It is argued that the language

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knowledge of beginning L2 learners consists of the computational system, their L1 lexicon including the L1 parametric settings, and Universal Grammar as a potential, although not immediately accessible, source of knowledge. Aspects which may be conserved from the L1 are parametric knowledge on headedness and strength values, knowledge on morphology and on lexical items, and even pragmatic knowledge. It is also argued that a learner in an early state of acquisition matches the properties of L1 lexical items on the phonological matrix ('the word') of the target language. These L1 properties seem to be absent in the beginning, but emerge in a later state due to the stepwise acquisition of the L2 vocabulary.

00–646   Weigl, Wilfried (Viereckmühlstr. 21 94315 Straubing, Germany). An L2 subset parameter value in the grammar of L2 (G2). The verb position in the English of German *Gymnasium* students. *Fremdsprachen Lehren und Lernen (FLuL)* (Tübingen, Germany), **28** (1999), 181–200.

This paper investigates the acquisition of the position of the English verb by students of a (Bavarian) *Gymnasium*. This acquisition requires resetting the verb movement parameter from a 'superset' to a 'subset' value. Holding that the Subset Principle is inoperative in second language (L2), and that G1 (i.e., first language grammar) is strongly effective ('transfer'), this resetting was assumed to be difficult, with the difficulty reflected in the span of time required and in the percentage of learners that fail to achieve it. This assumption was verified by the results of a test: the verb movement property '*Verb in AGR*' had been acquired by 70%, the property '*Verb in C*' by only 50% of the students, with acquisition of the former growing throughout the course, acquisition of the latter not growing at all. It was concluded that the teaching of the L2 may perhaps be improved through a shaping of the input that makes the learner 'focus on form'.

00–647   Williams, John and Möbius, Peter (U. of Cambridge, UK). Syntactic processing strategies in a second language: processing of wh- questions by Chinese and German learners of English. *Aile* (Paris, France), **Special Issue**, vol. 2 (1999), 147–56.

This article focuses on whether second language learners acquire native-like processing strategies. A series of on-line reading experiments are reported which explored whether 90 advanced Chinese and German learners of English could acquire native-like strategies for processing English wh-questions. Results suggest that advanced second language learners, like native speakers, use a filler-driven strategy for locating gaps in wh-sentences, and are affected by plausibility constraints, although the Chinese learners were less able to use plausibility than the other participants, possibly because of memory constraints. The importance of working memory capacity and first language transfer are also considered.

Reading

00–648   Arens, Katherine and Swaffar, Janet (U. of Texas at Austin, USA). Reading goals and the *Standards for Foreign Language Learning. Foreign Language Annals* (New York, USA), **33**, 1 (2000), 104–22.

The *Standards for Foreign Language Learning* (1996) provide a new set of guidelines for the curricular development of second language (L2) or foreign language programmes which will soon be in place across the United States to describe age-appropriate levels of student achievement, and against which teacher preparation and rewards will be measured. This article traces the *Standards* as a template for an integrated L2 reading curriculum (Grades 4 through 16) and argues for the early inclusion of authentic reading materials in the L2 classroom. First, the authors model ways to visualise the cognitive demands that the *Standards* place on students who attempt to fulfill them when learning to read in a foreign language. After that, with reference to a short reading text (included in the Appendix in the German original and in translation), they trace how these demands must be accommodated across a reading curriculum that spans grades K to 16, and they make a case for the *Standards* as a tool which must be used to describe curricular sequences, not only learner achievement at particular age or grade levels.

00–649   Armand, Françoise. Le rôle des capacités métalinguistiques et de la compétence langagière orale dans l'apprentissage de la lecture en français langue première et seconde. [The role of metalinguistic capacities and of oral language skills in learning to read in French as a first and second language.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 3 (2000), 469–95.

Learning to read is a complex process which constitutes one of the major goals of the first years of schooling, particularly for young allophones beginning their studies in a second language (L2). Research among students learning to read in their first language (L1) has shown that this process is fostered by the development of oral language skills and by the emergence of metalinguistic capacities. In the field of second language acquisition, researchers have largely been concerned with the existence of a threshold level of L2 language competence, necessary for the transfer of reading skills developed in the L1. The possible effects of metalinguistic capacities on the acquisition of reading in an L2 have not yet been thoroughly examined. The present study is aimed at analysing the role played by oral language skills and by metalinguistic capacities in the reading performance of young beginner readers in French as a second language, who are in a situation of successive bilingualism, and observing whether differences exist between them and their francophone peers of the same age.