skill emphasis. The students in the programmes range widely in age, occupations, special needs and interests. Their motivation to learn is high. They display many characteristics of good language learners, yet they need assistance in developing learning strategies. It is concluded that community language programmes for adults offer a worthwhile, flexible, and effective educational experience that differs considerably from traditional, government-run programmes.

Language learning

97–177   Al-Qadi, Nassir Saleh (King Abdulaziz U., Saudi Arabia). Testing the acquisition of English productive and non-productive derivatives by native-Arabic speakers. *ITL: A Review of Applied Linguistics* (Louvain, Belgium), **113-114** (1996), 203–20.

This paper discusses how vocabulary development might be enhanced through helping the foreign learner of English to acquire productivity and non-productivity in English derivation. It is suggested that English productive derivatives be paid special attention in teaching to and learning by native-Arabic speakers, given that the Arabic language is a language of derivation and is highly productive. The paper explores how adult native-Arabic speakers learning English as a foreign language acquire English productive and non-productive derivatives. Contrastive analysis (CA) is used to compare productivity in standard written Arabic and standard written English. This approach is deemed helpful since Arabic is a language of productive derivation while English is a language of more than one source of word-formation – borrowing, compounding and derivation – with low productivity. In addition, morphology is subject to the phenomenon of avoidance by foreign learners. The paper claims therefore that CA has a high predictive value in this context, and should prove helpful, particularly (but not only) to teachers of English to native-Arabic speakers.

97–178   Antón, Marta M. (Indiana U.–Purdue U., Indianapolis). Using ethnographic techniques in classroom observation: a study of success in a foreign language class. *Foreign Language Annals* (New York), **29**, 4 (1996), 551–61.

Research on classroom interaction within an ethnographic perspective views the classroom as a cultural setting with its own norms of behaviour. Recent studies from this perspective have focused on uncovering the (often–unspoken) norms of behaviour that need to be internalised in order to be a successful member of the classroom community. This article illustrates how to use ethnographic techniques to achieve a better understanding of classroom dynamics, which it is suggested will be of value to teachers and supervisors in planning and evaluating their courses. Focusing on the characterisation of 'success' in an Italian class through the analysis of interaction patterns and purposes of the participants, the study seeks to reveal the need for a continuity of teacher and students' goals, methods, and forms of education.

97–179   Cameron, Lynne and others (U. of Leeds). Language development of bilingual pupils in the mainstream: how do pupils and teachers use language? *Language and Education* (Clevedon), **10**, 4 (1996), 221–36.

This paper examines language development in mainstream education through analysis of the language demands made on bilingual pupils by tasks and interactions in subject classrooms, and the responses pupils make to these demands. The data were gathered while working with mainstream secondary subject teachers on an in-service language development project. While no claims of representativity are made for the data, the authors claim that the samples analysed demonstrate clearly the potentially crucial role of contextual factors in the English language development of bilingual pupils. Such factors include the amount of language production generated by task organisation, the availability of potential discourse roles to pupils, and the amount of interactive input and feedback pupils receive. Implications for in-service training of mainstream subject teachers in the area of language development, and for future directions for research and theory in the field of language development of bilingual pupils in the mainstream, are discussed.

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97–180 Chikamatsu, Nabuko (DePaul U., Chicago). The effects of L1 orthography on L2 word recognition: a study of American and Chinese learners of Japanese. *Studies in Second Language Acquisition* (New York), **18**, 4 (1996).

This paper examines the effects of a first language (L1) orthographic system on second language (L2) word recognition strategies. Lexical judgment tests using Japanese *kana* (a syllabic script consisting of *hiragana* and *katakana*) were given to native English and native Chinese college students learning Japanese. The visual familiarity and length in test words were controlled to examine the involvement of phonological or visual coding in word recognition strategies. The responses of the English and Chinese subjects were compared on the basis of observed reaction time. The results indicated that (a) Chinese subjects relied more on the visual information in L2 Japanese *kana* words than did English subjects, and (b) English subjects utilised the phonological information in Japanese *kana* words more than did Chinese subjects. These findings are claimed to demonstrate that native speakers of English and Chinese utilise different word recognition strategies due to L1 orthographic characteristics, and that such L1 word recognition strategies are transferred into L2 Japanese *kana* word recognition.

97–181 Clark, Ann and Trafford, John (U. of Sheffield). Return to gender: boys' and girls' attitudes and achievements. *Language Learning Journal* (Rugby), **14**, (1996), 40–9.

To investigate the discrepancy in performance in foreign language learning between boys and girls, interviews were carried out in four UK secondary schools in South Yorkshire, including two where boys had out-performed national norms. Many of the attitudes expressed by pupils did not appear to be gender-specific. Variety of teaching and learning styles and the relationship with the teacher had a profound effect on both boys and girls, but the fact that most language teachers are women did not seem to alter perceptions of the subject. A foreign language was felt by many to be more demanding than other GCSE (General Certificate of Secondary Education) subjects, and girls appeared to have a more conscientious approach to their work. This was confirmed in interviews with teachers, who also admitted to finding the generally neater presentation of girls' work 'seductive'. Some teachers felt boys needed a more active approach to classwork, and were aware of boys' monopolisation of classroom interaction, despite the teachers' resolution to be even-handed. Given the inherent difficulty of the subject, teacher personality and confidence-building measures emerged as crucial, but there was no evidence to show that any particular approach could even out gender imbalance in performance.

97–182 Damić-Bohač, Darja (Zagreb U.). Difficultés de la langue française vues par les croatophones: *faire* + l'infinitif. [Learning difficulties encountered by Croatian learners of French: *faire* + the infinitive.] *Strani Jezici* (Zagreb), **24**, 3-4 (1995), 123–32.
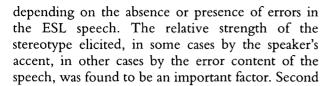
This article is the second in the series, the first of which (in the previous issue of *Strani Jezici*) dealt with Croatian learners' difficulties with demonstrative pronouns. The present article deals with their difficulties with the use of the structure *faire* + the infinitive. Classroom learners of French who have not had the chance to spend some time in a francophone country seem to avoid the structure and to have difficulties in translating it. As the structure does not appear in a parallel form in Croatian, the author uses a contrastive approach to highlight differences between the two languages. The article attempts to explain Croatian students' difficulties with the structure by relating their most frequent errors to the structural differences between French and Croatian, and to the element of mother-tongue interference.

97–183 Delamere, Trish (European U. of Madrid). The importance of interlanguage errors with respect to stereotyping by native speakers in their judgements of second language learners' performance. *System* (Oxford), **24**, 3 (1996), 279–97.

This article reports on a study which investigated how Americans respond to English as a second language (ESL) speech depending firstly, on the non-native speaker's accent and secondly, on whether there were errors in the ESL speech. Responses were elicited by means of a questionnaire-type instrument and the resulting patterns of responses were analysed. It was found that American respondents tended to exhibit different cultural prejudices towards different foreign speakers depending on the accent of the speaker. Different stereotypes were also revealed

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depending on the absence or presence of errors in the ESL speech. The relative strength of the stereotype elicited, in some cases by the speaker's accent, in other cases by the error content of the speech, was found to be an important factor. Second language errors, therefore, seem either to enhance or hinder communication depending on the accent of the speaker. The pedagogical and socio-cultural implications of the study are discussed.

97–184 de Sousa, Ivor and Oakhill, Jane (Sussex U.). Do levels of interest have an effect on children's comprehension monitoring performance? *British Journal of Educational Psychology* (Leicester), **66**, 4 (1996), 471–82.

This study examines the effect of interest levels on the comprehension monitoring ability of 8- and 9-year-old children. Two groups participated in the study; they were matched for single-word reading and vocabulary skills, but differed in comprehension skill. Two tests were carried out which required the children to read a number of brief passages, some of which contained embedded problems. The children's task was to identify the problems. Test 2 was game-like in nature and the children reported finding it more interesting than Test 1. Interest level was found to affect test performance in the poor comprehenders' comprehension monitoring: a significant improvement in their performance was found at high interest levels (Test 2). However, the performance of the good comprehenders was independent of interest level. This study suggests that the comprehension-monitoring deficit in the poor comprehenders is not irreversible, and is likely to be related to poor motivation and low levels of interest. The implications for remedial education are discussed.

97–185 Donaldson, Morag L. (U. of Edinburgh). Contextual influences on children's spoken and written explanations. *Applied Psycholinguistics* (Cambridge), **17**, 3 (1996), 355–75.

The relative influences of medium and context variables were investigated by comparing 7- and 8-year-old children's spoken and written explanations in varying contexts: a story task, a question task, a sentence completion task, and a whole sentence production task. In the story task, performance in a 'purpose' condition (which provided a specific communicative purpose for the production of an explanation) was compared with performance in a 'neutral' condition. The frequency of explanations containing correct causal expressions was significantly higher in the purpose condition than in the neutral condition and significantly lower in the story task than in the three more structured tasks. In contrast to these contextual influences, performance in the written medium was very similar to performance in the spoken medium.

97–186 Duquette, Lise (U. of Ottawa) **and Painchaud, Gisèle** (U. of Montréal). A comparison of vocabulary acquisition in audio and video contexts. *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 1 (1996), 143–72.

This study compared the acquisition and retention of second language (L2) vocabulary through listening to a scripted dialogue under two conditions: with a video-tape, and with an audio-tape. The authors first examine some of the research in mother tongue (L1) vocabulary acquisition in order to show the limits of vocabulary learning through the use of contextual cues, and then briefly review the literature on L2 vocabulary acquisition. The study, with English-speaking university students at a high-elementary level in French, is then described. Four groups participated (*N*=119): two experimental groups, one video, one audio; and two control groups, one with audio, one without treatment. No statistically significant overall advantage was found for the video over the audio treatment, but, by looking closely at the specific words learned under each of these learning conditions, the authors provide insights into the kinds of cues to meaning that proved useful to the learners. The paper ends with suggestions for guidelines for the design of audio and video material for L2 learners of a high elementary level.

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97–187 Filippatou, Diamanto and Pumfrey, Peter D. (Manchester U.). Pictures, titles, reading accuracy and reading comprehension: a research review (1973–95). *Educational Research* (London), **38**, 3 (1996), 259–91.

This paper presents findings from studies into the effects of Pictures and/or Titles on the reading and comprehension of continous printed text. The 'transfer-appropriate processing hypothesis' encourages the specification of conditions under which Pictures and/or Titles enhance or interfere with children's text-processing skills. Four groups of research are summarised: those (a) considering the effects of Pictures on reading comprehension alone, and (b) on both reading comprehension and reading accuracy; and (c) those considering the effects of both Pictures and Titles on reading comprehension alone, and (d) a single study examining the effects of both Pictures and Titles on reading comprehension and reading accuracy. Three main points emerge: firstly, that Pictures and Titles are not uniformly effective in all prose-reading situations; and secondly, that not all types are equally effective for children with differing reading abilities. The final point concerns the challenge inherent in the first two, i.e., whether Pictures and/or Titles which systematically and differentially affect the accessibility of running text can be constructed for children with different reading attainments and learning styles working with texts of various genres.

97–188 Gardner, Sheena (U. of Winnipeg) **and others.** Individual variables, literacy history, and ESL progress among Kurdish and Bosnian immigrants. *TESL Canada Journal* (Burnaby, B. C., Canada), **14**, 1 (1996), 1–20.

This study examines the relationship between individual variables and English as a second language (ESL) progress among nine Kurdish and seven Bosnian immigrants. All participants are adult refugees who arrived in Canada with virtually no English. Significant correlations are found between the dependent variables of oral and written progress and the independent variables of literacy level, years of schooling, and ethnicity. Contingency, text quality, and text quantity are also examined. Although the number of participants is small and the number of variables examined is large, it is hypothesised that in 18–21 months high literates will progress from low beginner to advanced, semiliterates from pre-beginner to low intermediate, and preliterates from pre-beginner to low beginner. The article concludes with implications for ESL programming and future research.

97–189 Gawlitzek-Maiwald, Ira and Tracy, Rosemarie (U. of Tübingen). Bilingual bootstrapping. *Linguistics* (Berlin), **34**, 5 (1996), 901–26.
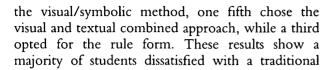
Language mixing in young bilingual children is usually put down to language fusion or, on the assumption that they have available two linguistic systems, to insufficient pragmatic control and/or lack of code-switching constraints. It is rarely seen as a sign of what the child *can* do. This paper explores the linguistic knowledge that goes into the language mixing of young English/German bilinguals. It is shown that their language mixing helps them bridge not just lexical but also structural gaps. In particular, a connection is suggested between children's language mixing and the types of syntactic bootstrapping discussed in monolingual acquisition, where the child can use his or her own expertise in one domain to solve problems in another. In a general sense, then, this bootstrapping metaphor avoids the negative connotations often associated with terms like interference or transfer and underscores the resourcefulness of the bilingual child.

97–190 Haudeck, Helga (Pädagogische Hochschule, Ludwigsburg). Bewußtmachung von lernstrategien an beispielen der negation und interrogation. [Making learning strategies conscious using the examples of negation and interrogation.] *Fremdsprachenunterricht* (Berlin), **6** (1996), 419-25.

Three alternative methods of explaining negation and question formation in the present and past tense form a part of the Ludwigsburg research project, some of the results of which are presented in this paper. The subjects were seven classes of 13-14 year olds learning English. The methods used were visual/symbolic, visual with embedded text, and the more traditional rule form. The students were required to evaluate the three methods and to develop possible learning strategies for themselves, with the intention of increasing their control over the learning process. A third of the students chose

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the visual/symbolic method, one fifth chose the visual and textual combined approach, while a third opted for the rule form. These results show a majority of students dissatisfied with a traditional rule-based approach. It is concluded that students should be offered alternative learning strategies which correspond to their particular learning disposition.

97–191 Hedgcock, John (Monterey Inst. of International Studies) **and Lefkowitz, Natalie** (Central Washington U.). Some input on input: two analyses of student response to expert feedback in L2 writing. *The Modern Language Journal* (Madison, WI), **80**, 3 (1996), 287–308.

Despite high interest in second language writers' revision processes, few studies have examined how learners perceive or incorporate expert feedback into their revisions. Combining quantitative and qualitative analyses, this study profiles students' awareness of the functions and influences of expert input in their writing. Data collected from 316 university students include results of a survey of foreign language and English as a second language writers' beliefs about feedback behaviours known to interact with revision processes. Factor analytic results show that, whereas writers in both groups share certain beliefs about feedback and revision, each group perceives expert response as serving distinct functions. Interview data reveal that instructional practices largely shape learners' expectations concerning the pedagogical goals of written feedback. Although tentative, evidence from these complementary studies supports the claim that insights in foreign and second writing research can be enhanced by a reasoned pairing of methodologies and that such tools can supply teachers with meaningful information.

97–192 Heidecker, Berit and others (Bielefeld SLA Working Party). Fremdsprachenerwerbsspezifische Forschung. Aber wie? Theoretische und methodische Überlegungen. (I). [Research specific to foreign language acquisition. But how? Theoretical and methodological considerations. (I).] *Deutsch als Fremdsprache* (Berlin, Germany), **33**, 3 (1996), 144–55.

This paper argues that German as a Foreign Language should be an academic, research-based subject in its own right, not 'purely didactic' or a 'language course subject'. This necessitates definition of, and quality control criteria for research in, the discipline of Foreign Language Acquisition. The definition proposed is 'the dynamic process in which the learner processes an input perceptible in interactions to cope with foreign language situations'. Each part of this definition, and the choice of 'foreign' and 'acquisition' rather than 'second' and 'learning' in the name of the discipline, are supported by detailed argument. It is claimed that the criteria for good research include validity, reliability, intersubjectivity, believability, acceptability and practicality, and that research should have a close and reciprocal relationship with teaching. [cf. abstract 97–193]

97–193 Heidecker, Berit and others (Bielefeld SLA Working Party). Fremdsprachenerwerbsspezifische Forschung. Aber wie? Theoretische und methodische Überlegungen. (II). [Research specific to foreign language acquisition. But how? Theoretical and methodological considerations. (II).] *Deutsch als Fremdsprache* (Berlin, Germany), **33**, 4 (1996), 200–10.

This is the second and final part of a paper [cf. abstract 97–192]. It consists largely of summaries of four current or recent projects by individual members of the Bielefeld Working Party. Heidecker is exploring listening comprehension in classrooms through discourse analysis, taking account both of interaction – correction, negotiation, turn-taking etc. – and of cognitive processes such as hypothesis-testing. Niedergesähs has studied learners' speaking turns – repetition, hesitation, self-repair etc. – and the underlying cognitive processes. Riemer has studied individual differences, including social and affective factors, especially self-confidence, and their effect on input, output and learning. Yu is studying how input modification affects acquisition. Details are given of the instruments and methods used by each researcher. The final section describes the general view of language acquisition which underlies all the Bielefeld projects: as a creative dynamic, individual process conditioned by social interaction and affective variables; and lists questions still to be answered, not least the practical one of how to ensure financial security and continuity for research.

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97–194 Henry, Kathryn (Iowa U.). Early L2 writing development: a study of autobiographical essays by university-level students of Russian. *The Modern Language Journal* (Madison, WI), **80**, 3 (1996), 309–26.

This article reports the results of a cross-sectional study of 67 short autobiographical essays by United States students of Russian at four levels of study. The Novice and Intermediate level descriptions in the *American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines for Writing* characterise the writing under study, but it is suggested that the *Guidelines* still require further empirical testing. Linguistics measures that differentiated the groups included fluency and syntactic fluency, but not accuracy, calling into question the tendency of foreign language writing research and pedagogy to focus on grammatical accuracy. Finally, the article calls for further research into second and foreign language (L2) writing that accounts for different languages (truly foreign as well as cognate; non-English as well as English), different developmental levels (beginning as well as advanced), and different learning situations (foreign language learning as well as second).

97–195 Horiba, Yukie (U. of Massachusetts). Comprehension processes in L2 reading. *Studies in Second Language Acquisition* (New York), **18**, 4 (1996), 433–73.

This study examined four groups of readers, two second language (L2) and two first language (L1) (L2-Intermediate, L2-Advanced, L1-Japanese, L1-English), as they processed and recalled two passages varying in degree of causal coherence. Concurrent verbal reports and recall data were collected. It was found that L1 readers used much of their attention for higher level processes such as the generation of inferences and general knowledge associations. They processed the high- and low-coherence texts differently, generating more elaborations for the low than for the high. Furthermore, they generated backward inferences according to the text's causal structure, and recalled events with many causal connections more frequently than those with few. L2 readers on the other hand paid more attention to lower level processes and did not process differently between the high- and low-coherence texts. L2-Advanced readers generated both backward and forward inferences during reading, whereas L2-Intermediate did not. Although L2-Advanced readers' generation of backward inferences did not correspond to the text's causal structure, their second recall indicated sensitivity to it. A closer look at the data suggests that there were some delays in lower level processes such as understanding words and sentences, as well as resolution of anaphoric relations, by these readers.

97–196 Hulstijn, Jan H. and others (Vrije U., Amsterdam). Incidental vocabulary learning by advanced foreign language students: the influence of marginal glosses, dictionary use, and reoccurrence of unknown words. *The Modern Language Journal* (Madison, WI), **80**, 3 (1996), 327–39.
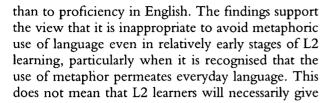
Dutch advanced students of French read a French short story in one of three text reading conditions: Marginal Glosses (provision of first language translations of unknown words), Dictionary (opportunity to use a bilingual dictionary), or Control. After reading, students were tested for their recall of 16 words that had appeared either once or three times in the text. Support was found for the hypothesis that frequency of occurrence will foster incidental vocabulary learning more when advanced second language readers are given the meanings of unknown words through marginal glosses or when they look up meanings in a dictionary than when no external information concerning unknown words' meanings is available. In the former case, reappearance of a word will reinforce the form-meaning connection in the reader's mental lexicon. In the latter case, readers will often ignore unknown words or incorrectly infer their meanings, which will limit the frequency effect. The article ends with recommendations for teachers and researchers.

97–197 Johnson, Janice M. (York U., Toronto). Metaphor interpretations by second language learners: children and adults. *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 1 (1996), 219–41.

This paper suggests that the learner's conceptual capacity to interpret metaphors is inadequately recognised in second language (L2) instruction, which tends to be overly focused on literal meaning. The study reported here was conducted with child and adult Spanish-speaking learners of L2 English, together with native English speakers of different ages, and indicated that the complexity level of metaphor interpretation in English is related much more strongly to age and developmental capacity

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than to proficiency in English. The findings support the view that it is inappropriate to avoid metaphoric use of language even in relatively early stages of L2 learning, particularly when it is recognised that the use of metaphor permeates everyday language. This does not mean that L2 learners will necessarily give the same interpretations as native speakers to L2 metaphors that reflect culture-specific concepts; it is argued that, in such cases, exposure to the relevant metaphors can help the L2 learner to understand underlying concepts of the target culture.

97–198 Ke, Chuanren (U. of Iowa). An empirical study on the relationship between Chinese character recognition and production. *The Modern Language Journal* (Madison, WI), **80**, 3 (1996), 340–50.

This study investigated the relationship between Chinese character recognition and production by second language learners. A panel study, which employed an instrument consisting of a character recognition task and a production task, was adopted. Subjects were 47 first-year Chinese language students in the U.S. There were three major findings in this study: (a) although the correlations between character recognition and production for both Time 1 (T1) and Time 2 (T2) were moderate, it appeared that there was a decrease of correlation for T2; (b) students performed better in the recognition tasks than in the production tasks; (c) students performed better with low density characters than high density characters in the production tasks. Direction for future research to complement the findings of the current study is also suggested.

97–199 Kelly, Peter and others (Notre-Dame de la Paix U., Namur, Belgium). A comparison of the perceptions and practices of Chinese and French-speaking Belgian university students in the learning of English: the prelude to an improved programme of lexical expansion. *ITL: A Review of Applied Linguistics* (Louvain, Belgium), **113–114** (1996), 275–303.

This paper describes the first stage of a pedagogically oriented programme of research, the ultimate objective being to facilitate the learning of lexis within the context of the language learning programmes already developed within the Facultés Universitaires Notre-Dame de la Paix (Namur, Belgium) and Wuhan University of Hydraulic and Electrical Engineering (Wuhan, China). The first stage consists in exploring the personal language learning practices and perceptions of the student populations concerned. The second stage, which is already complete, attempts to highlight the most salient and persistent difficulties encountered by the respective student populations. At present, the authors are investigating various exercises and techniques which, in the light of theoretical and empirical findings, should facilitate the students' learning of lexis; if proved effective, they would eventually be integrated into the existing language programmes.

97–200 Köppe, Regina (Hamburg). Language differentiation in bilingual children: the development of grammatical and pragmatic competence. *Linguistics* (Berlin), **34**, 5 (1996), 927–54.

The question of whether young bilinguals are able to differentiate their two linguistic systems from early on is a central issue in research on bilingual first-language acquisition. The occurrence of language mixing in the speech of bilingual children has often been interpreted as evidence for a lack of language differentiation. Stressing the need to examine developing grammatical and pragmatic competence separately, the present paper investigates formal as well as functional aspects of early language mixing in three bilingual children (German/French). The hypothesis that early mixing is due to the fusion of two grammatical systems is not corroborated in the data. It is shown that language mixing can largely be accounted for in terms of developing pragmatic competence. On the other hand, the separate development of early word order in both languages suggests early differentiation of two grammatical systems.

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97-201 Lao, Christy Y. and others (U. of Southern California). *Conversational language proficiency among international students at the university level: personal hypotheses versus actual practice.* ITL: A Review of Applied Linguistics (Louvain, Belgium), **113-114** (1996), 245-62.

It is commonly assumed that international students in English-speaking countries have well-developed competence in academic language but deficiencies in conversational language. This study had two aims: firstly, to determine whether, in fact, international students perceive a difference in their competence in academic and conversational language; and secondly, to identify possible barriers to the development of their conversational language. Subjects were 224 graduate students from China enrolled at the University of Southern California who completed a questionnaire. The first part of the questionnaire

probed perceptions of their competence in conversational English; the second part attempted to determine their personal theories of conversational language acquisition. The data were analysed to ascertain to what extent the students' personal theories matched current theories on the development of conversational ability; and an examination of the students' actual practices was undertaken, in order to determine whether they engaged in activities thought or known to be helpful for the development of conversational language ability.

97-202 Lessard-Clouston, Michael (Kwansei Gakuin U., Japan). *ESL vocabulary learning in a TOEFL preparation class: a case study.* The Canadian Modern Language Review (Toronto, Ont.), **53**, 1 (1996), 97-119.

This paper reports on a case study which investigated how students of English as a second language (ESL) on a preparation course for the Test of English as a Foreign Language (TOEFL) approach their vocabulary learning, and whether their approach predicts their ESL proficiency. Subjects were 14 ESL adult students from nine different first language (L1) backgrounds. Two questionnaires were administered: one on the students' individual approaches to vocabulary learning, the other a vocabulary knowledge questionnaire which was an individualised test focusing on newly-learnt words elicited from each student. On the basis of the data

analysis, the students were grouped into one of three approaches to lexical learning: structured, semi-structured or unstructured. Very few of them fell into the first category. The students' learning approach did not predict their performance on the vocabulary knowledge test; nor were individuals' vocabulary learning methods found to be necessarily indicative of their language proficiency. These findings raise questions about the usefulness of categorising students in terms of their structured/unstructured approaches to vocabulary learning.

97-203 Liskin-Gasparro, Judith E. (Iowa U.). *Narrative strategies: a case study of developing storytelling skills by a learner of Spanish.* The Modern Language Journal (Madison, WI), **80**, 3 (1996), 271-86.

What does it mean to tell a 'good story'? What strategies does the storyteller use to set the scene, move the action forward, and make sure the story has a point? For a second language speaker, how do these narrative strategies develop? This paper explores these questions by analysing the narrative, descriptive, and evaluative structures of two stories about the same event told by the same speaker. The stories are drawn from oral proficiency interviews with the speaker, a 21-year-old undergraduate student of Spanish, the first time when she was at the

Intermediate High level and the second when she was at the Advanced level. The discourse analysis revealed that the second story surpasses the first in length, amount of narrative detail, systematic use of descriptive elements, and number and variety of evaluative devices. Rather than departing from the narrative structure of the first story, the second one builds upon the earlier version, using syntactic and lexical means to vary the pace of the action and draw the listener into the story.

97-204 Littlewood, William (Hong Kong Poly. U.). 'Autonomy': an anatomy and a framework. *System* (Oxford), **24**, 4 (1996), 427–35.

This article examines the components that make up autonomy in language learning. At the core of the notion of autonomy are the learners' ability and willingness to make choices independently. In foreign language learning contexts, the main concern is to help learners to make and carry out choices in three domains: communication, learning and (by process of transfer) their personal life. In this article, these components and domains of autonomy serve as the basis of a conceptual framework for coordinating strategies for helping learners to develop autonomy. Since the goal of language teaching (and indeed all education) is to develop independent capacities in relevant domains, this framework can also be seen as underlying an overall teaching methodology.

97-205 MacIntyre, Peter D. (U. Coll. of Cape Breton) **and Charos, Catherine** (Oxford U.). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology* (Thousand Oaks, CA), **15**, 1 (1996), 3–26.

Numerous studies have established the importance of affective variables, such as attitudes, motivation, perceived competence, and anxiety, in predicting success in second language learning and communication. Path analysis was used to investigate the relations among these variables, to examine their impact on the frequency of second language communication, and to examine the role of global personality traits. Subjects were 92 Anglophone students taking introductory level conversational French in adult evening classes. Significant paths affecting the frequency of communication were found, from willingness to communicate in the second language (L2), language learning motivation, perceived L2 communication competence, and the opportunity for contact with L2 speakers. Further results demonstrate that global personality traits and language-related affective variables (such as attitudes and anxiety) set the psychological context for second language communication. These results are interpreted in terms of models of second language learning and communication.

97-206 Mitchell, Rosamond and Martin, Cynthia (U. of Southampton). Rote learning, creativity and 'understanding' in classroom foreign language teaching. *Language Teaching Research* (London), **1**, 1 (1977), 1–27.

This paper presents some preliminary findings from a longitudinal study of French teaching and learning in two secondary schools in southern England. The main aims of the project were (a) to document the course of development in French of a cohort of 60 11–13-year-old pupils over a two-year period, with a particular focus on the place in their development of prefabricated phrases or 'chunks' of language, and (b) to relate this development to their classroom experiences, which were also documented. This paper focuses on a subgroup of teachers involved with the project for much or all of the two years, examining their classroom practices and beliefs about effective teaching. In particular, teachers' beliefs about classroom learning are compared with the evidence on learner progression derived from the project's own elicitation procedures. The paper is intended as a contribution to the growing literature on language teachers' craft knowledge, which to date has not systematically linked the study of teacher beliefs with second-language learning theory.

97-207 Morrison, Louise (York U., Ontario). Talking about words: a study of French as a second language learners' lexical inferencing procedures. *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 1 (1996), 41–75.

Inferencing, or 'informed' guessing, is considered to be a compensation strategy essential for skilled first language (L1) as well as second language (L2) reading comprehension. This study examined the inferencing procedures used by university-level L2 learners of French to guess at the meaning of unfamiliar words in a written L2 text. The study combined qualitative and quantitative research methodologies to compare the strategies used by high- and low-proficiency students. The use of pair think-aloud protocols revealed substantial differences between the groups: whereas both groups based their inferences most frequently on contextual cues to word meaning, the high-proficiency learners were much more likely to make use of linguistic cues derived from the word itself, as well as to make successful guesses. The study provides additional evidence of how low-proficiency learners are hampered by a lack of knowledge of other words in the context of a target word. It is also suggested that the pair think-aloud procedure could provide an interesting classroom activity designed to improve inferencing skills.

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97–208 **Munro, Murray J.** (Simon Fraser U.) **and others.** The effects of age of second language learning on the production of English vowels. *Applied Psycholinguistics* (Cambridge), **17**, 3 (1996), 313–34.

This study examined the English vowel productions of 240 native speakers of Italian who had arrived in Canada at ages ranging from 2 to 23 years and 24 native English speakers from the same community. The productions of 11 vowels were rated for degree of foreign accent by 10 listeners. An increase in perceived accentedness as a function of increasing age of arrival was observed on every vowel. Not one of the vowels was observed to be produced in a consistently native-like manner by the latest-arriving learners, even though they had been living in Canada for an average of 32 years. However, high intelligibility (percent correct identification) scores were obtained for the same set of productions. This was true even for English vowels that have no counterpart in Italian.

97–209 **Newton, Jonathon and Kennedy, Graeme** (Victoria U. of Wellington, New Zealand). Effects of communication tasks on the grammatical relations marked by second language learners. *System* (Oxford), **24**, 3 (1996), 309–22.

This study reports some possible grammatical consequences of interaction in split and shared information tasks undertaken by adult second language learners of English participating in a pre-University level English proficiency course. Based on an analysis of a learners' corpus of almost 30,000 words, the study examines the morpho-syntax of task-based interaction and, in particular, ways of marking relationships between lexicalised concepts and between clauses by means of prepositions and conjunctions, respectively. The study confirmed the main hypothesis that shared information tasks would result in the use of more coordinating and subordinating conjunctions than split information tasks. The paper suggests that both cognitive and pragmatic reasons may explain why inter-propositional relationships are marked more frequently than intra-propositional relationships in the corpus, and why the marking of inter-propositional relationships may be encouraged more by shared information tasks than by split information tasks. The results of the study suggest that communication tasks for language learning can be designed to influence the use of particular linguistic structures.
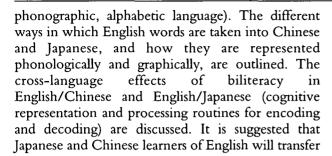
97–210 **Nicoladis, Elena and Genesee, Fred** (McGill U.). A longitudinal study of pragmatic differentiation in young bilingual children. *Language Learning* (Cambridge, MA), **46**, 3 (1996), 439–64.

Current evidence indicates that young bilingual children can use their languages differentially and appropriately in different language contexts at about two years of age. The authors examined whether there is an even earlier developmental stage when bilingual children do not use their languages in pragmatically differentiated ways. Natural language samples from four French-English bilingual children were recorded during free play sessions with their mothers and fathers, all of whom were native speakers and habitually used that language with their children. The children were observed seven times between approximately 1;7 and 3;0 years of age. Two aspects of pragmatic differentiation were analysed: (a) use of French-only and English-only utterances and (b) use of translation equivalents. Analysis 1 indicated that none of the children showed differentiated and appropriate use of French and English during the initial recording sessions, but that all did so in later sessions. Analysis 2 indicated a shift in their use of translation equivalents from generally inappropriate to generally appropriate; this shift coincided with the emergence of differential usage with both parents, as revealed in Analysis 1. Taken together, the analyses suggest a stage very early in development when bilingual children do not show pragmatic differentiation in language use.

97–211 **Pennington, Martha** (City U. of Hong Kong). Cross-language effects in biliteracy. *Language and Education* (Clevedon), **10**, 4 (1996), 254–72.

This paper reviews the nature of written language and the relationship of written to spoken codes in English and other languages, with particular reference to bilingualism and biliteracy in English and either Japanese or Chinese, both non-alphabetic languages. It describes different types of graphic representational systems, and how differences in writing systems affect language processes. For example, the characters in Chinese (a logographic system) involve more holistically visual and semantic or conceptual decoding strategies, and greater right hemisphere involvement, than English (a

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phonographic, alphabetic language). The different ways in which English words are taken into Chinese and Japanese, and how they are represented phonologically and graphically, are outlined. The cross-language effects of biliteracy in English/Chinese and English/Japanese (cognitive representation and processing routines for encoding and decoding) are discussed. It is suggested that Japanese and Chinese learners of English will transfer their more holistic visual processing strategies to reading English texts, rather than using analytic, aural processing strategies. It is concluded that mixing and borrowing expand the communicative resources of a language; and that the interaction of two codes will increase the cognitive efficiency in an individual's processing of the two languages, ultimately resulting in greater linguistic creativity.

97–212   Qian, David (Ontario Inst. for the Study of Ed., Toronto U.). ESL vocabulary acquisition: contextualisation and decontextualisation. *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 1 (1996), 120–42.

This paper provides a comprehensive review of research that compares the learning of second language (L2) words in lists and in contexts. It is argued that most of this data is equivocal, in that it fails to show significant effects for one method over the other; and the author challenges the assumption that contextualised vocabulary learning invariably leads to superior retention. The paper then reports a study of 63 Chinese university learners of English learning a set of 15 English target words. The No-Context group produced significantly better scores on an immediate recall test than the Context group did; and this difference continued to appear on post-tests administered one week and three weeks later. The results suggest that decontextualised L2 vocabulary learning with feedback is more effective for these particular students than contextualised vocabulary learning without feedback. While exercising due caution in generalising from this study, the author argues that both contextualised and decontextualised vocabulary learning activities have a place in the L2 classroom.

97–213   Rohde, Andreas (Kiel U.). The aspect hypothesis and the emergence of tense distinctions in naturalistic L2 acquisition. *Linguistics* (Berlin), **34**, 5 (1996), 1115–37.

It is generally assumed that verbal inflections in early second language (L2) acquisition primarily mark lexical aspect inherent in the verb or predicate, with tense distinctions being neglected (= the aspect hypothesis). This paper gives a brief account of the L2 acquisition of verbal inflections by two German children, one aged six and one aged nine, who were learning English without formal instruction during a six-month stay in California. The results of the study, which are discussed in connection with the aspect hypothesis, support the affiliation of verbal inflections with lexical aspect; however, contrary to the predictions, it is shown that the -ING inflection is not associated mainly with activity verbs but also with a relatively high proportion of achievement verbs. This is accounted for by the fact that the children use the progressive form with future reference. It is argued that, although lexical aspect seems to grant the learnability of verbal inflections in early L2 acquisition, tense is not defective, as implied in the aspect hypothesis.

97–214   Schlyter, Suzanne (Lund U.). Bilingual children's stories: French *passé composé / imparfait* and their correspondences in Swedish. *Linguistics* (Berlin), **34**, 5 (1996), 1059–85.

In this study, the question of possible corresponding devices in Swedish for the French aspectual opposition *passé composé* (PC)-*imparfait* (IMPF) was studied, in the language of Swedish-French bilingual children. The speech of four children aged three to seven years old was investigated. It was hypothesised that there was a relation between French PC and a Swedish construction consisting of Temporal connector+Subject–Verb inversion (= TVS construction) for foregrounding, and between IMPF and Subject–Verb word order for backgrounding. These devices appeared at roughly the same time, at about age three, though first without text-structuring functions. At ages six and seven, parallels between the postulated devices could be found, in both elicited and spontaneous narratives.

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97-215 Schraw, Gregory and Bruning, Roger (U. of Nebraska-Lincoln). Readers' implicit models of reading. *Reading Research Quarterly* (Newark, DE), **31**, 3 (1996), 290–305.

This study examined the relationship between readers' implicit models of the reading process (i.e., tacit, systematic assumptions about the type of reader) and reader engagement. The subjects were 154 university undergraduates enrolled in an introductory educational psychology class. A factor analysis of a self-report inventory produced two factors. Factor 1 corresponded to a *transmission* model, i.e., beliefs that meaning is transmitted from the author and/or text. Factor 2 corresponded to a *transactional* model, i.e., beliefs that meaning is constructed by a transaction between the reader, author and text. Beliefs relating to each of the two models were independent, indicating that readers held multiple beliefs which potentially affected their reading engagement. A cross-classification of readers using scores on each of the factors revealed that endorsing a transactional model was related to higher recall of an expository text. This was true of both text propositions and propositional modifiers. An analysis of reader response essays completed after reading indicated that individuals high on the transactional dimension reported more critical evaluations of the text, were more likely to relate text information to prior knowledge, and reported more affective responses such as anger and empathy. Implications for reading theory and instruction are discussed.

97-216 Stenzel, Achim (U. of Hamburg). Development of prepositional case in a bilingual child. *Linguistics* (Berlin), **34**, 5 (1996), 1029–58.

This is a study of the acquisition of prepositional case in a bilingual child, with special attention paid to the mutual import of linguistic theory on theories of language acquisition and vice versa, and with a focus on the nature of grammatical and lexical representations in bilinguals. The child, a bilingual boy growing up with German and French acquired simultaneously, was studied between the ages of 2;4 and 4;6. The paper discusses the nature of lexical entries of German prepositions which assign two different cases, and which motivate the author's claim that the main problem for the child is to establish the correct format for lexical entries. It is proposed that the observed development can best be accounted for by a German-internal explanation, which rules out any influence from the child's bilingual situation.

97-217 Thornton, Barbara and Cajkler, Wasyl (U. of Leicester). A study of year 10 student attitudes to German language and life. *Language Learning Journal* (Rugby), **14** (1996), 35-9.
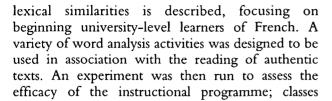
This article considers a LINGUA investigation into pupils' awareness of and attitudes to aspects of German life and culture amongst 178 14-15 year-old UK learners in the Midlands. They had been learning German for about 18 months and came from a mix of social classes and ethnic groups. The survey explored attitudes to Germans and German life, assessed knowledge of German geography and politics, and considered stereotypical views of Germany. Parallel studies were conducted on France, Spain and Italy. Attitudinally most responses were positive or neutral towards Germans, and there was a core of non-negative attitudes on which to build. Most learners had an empathy with Germans, but a superficial knowledge of the country; and opinions lacked sophistication due to an admitted lack of first-hand experience. One salient point to emerge was that there were few references to the classroom and language learning as a source of information about culture. If language learning and teaching are to assume an enhanced cultural perspective, it is suuggested that time is given to exploring student attitudes, evaluating new materials, reviewing curricula and exploring approaches to relevant classroom activities.

97-218 Tréville, Marie-Claude (U. of Ottawa). Lexical learning and reading in L2 at the beginner level: the advantage of cognates. *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 1 (1996), 173–90.

The paper argues that English-speaking learners of French as a second language (L2) begin with a major advantage in that the two languages share a sizeable vocabulary, with numerous similar words, and with a substantial number identical in orthographic form. A seven-lesson programme designed to exploit such

lexical similarities is described, focusing on beginning university-level learners of French. A variety of word analysis activities was designed to be used in association with the reading of authentic texts. An experiment was then run to assess the efficacy of the instructional programme; classes receiving the treatment were compared with other classes who continued with their regular French L2 course activities. Results suggest positive advantages for the experimental group on several sub-tests of vocabulary knowledge assessing the ability to make interlexical connections.

97–219   VanPatten, Bill (U. of Illinois) **and Oikkenon, Soile.** Explanation versus structured input in processing instruction. *Studies in Second Language Acquisition* (New York), **18**, 4 (1996), 495–510.

This study replicates an earlier study by VanPatten and Cadierno in an attempt to determine whether or not explicit information given to learners receiving processing instruction is responsible for the beneficial effects of instruction. Fifty-nine subjects, senior high school students studying Spanish, were divided into three groups: (1) one receiving processing instruction in object pronouns and word order in Spanish as in the earlier study, (2) another receiving explanation only with no activities or practice, (3) and another receiving only the structured input activities with no explanation. A pretest/post-test assessment was used involving two tests, an interpretation test and a sentence-level production test. Results suggested that the beneficial effects of instruction were due to the structured input activities and not to the explicit information (explanation) provided to learners.

97–220   Vilke-Pinter, Dubravka (Zagreb U.). Stavovi studenata Veterinarskog fakulteta sveučilišta u Zagrebu u vezi s učenjem engleskog kao stranog jezika na fakultetu i njihovi razlozi za biranje ovog kolegija. [Attitudes of undergraduate students of veterinary medicine towards the EFL course.] *Strani Jezici* (Zagreb), **24**, 3-4 (1995), 114–22.

This paper examines attitudes towards and motives for choosing English as an optional course at the Veterinary Faculty, Zagreb University. The results of the study involving 71 students show that there are several aspects to learning English which students consider to be the most important and value most highly. These are: the 'communicative aspect' (facilitating communication with members of other linguistic groups); the 'informative aspect' (facilitating the understanding of information of various kinds); the 'cultural aspect' (enabling a fuller understanding of various cultural products); and the 'professional aspect' (enabling the understanding of written information relating to the students' profession). For the male students, the 'integrative aspect' of learning English, i.e. facilitating their integration into an English-speaking country, is equally important. The results demonstrate that the students have chosen this course freely, and not as the result of some external pressure such as to improve their grades or to comply with parents' wishes.

97–221   Werlen, Iwar and Zimmermann, Hansmartin (U. of Berne). La formulation de problèmes de compétence dans une langue (quasi-)étrangère à partir de récits d'histoires. Approche comparative entre élèves suisses alémaniques et étrangers. [The formulation of problems of competence in a (quasi-)foreign language on the basis of story-telling. A comparison between Swiss-German and foreign schoolchildren.] *Aile* (Paris), **7** (1996), 35–69.

The problems of linguistic competence in Standard German manifested by Swiss and immigrant children are analysed by means of story-telling tasks. The focus is on the role of self-correction and code-switching as indicators of language awareness. The Swiss children, whose first language is Swiss German, are all clearly aware of diglossia, but not so the foreign children, whose first languages are Serbo-Croat, Catalan or Albanian. As a result, the two groups use self-correction and code-switching in totally different ways.

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97-222 Wesche, Marjorie and Paribakht, T. Sima (U. of Ottawa). Assessing second language vocabulary knowledge: depth versus breadth. *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 1 (1996), 13–40.

Most research on the acquisition of second language vocabulary has depended on estimates of vocabulary size, or 'breadth' measures, rather than on estimates of 'depth' defined either in terms of kinds of knowledge of specific words or in terms of degrees of such knowledge. Breadth tests provide rough comparative estimates of individuals' overall vocabulary knowledge, useful for such purposes as placement in instructional programmes, and for charting group gains for purposes such as programme evaluation. However, such measures have a number of limitations, an obvious one being that they do not measure how well given words are known; thus they are of limited value in studies of the vocabulary acquisition process or in assessment of curriculum-related vocabulary learning. Few procedures and even fewer test instruments have been proposed that attempt to carry out these functions. This article surveys existing second language vocabulary measures of both kinds, and describes in detail a recently developed instrument designed to assess levels of familiarity with given words, the *Vocabulary Knowledge Scale*.

97-223 Wiberg, Eva (Lund U.). Reference to past events in bilingual Italian-Swedish children of school age. *Linguistics* (Berlin), **34**, 5 (1996), 1087–114.

This paper is a contribution to first and second language studies on past-tense acquisition in spoken Italian. Twenty-four bilingual Swedish–Italian students aged between 8 and 17 and living in Sweden were recorded in their Italian lessons at school during informal dialogues with a proficient interlocutor. A division into four levels of development based on formal functional features and conversational strategies shows that past participles and *passato prossimo*, the compound past tense, constitute the main formal and functional resources of all bilingual pupils. With a slightly different interpretation of Andersen's congruence hypothesis, which states that the inherent semantic aspect of verbs influences the acquisition of tense markers, the study suggests that the hypothesis is valid only in certain types of discourse, and only for *imperfetto*, not totally for the principal past tense *passato prossimo*. The *passato prossimo* is primarily a past tense, used with all types of verbs, while *imperfetto*, used in a more limited way, shows a tendency to be restricted to states. The results indicate that an unmarked past-tense hypothesis in a dialogue discourse can be proposed both for bilinguals and for native speakers of Italian.

97-224 Wright, Ronda (Wellington County Board of Ed.). A study of the acquisition of verbs of motion by grade 4/5 early French immersion students. *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 1 (1996), 257–80.

The objective of the action research reported here was to examine the effectiveness of focused vocabulary instruction aimed at filling an observed gap in the second language (L2) lexical competence of early French immersion students in Canada. Verbs of motion were targeted, since research has shown that immersion students differ from Francophone peers in how they express motion and directionality in French, and there is a fundamental difference in how these notions are expressed in the two languages. Treatment materials, teaching activities, tests and scoring procedures are described (examples in appendices). Results show that the experimental group made more use of the target verbs than the control group in immediate post-tests (oral and written), and that this advantage was maintained over time. Use of high-coverage, high-frequency verbs (*aller, venir*) by the experimental group also showed a decrease over time relative to the control group. Analysis of individual verb use indicates that focused teaching may have stimulated a readiness for learning to use particular verbs, but that others are not learned as readily at this level. Students responded positively to comparative syntactic explanation in English. It is concluded that a more focused approach to vocabulary teaching than currently exists in immersion classes can result in increased lexical competence in young L2 learners.

97-225   Yu, Liming. The role of L1 in the acquisition of motion verbs in English by Chinese and Japanese learners. *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 1 (1996), 191–218.

Research has demonstrated that cross-linguistic lexical similarities are generally positive for target language lexical acquisition, especially when the languages are typologically related. This paper examines the case of typologically *un*related languages. In a study comparing the use of motion verbs in English by Chinese- and Japanese-speaking learners, a clear overall advantage was found for the Chinese speakers, whose first language (L1) lexicalises the motion event in a way that is characteristically similar to English. A mini-lesson designed to raise awareness of, respectively, the relevant similarity and dissimilarity for, respectively,

the Chinese-speaking and Japanese-speaking learners did not, however, appear in general to affect performance on the English motion verb tasks. The brevity of the instructional intervention is one possible explanation of this negative finding. It is concluded that it may be counter-productive for teachers to focus exclusively on linguistic differences between a distant first and second language (L2). By drawing attention to similarities, teachers can boost learners' confidence in the relevance of their prior L1 knowledge and improve their motivation to learn the L2.

97-226   Zampini, Mary L. (U. of Arizona). Voiced stop spirantization in the ESL speech of native speakers of Spanish. *Applied Psycholinguistics* (Cambridge), **17**, 3 (1996), 335–54.

This study examines the role that voiced stop spirantisation plays in the acquisition of English /b d g/ and /ð/ by native Spanish speakers. The results of a data-based experiment show that accuracy in English pronunciation is hindered by native language transfer, including the transfer of spirantisation and first language syllable structure constraints. Furthermore, the suppression of

spirantisation is not achieved at an equal rate for all voiced stops: /d/ is spirantised the least often. It is proposed that the phonemic value of /ð/ in English contributes to this disparity. An examination of the second language pronunciation of /ð/ further reveals that learners do not assign phonemic status to /ð/ in all contexts; it is acquired in postvocalic position first and only more gradually acquired elsewhere.

Language testing

97-227   Denis, Jackie and Van Thienen, Karine (EVACOM, Belgium). Evaluer les compétences communicatives. [Evaluating communicative competence.] *Le Français dans le Monde* (Paris), **285** (1996), 62–5.

This is an account of how, having had no instruction during their teacher training on how to evaluate pupils' performance, the authors based their early assessments on methods they had been familiar with as pupils themselves, but later, faced with pressure to make their assessments more communicative, came to question and revise the procedures they were using. This paper is concerned in particular with the assessment of written work and compares (with examples) the very general approach used in the 1980s and much more detailed procedures adopted in 1995. The latter approach provided both tasks

that were more communicative and more detailed instructions for the students in how to go about them, and proved to be much more informative for teachers and motivating for students. This work arose as a result of the authors having attended a Lingua course on communicative competence assessment in Montpellier 1993 and their having been involved in the setting up of a working party [EVACOM] in Belgium to develop instruments of assessment. A description of the objectives and work of EVACOM is also given.

97-228   Edwards, Alison L. Reading proficiency assessment and the ILR/ACTFL text typology: a reevaluation. *The Modern Language Journal* (Madison, WI), **80**, 3 (1996), 350–61.

Two previous investigations into the validity of the Interagency Language Roundtable (ILR)/ American

Council on the Teaching of Foreign Languages (ACTFL) text typology concluded that the model