

Table 4  
Frequency and Percentage of NNS Modified Response (MD)  
and Other (OTH) Response Utterances/Total (TOT) NNS Response Utterances

		INFO GAP 1			INFO GAP 2			JIG-SAW			OPINION EXCH.			SUM OF TASKS		
		MD	OTH	TOT	MD	OTH	TOT	MD	OTH	TOT	MD	OTH	TOT	MD	OTH	TOT
F NNS to M NS	n	36	42	78	2	1	3	2	4	6	1	5	6	41	52	93
	%	46	54		67	33		33	67		17	83		44	56	
F NNS to F NS	n	42	46	88	11	6	17	17	17	34	7	6	13	77	75	152
	%	48	52		65	35		50	50		54	46		51	49	
Total F NNS to M + F NS	n	78	88	166	13	7	20	19	21	40	8	11	19	118	127	245
	%	47	53		65	35		48	53		42	58		48	52	
M NNS to M NS	n	41	69	110	4	2	6	10	14	24	8	4	12	63	89	152
	%	37	63		67	33		42	58		67	33		41	59	
M NNS to F NS	n	40	40	80	6	3	9	10	22	32	27	16	43	83	81	164
	%	50	50		67	33		31	69		63	37		51	49	
Total M NNS to M + F NS	n	81	109	190	10	5	15	20	36	56	35	20	55	146	170	316
	%	43	57		67	33		36	64		64	36		46	54	

Additional observations, as indicated through Table 4, revealed that under several conditions, it was again NS gender that played a more critical role than NNS gender in NNS modification of their responses. Thus, for both male and female NNSs on the sum of the four tasks, there was greater modification of responses during their interaction with female NSs than with male NSs, although these differences were not significant. Male NNSs modified 51% of their responses to female NSs vs. 41% to male NSs ( $X^2 = 2.30$ , d.f. = 1, n.s.). Female NNSs modified 51% of their responses to female NSs vs. 44% to male NSs. ( $X^2 = 0.75$ , d.f. = 1, n.s.).

This pattern was also apparent on a number of specific tasks. Thus on Information Gap 1, male NNSs modified 50% of their responses to female NSs vs. 37% of their responses to male NSs. Again, however, the difference was not significant ( $X^2 = 2.57$ , d.f. = 1, n.s.). On Jig-Saw, female NNSs modified 50% of their responses to female NSs vs. 33% to males, and on Opinion Exchange, female NNSs modified 54% of their responses to female NSs vs. 17% of their responses to males. Unfortunately, the frequency of modified responses on these tasks was too small for purposes of statistical testing.

**Hypothesis 5:** No support was found for Hypothesis 5 which had stated that Hypotheses 2-4 would be supported on all tasks except Jig-Saw. The most obvious reason for this result was, of course, that so little support had been found in testing Hypotheses 2-4 on the three other tasks. However closer analysis of its impact on NS-NNS negotiation revealed a complex pattern of distinctions and similarities for Jig-Saw in relation to the other tasks.

The greatest distinction between Jig-Saw and the other tasks was found in testing Hypothesis 2. As shown in Table 2, male NNSs produced significantly greater proportions of signals than female NNSs on this task, but it was the only task on which they did so. (10% for male NNSs vs. 4% by female NNSs,  $X^2 = 22.32$ , df = 1,  $p < .05$ ). On the other three tasks, the difference in proportions of signal to other utterances was either much smaller or barely evident.

Another distinction between Jig-Saw and the other tasks was shown by the results of testing of Hypothesis 4. Contrary to the prediction made in Hypothesis 4, male NNSs were found not to differ significantly from female NNSs in their production of modified responses on the sum of the four tasks. There was, however, a tendency toward a smaller proportion of modified responses by male NNSs on Jig-Saw compared with the other tasks. As shown in Table 4, 36% of male NNS responses were modified on Jig-Saw, whereas male NNS modified responses were 43% on Information Gap 1, 67% on Information Gap 2, and 64% on Opinion Exchange.

One of the strongest similarities between Jig-Saw and the other tasks was found in testing results of Hypothesis 3. Here, proportions of signal utterances produced by male and female NSs were about equal within tasks. As shown in Table 3, NS signals on Jig-Saw were 6% of their total utterances to male NNSs and 4% of their total to female NNSs. NS signals on Information Gap 1 were 17% of their utterances to male NNSs and 16% of their utterances to females. On Information Gap 2, NS signals were 3% of their utterances to male and 2% to female NNSs.

**Hypothesis 6:** Partial support was found for Hypothesis 6, which had stated that compared to male NNSs, female NNSs would produce greater proportions of signal utterances on Information Gap 2 and Opinion Exchange tasks. This prediction for female NNSs was supported only for the Information Gap 2 Task during interaction with female NSs. As shown in Table 2, female NNS signals were 30% of their total utterances to female NSs whereas male NNS signals to female NSs were only 24% of their utterances ( $X^2 = 4.51$ , d.f. = 1,  $p < .05$ ). On the Opinion Exchange task, male NNSs actually produced more signals than female NNSs, although, as shown in Table 2, very few signals were produced by NNSs of either gender on this task.

One consistent pattern for both male and female NNS signal production on the Information Gap 2 task was that far greater proportions of NNS utterances were produced as signals on this task compared to the other tasks of the study. As shown in Table 2, of the total number of utterances produced by male and female NNSs, 27% and 26% respectively, were signals, whereas male and female NNS signals were each 5% of their total utterances on Information Gap 1, 10% and 4% of their respective utterances on Jig-Saw, and 4% and 2% respectively on Opinion Exchange. This was consistent with other findings of the study in which negotiation features were found to be more frequent when, in order to complete a task, NNSs needed to obtain information controlled initially by their NS interlocutors.

**Hypothesis 7:** Partial support for Hypothesis 7, i.e., that male NNSs would be given significantly more NS signals than females on Information Gap 1 and Opinion Exchange than on the two other tasks, was found only for the Opinion Exchange task. As noted in the discussion of Hypothesis 3 and shown in Table 3, male NNSs were given 9% of the total NS utterances as signals on Opinion Exchange, but female NNSs were given only 4%. This difference was statistically significant ( $X^2 = 8.39$ , d.f. = 1,  $p < .05$ ). Both male and female NNSs received

greater proportions of NS utterances as signals on Information Gap 1 than on the other tasks, but there was little difference between them, i.e., male NNSs were given 17% of the total NS utterances as signals compared with 16% for female NNSs. On the Information Gap 2 and Jig-Saw Tasks, the respective figures were quite small, i.e., 3% to males vs. 2% to females and 6% to males vs. 4% to females.

**Hypothesis 8:** Hypothesis 8, which had predicted that modified responses by NNS males would be most evident on Information Gap 1 and Opinion Exchange tasks, was not supported. As shown in Table 4, proportions of modified to unmodified responses on this task were 64% for male NNSs vs. 42% for female NNSs, but this difference was not significant ( $X^2 = 2.69$ ,  $df = 1$ , n.s.). The results predicted by Hypothesis 8 were actually least evident on Information Gap 1, as more modified responses were produced by female than male NNSs on this task (47% for female NNSs vs. 43% for male NNSs).

### Summary of Results

Results of follow-up data analyses revealed few differences in relative quantity of negotiation among same-gender dyads of female NSs - female NNSs and male NS - male NNSs and cross-gender dyads of female NS - male NNSs. There was less negotiation in cross-gender dyads of male NSs - female NNSs than in these other NS - NNS dyads. In addition, greater amounts of negotiation were found for both cross and same-gender dyads on Information Gap Tasks 1 and 2 than on Jig-Saw or Opinion Exchange Tasks.

In terms of negotiation signals *produced by* NNSs, there were no significant differences between male and female NNSs overall, but differences between them were revealed when their signals were compared on the basis of NS interlocutor gender. Thus female NNSs gave more signals to female NSs than male NSs. This was especially apparent on the two Information Gap tasks. male NNSs did not differentiate their signals according to NS interlocutor gender.

With regard to negotiation signals *given to* NNSs, it was found that both male and female NNSs were given more signals from female NSs than by male NSs. For male NNSs, this pattern was most pronounced on the Opinion-Exchange Task; for female NNSs, the pattern was most apparent on the Jig-Saw Task.

In terms of modification of their responses by NNSs, the most noteworthy differences between male and female NNSs were revealed only on the Opinion Exchange task, but these were not statistically significant. Differences were also found when NNS modified responses were compared on the basis of NS interlocutor gender. As such, greater NNS Modification of responses was found during interaction with female NSs than with male NSs, especially for male NNSs on the Information Gap 1 Task and for female NNSs on Jig-Saw and Opinion Exchange,

but the relative frequencies of these responses were either not significant or not sufficient for statistical analysis.

In summary, results did not show a clear-cut role for NNS gender as a discriminating factor in frequency of negotiated interaction and its associated opportunities for comprehension of input, feedback on production, and modification of output. What emerged from the testing of hypotheses and analysis of results was a complex interaction of both gender and task type in providing and inhibiting these opportunities. Overall, however, in most of the results which had implications for facilitating NNS negotiation, comprehension and modified production, female NSs and Information Gap tasks appeared to play a more critical role than the other interlocutor and task variables analyzed in the study.

#### Observations, Implications, and Directions for Further Research

As emphasized throughout the review of results, very little support was found for the eight hypotheses regarding the role of learner gender in features of negotiated interaction and its associated opportunities for language learning. This was not a total surprise, however, as the hypotheses had been motivated by a very restricted empirical base of a few related studies. What was somewhat surprising, however, was that the role of gender in providing language learning opportunities was revealed more clearly in terms of the NSs rather than the NNSs who participated in the study. The group of female NS subjects was more consistent than the male NSs in working with *both* male and female NNS subjects in promoting negotiation, inviting requests for clarification of input, and providing signals for NNSs to clarify their output and modify their responses.

These NS contributions may have been due to sociocultural factors which had not been taken into account in the original design of the study since its focus was on NNS linguistic and interactional behaviors and its hypotheses had been motivated by research on these areas. Thus, the female NSs of the study, may have been behaving toward the NNS subjects in ways which have been observed in comparison studies of interactions involving male and female NSs in U.S. society (as reviewed by Wolfson 1989). What that body of research has shown is that, in their interactions with other American English NSs, females work harder to sustain conversation, provide more support, and engage in greater accommodation. Linguistically, therefore, they ask more questions and invite more responses than have been shown by male NSs of American English. Evidence of this pattern of linguistic behavior is revealed in the following excerpts of the female vs. male NSs as they interacted with male and female NNSs. As can be seen, the female NSs were less likely to discontinue a negotiation when NNSs seek clarification:

**Female NS**

it's an oval oval  
 which is um like an egg  
 like an egg um ...  
 but it's up against the house so its like oval on  
 one side and the other side is next to the house  
 to the one side and  
 ok it's oval on the side like facing the yard  
 like an egg, the shape of an egg, ok?  
 and then it's right up against the house,  
 it's like right next to the house,  
 like this is the front of the house  
 and it would be right next to it

**Male NS**

does the TV have antennas?  
 eas, like two things coming up in the back  
 antennas? ah ...  
 ok, we'll pass

**Female NS**

like part of a triangle?  
 a triangle is a shape um it has three sides  
 three straight sides  
 yes it does look like a mountain peak, yes  
 ok two of them, right? one on each side?  
 a line on each side of the-  
 little lines on each side?  
 like a mountain?  
 all right

**Male NS**

convertible?  
 does it have a roof?  
 open or closed?  
 I don't have time to be too fancy so  
 this is it. What else?

**Female NNS**

like an egg? um

oval?

ah

**Female NNS**

terrace?

eh ...

**Male NNS**

what is triangle?  
 a peak?  
 a peak?  
 only line only line?

yes  
 yes  
 yes

**Male NNS**

what's that?  
 no  
 closed

Drawing also from the work of Wolfson, the different interactional behaviors found among the male NS-female NNS dyads compared to the similar behaviors found among the three other dyad types can be explained against the backdrop of Wolfson's Bulge Theory (Wolfson 1986, 1988). According to Wolfson, greater negotiation tends to occur when interactants who are neither intimates nor total strangers perceive possibilities for friendship. The male NSs and female NNSs may have seen fewer of these possibilities in their coming together for purposes of this study than did the other subject dyads.

Finally, the cultural background of the NNSs may have had an impact on the different interactional behaviors observed. It is possible that the NNSs brought to their interactions with NSs rules for interaction in Japanese society such that the female NNSs were reluctant to signal when they could not understand the male NNSs or to negotiate toward mutual comprehension when they themselves could not be understood. It is also possible that the female NNSs had

experienced fewer previous interactions with male than with female Americans and were thus uncertain as to how to negotiate with the male NSs in this study.

Since this study was carried out on members of, broadly speaking, only two cultural or ethnic groups, it was not possible to separate negotiation patterns which were attributable to one or the other group from those which arose from the interaction of both groups. Not was it possible to know the extent to which gender, culture, and ethnicity were discrete or inter-related variables in the study. This dilemma points to need for further research on interaction between NSs and NNSs across a variety of cultures. It would be important to know, for example, whether the patterns observed among the American F NSs in the study are also found in their interaction with NNSs other than Japanese. Such findings would have implications for interaction in English language classrooms which are typically heterogeneous in the gender, cultural background, and ethnicity of NNS students.

What was also surprising was the limited support found for hypotheses regarding the effects of the jig-saw task on features of negotiation. The Jig-Saw task was not found to be as distinctive from the other tasks as had been predicted. Instead, it was the Information Gap tasks which showed more distinctiveness in that they provided the most clear-cut context for NS-NNS negotiation. One possible reason for this was that the Jig-Saw task had been designed in such a way that made it simply too easy for subjects to carry out. The visual information available to both NSs and NNSs regarding the pictures of houses used in this task may have left less need for them to request clarification or negotiate message meaning than was the case for the Information Gap tasks. In these latter, as picture description and replication tasks, visual information was held initially by only the describing participant, such that the replicating participant had to request this information in order to carry out the task.

Further, the Information Gap and Opinion Exchange tasks gave to the NSs and NNSs greater responsibility for generating the amounts of information conveyed, shared and elaborated upon. The Jig-Saw task, instead, provided participants a set number of items and details to exchange. Although opportunities for participants to embellish these details were available in the Jig-Saw task, the design of the task made the possibility for such embellishment less open to the discretion of its participants.

Differences between the Jig-Saw task and the other two tasks have thus confounded the information control factor under study. Results are therefore tentative regarding the role in negotiation played by this specific task and by information control as represented through the different task structures employed in the study. The present study distinguished information control features on the basis of the structure of information distribution and exchange among task participants. In future studies, care must be taken to control also for amount and type of initial information available to them.

### Conclusion

This study has shed a small amount of light on the question of the roles of learner and interlocutor gender in providing opportunities for language learning through interaction. Further research is needed, however, to provide a substantive answer to this question. Yet before moving on to such research, it may be important to reflect on the more basic question of what role interaction, itself, plays in the language learning process.

Along with other researchers noted throughout this paper, we have suggested that the negotiation toward mutual comprehension which arises during interaction provides NNSs with various kinds of opportunities for second language development, i.e., the opportunities to receive comprehensible input, to gain feedback on production, and to modify interlanguage output, that are particularly focused because of the task structures behind these interactions. However, SLA theory has yet to articulate sufficiently the process whereby learners' understanding of L2 meaning, exposure to feedback on their production, and modification of interlanguage are linked with their internalization of L2 rules and structures and retrieval for subsequent use. Until such an articulation is accomplished, further insights into gender-based differences in interaction involving language learners may serve to identify parameters of their social discourse, but bring little to bear on the nature of L2 learning process. Our study was based on the assumption that languages are learned through interaction; however it is this very assumption which itself must first be tested through what we have come to realize is more urgent research than we ourselves have undertaken.

---

<sup>1</sup> Earlier versions of the present paper were presented at the Boston University Conference on Language Development, October 1989 and the Second Language Research Forum, University of Oregon, March, 1990. This research was supported by grants from the Ivy League Consortium on Language Teaching and Learning and the University of Pennsylvania Research Foundation. This study is one component of a continuing research project on "Language Learning through Interaction," initiated in 1983. For their assistance to us in data collection, we would like to thank Richard Young, director of the University of Pennsylvania English Language Program and the faculty and staff of the Program and the staff of the University of Pennsylvania Graduate School of Education.

<sup>2</sup> Other research has been carried out on the "expertness" factor but, unfortunately, not in conjunction with gender variables. Studies by Selinker and Douglas (1985), Woken and Swales (1988), and Zuengler (1989) have shown that L2 "learner expertise" or "learner knowledge" can influence learners' self- and other-perceptions and, in turn, have an impact on their discourse. Areas affected can include politeness features in speech addressed to NNS experts vs. non-experts and amount and type of their control over topic and floor. Differences in linguistic behavior to and by NNSs have been identified even when the same NNS subjects were observed in both expert and non-expert roles, e.g., when speaking on matters related to their professional work vs. matters not as relevant to job-related knowledge.

**APPENDIX I**

**Framework for Coding Data on Negotiated Interaction**

**1. (Trigger) Utterance(s):**

NS	NNS
the children are visiting their uncle for a few days	children they visit uncle few day

**2. Signal directed toward form/meaning of Trigger:**

**2a. Question/statement/phrase/word which does not incorporate Trigger:**

NS	NNS	NNS	NS
the children are visiting their uncle for a few days	what?	children they visit uncle few day	what?

**2b. Question/statement/phrase/word which repeats Trigger without linguistic (i.e., semantic or morphosyntactic) modification:**

NS	NNS	NNS	NS
the children are visiting their uncle for a few days	the children are visiting their uncle for a few days?	children they visit the children they visit	

**2c. Question/statement/phrase/word which linguistically modifies all or part of Trigger:**

**2c1: semantically: through synonym, paraphrase, example, analogy, descriptors, and/or interpretation:**

NS	NNS	NNS	NS
the children are visiting their uncle for a few days	one week?	children they visit uncle few day	they will stay a week?

**2c2: morphologically: through addition, substitution, or deletion of inflectional morpheme(s):**

NS	NNS	NNS	NS
the children are visiting their uncle for a few days	children they visited few day?	children they visit uncle few day	they visited for a few days

**2c3: syntactically: through segmentation, with relocation (subject to object, object to subject) (S > O, O > S), topicalization or incorporation into phrases/clauses):**

NS	NNS	NNS	NS
the children are visiting their uncle for a few days	uncle he have for few days?	children they visit uncle few days	their uncle has the children?

**2c4. syntactically: through segmentation, without relocation (S > O, O > S), topicalization, or incorporation into phrases/clauses:**

NS	NNS	NNS	NS
the children are visiting their uncle for a few days	few days?	children they visit uncle few day	few days

**3. Follow-up Response:**

**3a. Question/statement/phrase/word which switches to a new topic/supplies information generally related to topic, but not directed toward form/meaning of Signal:**



the children are visiting their uncle for a few days he lives in Florida	children they visit few days?	uncle few day uncle he live Florida	for a few days
--	----------------------------------	--	----------------

3b. Statement/phrase/word which repeats Trigger without linguistic (semantic or morphosyntactic) modification:

NS the children are visiting their uncle for a few days the children are visiting their uncle for a few days	NNS children they visit few days?	NNS uncle few day children they visit uncle few day	NS for a few days?
--	---	--	-----------------------

3c. Statement/phrase/word which repeats Signal without linguistic (semantic or morphosyntactic) modification:

NS the children are visiting their uncle for a few days one week	NNS one week?	NNS children they visit uncle few day a week	NS a week?
---	------------------	---	---------------

3d. Statement/phrase/word which linguistically modifies all or part of Trigger:

3d1. semantically: through synonym, paraphrase, example, analogy, descriptors and/or interpretation:

NS the children are visiting their uncle for a few days the children are staying with my brother for a few days	NNS what?	NNS children they visit uncle few day children they stay my brother few day	NS what?
---	--------------	---	-------------

3d2. morphologically: through addition, substitution, or deletion of inflectional morpheme(s):

NS the children are visiting their uncle for a few days the children have gone to visit their uncle's home for a day or two	NNS what?	NNS children they visit uncle few day children they visiting uncle few days	NS what?
--	--------------	---	-------------

3d3. syntactically: through segmentation, with relocation (S > O, O > S) topicalization, or incorporation into phrases/clauses:

NS the children are visiting their uncle for a few days their uncle has the children for a few days	NNS what?	NNS children they visit uncle few day uncle he have children few days	NS what?
---	--------------	---	-------------

3d4. syntactically: through segmentation, without relocation (S > O, O > S), topicalization, or incorporation into phrases/clauses:

NS the children are visiting their uncle for a few days for a few days	NNS what?	NNS children they visit uncle few day few days	NS what?
---	--------------	---	-------------

3e. Statement/phrase/word which linguistically modifies Signal

3e1. semantically: through synonym, paraphrase, example, analogy, descriptors and/or interpretation:

NS the children are visiting their uncle for a few days almost one week	NNS one week?	NNS children they visit uncle few day almost a week	NS they will stay a week?
--	------------------	--	------------------------------

3e2. morphologically: through addition, substitution, or deletion of inflectional morpheme(s):

NS	NNS	NNS	NS
the children are visiting their uncle for a few days	one week? they will stay a week?	children they visit uncle few day	
no, two weeks		no, two week	

3e3. syntactically: through segmentation, with relocation (S > O, O > S), topicalization, or incorporation into phrases/clauses:

NS	NNS	NNS	NS
the children are visiting their uncle for a few days	they stay one week?	children they visit uncle few day	they will stay a week?
their uncle would like them to stay a week		uncle want them stay a week	

3e4. syntactically: through segmentation, without relocation (S > O, O > S), topicalization, or incorporation into phrases/clauses:

NS	NNS	NNS	NS
the children are visiting their uncle for a few days	they stay one week?	children they visit uncle few day	they will stay a week?
one week		a week	

3f. Confirmation or acknowledgement without linguistic modification:

NS	NNS	NNS	NS
the children are visiting their uncle for a few days yes	one week?	children they visit uncle few day yes	they will stay a week?

3g. Indication of difficulty or inability to respond:

NS	NNS	NNS	NS
the children are visiting their uncle for a few days I'm sorry, I don't know how to say it better	what?	children they visit uncle few day is difficult to say	what?

**4. Comprehension Signal/Continuation Move**

4a. Comprehension Signal:

NS	NNS	NNS	NS
the children are visiting their uncle for a few days almost two weeks	one week? I see	children they visit uncle few day almost two weeks I see	they will stay a week?

4b. Continuation Move:

NS	NNS	NNS	NS
the children are visiting their uncle for a few days almost two weeks	one week? and when will they return?	children they visit uncle few day when return?	they will stay a week? almost two weeks

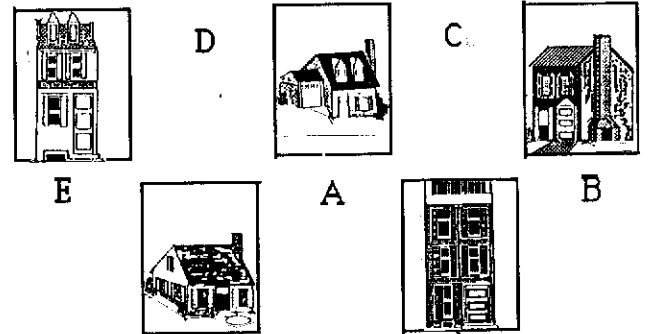
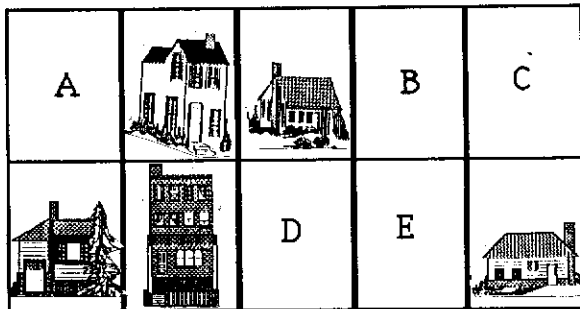
APPENDIX II

JIG-SAW: NNS and NS reproduce unseen sequence of (HOUSE) by exchanging uniquely held portions of the sequence.

Initial information control shared evenly between NNS and NS.

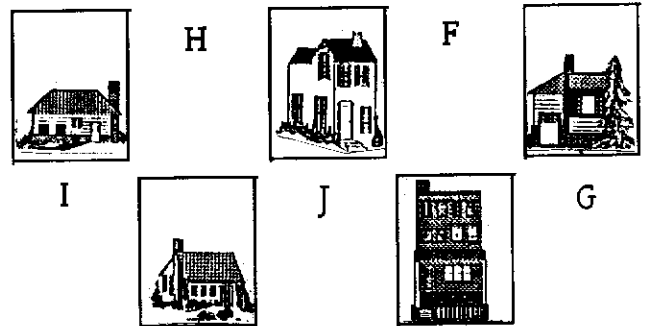
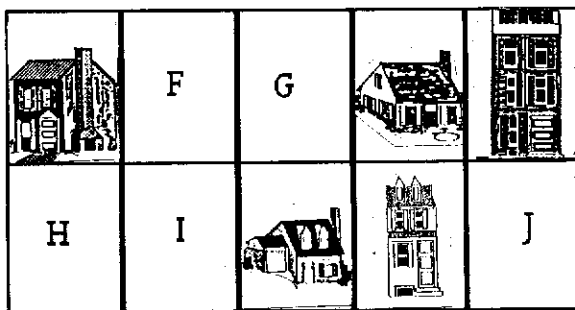


HOUSE SEQUENCE HIDDEN MASTER



Scrambled Houses

PARTICIPANT A PACKAGE



Scrambled Houses

PARTICIPANT B PACKAGE

References

- Brouwer, Gerritsem and deHaan (1979). Speech differences between men and women: on the wrong track? Language in Society 8: 33-50.
- Conley, J., W. O'Barr, and A. Lind, (1978). Presentational style in the courtroom. Duke Law Journal 2: 1375-1379. Newbury House.
- Doughty, C. and T. Pica. (1986). "Information gap tasks:" an aid to second language acquisition? TESOL Quarterly 20, 2: 305-325.
- Edelsky, C. (1981). Who's got the floor? Language and Society 10: 383-421.
- Fishman, P. (1983). Interaction: the work that women do. In B. Thorne, C. Kramarae, and N. Henley (Eds.), Language, Gender and Society. Rowley, Mass.: Newbury House.
- Frank, F. and F. Anshen, (1983). Language and the Sexes. Albany, N.Y.: SUNY Press.
- Gass, S. and E. Varonis, (1985). Task variation and NNS/NNS negotiation of meaning. In S. Gass, and C. Madden (Eds), Input in Second Language Acquisition. Rowley, Mass.: Newbury House.
- Gass, S. and E. Varonis, (1986). Sex differences in NNS/NNS interactions. In Day, R. (Ed.), Talking to Learn: Conversation in Second Language Acquisition. Rowley, Mass.:Newbury House.
- Hartman, P. & E. Judd, (1978). Sexism and TESOL materials. TESOL Quarterly 12, 4: 383-393.
- Hatch, E. (1978). Discourse analysis and second language acquisition. In Hatch, E. (Ed.). Second Language Acquisition: A Book of Readings. Rowley, Mass.: Newbury House.
- Hoff-Ginsberg, Erika. (1985). Some contributions of mothers' speech to their children's syntactic growth. Journal of Child Language 12: 367-85.
- Holliday, Lloyd. (1987). NS-NNS negotiations in spoken interaction to eliminate comprehension difficulties. Ms., University of Pennsylvania.
- Holliday, Lloyd. (1988). Let them talk: a study of native-non-native interaction in conversation. Working Papers in Educational Linguistics 4: 89-100. Philadelphia: University of Pennsylvania Graduate School of Education.
- Holliday, Lloyd (1990). Metalinguistic input to language learning. Ph.D. dissertation, University of Pennsylvania.
- Jespersen, O. (1922). Language: Its Nature, Development, and Origin. London: Allyn and Unwin.
- Keenan, E. (1974). Norm-makers, norm-breakers: Uses of speech by men and women in a Malagasy community. In R. Bauman and J. Sherzer (eds.). Explorations in the Ethnography of Speaking. Cambridge: Cambridge University Press.

- Krashen, S. (1980). Second Language Acquisition and Second Language Learning. Oxford: Pergamon Press.
- Labov, W. (1966). The Social Stratification of English in New York City. Washington, D.C.: Center for Applied Linguistics.
- Labov, W. (1984). The intersection of sex and class in the social origins of sound change. Paper presented at N-Wave 13, Philadelphia.
- Lakoff, R. (1973). Language and woman's place. Language and Society 2: 45-80.
- Lind, E., B. Erickson, J. Conley, and W. O'Barr, (1979). The social significance of speech in the courtroom. In H. Giles & R. St. Clair (Eds.). Language and Social Psychology. Baltimore: University Park Press.
- Long, M. (1980). Input, interaction, and second language acquisition. Ph.D. dissertation. UCLA.
- Long, M. (1983). Linguistic and conversational adjustments to non-native speakers. Studies in Second Language Acquisition, 5, 2: 177-194.
- Long, M. (1985). Input and second language acquisition theory. In S. Gass, and C. Madden (Eds). Input in Second Language Acquisition. Rowley, Mass.: Newbury House.
- Mackay, D and D. Fulkerson, (1979). On the comprehension and production of pronouns. Journal of Verbal Learning and Verbal Behavior 18: 661-673.
- Markham, P. (1988) Gender and the perceived expertness of the speaker as factors in ESL listening recall. TESOL Quarterly 22, 3: 397-406.
- Martyna, W. (1978). What does "he" mean? Use of the generic masculine. Journal of Communication 28, 1: 131-138.
- O'Barr, W. and B. Atkins, (1980). "Women's language" or "powerless language" In S. McConnell-Ginet, R. Borker, and N. Furman. Women and Language in Literature and Society. New York: Praeger.
- Pica, T. (1987). Interlanguage adjustments as an outcome of NS-NNS negotiated interaction. Language Learning 38, 1: 45-73.
- Pica, T. and C. Doughty, (1985). Non-native speaker interaction in the ESL classroom. In S. Gass, and C. Madden (Eds). Input in Second Language Acquisition. Rowley, Mass.: Newbury House.
- Pica, T., J. Falodun, I. Farrah, R. Kanagy, J. Unger, and Z. Zhang, (1989). Communication tasks for second language learning. Presentation to Temple University Japan Distinguished Lecture Series. Tokyo and Osaka.
- Pica, T., L. Holliday, and N. Lewis, (1990) = NS-NNS negotiation: = an equal opportunity for speech modification? Paper presented to annual TESOL Convention, San Francisco, March, 1990.

- Pica, T., L. Holliday, N. Lewis, and L. Morgenthaler, (1989). Comprehensible output as an outcome of linguistic demands on the learner. Studies in Second Language Acquisition 11, 1: 63-90.
- Pica, T., R. Kanagy, and J. Falodun, (1989). Choosing and using communication tasks in language teaching and research. Paper presented at AAAL meeting, Washington, D.C.
- Pica, T., R. Young, and C. Doughty, (1987). The impact of interaction on comprehension. TESOL Quarterly 21, 4: 737-758.
- Porreca, K. (1984). Sexism in current ESL textbooks. TESOL Quarterly 18, 4: 705-724.
- Schachter, J. (1983). Nutritional needs of language learners. In M.A. Clarke and J. Handscombe (Eds.), On TESOL '82: Pacific Perspectives on Language Learning and Teaching. Washington, D.C.: TESOL.
- Schachter, J. (1984). A universal input condition. In W. Rutherford (Ed.). Universals and Second Language Acquisition. Amsterdam: John Benjamins.
- Schachter, J. (1986). Three approaches to the study of input. Language Learning 36, 2: 211-26.
- Selinker, L and D. Douglas, (1985). Wrestling with "context" in interlanguage theory. Applied Linguistics 6, 2: 190-204.
- Spender, D. (1980). Man Made Language. London: Routledge and Kegan-Paul.
- Swain, M. (1985). Communicative competence: some roles of comprehensible input and comprehensible output in its development. In S. Gass and C Madden. (Eds.) Input in Second Language Acquisition. Rowley, Mass.: Newbury House.
- Trudgill, P. (1972). Sex, covert prestige, and linguistic change in the urban British English of Norwich. Language in Society 1: 179-195.
- Woken, M. and Swales, J. (1988). Expertise and authority in native-nonnative conversations: the need for a variable account. Ms. The University of Michigan.
- Wolfram, W. (1969). A Sociolinguistic Description of Detroit Negro Speech. Washington, D.C.: Center for Applied Linguistics.
- Wolfson, N. (1984). Pretty is as pretty does: a speech act view of sex role. Applied Linguistics 5: 236-244.
- Wolfson, N. (1986). Research methodology and the question of validity. TESOL Quarterly 20: 689-99.
- Wolfson, N. (1988) The bulge: a theory of speech behavior and social distance. In J. Fine (Ed.), Second Language Discourse: A Textbook of Current Research. Norwood, N.J.:ABLEX
- Wolfson, N. (1989). Perspectives: Sociolinguistics and TESOL Cambridge: Newbury House Publishers.

Wolfson, N. and J. Manes,(1978). "Don't 'Dear' me." Working Papers in Sociolinguistics. Austin, Texas: SEDL. Reprinted in S. McConnell-Ginet, R. Borker, & N. Furman (1980). Women and Language in Literature and Society. New York: Praeger.

Zimmerman, D. and C. West,(1975). Sex roles, interruptions, and silences in conversations. In B. Thorne & N. Henley (Eds.). Language and Sex Difference and Dominance. Rowley, Mass.: Newbury House.

Zuengler, J. (1989). Identity in IL development and use. Applied Linguistics 10, 1: 80-96.