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# Language learning and teaching—theory and practice

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## Theory and principles

**92–234 Celce-Murcia Marianne** (U. of California, Los Angeles). Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly* (Washington, DC), **25**, 3 (1991), 459–80.

To provide some perspective on current issues and challenges concerning the role of grammar in language teaching, the article reviews some methodological trends of the past 25 years. When, and to what extent, one should teach grammar to language learners is a controversial issue. The paper proposes a decision-making strategy for resolving this controversy, based on learner and instructional variables. Then taking Canale and Swain's (1980) model of communicative competence, which views grammatical competence as one component of communicative competence, the paper argues that

grammar instruction is part of language teaching. In this new role, grammar interacts with meaning, social function, or discourse – or a combination of these – rather than standing alone as an autonomous system to be learned for its own sake. After addressing feedback and correction in terms of research and pedagogical techniques, the article concludes with a survey of options for integrating grammar instruction into a communicative curriculum and with a reformulation of the role of grammar in language teaching.

**92–235 Grabe, William** (Northern Arizona U.). Current developments in second language reading research. *TESOL Quarterly* (Washington, DC), **25**, 3 (1991), 375–406.

Both reading research and practice have undergone numerous changes in the 25 years since TESOL was first established. The last decade, in particular, has been a time of much first and second language research, resulting in many new insights for reading instruction. The purpose of this article is to bring together that research and its implications for the classroom. Current reading research follows from certain assumptions on the nature of the reading process; these assumptions are reviewed and general perspectives on the reading process are presented. Specific attention is then given to interactive approaches to reading, examining research which argues that reading comprehension is a combination

of identification and interpretation skills. Reading research in second language contexts, however, must also take into account the many differences between L1 and L2 reading. From the differences reviewed here, it is evident that much more second language reading research is needed. Five important areas of current research which should remain prominent for this decade are reported: schema theory, language skills and automaticity, vocabulary development, comprehension strategy training, and reading-writing relations. Implications from this research for curriculum development are briefly noted.

**92–236 Hoffman, Lothar.** Fachsprachenlinguistik zwischen Praxisdruck und Theoriebedarf. [The linguistics of specific-purpose language – between the pressure of practice and the need for theory.] *Deutsch als Fremdsprache* (Leipzig, Germany), **28**, 3 (1991), 131–40.

The state of the art of languages for specific purposes is reviewed under the headings 'achievement', 'gaps' and 'solutions'. Achievements include a large volume of descriptive and statistical work in many languages, including comparisons of specialised and general language and different types of specialised language; an acceptance of communicative/pragmatic perspectives; an active concern with issues of text linguistics and text type; and

well-developed ideas for pedagogic applications. Gaps include a neglect of cognitive and semantic aspects of texts as a whole, of their relationship to external factors, and of the part they play in externalising, internalising, verifying and storing knowledge. The suggestions, drawing upon cognitive psychology, include deeper study of competence as well as performance of the networks of understanding which underlie observable linguistic

output, and a valency-grammar approach to yield a fuller understanding of sentence function. An example is given of a thesaurus extract and of a semantic network which, it is claimed, could be

extended and applied to a text or extract to illuminate the relationship between subject-based content and language-based form.

**92-237 Holec, H.** Qu'est-ce qu'apprendre à apprendre. [What does learning to learn really mean?] *Mélanges Pédagogiques* (Nancy, France), 1990, 75–87.

What does learning to learn really mean, and what sort of training should be made available to a learner who decides to acquire, or develop, a learning ability? These are the two questions this article proposes answers to, and this in three successive stages. (1) Learning, as distinct from acquisition, is described as a monitored succession of acts characterised by specific objectives, contents, modes of performance and modes of assessment. (2) A detailed

analysis is provided of the types of knowledge and know-how that are required to define, perform, assess and monitor learning acts. (3) The objectives and general methodology of a training programme aimed at developing a learner's ability to learn are described and illustrated. Such training should be concerned with the learner's language culture, learning culture and learning techniques.

**92-238 Holec, Henri** (CRAPEL – U. of Nancy II). Apprendre à apprendre et apprentissage hétéro-dirigé. [Learning to learn and externally-directed learning.] *Français dans le Monde* (Paris), special number Feb/March (1992), 46–52.

Using what we have learned in recent years about autonomous learning, we can now look again at traditional, teacher-directed learning. It is recognised that the autonomous learner must 'know how to learn', but this might imply that the traditional learner need not, as the teacher can take all the decisions. This implication is untenable for three reasons. Firstly, teachers must take account of learners' starting points, learning styles, rhythms of learning and motivation. Secondly, the learner

cannot remain 'outside the learning process', but must become involved in many ways, and in particular must form some personal view of purpose in any activity, even if it is only to please the teacher or avoid sanctions. Thirdly, research has shown that there is no direct relationship between teaching and acquisition, and that learners are guided by their internal acquisition sequences. Thus, even in teacher-directed classes, learning how to learn is an essential requirement for success.

**92-239 Zarate, Geneviève** (BELC). L'interculturel, un concept à définir. [Towards a definition of the concept of 'intercultural' teaching.] *Bulletin of the CAAL* (Montreal, Canada), 11, 2 (1989) [publ. 1992], 7–14.

Paying attention to definitions may give intellectual satisfaction, but it can also create doubts about the scientific legitimacy of some approaches. After making a broad, albeit incomplete, inventory of the sometimes contradictory uses given to the term 'intercultural' in the field of modern language teaching in France, it is rather its strategic interest that is discussed here; for example, its interdisciplinary viability, and the links between its

practical applications and their conceptualisation. The intercultural approach, as used in the training of teachers and school pupils, has the overall goals of gaining a broader perspective on what once seemed obvious and familiar, learning to control the effects of ethnocentrism, and discovering the use of new reference systems. Concrete processes are evoked here.



## Psychology of language learning

**92-240 Anderson, Neil J.** (Ohio U.). Individual differences in strategy use in second language reading and testing. *Modern Language Journal* (Madison, Wis), **75**, 4 (1991), 460–72.

This paper details research carried out to examine individual differences in strategy use by adult second language learners, via both the Descriptive Test of Language Skills–Reading Comprehension Test (Forms A and B) and the Textbook Reading Profile. The aim was to evaluate the extent to which reading comprehension processes used during a standardised test relate to actual academic reading processes.

The research involved 28 Spanish L1 participants enrolled on a university-level ESL programme; when undertaking the test and the textbook reading exercises the testees used ‘think aloud’ protocol procedures and verbal reporting to explain which strategies they deployed to process the texts. Pritchard’s inventory of 47 reading process strategies

was used to provide a basis for the researchers’ subsequent categorisation of the participant’s taped responses.

The results [tabular data] seemed to imply a tangible relationship between the intensity/orchestration of strategy use and improved achievement on the reading comprehension measures described. Three tested case studies are also outlined, including that of a high scorer who was consistently able to identify when comprehension had failed. The data suggested though, that there is no single set of ‘successful’ processing strategies, as other factors such as interest, motivation and learning style are doubtless operationally significant but difficult to define or analyse.

**92-241 Bamford, Kathryn W. and Mizokawa, Donald T.** (U. of Washington). Additive-bilingual (immersion) education: cognitive and language development. *Language Learning* (Ann Arbor, Mich), **41**, 3 (1991), 413–29.

The superior control of cognitive processing demonstrated by children in the early stages of additive bilingualism may enhance symbolic reasoning abilities. The developmental interdependence of L1 and L2 may allow additive-bilingual children to maintain normal native-language development. This study examined the development of a Grade 2 additive-bilingual (Spanish-immersion) programme class as compared to a monolingual classroom on measures of non-verbal problem-solving and native-language development. The programme was the independent variable in two comparisons. In the first comparison, non-verbal problem-solving was the dependent variable, as measured by Raven’s *Coloured Progressive Matrices* (CPM). As hypothesized, a repeated measures ANCOVA of the results

of fall and spring administration of the CPM indicated significant differences in favour of the Spanish-immersion group,  $F(1, 35) = 5.85$ ,  $p = 0.02$ . In the second comparison, native-language development was the dependent variable as measured by the *Peabody Picture Vocabulary Test-R* (PPVT-R). A parametric independent samples *t*-test was applied to the mean gain scores of the immersion and comparison groups on the fall and spring PPVT-R scores. As expected, no significant differences were revealed between groups,  $t = 0.15$ ,  $p = 0.88$ ,  $N = 37$ . Results were interpreted to support Vygotsky’s assertion that the mediation of language is an essential part of non-verbal problem-solving and Lambert’s notion of ‘additive-bilingual’ settings.

**92-242 Broeder, Peter** (Tilburg U.). Possession in a new language. *Applied Linguistics* (Oxford), **13**, 1 (1992), 100–18.

During the early stages of the language acquisition process, learner varieties necessarily consist of a restricted set of linguistic devices which the learner has to use as efficiently as possible in daily interactions with other speakers of the target language. This paper deals with the untutored acquisition of possessive constructions in Dutch by two Turkish and two Moroccan adults during the first three years of their stay in The Netherlands. The main

questions are how adult language learners start out encoding possessive relationships between people and objects, how their repertoire develops, and why they make the choices they make. The focus is on the order of the owner and the possession in possessive constructions. The hypothesis is that the order preferences of adult learners in the target language are strongly influenced by ordering conventions in the source systems.

**92-243 Brown, Thomas S.** (Boise, Idaho) **and Perry, Fred L., Jr.** (American U. in Cairo). A comparison of three learning strategies for ESL vocabulary acquisition. *TESOL Quarterly* (Washington, DC), **25**, 4 (1991), 655–70.

The purpose of this study was to compare three learning strategies – differentiated according to Craik and Lockhart's 'depths of processing' theory – for ESL vocabulary. Six intact ESL classes at two levels of proficiency were divided into three treatment groups (keyword, semantic, and keyword-semantic). These Arabic-speaking students then received four days of instruction. Both recognition and cued-recall instruments were used

to measure effects both one day and nine days after treatment. Cued-recall results immediately after treatment revealed that the keyword method facilitated vocabulary acquisition for lower-proficiency students. The delayed results for both the recognition and cued-recall tests suggested that the combined keyword-semantic strategy increased retention above the other strategies. Possible applications of these findings are discussed.

**92-244 Buczowska, Ewa** (Adam Mickiewicz U., Poznan, Poland) **and Weist, Richard M.** (State U. of New York at Fredonia). The effects of formal instruction on the second-language acquisition of temporal location. *Language Learning* (Ann Arbor, Mich), **41**, 4 (1991), 535–54.

The purpose of this research was to contrast the acquisition of temporal systems in L1 and tutored L2 learners. The research focused on the distinction between absolute and relative temporal location: the former relates event time to speech time and the latter relates event time to reference time. An experiment was conducted using a sentence–picture-matching task with Polish adults learning English and American children ranging in age from 2½ to 6½ years. The comprehension test contained contrasts that required absolute location (e.g. past/future) and relative location (e.g. before/after). L1 learners comprehended problems involving absolute tem-

poral contrasts first and those with a relative component later. Tutored L2 learners follow a different pattern. Their initial temporal system had both absolute and relative dimensions. A second major difference between L1 and tutored L2 learners concerned the acquisition of tense and aspect. L1 learners understood both tense and aspect contrasts from the earliest phase of development evaluated. Tutored L2 learners could understand tense well before aspect. The research emphasises the relevance of pedagogical practices to the foreign language learning process as opposed to so-called 'natural sequences'.

**92-245 Crookes, Graham and Schmidt, Richard W.** (U. of Hawaii). Motivation: reopening the research agenda. *Language Learning* (Ann Arbor, Mich), **41**, 4 (1991), 469–512.

Discussion of the topic of motivation in second-language (SL) learning contexts has been limited by the understanding the field of applied linguistics has attached to it. In that view, primary emphasis is placed on attitudes and other social psychological aspects of SL learning. This does not do full justice to the way SL teachers have used the term 'motivation'. Their use is more congruent with definitions common outside social psychology, speci-

fically in education. In this paper, the authors review the standard applied linguistics approach to this topic, and go on to provide an overview of research into motivation in mainstream education. This is used both to demonstrate the utility of other concepts of motivation to the SL field and as the basis for a research agenda for SL investigations of motivation thus conceived.

**92-246 de Bot, Kees** (U. of Nijmegen). A bilingual production model: Levelt's 'Speaking' model adapted. *Applied Linguistics* (Oxford), **13**, 1 (1992), 1–24.

In this article a description is given of a model of the bilingual speaker. The model presented is based on Levelt's (1989) 'Speaking' model, which sketches a framework in which a number of (highly autonomous) information-processing components are postulated. The main characteristics of the model are that it is incremental and parallel, and that lower

level processing is more automatised than higher level processing. An attempt is made to adapt the Levelt model for bilingual processing. Given the firm empirical basis of the (monolingual) version of the model, it was intended to change the model as little as possible. It is concluded that the first component, the conceptualiser, is probably partly

language-specific and partly language-independent. Further it is hypothesised that there are different formulators for each language, while there is one lexicon where lexical elements from different languages are stored together. The output of the formulators is sent to the articulator which makes use of a large set of non-language-specific speech motor plans.

The adapted version of Levelt's model appears to provide a good explanation of various aspects of language production, especially with respect to code-switching and the storage and retrieval of lexical elements, and it may suggest a useful direction to take in future research on language processing in bilinguals.

**92-247 Derwing, Tracey M.** The role of NS personality and experience in NS-NNS interaction. *TESL Canada Journal* (Montreal), **9**, 1 (1991), 9-28.

This study investigates the relationship of native speakers' (NSs) personality traits and experience interacting with non-native speakers (NNSs) to the use of conversational adjustments and differences in word frequency and speech rate. Eight ESL instructors and eight persons who had no regular contact with NNSs were asked to view a film, then tell a NS and a NNS partner its story. Transcripts of the subjects' film narratives to the listeners were examined for differences in word frequency, rate, and controversial adjustments.

Although the ESL instructors used certain conversational adjustments significantly more with NNSs than did the inexperienced subjects, the two groups did not differ in terms of word frequency or rate. When subjects were grouped according to the personality traits of interpersonal affect and social participation, they did not differ in overall usage of conversational adjustments, but significant differences were found in both word frequency and speech rate.

**92-248 Ellis, Rod** (Temple U., Japan). Learning to communicate in the classroom: a study of two language learners' requests. *Studies in Second Language Acquisition* (Bloomington, Ind), **14**, 1 (1992), 1-23.

It is now generally accepted that second language (L2) acquisition can take place as a result of learning how to communicate in the L2. It is less clear, however, whether the kind of communication that occurs in a classroom is sufficient to ensure development of full target language competence. This article examines the extent to which the opportunities for communication in an English as a second language (ESL) classroom result in the acquisition of one particular illocutionary act - requests. A total of 410 requests produced by two child learners over 15-21 months were examined.

The results suggest that although considerable development took place over this period, both learners failed to develop either the full range of request types or a broad linguistic repertoire for performing those types that they did acquire. The learners also failed to develop the sociolinguistic competence needed to vary their choice of request to take account of different addressees. One explanation for these results is that although the classroom context fostered interpersonal and expressive needs in the two learners, it did not provide the conditions for real sociolinguistic needs.

**92-249 Flanigan, Beverly Olson** (Ohio U.). Variable competence and performance in child second language acquisition. *Second Language Research* (Utrecht, The Netherlands), **7**, 3 (1991), 220-32.

The variable competence model of second language acquisition proposes that the ability to use language varies systematically within functional domains and linguistic contexts, and that such variability is inherent in interlanguage as well. This study of elicited and naturalistic speech of elementary school ESL students in formal and informal situations supports the conclusion that variability exists in the acquisition process but disputes the theory that it is

a necessary component of the mental competence itself. Errors in use of the past tense, noun phrase plurals and possessives, adjectives, and determiners were calculated for four different activities or tasks; *t*-tests and regression analyses revealed little or no statistical difference across tasks but predictable differences with increase in proficiency. Implications are drawn for the teaching of grammar to children in an academic context.

**92-250 Gass, Susan M.** (Michigan State U.) and **Lakshmanan, Usha** (Southern Illinois U.). Accounting for interlanguage subject pronouns. *Second Language Research* (Utrecht, The Netherlands), **7**, 3 (1991), 181–203.

In this paper the authors re-open the controversy surrounding subject pronoun usage in the English of non-native speakers. Much recent research has attempted to account for non-native pronoun usage through Universal Grammar-based explanations. In this paper, it is argued that in considering the issue of subject pronouns, one must take into account the input to the learner. Specifically, the authors examine transcripts of the English of two native speakers of Spanish (one adult and one child) and show that the pattern of learner-language subject pronoun use closely parallels native speaker use. The authors closely examine the input provided to these learners and show how learners can be led to believe that their incorrect learner-language forms are correct. The data suggest that considering principles of Universal Grammar devoid of context is insufficient and often misleading in accounting for how L2 grammars develop.

**92-251 Hardison, Debra M.** Acquisition of grammatical gender in French: L2 learner accuracy and strategies. *Canadian Modern Language Review* (Fredericton, New Brunswick), **48**, 2 (1992), 292–306.

The research of Tucker and others has shown that grammatical gender in French is highly predictable for certain phonetic endings. This paper presents the findings of three studies which revealed that L2 learners of French are able to take advantage of gender-noun ending correspondences in making gender decisions. One study used only an oral presentation of unfamiliar nouns to rule out possible learning effects and the influence of orthographic cues. In all cases, findings strongly suggest that learners formulate rules of gender assignment based on the gender of the most salient member of each phonetic ending category in their input. The strategies learners use to assign gender were also investigated: they revealed that noun ending similarities were very important.

**92-252 Hecht, Karlheinz and Green, Peter S.** Schülerselbstkorrektur beim Einsatz des Englischen in mündlicher Kommunikation – eine empirische Untersuchung. [Pupil self-correction in the use of English in oral communication – an empirical investigation.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **90**, 6 (1991), 607–23.

The article focuses on self-correction as a cognitive strategy. Is it a strategy that is typical of the more successful foreign language learner? After a look at the different forms of self-correction – covert self-correction and overt editing – as psycholinguistic processes, Krashen's Monitor Theory is examined. Against this background, six hypotheses are formed and put to test in an empirical investigation. The self-corrections in oral speech (English as a first and foreign language) of 286 German and English pupils are analysed and the results interpreted. As the test population comprised native and non-native speakers, the extent to which their self-correction behaviour is comparable is also examined. The results of this study throw a favourable light on the efficacy of self-correction; suggestions for the foreign language teacher are offered.

**92-253 Laufer, Batia** (U. of Haifa). The development of L2 lexis in the expression of the advanced learner. *Modern Language Journal* (Madison, Wis), **75**, 4 (1991), 440–8.

A study was conducted to find out whether advanced L2 learners who had enough communicative competence and did not receive explicit vocabulary instruction, but were nevertheless exposed to the language, would significantly increase their active vocabulary over one academic year. The argument for such an increase was based on two types of evidence: (1) the positive effect of comprehensible input on the acquisition of grammatical structures and formulaic speech; (2) the way in which children enrich their L1 lexicon, i.e. through exposure. The counter-arguments to such enrichment were (1) lack of need; (2) the learners' tendency to simplify their active vocabulary. The subjects of the study were English department majors, whose written performance was examined at the beginning of their studies and after one or two semesters. The criteria of lexical richness chosen

were lexical variation, lexical density, lexical originality and lexical sophistication. The comparison of means on each of the four variables at different points in time supports the hypothesis that, with the exception of lexical sophistication after one academic year, no significant enrichment in the active vocabulary will occur in the case of the advanced learner. Examination of the progress of individual students showed that the vocabulary level of learners who made progress of five points or more was below the average at the beginning of the year, and the improvement brought them close to the average level of the group. This suggests that the growth in

active vocabulary is determined not so much by comprehensible input as by the sheer needs of the learner. The individual learners who progress need richer vocabulary to function as part of their group, and those who do not have probably reached their active vocabulary threshold. If the tendency of L2 learners is to remain at the threshold level, it is the task of the teacher to elicit the above-threshold vocabulary, which is precisely the vocabulary that learners try to avoid. Progress can probably be made beyond the threshold if vocabulary is consistently and systematically practised and tested, and if lexical richness is insisted on and rewarded.

**92-254 MacIntyre, Peter D. and Gardner, R. C.** (U. of Western Ontario).

Language Anxiety: its relationship to other anxieties and to processing in native and second languages. *Language Learning* (Ann Arbor, Mich.), **41**, 4 (1991), 513-34.

This study investigated the factor structure underlying 23 scales assessing both language anxiety as well as other forms of anxiety. Three factors were obtained and identified as Social Evaluation Anxiety, State Anxiety, and Language Anxiety. Correlations were obtained between scores based on these factors and measures of short-term memory (a Digit Span test) and vocabulary production (a Thing Category test). These two measures were administered in both L1 (English) and L2 (French) versions. It was shown

that Language Anxiety was correlated significantly with both Digit Span and Thing Category scores, but only in L2. Further analyses indicated that the French tasks were more anxiety-provoking than were the English ones and that for L1, digit span was more anxiety-provoking than was vocabulary. These results are interpreted in terms of the deficits created by anxiety during the cognitive processing of L2 stimuli.

**92-255 Mantle-Bromley, Corinne** (U. of Kansas) **and Miller, Raymond B.** (U. of Oklahoma).

Effects of multicultural lessons on attitudes of students of Spanish. *Modern Language Journal* (Madison, Wis), **75**, 4 (1991), 418-25.

In order to measure the effect of multicultural lessons and attitudes of students towards Spanish language and culture, 180 Spanish beginners received eight specially structured lessons in the course of their usual lessons; a control group of 189 did not. Both attitudes and attainment were tested at the beginning and end of the semester. Results confirmed previous findings, showing correlation between attainment and positive attitudes towards the target language and culture. They also showed that attitudes of learners were susceptible to change. Many students, however, had less than positive

attitudes towards Spanish and Spanish speakers. Teachers need to be aware that learners' attitudes may actually become less favourable after one semester of language study, possibly because they have unrealistically high expectations of what they can achieve. Teachers need to acknowledge students' frustrations and address the affective elements of language learning. Since attitudes can be changed more readily than cognitive aptitude, the search for ways to influence student attitudes positively must continue.

**92-256 Parry, Kate** (Hunter Coll., City U. of New York). Building a vocabulary through academic reading. *TESOL Quarterly* (Washington, DC), **25**, 4 (1991), 629-53.

This paper reports a series of longitudinal case studies designed to address the question of how language learners build their vocabularies. Students who were enrolled in an anthropology class were asked to record the words that caused them difficulty as they read their anthropology texts, and to write

down, if they could, what they thought the words meant. The resulting lists are analysed in terms of the kinds of words listed, the accuracy of the glosses, and the probable reasons for misinterpretation; the analysis is considered in relation to data collected in protocols and a translation task. The conclusions are

that a range of strategies may be used for learning vocabulary, each involving liabilities as well as assets. Students need to be aware of the range so as

to develop flexibility in their responses to unfamiliar words.

**92-257 Pica, Teresa** (U. of Pennsylvania). Classroom interaction, negotiation, and comprehension: redefining relationships. *System* (Oxford), **19**, 4, (1991), 437-52.

This study was undertaken to address theoretical claims regarding the importance of negotiated interaction to the comprehension of second-language (L2) input through a comparison of three different interactional behaviours of L2 learners in a classroom context. Three groups of L2 learners were asked to carry out their teacher's directions to a comprehension task: eight Negotiators, who were encouraged to negotiate by requesting clarification, repetition, and confirmation of the directions; eight Observers, who were not permitted to interact with the teacher, but could watch and listen as the Negotiators did this; and eight Listeners, who carried out the task away from the other two groups

by listening to a text of the directions which had been generated through negotiation. Results of the study revealed comparable comprehension scores for each of the three subject groups. Moreover, follow-up analyses suggested that individual subjects whose level of comprehension development was at or above the level of their classmates could comprehend the direction input whether they engaged in negotiation, observed negotiation, or listened to the text of negotiated input. However, for subjects at lower developmental levels of comprehension, direct participation in negotiation was the most effective means to facilitate comprehension of the direction input.

**92-258 Schwartz, Bonnie D. and Gubala-Ryzak, Magda** (Boston U.).

Learnability and grammar reorganisation in L2A: against negative evidence causing the unlearning of verb movement. *Second Language Research* (Utrecht, The Netherlands), **8**, 1 (1992), 1-38.

This paper reassesses the role of Negative Evidence (NE) in non-native language acquisition. It is argued that the grammar-building process cannot make use of NE to restructure (Interlanguage) grammars – irrespective of logical need. The empirical basis comes from White's study of French speakers acquiring English, where the 'Verb Movement' parameter and the particular learnability problem of 'unlearning' thematic Verb-movement were the focus. The L2 learners start off assuming the L1 value of [+] Verb-movement, thus incorrectly allowing the order S V Adv O in English, and the issue is whether NE can force a switch to the [-] value, whereby S V Adv O should be excluded. While it is indisputable that the L2 learners changed their linguistic behaviour as a direct consequence of their exposure to NE, the conclusion drawn here is quite distinct from that of White.

Based on both the postinstruction data and an argument grounded in formal learnability theory, it

is shown that an inherent contradiction must be inputted to the interlanguage 'grammar' to account for the results: in addition to no longer permitting S V Ad O, the L2 learners also (incorrectly) disallow S V Adv PP; to exclude the latter, the grammar must have 'unlearned' base-generating Adverbs to the right of VP but other data dispute this, i.e. S V O/PP Adv is still allowed. Since natural language grammars cannot contain such inherent contradictions, it is concluded that a natural language grammar could not be the source of this L2 behaviour. The explanation is that the L2 learners simply extended the S V Adv O pattern than they were taught. In sum, there is no evidence that NE caused the L2 learners to unlearn Verb-movement and hence NE did not restructure the interlanguage grammar. Implications of this conclusion are discussed in relation to the issues of learnability and 'UG-accessibility' in L2A.

**92-259 Tarvin, William L. and Al-Arishi, Ali Yahya** (King Saud U., Abha).

Rethinking communicative language teaching: reflection and the EFL classroom. *TESOL Quarterly* (Washington, DC), **25**, 1 (1991), 9-27.

Many activities in the communicative language teaching (CLT) classroom discourage reflection or contemplation. The first part of this paper analyses the prominence in CLT of phenomenistic and

intuitive activities which, with their emphases on conspicuous action and spontaneous response, suggest a proclivity to a non-reflective view of language acquisition. The second part, making use of what



philosophers and psychologists have concluded about reflection, examines when, how, and why a person reflects. The last part of the paper discusses three types of CLT activities which could encourage reflection: task-oriented, process-oriented, and syn-

thesis-oriented. The conclusion is that more activities centred around reflective thinking should be incorporated in ESL/EFL classrooms to supplement the valuable phenomenally and intuitively oriented activities.

**92-260 Young, Dolly Jesusita** (U. of Tennessee). Creating a low-anxiety classroom environment: what does language anxiety research suggest? *Modern Language Journal* (Madison, Wis), **75**, 4 (1991), 426-37.

Research on anxiety caused by language learning is described. Six potential sources of language anxiety can be identified; personal and interpersonal anxieties (which results from low self-esteem and competitiveness); student beliefs about language learning; instructor beliefs about language teaching; instructor-learner interactions; classroom procedures (such as oral work in front of a class); and language testing. In order to cope with student anxiety, it is necessary to recognise the signs that accompany it. Students can show nervousness in ways such as stammering or fidgeting. They can behave in a way that reduces social interaction, such as not saying very much, or they might try and

appear confident and friendly by certain devices, such as frequent smiles.

Many ways are suggested of reducing anxiety. It is helpful if students can recognise irrational beliefs. Useful techniques are suggested, such as writing one's fears on the board. Support groups can be formed. Erroneous beliefs can be confronted with new information from the instructor. The instructor can behave less like a drill sergeant and enjoy a more friendly and informative role. More games, or pair work, and work in small groups are suggested. Language testing must accurately reflect class teaching. Reducing anxiety will result in more effective language learning.

## Research methods

**92-261 Brown, James Dean** (U. of Hawaii at Manoa). Statistics as a foreign language—Part 1: What to look for in reading statistical language studies. *TESOL Quarterly* (Washington, DC), **25**, 4 (1991), 569-86.

This article is addressed to those practising EFL/ESL teachers who currently avoid statistical studies. In particular, it is designed to provide teachers with strategies that can help them gain access to statistical studies on language learning and teaching so that they can use the information found in such articles to serve their students better. To that end, five attack strategies are advocated and discussed: (a) use

the abstract to decide if the study has value for you; (b) let the conventional organisation of the paper help you; (c) examine the statistical reasoning involved in the study; (d) evaluate what you have read in relation to your professional experience; and (e) learn more about statistics and research design. Each of these strategies is discussed, with examples.

**92-262 Germain, Claude** (U. of Quebec at Montreal). La structure hiérarchique d'une leçon en classe de langue seconde. [The hierarchical structure of a lesson in the second language class.] *Bulletin of the CAAL* (Montreal), **12**, 2 (1990), 75-87.

Due to certain difficulties with most of the second-language classroom observation instruments (pre-determined grids, micro-contexts, etc.), an alternative approach is suggested. The main hypothesis is the following: every lesson rests on some underlying structure, which is hierarchical. Didactic activity is

the unit of observation. Didactic activities are part of teachers' numerous repertoires, and pragmatism is the criterion for eclecticism. The hierarchical structure of a lesson (in FSL) illustrates such an approach.

**92-263 Lazure, Roger.** Sur les 'traces' de la didactique du français oral: critique du parcours des deux dernières décennies de recherche. [On the tracks of the teaching of oral French: a critique of the range of the last two decades of research.] *Etudes de Linguistique Appliquée* (Paris), **84** (1991), 23-35.

This article presents a critical synthesis of French research into the teaching of oral skills at pre-primary and primary level published between 1970 and 1989 inclusive. It centres on two themes which make up the main objectives of oral teaching: the development of linguistic competence and the development of communicative competence. In the case of the former, the teaching is based mainly on permeation and analysis which aim to enlarge the mastery of the language. In the case of latter, it can

be brought about in various ways: a functional approach, a strictly communicative approach, and a mixed communicative approach which is envisaged in a process of liberating – structuring, of objectivisation or appropriation. The critique proposes essentially to call into question the pedagogic basis of some of the approaches, to show the limits of their efficiency and to draw out the main theoretical issues which confront research in this field.

**92-264 Milroy, Lesley and others** (U. of Newcastle-upon-Tyne). Discourse patterns and fieldwork strategies in urban settings: some methodological problems for researchers in bilingual communities. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **12**, 4 (1991), 287-300.

The paper evaluates the contribution of the different methodological procedures and principles offered by William Labov and John Gumperz, with particular reference to the problem of observer effect in community-level investigations of linguistic minorities. While Labov's work seems generally to have fallen somewhat out of favour in recent years, and was in any event not devised for bilingual communities, it still offers researchers a clear set of replicable and adaptable procedures. Gumperz's procedures are on the other hand more clearly

suitable for sociolinguistic research in bilingual minority communities, but lack accountability. The problems of observer effect are reviewed with particular reference to bilingualism research, and two examples cited of how the role of the observer can be accounted for in fieldwork design, and explicitly incorporated into a subsequent analysis. The need for accountability and openness in data collecting and data analysis procedures is emphasised.

**92-265 Pienemann, Manfred** (U. of Sydney). COALA – a computational system for interlanguage analysis. *Second Language Research* (Utrecht, The Netherlands), **8**, 1 (1992), 59-92.

This article describes a computational system for the linguistic analysis of language acquisition data (COALA). The system is a combined AI and database tool which allows the user to form highly complex queries about morphosyntactic and semantic structures contained in large sets of data. COALA identifies those sentences that meet the linguistic criteria defined by the user. It allows the user to freely define such linguistic contexts and to step through the sentences identified by the system.

COALA then rapidly displays those sentences in their original discourse context. Additionally, COALA can perform statistical analyses in response to structural linguistic queries.

This article contains (1) a discussion of the computational approach taken in the design of COALA, (2) a description of the functionality of the system, and (3) a reflection on the validity of the analytical categories contained therein.

## Error analysis

**92-266 Schnädter, Herbert.** Der Fehlerindex – ein zuverlässiger Bewertungsfaktor für fremdsprachliche Arbeiten? – Zur Korrekturpraxis im Fach Französisch. [Is the error index a reliable factor in the evaluation of foreign language performance? Towards a unified correction technique in the French department.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **90**, 6 (1991), 636–52.

The error index as a factor in the evaluation of language performance in text analysis is widespread; it is also prescribed in the guidelines of some *Länder* for the evaluation of A-level (*Abitur*) examinations in order to standardise scores as much as possible. This investigation, however, shows that at least in cases where responsibility for the content and

correction of such examinations is decentralised, the assessment and evaluation of correct language use may also vary widely, even if the error index method is applied. The reservations which have been expressed in discussions in the field about the reliability of the error index are thus confirmed.

**92-267 Sonaiya, Remi.** Vocabulary acquisition as a process of continuous lexical disambiguation. *IRAL* (Heidelberg, Germany), **29**, 4 (1991), 273–84.

This article examines the causes of errors made by pupils of French as a foreign language. The author has developed a lexical model with the help of which words are analysed according to the semantic relations which connect them. To this end, the word used incorrectly by the pupil is described by

its relationship with the correct word being aimed at. The essential aim of vocabulary learning is to develop in the pupil an ever greater sensitivity to meaning, so that semantic frontiers are adjusted to semantically-related words which are to be learned.

## Testing

**92-268 Bachman, Lyle F.** (U. of California, Los Angeles). What does language testing have to offer? *TESOL Quarterly* (Washington, DC), **25**, 4 (1991), 671–704.

Advances in language testing in the past decade have occurred in three areas: (a) the development of a theoretical view that considers language ability to be multicomponential and recognises the influence of the test method and test-taker characteristics on test performance, (b) applications of more sophisticated measurement and statistical tools, and (c) the development of 'communicative' language tests that incorporate principles of 'communicative' language teaching. After reviewing these advances, this paper describes an interactional model of language test performance that includes two components, language ability and test method. Language

ability consists of language knowledge and metacognitive strategies, whereas test method includes characteristics of the environment, rubric, input, expected response, and relationship between input and expected response. Two aspects of authenticity are derived from this model. The situational authenticity of a given test task depends on the relationship between its test method characteristics and the features of a specific language use situation, while its interactional authenticity pertains to the degree to which it invokes the test taker's language ability. The application of this definition of authenticity to test development is discussed.

**92-269 Brown, James Dean** (U. of Hawaii at Manoa). Do English and ESL faculties rate writing samples differently? *TESOL Quarterly* (Washington, DC), **25**, 4 (1991), 587–603.

This study investigates the degree to which differences exist in the writing scores of native speakers and international students at the end of their respective first-year composition courses (ESL 100 and ENG 100, in this case). Eight members each from the ESL and English faculties at the University

of Hawaii at Manoa rated 112 randomly assigned compositions without knowing which type of students had written each. A holistic 6-point (0–5) rating scale initially devised by the English faculty was used by all raters. Raters were also asked to choose the best and worst features (from among

cohesion, content, mechanics, organisation, syntax, or vocabulary) of each composition as they rated it. The results indicated that there were no statistically significant mean differences between native-speaker and ESL compositions or between the ratings given

by the English and ESL faculties. However, the features analysis showed that the ESL and English faculties may have arrived at their scores from somewhat different perspectives.

**92-270 Bruton, Anthony** (U. of Seville). Continuous assessment in Spanish state schools. *Language Testing Update* (Lancaster), **10** (1991), 14–20.

In this paper, the focus is on how to organise an overall assessment scheme for learning over an extended period – usually one year. A set of questions/decisions are discussed which were formulated to help Spanish secondary school teachers to design their own schemes and to understand the issues involved. They relate to: (1) achievement

objectives, (2) achievement objectives not being assessed, (3) activities for assessment, (4) learning activities, (5) crediting improvement, (6) progress tests and (7) weighting the overall scheme. Teachers should explain their assessment scheme to the students at the outset.

**92-271 David, Reinhard**. Einheitliche Prüfungsanforderungen in der Abiturprüfung Englisch? Eine Betrachtung nach einer Vergleichskorrektur. [Standardisation in the examination of the English 'Abitur': a consideration of the correction of a paper by different markers.] *Die Neueren Sprachen* (Frankfurt am Main), **90**, 6 (1991), 624–35.

The article describes an attempt at an evaluation of a student test paper by a cross-section of Lower Saxony English teachers in 1980. The author looks at the so-called standardised requirements (EPA) for the final examination papers in the Federal Republic of Germany with scepticism, since the result of the evaluation shows that the test paper was rated with

grades ranging from 'excellent' to 'unsatisfactory'. Discussion follows as to whether the individual grading of final examination papers by two teachers should be abandoned. The student's test paper, the original text and the questions asked are included. Interested teachers are asked to try their own luck in grading the paper.

**92-272 Davies, Alan** (U. of Melbourne, Australia). Performance of children from non-English speaking background on the New South Wales basic skills tests of numeracy: issues of test bias and language proficiency. *Language, Culture and Curriculum* (Clevedon, Avon), **4**, 2 (1991), 149–61.

Basic Skills Tests in Literacy and Numeracy were administered to students in primary schools in New South Wales in 1989. The tests were given to all Year 6 students ( $n = 53,737$ ) and to a sample of Year 3 students ( $n = 2,327$ ). The results show a large and consistent advantage in favour of students from an English-speaking background. In this paper, the tests themselves are examined to see if cultural bias could be a partial explanation of the poor performance of children from a non-English-speaking background (NESB). Little or no evidence for

cultural bias was found. On the whole, items that proved difficult for NESB children proved difficult for English-speaking children also, and with a few exceptions there were few items that could be considered, with any plausibility, as biased against NESB children. On the other hand, a good many items were found to contain phrases and sentences that were unnecessarily complex or unclear in reference. A measure of Lexical Density showed that some items had a density found usually only in adult and scientific texts.

**92-273 Hamp-Lyons, Liz** (U. of Colorado at Denver) **and Henning, Grant** (Educational Testing Service). Communicative writing profiles: an investigation of the transferability of a multiple-trait scoring instrument across ESL writing assessment contexts. *Language Learning* (Ann Arbor, Mich), **41**, 3 (1991), 337-73.

This study investigated the validity of using a multiple-trait scoring procedure to obtain communicative writing profiles of the writing performance of adult non-native English speakers in assessment contexts different from that for which the instrument was designed. Transferability could be of great benefit to those without the resources to design and pilot a multiple-trait scoring instrument of their own. A modification of the New Profile Scale (NPS) was applied in the rating of 170 essays taken from two non-NPS contexts, including 91 randomly selected essays of the Test of Written English and 79 essays written by a cohort of University of Michigan entering undergraduate non-native English speaking students responding to the Michigan Writing Assessment.

The scoring method taken as a whole appeared to be highly reliable in composite assessment, appropriate for application to essays of different timed lengths and rhetorical modes, and appropriate to writers of different levels of educational preparation. However, whereas the subscales of Communicative Quality and Linguistic Accuracy tended to show individual discriminant validity, little psychometric support for reporting scores on seven or five components of writing was found. Arguments for transferring the NPS for use in new writing assessment contexts would thus be educational rather than statistical.

**92-274 Laurier, Michel and Des Brisay, Margaret** (U. of Ottawa). Developing small-scale standardised tests using an integrated approach. *Bulletin of the CAAL* (Montreal), **13**, 1 (1991), 57-72.

Starting from their own experience in developing standardised language tests, the authors show how three approaches can be integrated in small-scale language testing. First, the statistical results from Classical Test Theory should be considered. Then,

the analysis can be complemented with information provided by the Item Response Theory. Finally, in addition to psychometric indexes, the development process should integrate the language-teaching specialists' informed judgement.

**92-275 Peretz, Arna S. and Shoham, Miriam** (Ben Gurion U. of the Negev, Israel). Testing reading comprehension in LSP: does topic familiarity affect assessed difficulty and actual performance? *Reading in a Foreign Language* (Oxford), **7**, 1 (1990), 447-55.

The hypothesis that topic familiarity and assessed difficulty of a text correlate positively with performance on reading comprehension tests in LSP was investigated in a study with 177 advanced students of English at Ben Gurion University. Subjects from the faculties of Humanities/Social Science (HSS) and Science/Technology (ST) were asked to assess the difficulty of a HSS-related text and a ST-related text. Significant interaction between faculty and assessed difficulty of text confirms

that EFL students rate texts related to their field of study as being more comprehensible than texts related to other topics. The results of multiple-choice type comprehensive questions based on the two texts indicate that students' subjective evaluation of the relative difficulty of a reading text is not always a reliable index of their actual performance on reading comprehension tests. The findings of this study have practical implications for testing reading comprehension in LSP.

## Curriculum planning

**92-276 Allen, Wendy and others** (St. Olaf Coll., Mn). Foreign languages across the curriculum: the applied foreign language component. *Foreign Language Annals* (New York), **25**, 1 (1992), 11–19.

Foreign languages have long been isolated from the heart of the curriculum. A Foreign Languages Across the Curriculum programme based on the concept of an Applied Foreign Language Component (AFLC) can help overcome this isolation. The AFLC is an optional track within a discipline course; students with advanced intermediate proficiency or above in a particular foreign language replace English-language course readings with for-

foreign language texts and typically participate in a special weekly discussion session conducted in the target language. The AFLC and other approaches to integrating discipline content with advanced foreign language work are explored. Practical guidelines for implementing such programmes, including forming faculty alliances, modifying courses, recruiting students, and expanding library holdings, are presented.

**92-277 Hansén, Sven-Erik** (Åbo Akademi, Finland). Word and world in mother tongue teaching in Finland: curriculum policy in a bilingual society. *Language, Culture and Curriculum* (Clevedon, Avon), **4**, 2 (1991), 107–17.

The paper looks at the teaching of Finnish and Swedish as mother tongues in Finland in modern times. It uses a variety of perspectives (historical, social, political, linguistic, and pedagogic) in order to formulate some general principles about the development of the mother tongue as a school subject in a broad societal context. The paper shows that mother tongue syllabi in Finland were shaped, to a large degree, both in content and pedagogy, by three successive waves of nationalism. The first, at the end of the last century, was concerned with the establishment of national identity in a European context. In the mother tongue classroom it put the focus on basic literacy and on national history and literature. The second, after the First World War, led to Finnish independence. A programme of

Finnification followed, and Herbartian ideals of self-reliance and social concord, already prominent in Finnish education since the beginning of the century, became dominant in the educational system as a whole. In this period the heroic world of the textbook contrasts sharply with the daily lives of the pupils, while its Finnish and Swedish versions differ hardly at all. The third nationalist wave, the ethnic revival of the 70s, placed the emphasis on the mother tongue as a means of expressing and helping to preserve ethnic identity and, by so doing, helping to build a society that is ethnically diverse. The paper proposes a general framework for looking at the development of the mother tongue programme in its historical and social setting.

## Course/materials design

**92-278 García, Carmen** (Miami U.). Using authentic reading texts to discover underlying sociocultural information. *Foreign Language Annals* (New York), **24**, 6 (1991), 515–26.

Reading in a foreign language involves decoding the linguistic code but just as importantly, understanding the underlying sociocultural contexts which the linguistic code reflects. This article describes how to use authentic Spanish language materials to design a variety of activities aimed at helping students discover and understand a text's underlying sociocultural context.

The texts themselves are taken from a unit in a second-year Spanish course at Miami University entitled 'Rituals of Hispanic Culture' and are comprised of different types of announcements published in Hispanic newspapers; births, engagements, weddings, and obituaries. The paper presents pre-reading, reading and post-reading tasks aimed at facilitating comprehension.



**92-279 Holec, Henri.** Des documents authentiques, pour quoi faire? [What should be done with authentic documents?] *Mélanges Pédagogiques* (Nancy, France), 1990, 65–74.

The issue raised in this article is that of the usefulness of authentic documents for language learners. This issue is here addressed successively in terms of the functions of authentic documents in the acquisition process and of their use in the learning programme. In the acquisition process, they serve as the language input on the basis of which the learner builds up his linguistic knowledge, and as the language tokens that the learner has to be confronted with in order

to develop his linguistic skills. In the learning programme, they are used as a corpus for the discovery of the language and for the practice of oral and written comprehension skills.

Such functions and uses impose specific constraints on the choice of authentic documents: they should be relevant to the acquisition objectives aimed at and appropriate to the types of use they are put to.

**92-280 van Elsen, Edwig and others** (U. of Antwerp, Belgium). Wordchip: the application of external versatility to an English lexical CALL program. *System* (Oxford), **19**, 4, (1991), 401–17.

External versatility is a key concept behind the design and development layout of CALL courseware. External versatility refers to a richness in both contents and strategies, which makes the courseware program better adapted to the individual and specific needs of a wide range of potential end users. Three program design factors realise the concept of external versatility in Wordchip, a program for training and teaching a basic EFL vocabulary in context. These factors are: (1) an extensive content base, (2) a selection system, and (3) a multi-environment model. Content materials for the Wordchip database were selected and processed on the basis of their frequency, utility and

coverage qualities. As for strategies, the focus is on the principle of systematic vocabulary acquisition, and the related semantically transparent reply form contexts. The content base includes various fields with information that allows the contents to be implemented in a selection system where the user can select at will the vocabulary which fits his own linguistic needs. Wordchip can be used in four different user environments: (1) *à la carte* for the more advanced user working autonomously, (2) *plat du jour* for the learner who is guided by a teacher, trainer or parent, (3) *digestif* for error-analysis, and (4) *buffet* for reference purposes.

**92-281 Williams, G. A.** (Hartcliffe Sch., Bristol). Language awareness – the first step towards foreign language learning. *Francophonie* (Rugby), **4** (1991), 5–8.

An awareness of language, its variety, pattern and function, and positive attitudes towards speakers of another tongue, and their way of life, all help students to embark successfully on a study of a foreign language. A pilot language awareness course for Year 7 students (11–12-year-olds) was taught as a prelude to their study of French. The emphasis was placed throughout on enjoyment and success. A series of two-hour ‘taster’ sessions was offered first, the list of countries/languages being governed by expertise available on the staff. Students later pooled their experiences and spent five weeks on activities to enable them to draw general conclusions about the functions of language. Esperanto was used to reinforce some grammatical concepts, and students’

knowledge of their own first language was then incorporated. Native language acquisition was contrasted with foreign language learning. The term’s work culminated in a presentation evening for governors, tutors, families and friends. Governors and teaching staff were unanimous in their support for the language awareness programme. Some parents were concerned at the term’s delay in the starting of French, so there is a need to explain fully that the time ‘lost’ should be more than compensated through an increased awareness of language and motivation in students. Higher levels of achievement and a faster rate of progress are therefore to be expected. The students subsequently made a very positive start to their study of French.

## Teacher training

**92-282 Grosse, Christine Uber** (Florida International U.). The TESOL methods course. *TESOL Quarterly* (Washington, DC), **25**, 1 (1991), 29-49.

This paper presents the results of an empirical study of the curriculum of the TESOL methods course in the United States. The survey sample consisted of 120 teacher preparation programmes. The response rate was 78%; 94 respondents returned 77 questionnaires and 55 course syllabi. These provided

information about the content of the TESOL methods course, its goals, requirements, instructional materials, and common problems, and they identified possible avenues for development and change.

**92-283 Richards, Jack C.** (City Poly. of Hong Kong). Content knowledge and instructional practice in second-language teacher education. *Prospect* (Adelaide, Australia), **6**, 3 (1991), 7-28.

This paper seeks to examine approaches to second-language teacher education (SLTE) by considering two issues: content knowledge and instructional practice. The status of both these domains within the field of SLTE is first examined, and then implications for the design of SLTE programmes are considered. While the training and preparation of second-language teachers is a well-established activity within the field of language teaching, with a

wide variety of courses, degree programmes, and professional diplomas and certificates being offered worldwide, the recognition of second-language teacher education as an emerging generic field is relatively new. This paper considers the extent to which SLTE has developed a coherent theoretical foundation and evolved a specific body of educational practices.

**92-284 Steinbrecher, Armin and von Walter, Anton.** Fremdsprachenunterricht und Lehrerausbildung für Europa. Bericht über ein Projekt in Rheinland-Pfalz. [Foreign language teaching and teacher training for Europe. Report on a project in Rheinland-Pfalz.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **91**, 1 (1992), 75-86.

The process of European unification has intensified the discussion on adequate changes in German foreign language learning and teaching. Some of the ideas proposed have indeed had first practical effects on school reality. More fundamental reforms must, however, be accompanied by corresponding measures in the field of teacher training. In this context

the following article presents the organisation, basic aims and first results of a new scheme: as part of their training, future foreign language teachers in Rheinland-Pfalz have the opportunity to engage in a six weeks' teaching project as British and French schools.

## Teaching methods

**92-285 Albero, Brigitte and Barbot, Marie-José** (Institut Français, Barcelona). Mise en place d'un centre d'auto-apprentissage en contexte institutionnel: expériences et balbutiements. [Setting up a self-access centre in an institutional context: experiences and tentative conclusions.] *Français dans le Monde* (Paris), special number Feb/March (1992), 21-33.

The setting up of a self-access centre for French in Barcelona is described. Preliminary research showed that many past and potential students had negative perceptions of traditional courses and preferred self-access, but traditional courses were still offered and

students were admitted to the self-access alternative only after detailed initial assessment of their personal needs and learning style. Support and structure were provided by various means including a personal log-book, weekly group sessions, and opportunities



for oral practice with native speakers. Materials were selected on the criteria of transparency, readability and pleasure, and could be divided into two types: those which promoted introspection and self-assessment, and those which enabled learners to study. Materials included print, audio and video,

authentic and adapted, some with answers for self-testing. Self-evaluation, peer evaluation, and progressive reduction of dependence on tutor were encouraged. [Brief 'case-studies' of three learners, their needs and progress.]

**92-286 Berthold, Michael.** Effective language acquisition through the 'language immersion method' in Australian secondary schools. *Babel* (Victoria, Australia), **26**, 2 (1991), 26-34.

Some Australian schools are starting to teach a language other than English by means of the Language Immersion Method: this concept needs defining in order to standardise its teaching. Immersion entails teaching a child subjects through the medium of a language which is not its mother tongue. Immersion can begin at various academic stages and can be used either to teach all subjects, or selected subjects. The target language is the only language allowed; student involvement is essential. Research shows that immersion students enjoy a similar level of English language skills, and do as well in other subjects, as non-immersion students.

They also tend to be more successful at learning the second language than students taught by other methods.

Problems can include resistance to language studies by people such as school administrators; perceived élitism; teacher shortage and lack of immersion teacher-training; how to select students; student isolation; lack of resources and deciding when to start immersion training. When implementing an immersion programme, it is best to choose a large school, to have the support of administrative staff and students, to choose a co-ordinator and have teachers available to teach it.

**92-287 Bisailon, Jocelyne.** La révision de textes: un processus à enseigner pour l'amélioration des productions écrites. *Canadian Modern Language Review* (Fredericton, New Brunswick), **48**, 2 (1992), 276-91.

Although research focuses on the importance of revision in the writing process and students have difficulty recognising errors in their texts, revision is seldom taught. The author proposes an analysis of the revision process, since revision cannot be taught

without some understanding of the revision process. She then presents the results of experiments on the teaching of revision. Some suggestions for teaching error detection and correction are proposed.

**92-288 Brooks, Frank B.** (Florida State U.). Can we talk? *Foreign Language Annals* (New York), **25**, 1 (1992), 59-71.

The negotiation of meaning, the process whereby speakers work with each others' messages to achieve understanding, is currently regarded as an important factor in second language development. This article discusses the negotiation process and presents selected findings from a study of learner-to-learner talk found during systematic observation of a Spanish conversation course at the college level. The findings

suggest that an interview-type speaking activity does not necessarily provide opportunities for negotiation work to take place. An example is provided for a speaking activity that promotes negotiation work among learners of foreign languages. Using this example as a guide, similar tasks can be created.

**92-289 Bürkle, Michael.** Computer als phonetische Trainer? [Computers as phonetic trainers?] *Deutsch als Fremdsprache* (Leipzig, Germany), **28**, 4 (1991), 232-8.

The author's own programme 'computerSIEBS', based on HyperCard and running on Apple Macintosh, demonstrates the pronunciation of words in up to three dialects of a language. It is user-

friendly both for the learner, who has only to point and click a 'mouse', and for the teacher, who can (with no knowledge of computing) use HyperCard as an authoring system to write programmes with

new languages, new words, or even to draw pictures. Both digitised and synthesised speech production are theoretically possible – the author has used the former.

Bürkle recognises certain problems of computer-

based training, including the cost of equipment and possible prescriptivism, but stresses the convenience and flexibility of his programme. [Examples of screens from the programme in learning and authoring mode.]

**92–290 Dhaif, Husain** (U. of Bahrain). Reading aloud for comprehension: a neglected teaching aid. *Reading in a Foreign Language* (Oxford), **7**, 1 (1990), 457–64.

Although various studies have emphasised the importance of reading aloud to children in first language teaching situations as a means of improving their comprehension and encouraging them to read, this technique has been neglected in second/foreign language learning situations. This paper discusses the findings of a research project which was undertaken at the University of Bahrain to determine whether the teacher's reading aloud to learners of English as a foreign language leads to a significantly higher level of comprehension than when the learners read silently on their own. In one session subjects were given three passages to read

silently and asked to answer five multiple-choice comprehension questions in each passage. In another session the researcher read aloud three other passages of comparable reading difficulty to the same subjects before asking them to answer the comprehension questions. The results show that the subjects' scores were significantly higher in the second testing session, which indicates that the reading aloud technique had a positive effect on the learners' reading comprehension. In answer to a brief questionnaire, 77% of the subjects reported that they were in favour of the teacher reading aloud to them.

**92–291 Dunkel, Patricia** (The Pennsylvania State U.). Listening in the native and second/foreign language: toward an integration of research and practice. *TESOL Quarterly* (Washington, DC), **25**, 3 (1991), 431–57.

After reviewing research on native language (NL) listening, the article discusses (a) the importance of listening in second language acquisition, (b) factors that influence success or failure of comprehension of first or second language messages, (c) the role of listening in the L2 curriculum, (d) posited models of NL and L2 listening comprehension, and (e) proposed taxonomies of listening skills and pedagogical activities. The essay argues that researchers

and practitioners working together can foster greater understanding of L2 listening comprehension; it is hoped that such collaborations will lead to better preparation of non-native speakers of English who must function effectively in a contemporary industrialised society that appears to be shifting increasingly toward the use of English, and simultaneously to be shifting away from literacy toward orality.

**92–292 Fotos, Sandra and Ellis, Rod** (Temple U., Japan). Communicating about grammar: a task-based approach. *TESOL Quarterly* (Washington, DC), **25**, 4 (1991), 605–28.

Providing learners with grammar problems they must solve interactively integrates grammar instruction with opportunities for meaningful communication. This article reports the results of an exploratory study of the use of a communicative, grammar-based task in the college EFL classroom. The two research questions addressed are whether the task successfully promoted L2 linguistic know-

ledge of a specific grammar point and whether it produced the kind of negotiated interaction which has been assumed to facilitate L2 acquisition. The limited results of this investigation suggest that the grammar task encouraged communication about grammar and enabled EFL learners to increase their knowledge of a difficult L2 rule.

**92-293 Gallego, Juan Carlos** (U. of California at Los Angeles). Tele-classes: the way of the future. A report on a language exchange via satellite. *Foreign Language Annals* (New York), **25**, 1 (1992), 51-8.

A class of UCLA students conducted a language exchange with a group of students in Spain using a photophone – a telephone-like device which allows the interlocutors to see each other's still picture on a small screen while talking. This exchange is referred to here as a Tele-class. This report describes such a Tele-class pointing out its linguistic and cultural advantages, as well as its limitations. The US

students' responses to two questionnaires are also reported, in addition to a list of recommendations for Tele-class planners.

The experience proved to be a success, enhancing motivation, language learning, and cultural awareness. However, more similar projects and substantial research are needed to explore the full potential of the Tele-class as a language learning environment.

**92-294 Greenia, George D.** (Coll. of William and Mary, VA). Computers and teaching composition in a foreign language. *Foreign Language Annals* (New York), **25**, 1 (1992), 33-46.

New technologies for word processing provide incentives for changing the way writing is understood and taught in the foreign language classroom. Special hardware and software are expensive, however, and training faculty and students to use them is daunting. This article shows how any

ordinary text editing program such as WordPerfect and a small number of computers can become the platform for a higher volume of student production, a greater variety of writing assignments in the second language and easier grading and writing management on the part of the teacher.

**92-295 Herron, Carol A. and Seay, Irene** (Emory U., GA). The effect of authentic oral texts on student listening comprehension in the foreign language classroom. *Foreign Language Annals* (New York), **24**, 6 (1991), 487-95.

This study determined the effect of authentic, unedited radio features on student listening skills in the foreign language classroom. Twenty-three students in two classes of intermediate French participated in the research. The basic instructional approach and materials for the two classes of students were identical. The groups differed only in that classwork, in the experimental condition, was regularly supplemented with Champs-Elysees, an unedited radio programme produced in Paris. Student listening comprehension skills at the end of

the fifteen-week semester were superior in the experimental condition as measured on two different aural tests of unedited native speech. Results confirmed that listening comprehension improves with increased exposure to authentic speech. The study suggests that adjusting levels of speech (speed, content, and form) to students' developing comprehension, while perhaps helpful to the intermediate-level foreign language student, might not be essential to improvement of listening skills.

**92-296 Hickey, Tina** (Linguistics Inst. of Ireland, Dublin). Leisure reading in a second language: an experiment with audio-tapes in Irish. *Language, Culture and Curriculum* (Clevedon, Avon), **4**, 2 (1991), 119-31.

The problems of second language readers of Irish in the elementary school are analysed. The results of a survey of 50 9-year-old children's attitudes to Irish reading are given, as well as a discussion of their parents' attitudes and difficulties in this area. The low frequency of the children's Irish reading and their restricted access to Irish materials has inevitable repercussions on their L2 reading ability. The effect of supplying tapes to accompany leisure books in

Irish was explored. It was found that such tapes considerably increased the children's motivation to read, resulting in more frequent reading of a taped compared to a non-taped book. There was a significant increase in frequency of reading even in the case of a book which was perceived to be difficult by the children. In addition to the marked improvement in the motivation to read, there were indications that the tape facilitated comprehension

and increased the children's reading rate and accuracy of pronunciation. These benefits indicate that the provision of tapes to accompany leisure readers is an important form of environmental

support for second language reading, and an especially useful tool to increase exposure to a minority language in particular.

**92-297 Hudson, Thom** (U. of Hawaii at Manoa). A content comprehension approach to reading English for Science and Technology. *TESOL Quarterly* (Washington, DC), **25**, 1 (1991), 77-104.

English for special purposes (ESP) reading programmes often take specific grammar, vocabulary, and isolated reading skills as the organising principle for syllabus design and fail to acknowledge how the act of comprehending text can affect reading ability. The present study reports on an ESP reading project which emphasises the role of content comprehension. The context of the study is the Reading English for Science and Technology project in the Chemical Engineering Department of the Universidad de Guadalajara. The materials for the two-year course were developed around thematic units which correspond to undergraduate course content. Instruction presented grammar and vocabulary only

as they were necessary for comprehension of the text. The study examines whether the emphasis on reading for content improved reading comprehension as well as knowledge of reading grammar and general reading ability. Students were administered three reading tests: reading grammar, comprehension, and cloze. Significant differences were found for instructional status and subtest and for each subtest by instructional level. The results of this study suggest that the content comprehension approach can improve reading comprehension as well as knowledge of reading grammar and general reading ability.

**92-298 Iandoli, Louis J.** (Bentley Coll.), Improving oral communication in an interactive introduction to literature course. *Foreign Language Annals* (New York), **24**, 6 (1991), 479-86.

Many first- and second-year language courses stress the acquisition of oral competence. To continue this emphasis on speaking in the third year, a generally difficult transitional level, an interactive introduction to literature course was developed. In this course, students learn the skills of literary analysis while continuing to refine oral communication skills.

This article discusses the methodology used in the

interactive introduction to literature course. Topics treated are: criteria for choosing a text; pre- and post-reading strategies which make a text accessible, help students take an active role in literary interpretation and improve speaking abilities; and the tools acquired by the students to analyse and discuss literature.

**92-299 Kern, Richard G.** Teaching second language texts: schematic interaction, affective response and the directed reading-thinking activity. *Canadian Modern Language Review* (Fredericton, New Brunswick), **48**, 2 (1992), 307-25.

In response to recent research that underscores the interactive nature of comprehension processes, L2 educators are currently effecting change in L2 reading instruction. Among these changes is a shift in emphasis away from factual level recall to the development of higher order levels of comprehension involving inference, synthesis, and evaluation of information. This paper reviews some of

the cognitive and affective factors that influence comprehension and describes an instructional technique, the Directed Reading-Thinking Activity, that is designed to guide the reading process as well as develop comprehension at multiple levels. An appeal is made for L2 teachers to develop process-oriented reading comprehension activities in collaboration with their L1 colleagues.

**92-300 Kirkland, Margaret R. and Saunders, Mary Anne P.** (George Washington U.). Maximizing student performance in summary writing: managing cognitive load. *TESOL Quarterly* (Washington, DC), **25**, 1 (1991), 105-21.

Summarising skills are essential in an academic setting due to the frequency of summary assignments, the potential for using summarising as a study aid, and the need for these skills in more complex assignments involving the incorporation of source material in original discourse. Yet summarising is a highly complex, recursive reading-writing activity involving constraints that can impose an overwhelming cognitive load on students, thereby adversely affecting performance. External constraints include such factors as purpose and

audience of the assignment, features of the assignment itself, discourse community conventions, nature of the material to be summarised, time constraints, and the working environment. Internal constraints consist of L2 proficiency, content schemata, affect, formal schemata, cognitive skills, and metacognitive skills. This paper provides an overview of these constraints in relation to summarising, and suggests pedagogical approaches to mediating the cognitive load.

**92-301 Lessard-Clouston, Michael.** Assessing culture learning: issues and suggestions. *Canadian Modern Language Review* (Fredericton, New Brunswick), **48**, 2 (1992), 326-41.

The communicative approach to language learning focuses on communicative competence, which recognises culture through features such as context, discourse and language appropriateness. The assessment of culture learning has been largely neglected: this article offers suggestions for such an assessment. Four aspects of culture are the sociological, aesthetic, pragmatic and semantic. FL/L2 teachers should assess culture learning so that their learners are aware of and profit from the development of their cultural competence, which is essential to their communicative competence. The teacher should assess knowledge of the FL/L2 culture, cultural awareness or understanding, and skill in functioning in contexts and situations in the FL/L2

culture. Self-report, enactment, production and observation are four types of evaluation technique. The author makes suggestions for the assessment of (a) knowledge of the target culture (lists, multiple choice, written questions and answers), (b) awareness and understanding (compare and contrast, problem identification, and cultural mini-dramas), and (c) skill/function (behaviour demonstration, and the demonstration of specific ability). Teachers assessing culture learning in their classrooms are not anthropologists or sociologists. They must not claim to represent all cultures and language groups, and they must realise that their methods of evaluation are themselves culturally bound.

**92-302 Mariet, François** (U. of Paris-Dauphine). Médias internationaux et économie des apprentissages linguistiques. [International media and the economics of language learning.] *Français dans le Monde* (Paris), special number Feb./March (1992), 122-7.

Satellite and cable television have economic advantages over print materials in providing information and entertainment for dispersed language groups, e.g. migrant workers, and market forces ensure a variety of programme types, including game shows, sport and erotica. The same economic arguments and the lack of cultural exclusivity and making broadcast material more accessible than print for many language-teaching purposes, and it is argued that teachers and learners should likewise

follow the principle of variety: culture is not to be found in 'cultural' programmes, the idea of selection of programmes is invalid in teaching 'civilisation', and programmes especially for foreigners, such as BBC World Service, are less authentic and therefore less motivating than others. Teachers must abandon their complacency and ivory-tower ideas and develop an approach akin to marketing, recognising that learning will increasingly become self-directed and home-based.

**92-303 Murphy, John M.** (Georgia State U.). Oral communication in TESOL: integrating speaking, listening, and pronunciation. *TESOL Quarterly* (Washington, DC), **25**, 1 (1991), 51-75.

This article discusses the teaching of oral communication skills (that is, speaking, listening, and pronunciation) in programmes of English as a Second Language. The article is addressed to teachers who conduct courses in this area for ESL students in secondary schools, colleges, and universities although the guidelines presented can be adapted to other ESL contexts (e.g., continuing education, private tutorials). Speaking and listening are dis-

cussed as major skill areas; pronunciation is presented as a subset of both speaking and listening development. This article argues that attention to these three components of oral communication is viewed as indispensable to any coherent curriculum design. Although relative degrees of emphasis may vary for particular courses, speaking, listening, and pronunciation are characterised as reciprocally interdependent oral language processes.

**92-304 Moran, Chris.** Lexical inferencing in EFL reading coursebooks: some implications of research. *System* (Oxford), **19**, 4, (1991), 389-400.

Lexical inferencing (or guessing) is frequently recommended by writers on second language pedagogy, researchers and authors of reading coursebooks. Various types of cue – interlingual, morphological, grammatical, semantic and rhetorical, for example – which aid readers to infer the meaning of unknown words have been described. On the other hand, various weaknesses in the lexical inferencing procedures of learners have also been identified. Twenty reading coursebooks aimed at a general EFL audience were examined to determine whether the design of training in this strategy in

coursebooks reflected research findings. It was found that, in general, little concrete advice was given on how to exploit cues derived from morphology, cognates, and semantic and rhetorical relationships. In addition, with one or two exceptions, little relationship was detected between the procedures proposed and the tasks designed to practise those procedures. It was, therefore, concluded that reading coursebooks do not systematically incorporate insights derived from research into training designed to develop lexical inferencing strategies.

**92-305 Nunan, David.** The role of teaching experience in professional development. *Prospect* (Adelaide, Australia), **6**, 3 (1991) 29-39.

This paper reports on a study of the role of experience in the development of teaching skills. The aim of the study was to determine whether teachers with varying degrees of experience would teach a unit of work based on identical materials, and with similar students, in the same way. Twenty-six teachers of ESL to adults were provided with materials consisting of a taped message and a set of worksheets. These were to be used as the basis of a unit of work. They were to keep a record and, at the conclusion of the unit, were required to provide a comprehensive account of the unit, including aims

and objectives, length of unit, unit format, changes and modifications to the materials, strengths and weaknesses of the materials, suitability of the materials and the reactions of the students. While a number of minor differences emerged, results indicated that, in general, length of experience as an ESL teacher does not differentiate teachers when it comes to planning, implementing and evaluating a unit of work based on unfamiliar materials. Implications of the study for professional development are discussed.

**92-306 Raimes, Ann** (City U. of New York). Out of the woods: emerging traditions in the teaching of writing. *TESOL Quarterly* (Washington, DC), **25**, 3 (1991), 407-30.

Twenty-five years ago, writing instruction was characterised by an approach that focused on linguistic and rhetorical form. Since then, we have gone into the woods in search of new approaches, focusing in turn on the writer and the writer's

processes, on academic content, and on the reader's expectations. In our search for a new approach, we have come up against some thorny issues, five of which are described in detail: the topics for writing, the issue of 'real' writing, the nature of the academic

discourse community, contrastive rhetoric, and responding to writing. The difficulty of negotiating our way also makes us susceptible to false trails. The

paper ends with a discussion of emerging traditions that reflect shared recognitions rather than provide new methodologies.

**92-307 Rück, Heribert.** Fremdsprachenbegegnung in der Grundschule: ein Modellversuch und seine pragmatischen Inhalte. [Foreign language encounter in the primary school: a pilot project and its pragmatic content.] *Fremdsprachenunterricht* (Berlin, Germany), **35/44**, 8 (1991), 480-6.

A five-year experiment is in progress (1990-4) to introduce a foreign language, English or French, in 26 primary-school classes in the German state of Rhineland-Palatinate. The chosen approach emphasises learning through play, and uses hand-puppets, music and elements of Total Physical Response. The language input is carefully filtered (in contrast to 'immersion' methods). There is no grammar, homework or marks. Receptive skills and positive attitudes to the foreign culture are stressed.

The language is taught for about twenty minutes per day and integrated with other subjects. The core objective is that pupils should be able to recognise, and ultimately perform, selected speech acts, and a list of these with some English and French exponents forms the bulk of the article. The main divisions are contact (e.g. greeting, introducing, inviting); expressing feelings; asking, suggesting and ordering; describing and stating facts; expressing ignorance and uncertainty.

**92-308 Tang, Gloria M.** The role and value of graphic representation of knowledge structures in ESL student learning: an ethnographic study. *TESL Canada Journal* (Montreal), **9**, 1 (1991), 29-41.

This article reports an ethnographic study of two multicultural seventh grade classes. It was designed to explore the role and value of graphic representation of knowledge structures in ESL student learning, based on a specific definition and categorisation of knowledge structures. Findings revealed that students were exposed to, and interacted with, a quantity of graphics in curriculum and instruction. However, whether, and how, students used graphics to facilitate learning depended to a large extent on the guidance they received. Without

teacher guidance, students could not successfully extract information from graphics, or use graphics to represent knowledge, or recognise graphics as an alternative way of communicating knowledge. They perceived the function of graphics to be decorative, and their general attitude towards graphics was negative. With explicit teacher guidance, however, students were more likely to take advantage of graphic representation of knowledge structures to facilitate learning.