

Language learning and teaching – theory and practice

THEORY AND PRINCIPLES

84–518 Coste, Daniel. (CREDIF/ENS de St-Cloud, Paris). Les discours naturels de la classe. [Natural classroom discourse.] *Français dans le Monde* (Paris), **183** (1984), 16–25.

A review article which introduces a special issue devoted to recent developments in foreign language teaching theory and practice. The fundamental paradox of the language classroom – that in a (by definition) wholly, or largely, ‘unnatural’ situation, the learner must acquire language which will enable him to communicate adequately in the ‘natural’ situations outside the classroom – is described and discussed from a variety of perspectives, and various approaches to avoiding the paradox (communicative teaching, community language learning, Total Physical Response, suggestopedia) are mentioned. Various possible interpretations are put forward for the term ‘natural’ in the context of this debate. Three pages are devoted to a summary of Krashen (1981).

84–519 Diephuis, Rob. Oriënterend Vreemde-talenonderwijs. [The orientation phase in language teaching.] *Levende Talen* (The Hague), **386** (1984), 540–6.

Most children in the Netherlands have English as their first foreign language, and later in their school career have a choice between French, German or both these languages. This choice is preceded by a period of ‘orientation’. The content of this orientation or preparatory phase has recently been the subject of discussion and research, which is summarised here with comments on: (1) what the contents of an orientation period lasting for a whole year should be; (2) how the orientation period could be linked with work on English at an earlier stage; (3) the implications of extending the orientation period to two years; (4) what should happen in the period that immediately follows the orientation period; (5) preparatory work for in-service courses and testing materials; (6) the implications of all this for the teaching of Dutch and for the teaching of students who are not native speakers of Dutch.

84–520 Di Pietro, Robert J. and others. The graduate foreign language curriculum. *Modern Language Journal* (Madison, Wis), **67**, 4 (1983), 365–73.

A survey of 326 centres of foreign language education was carried out as to the curriculum offered to graduates. Although undergraduate study programmes include courses other than literature, at the graduate level changes have been less extensive (73% of courses were in literature, 14% in linguistics/language, 3% in pedagogy). In Master’s programmes, course requirements are replacing the writing of a thesis. Most institutions only offer the MA in French, Spanish and German. Non-traditional degrees such as the MEd and MAT account for only a small percentage of the options available; those responsible for training language teachers are clearly reluctant to

launch new doctoral programmes which encompass pedagogical concerns. There are indications that teaching assistants will become increasingly important, but those who train them frequently have had no training themselves in foreign language teaching. Even teaching experience is no guarantee of ability to train others. Nearly 60% of supervisors were literature professors. The training offered varies enormously in quality and variety. Until university language departments change their attitude to what constitutes acceptable research, the general approach to language teaching will continue to be unsophisticated and ineffectual.

84–521 Hoksbergen, R. A. C. (Rijksuniversiteit Utrecht). *Volwassenen-educatie lijkt in een stroomversnelling te komen.* [At last adult education seems to be gaining momentum.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **12**, 1 (1982), 17–31 and 167–8.

There is a move in the Netherlands to encompass schooling, education and training of adults in one policy plan and in one scientific discipline. At present, three departments, i.e. the Ministries of Education and Science, Culture, Recreation and Social Welfare and Social Affairs cover most of this field.

Structural changes in subsidised education for adults are brought about by the implementation of the 'Mammoth-Act' (1968). In the past 10 years the number of pupils has trebled by: (a) establishing new schools; (b) opening evening schools for day-courses (1975); (c) the possibility of taking an examination in only one or a few subjects (1978). Women, particularly, make use of these possibilities. In 1980 about two-thirds of students were women. The introduction of a preparatory year allows students to start without much previous education.

Important for the development of government policy in the '70s were the official advisory committees: Commission on the Open School and Commission to Promote Local Education Networks, and the existing Commission on Paid Educational Leave. This finds its expression among other things in the adult education projects (existing till 1983), but especially in the starting up of integral legislation for adult education. Problems in adult education in the Netherlands centre on: (1) participants – curriculum and didactics have to be adjusted to adults. Paying more attention to the process of intake may diminish the number of people who drop out; (2) institutions – more co-operation of *Volkshogescholen* and day/evening schools as regards intake and didactics, establishing curriculum commissions; (3) government – more efficiency by promoting one overall governmental policy for adult education.

In future, the community colleges in existence in the US could serve as a model for educational communities in the Netherlands. The drop in number of pupils (from 1983 on) will cause an extra capacity in secondary education for youngsters. This capacity could be used for adult education and the developing of educational communities. In these communities horizontal and vertical differentiation could exist and general and vocational subjects could be offered. A comprehensive school for adults, perhaps?

84–522 Lammers, Henk. De praktijk van het taalbeschowingsonderwijs. [How to teach language awareness.] *Levende Talen* (The Hague), **388** (1984), 24–9.

An earlier article by Lammers looked at the possibilities and limitations of language awareness classes as a way of increasing language skills. He argued that in theory language awareness could make a significant contribution on the level of pragmatics, and under certain circumstances it could also expand linguistic competence. This article discusses some practical issues raised by the earlier paper. Lammers discusses the various forms that language awareness classes can take, and some possible objectives for them to aim at. He also considers what sorts of material make the best starting point for these classes – deviant language, situations where communication is a problem, and the way other people use language are all recommended. Some points about lesson structure are also discussed, and the article concludes with a consideration of the sorts of knowledge teachers and students need if they are to make these classes work.

84–523 Maley, Alan. New lamps for old: realism and surrealism in foreign language teaching. *ELT Journal* (London), **37**, 4 (1983), 295–303.

The issues which underlie the current debate about language learning and teaching are examined. These are dealt with under five headings: views of language learning; views of language; programme design; methodology; and psychological factors. Far from identifying a new paradigm for language teaching, we are rightly concerned with catering to the very varied needs, wants and learning styles of students. This does not imply giving up one set of beliefs for another, but rather exploring new areas and ideas in language teaching while maintaining what is appropriate from previous practice and experience.

84–524 Omaggio, Alice C. Methodology in transition: the new focus on proficiency. *Modern Language Journal* (Madison, Wis), **67**, 4 (1983), 330–41.

‘Language proficiency’ is the organising principle by which the great variety of current methods, approaches, materials and curricula can begin to make collective sense. This emerged during the ACTFL Priorities Conference, Boston, 1980. In current definitions of ‘proficiency’, function, context and accuracy are the judgemental criteria applied when describing all levels of language proficiency. ACTFL proficiency descriptions describe the way language learners function, outlining typical features mastered, functional tasks performed, etc., at the various levels. Proficiency-oriented approaches should (1) provide opportunities for students to practise using language in a range of contexts likely to be encountered in the target culture. They should be encouraged to express their own meaning as early as possible in the course of instruction. Small-group and paired communicative activities should be more effective than teacher-centred methods. ‘Creative’ language practice must be encouraged. Authentic language should be incorporated in instructional materials wherever possible. (2) Opportunities should be provided for students to practise carrying out a range of functions likely to be necessary in dealing with others in the target culture. (3) There

should be a concern for linguistic accuracy from the beginning – lexical and grammatical errors are the most obstructive to communication. This concern for accuracy is not incompatible with the encouragement of spontaneous communication. Without it, students may never attain more than a minimal competence, which becomes fossilised. The aim should be to provide comprehensible input, encourage students to express their own meanings within, or slightly beyond, their current level, and consistently provide corrective feedback. (4) Proficiency-oriented approaches respond to the affective, as well as cognitive, needs of students. Students will do best in an accepting, relaxed and personalised environment. (5) They promote cultural understanding and prepare students to live more harmoniously in the target-language community. [Three methods of language teaching are compared and contrasted as to their proficiency orientation: the grammar translation method, the audio-lingual method and the natural approach.]

84–525 Shafer, Susanne M. Australian approaches to multicultural education. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **4, 6** (1983), 415–35.

That Australia is to some extent a ‘multicultural’ society is a very recent phenomenon. The tremendous expansion in the number and the countries of origin of migrants since World War II has been accompanied by a greater recognition of the Aborigines and their rights. Educational provisions for Australia’s ethnically diverse population have been tailored so as to provide multicultural education.

This approach to education in Australia consists of (1) greater efforts to serve the Aborigine students, (2) a system of inducting migrants into Australian communities, the labour force, and schools, (3) instruction in English as a second language for newcomers, (4) Greek curriculum projects and Italian curriculum projects to enable ethnic schools to offer bilingual/bicultural education, (5) the revamping of social studies programmes in order to teach all students about the ethnic minorities residing in Australia, (6) teacher in-service education to update teachers on this population in the schools, (7) expanded foreign language offerings in schools, and (8) research on multicultural education in order to refine it and to weigh its appropriateness in general.

84–526 Thomson, Norman (Advisory Headteacher, Inner London Education Authority). The Community directive, 77/486/EEC: origins and implementation. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **4, 6** (1983), 437–58.

This paper defends the directive, which is under attack from local education authorities and universities in England, by referring to certain principles of English teaching and mainstream practice in our schools. It goes on to examine the origins of the directive in order to prove that this piece of Community legislation appeared after some 30 years of neglect and was intended to assist both the personal development of migrants’ children and the successful conduct of education services and social welfare services in many cities throughout northern Europe. In doing so, the paper draws upon a good deal of information which is written down in ethnic

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minority community languages (though not in English) in the belief that this method of study is the right one for the subject. To cultivate bilingualism is to keep open England's windows upon the rest of the world.

PSYCHOLOGY OF LANGUAGE LEARNING

84-527 Bellezza, Francis S. (Ohio U.). The spatial-arrangement mnemonic. *Journal of Educational Psychology* (Washington, DC), **75**, 6 (1983), 830-7.

The spatial-arrangement or word-arrangement mnemonic, inspired by the Renaissance theories of Ramon Lull and Peter Ramus, suggests that lists of words can be better remembered if they are arranged into distinctive spatial patterns. An experiment was performed in which college students studied 6 lists of 12 words each. In one condition each list was spatially arranged in the same pattern, and in the other condition each list was formed into a distinctive pattern. A second factor was also tested. Subjects were either instructed in the use of the link mnemonic or given no special learning instructions. Three learning trials were followed by a one-week retention interval. It was found that both the link mnemonic and the distinctive word arrangements enhanced recall during acquisition, but only word-arrangement had a significant effect on retention. Subjects presented with distinctive word arrangements could recall 63 % of the words originally learned compared to 51 % for subjects presented homogeneous patterns of words. The word-arrangement mnemonic may be valuable both as a study procedure and as a factor in the design of educational materials.

84-528 Clément, Richard and Kruidenier, Bastian G. (U. of Ottawa). Orientations in second language acquisition: I. The effects of ethnicity, milieu, and target language on their emergence. *Language Learning* (Ann Arbor, Mich), **33**, 3 (1983), 273-91.

Studies comparing the relative effectiveness of different orientations to second language acquisition have obtained contradictory results. In the present study, these contradictions are traced to ambiguities pertaining to the definition of orientations and to the influence of the milieu on the acquisition process. This study assessed the influence of ethnicity (French v. English), milieu (unicultural v. multicultural), and target second language (French or English v. Spanish) on the emergence of orientations. The subjects were 871 grade 11 students distributed in eight groups obtained by permutations of the above three factors. The ratings given to 37 reasons for learning the target language were factor analysed separately for each sample, thus generating eight six-factor structures. The 48 factors were then correlated and factor analysed in order to delineate clusters of orientations which would be common to all samples or to subsets of the samples. The results show that instrumental, friendship, travel, and knowledge orientations were common to all groups, while five orientations resulted from specific combinations of ethnicity and target language, on the one hand, and milieu, on the other hand. These results are discussed with respect to the influence of the learning context on orientations and in terms of their implications for further studies.

84–529 Cohen, Andrew D. (Hebrew U. of Jerusalem) and **Aphèk, Edna** (Neve Schechter, Jerusalem). Easifying second language learning. *Studies in Second Language Acquisition* (Bloomington, Ind), **3**, 2 (1981), 227–34.

This study set out to investigate some of the basic things that language learners do, such as learning vocabulary and participating orally in class, with the intent of identifying and describing strategies that ‘easify’ the learning process, i.e. make learning more effortless. Specifically, answers were sought to the following questions: (1) How do students learn new second language vocabulary? If they make associations, what kinds and how successful are the associations over time? (2) What insights about good and bad communicative strategies in the classroom can be gained from empirical observation coupled with verification by the students themselves?

The subjects were 19 native English-speaking students taking an intensive Hebrew programme at various levels. A longitudinal study of vocabulary learning in a second language was carried out; it was found that most students simply tried to memorise words they did not know. Thirteen students reported using associations – 11 different types were tallied. If students used associations, the words were retained successfully over time even if the students had no contact with the word out of class. Teachers can provide useful associations, but some students prefer either to use their own or none at all.

Performance varied from task to task. For beginners, tasks involving lists were easier than tasks with contextualised words, whereas at intermediate level the reverse was true; this suggests that students need some background in Hebrew before they can benefit from having vocabulary in a context.

A second study concerned classroom observation of communicative strategies coupled with verification by the students themselves. The researchers sat in on class sessions in an effort to identify informative moments in the learning process. In all cases, the student’s explanation for how he arrived at an error was not that which the researchers would have predicted. Instances of communication were also labelled according to the type of strategy used, and the strategies in turn were grouped as being ‘good’, ‘bad’ or ‘neutral’. Good strategies were (1) creating a verb form through association, and (2) generating rules. Bad strategies were (1) not attending to the question in its entirety; (2) being distracted from material in the intermediate context, (3) grouping words in the target language by sound alone, (4) focusing only on the word level, and (5) lack of structural analysis of a word. Four strategies were identified which were neutral, i.e. could be either good or bad: guessing, transfer from the native language, the use of unanalysed material and the pre-planning of a phrase or utterance. Both good and bad strategies appeared across class levels and were used by better and poorer students.

84-530 Daly, John A. (U. of Texas at Austin) and **Wilson, Deborah, A.** (John Marshall High Sch, Glendale, WV). Writing apprehension, self-esteem and personality. *Research in the Teaching of English* (Urbana, Ill), **17**, 4 (1983), 327-41.

Writing apprehension, a subject- and situation-specific anxiety about writing, is related to a variety of measures of self-esteem and personality in 13 separate studies. The apprehension is inversely related to self-esteem, marginally related to some personality measures (alienation, tolerance for ambiguity), inversely associated with maths anxiety, and positively correlated with oral communication and reading.

84-531 Kasper, Gabriele (U. of Aarhus). Teaching-induced aspects of inter-language discourse. *Studies in Second Language Acquisition* (Bloomington, Ind), **4**, 2 (1982), 99-113.

The paper examines the influence of the formal classroom as a learning environment on the discourse behaviour of advanced German students of English in conversations with English native speakers. FL teaching as a causal factor in the formation of IL-specific rules can operate either directly, in presenting the learner with FL material which deviates from target norms, or indirectly, by triggering off psycholinguistic processes which in turn lead to IL-specific rule formation. These are referred to as primary and secondary teaching induction, respectively. On a more concrete level, the impact of two constituents of FL teaching on IL discourse is discussed: (1) the textbook and other teaching materials; (2) classroom-specific discourse norms. The influence of the first factor type manifests itself primarily in (a) the use of an inappropriately formal register and (b) an inappropriate use of modal verbs. The second factor type is found to result in (a) rising intonation with non-interrogative function, (b) inappropriate propositional explicitness of speech act realisations and discourse functions, (c) 'complete sentence' responses, (d) a lack of marking for expressive and relational functions ('speech act modality').

In conclusion to the data analysis, a classroom-specific pidgin is hypothesised which, when transferred to non-classroom settings, leads to pragmatically inappropriate communicative behaviour. Second language acquisition hypotheses should be formulated with reference to specific types of acquisition/learning contexts.

84-532 Lalleman, Josine. The principle of elimination: establishing word order regularities in the Dutch of foreign workers. *Linguistische Berichte* (Wiesbaden, FRG), **87** (1983), 40-63.

Word order phenomena in the spoken Dutch of Turkish and Moroccan foreign workers who are in the process of learning Dutch as a second language were studied. The principle of elimination is introduced, by means of which it is possible to establish the presence or absence of a basic word order in the speech of second language learners by combining regular deviations from correct word order into one model.

Turkish and Moroccan foreign workers learning Dutch start with constructing sentences based on the word order of their native language: Turks show XV₁-patterns,

Moroccans V_iX -patterns. Dutch unmarked main clause word order SVX is learned at a relatively early stage: in the Moroccan group it emerges at the lowest level, in the Turkish group at the middle level. This pattern is overgeneralised to other clause types by some of the speakers, independent of their general syntactic acquisition level. Some of the more advanced speakers have acquired an insight into the variations of Dutch sentence patterns: they have noticed the difference between unmarked and marked main clause patterns, and between main clause patterns and the subordinate clause pattern.

Various grammatical theories are examined to try to explain the apparent order of development of Dutch word order phenomena in the speech of these second language learners. Transformational theories fail to explain the findings of this study; while the functional grammar approach does explain the findings, it adopts a model for Dutch word order which is highly language-specific.

84-533 Ludwig, Jeannette. Attitudes and expectations: a profile of female and male students of college French, German and Spanish. *Modern Language Journal* (Madison, Wis), **67**, 3 (1983), 216-27.

This study investigates the extent to which students enrolled in French, German and Spanish courses at the college level subscribe to stereotypes about the purported characteristics of these languages. Male and female responses are compared. The Language Learner Profile was administered to students in both traditionally taught and self-instructional language programmes.

The results did not distinguish female from male learners, with the exception of a few general trends. Women enrolled in language courses more frequently than men and started their language study sooner in their college careers than did men. Men were more likely to enrol in language courses because languages are potentially useful (instrumental motivation) rather than interesting (integrative motivation). One-fourth enrolled to fulfil a requirement. Women preferred French to Spanish or German, and women who had enrolled in French or Spanish were more likely to direct themselves towards traditional career options such as English, languages, psychology or nursing. Women in German aligned their career goals more closely with their male counterparts in fields such as business, chemistry and engineering.

Female and male responses were the most divergent on specific aspects of language courses and language acquisition skills. Female respondents – especially in French – were sensitive to the teacher's personality. Most male respondents reported greater dissatisfaction with course content than with the instructor.

French might be characterised as a feminine language. It attracts more traditional students who find languages interesting, and who are drawn by the culture and literary history of the language. French is primarily 'attractive' and 'romantic', 'complex' and 'intellectual'. German is perceived as more of a masculine language, although it does attract a healthy number of non-traditional women as well. The scientist or business person is likely to opt for German. It is seen as being 'useful' and 'strong', 'complex', 'intellectual' and 'precise'. Students characterise Spanish as 'attractive' and 'romantic', albeit to a considerably more reduced extent than French. It is chosen by those who have little prior experience with foreign languages.

84–534 MacWhinney, Brian (Carnegie-Mellon U., Pittsburgh). Miniature linguistic systems as tests of the use of universal operating principles in second-language learning by children and adults. *Journal of Psycholinguistic Research* (New York), **12**, 5 (1983), 467–78.

This study examined four universal operating principles for first language acquisition proposed by Slobin (1973) and MacWhinney (1978). The applicability of these principles to second-language acquisition was tested by teaching children and adults a miniature linguistic system. The results suggested that the four principles played a major role in the learning of the system by 5- to 7-year-olds but not by adults. Modifications were made in the standard miniature linguistic system technique in order to maximise linguistic naturalness and referentiality. The result was a complex system that could still be taught even to 5-year-olds in the space of a few hours.

84–535 Meisel, Jürgen M. (U. of Hamburg) and others. On determining developmental stages in natural second language acquisition. *Studies in Second Language Acquisition* (Bloomington, Ind), **3**, 2 (1981), 109–35.

Studies which aim to determine developmental stages in second-language acquisition are either cross-sectional with large numbers of learners studied, or (more rarely) longitudinal with a very limited number of learners. Both share the drawback that variation is indiscriminately interpreted as indicating a new developmental stage. The solution proposed is to study the process of language acquisition over a long period, with cross-sectional studies to back up the results. It is necessary to distinguish between those features which represent a step forwards towards the target variety of L2, and those which are peculiar to different learner varieties but may occur at the same developmental stage. The idea of a developmental continuum may be useful but L2 acquisition cannot be represented as a straight line. Just as learners have different orientations ('instrumental', 'integrative', etc.), some learners will always maintain certain kinds of simplification even though they progress to new stages; other learners may never use those simplifications. An example of the use of the copula can be explained by the strategies of the learner's group rather than indicating a new developmental stage.

Three rules which mark developmental stages are deduced from data obtained from Spanish and Italian learners of German, focusing on questions of word order related to verbal elements. Four developmental stages can be defined by means of these rules: (1) none of the rules has been acquired; (2) only PARTICLE has been acquired; (3) PARTICLE and INVERSION have been acquired; (4) PARTICLE, INVERSION and V → END have been acquired. The position of the verb in constructions like these is a reliable indication of the developmental stage attained by the learner. Within the stages thus defined, however, there is considerable variation, some of which is specific to a particular group or groups. The next stage in the research will be to group the learners on the basis of an evaluation of their socio-psychological background, and then to relate the two groupings.

84-536 Morris, Darrell (National Coll. of Ed.). Concept of word and phoneme awareness in the beginning reader. *Research in the Teaching of English* (Urbana, Ill), **17**, 4 (1983), 359-73.

Children's awareness of phoneme units within spoken words is considered to play an important role in their learning to read an alphabetic language. However, it is not clear as to when and how phoneme awareness actually develops in the beginning reading process. The present study briefly reviews two competing theoretical positions and then poses a testable question. Does there exist a relationship between beginning readers' awareness of word units in text and their ability to segment words into phonemes? In two separate experiments, a concept of word task and two phoneme awareness tasks were administered to beginning first grade readers. The concept of word task involved finger-point reading a four-line memorised rhyme and then identifying individual words within the rhyme. The phoneme awareness measures included a structured phoneme segmentation test and a phonemic analysis of the children's invented spellings. Results in both experiments revealed a significant relationship between concept of word and phoneme awareness in the beginning reading process.

84-537 Schneiderman, Eta I. (U. of Ottawa). The modified stage hypothesis: some possible implications. *Language Learning* (Ann Arbor, Mich), **33**, 3 (1983), 333-41.

The modified stage hypothesis (Galloway & Krashen, 1980) is one of several explanations put forth in response to the contradictory results of a wave of recent studies exploring patterns of cerebral lateralisation for the two languages of bilingual subjects. The modified stage hypothesis, roughly paraphrased, predicts that the degree of right hemisphere involvement in the early stages of L2 acquisition is proportional to the amount of natural acquisition versus learning (in Krashen's sense) that is taking place. Conversely, formal learning of the L2 is predicted to be more dependent upon left hemisphere functions. Thus learners (as opposed to acquirers) are likely to exhibit greater left lateralisation in their L2 than individuals for whom that language is the L1. Acquirers, on the other hand, should be less lateralised in their L2 than native speakers of that language.

Findings in support of the modified stage hypothesis prompt the author to examine how learning and acquisition might differentially engage the two hemispheres in the acquisition process. This examination leads to the discovery of an apparent contradiction between conclusions drawn from the experimental findings in support of the modified stage hypothesis and Krashen's Monitor theory which underlies it.

84-538 Selinker, Larry (U. of Michigan) and **Lamendella, John T.** (San José State U.). Updating the Interlanguage Hypothesis. *Studies in Second Language Acquisition* (Bloomington, Ind), **3**, 2 (1981), 201-25.

The aim is to reformulate Selinker's (1972) Interlanguage Hypothesis in the light of current developments. The initial approach to formulating two metatheoretical

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perspectives – macrobehavioural and neurofunctional – is outlined, the aim being to model human information-processing systems which are rooted in patterns of neurophysiological activity. A hypothetical illustration of the progress in IL learning of a typical L2 learner is presented, which emphasises the two complementary ways of interpreting the speech data produced by the learner.

84–539 Varonis, Evangeline Marlos and Gass, Susan (U. of Michigan). The comprehensibility of non-native speech. *Studies in Second Language Acquisition* (Bloomington, Ind), **4**, 2 (1982), 114–36.

This study presents data collected from both natural settings and controlled experiments in order to describe native speaker responses to non-natives and to discuss what variables of a non-native's speech might elicit these responses. The results of three experiments are presented. The first investigates native speaker reactions to requests for information by both native and non-native speakers in a natural setting. Experiment two is a controlled study focusing on two variables of non-native speech – pronunciation and grammar – and the response of native speakers to these variables. Experiment three examines the relationship between these variables and native speaker comprehension. Experiment four focuses on the effect of ordering on comprehensibility. The role all these factors play in the comprehensibility of non-native speech is then discussed. Comprehensibility is achieved through a complex interaction of many factors, and it is comprehensibility which largely contributes to the use of foreigner talk by native speakers.

84–540 Wesche, Marjorie B. and Schneiderman, Eta I. (U. of Ottawa). Language lateralisation in adult bilinguals. *Studies in Second Language Acquisition* (Bloomington, Ind), **4**, 2 (1982), 153–69.

Recent experimental studies of bilinguals have provided evidence of less left lateralisation (i.e. greater right hemisphere participation) for verbal tasks in the second language than in the first. Other clinical and experimental studies of adults suggest that the normal adult right hemisphere has certain residual language-related capacities and that it plays a role in the early stages of both child and adult language acquisition. These findings lead us to postulate a link between right hemisphere involvement in the early stages of first- and second-language acquisition.

Two studies were designed to investigate this issue. The subjects of the studies were adult French–English bilinguals, with one group dominant in English and a second in French. A single-word dichotic listening paradigm was employed in both studies. Following Obler (1981), the hypotheses were (1) that the second-language dichotic task would show less left lateralisation (greater right hemisphere involvement) than the first and (2) that greater proficiency in the second language would correlate with a higher degree of left lateralisation (less right hemisphere involvement) on the dichotic test in that language. The studies provide some support for these hypotheses and thus, indirectly, for a unified theory of first- and second-language acquisition.

84-541 Williams, J. D. (U. of California). Covert language behaviour during writing. *Research in the Teaching of English* (Urbana, Ill), **17**, 4 (1983), 301–12.

The interaction between covert language behaviour, rhetorical modes, and the reading and writing processes was investigated. The investigator measured changes in muscle action potentials in the articulatory musculature during linguistic tasks – reading and writing – that shifted from the concrete to the abstract.

Five voluntary subjects were selected from the University of Southern California Freshman Writing Program. Under Condition I, each subject read selections that varied in level of abstraction; under Condition II, each subject composed short essays in response to topic stimuli that varied in level of abstraction. Covert language behaviour was measured continuously by three electromyographs and was analysed via computer to determine physiological changes under both conditions as subjects performed in the different rhetorical modes.

In each case, subjects demonstrated a definite increase in covert behaviour as the linguistic task became more abstract. This supports the results of other researchers who have found a positive correlation between covert articulation and linguistic difficulty. In addition, the investigator found a negative correlation between overall covert activity and the quality of written responses, but discovered that this is affected by a heretofore uninvestigated positive correlation between writing skill and covert articulation during pausing episodes characteristic in composing.

84-542 Zamir, Jan (John Hersey High Sch., Arlington Heights, Ill). US suburban middle-class attitudes toward foreign language learning. *Studies in Language Learning* (Urbana–Champaign), **3** (1981), 42–77.

A sample of 621 students aged between 15 and 18 years received two types of questionnaire, depending on whether they had had any foreign language experience (82 had not). The school population is drawn from affluent, mainly all-white middle-class suburbs, with few minority groups. The questionnaire examined the effects of parental educational background, native language, knowledge of foreign languages, students' knowledge of foreign languages before high school, attitudes to various languages, reasons for learning a language, and what aspects of a language students thought it most important to learn. Language choice, grade performance and attitudes were also studied in relation to sex of students.

The general conclusion is gloomy: most of the students were studying languages because they 'had to', either because of college requirements or parental pressure. Few understood the rationale behind foreign language education to be cross-cultural understanding.

84-543 Zobl, Helmut (U. of Moncton). Markedness and the projection problem. *Language Learning* (Ann Arbor, Mich), **33**, 3 (1983), 293–313.

Rutherford (1982) explores linguistic and psycholinguistic constructs of markedness relative to a number of goals he proposes for theory construction in L2 acquisition research. This paper argues that if we formulate the theoretical goals so as to provide

an accounting of language learnability, a different markedness construct is indicated: a projection model of markedness. The theoretical considerations entering into such a model are delineated and the model is tested on L2 acquisition data. While the model is found to be in need of refinement, its predictive capacity and theoretical fit with language typological findings (Hawkins, 1979) argue favourably for its viability.

RESEARCH METHODS

84–544 Hoepfner, Wolfgang and Morik, Katharina (U. of Hamburg). Das Dialogsystem HAM-ANS: Worauf basiert es, wie funktioniert es und wem antwortet es? [The dialogue system HAM-ANS: What is it based on, how does it function and to whom does it respond?] *Linguistische Berichte* (Wiesbaden, FRG), **88** (1983), 3–36.

The report of a project in language-oriented artificial intelligence research. Systems based on an operational concept of comprehension are being developed. The one reported on is a dialogue system which is deemed to have understood a natural language input when it adequately responds in a natural language.

Various applications of human-machine communication are discussed. The operation of one delimited area is described: making a hotel room reservation. The processing of the dialogue structure is analysed and the processing of individual utterances is explained in detail. The representational languages which HAM-ANS (*Hamburg Application-oriented Natural Language System*) employs in processing – SURF and DEEP – are briefly characterised, as are the semantic networks employed in the interpretational component. The report concludes with a general discussion of the problems involved in modelling the user's evaluations in the area chosen.

84–545 Sigurd, Bengt. Commentator: a computer model of verbal production. *Linguistics* (The Hague), **20**, 9/10 (1982), 611–32.

The Commentator is a small-scale computer implementation of a model of text production. The system simulates human behaviour from the perception of events on a screen to the utterances. It is designed to allow anyone having some knowledge of Basic and access to a microcomputer to study the semantics of words (e.g. localisation and movement predicates such as *approach, left/right, near, in front of, turn, overtake*), pronouns, and sentence connectives such as *however, also*. The system also allows experimentation with different text strategies and systems of speech production. The system has practical applications in automatic commentators, talking robots, and similar systems often referred to in the field of Artificial Intelligence.

CONTRASTIVE/ERROR ANALYSIS

84-546 Anderson, Janet I. Syllable simplification in the speech of second language learners. *Interlanguage Studies Bulletin* (Utrecht), **7**, 1 (1983), 4–36.

This study investigates the predictions the contrastive analysis hypothesis makes about the L2 syllabification errors of two groups of second-language learners with contrasting native-language syllable structures. Syllabification errors in the spontaneous speech of 20 native speakers each of Arabic and Chinese, who were acquiring English as a second language, were examined in the light of the predictions made by the hypothesis. The results showed that although contrastive analysis accounted for a fairly good part of the learners' performance, the results also revealed a pattern of error, shared by both groups, which could not be explained by native-language transfer. This error pattern was found to be consistent with certain facts about syllabification from language universals and L1 acquisition, suggesting that there may be other factors in addition to native-language transfer which systematically influence the L2 learners' performance.

84-547 Katchen, Johanna E. A structural comparison of American English and Farsi expository writing. *Papers in Linguistics* (Champaign, Ill), **15**, 3 (1982), 165–80.

Writings by American and Farsi subjects, all graduate students in the USA, were compared. Two major differences in structural characteristics of American English and Farsi expository writing were found. American essays contained clear introductory and concluding material; in the Farsi essays, introductions and conclusions were frequently not explicitly stated. American paragraphs contained topic sentences, mostly in initial position, and supporting evidence for the topic sentences was used in paragraph development. Farsi paragraphs typically lacked topic sentences, and the method of development differed somewhat from the American pattern; for example, some paragraphs contained pairs of general statements followed by more specific examples.

84-548 Toubler, A. H. Der Erwerb verwandter Fremdsprachen. [The acquisition of related languages.] *IRAL* (Heidelberg), **21**, 4 (1983), 283–97.

In the course of a large-scale project 300 native speakers of German living in the Netherlands were given tests on their competence in Dutch. All the tests revealed that interference from German is the major source of errors in these subjects. Using evidence from the test on the correct use of articles, the author endeavours to show in what manner interference operates. Both the test on the use of articles and another in which correct and incorrect Dutch sentences had to be discriminated demonstrated that there is no correlation between length of stay in the Netherlands and the number of mistakes made. The fact that a subject's scores in the article test can deviate markedly from those he achieves in the discrimination test is explained by reference to the different linguistic abilities involved in the acquisition of formal and semantic elements. The conclusions drawn from this research are that the contrastive hypothesis

offers the best explanatory model for the acquisition of foreign languages closely related to the mother tongue, and that in teaching such languages the first language should be taken into account as much as possible as the chief source of errors.

TESTING

84-549 Alderson, J. Charles and Waters, Alan. A course in testing and evaluation for ESP, or 'How bad were my tests?' *Lancaster Practical Papers in English Language Education* (Lancaster), 5 (1982), 39-61.

There is a need in ESP for evaluation and recognition of its performance, but a lack of acceptable evaluation instruments. In ESP projects and teacher training generally, testing is relegated to a minor role, while materials and method training loom large. Since experience shows all teaching to be influenced by terminal tests, good or bad, the development of good ESP tests could lead to better ESP teaching and materials. Such tests should be of use in the classroom and appeal to the teacher, and not be remote and forbidding as current 'testing' elements in teacher training courses make them appear. Teachers need not become testing experts, merely intelligent and sensitive evaluators.

To produce such, a seminar was given at Lancaster University which was interactive, problem-based and classroom-oriented, covering eight activity topics dealing with testing issues and the writing, scoring and interpretation of tests, culminating in an evaluation of the seminar itself. The response was overwhelmingly positive. The idea that ESP teaching is healthy but its testing weak is challenged, since teaching and testing are reciprocal and poverty in one implies poverty in the other.

84-550 Bensoussan, Marsha. Dictionaries and tests of EFL reading comprehension. *ELT Journal* (London), 37, 4 (1983), 341-5.

The use of dictionaries in EFL (English as a Foreign Language) tests is a controversial issue. Test constructors and administrators wish to refrain from introducing any extraneous materials into the test situation, whereas teachers would like to incorporate dictionaries because they are seen to be an integral part of the reading process. The aim of this investigation is to focus on some of the underlying assumptions by which dictionaries may or may not be permitted during examinations. Towards this end, test questions were especially written, bearing in mind that students would be using dictionaries. The rationale for these questions is explained; they ask about the function or effect of words and sentences in context. It was concluded that the dictionary does not really 'give' the student the meaning of a word. Readers have to negotiate that for themselves according to the context.

84-551 Carroll, Brendan J. (Pergamon Press, Oxford). The implications for testing of the communicative approach to language teaching. *Studies in Language Learning* (Urbana-Champaign), 4 (1982), 45-55.

Proposals are made for improving the status of communicative testing based on defining the purposes and needs of the testee and describing the behaviour required of him. First, a distinction is made between communication/use and language/usage;

the focus of testing should be the former not the latter, though results on both will tend to correlate highly. Statistics and correlations should be treated with caution since much of any correlation is an artefact of the testing instrument used. Indeed, until the goals and the terminal behaviour of a course are clear, the statistical results will be equivocal. Testing is not purely for measurement but for its washback effect on courses, motivation, credibility, teaching and learning strategies. No off-the-peg test can therefore be wholly adequate for each course or group of testees. Overemphasis on statistics often obscures specification faults and leads to the rejection of valid test elements. Simulation and role play should be encouraged to give psychological authenticity to tasks, and results should be based on behaviour band descriptions expressed numerically. Further research into all these desiderata is required.

84–552 Clark, John L. D. Language testing: past and current status – directions for the future. *Modern Language Journal* (Madison, Wis), **67**, 4 (1983), 431–43.

After a review of the recent history of language testing in terms of the ‘three ages’ proposed by Spolsky – pre-scientific, psychometric–structuralist and integrative–sociolinguistic – attention is drawn to current trends within the last of these paradigms. The first is ‘direct proficiency’ testing as exemplified in the Foreign Service Institute interviews and the associated rating scales. These measure performance in language tasks approximating to real life, but usually only within a polite register. The second is the ‘hybrid tests’ designed by Ormaggio which combine grammar and context, structure and situation, and enable the teacher to test the reduced corpus taught up to any point in a course within the real-life situations where it might be mobilised. The third is the use of computers for diagnostic assessment as well as teaching, which would take away much of the time-consuming work of preparing and marking tests and allow for flexible response to a cumulative profile of candidate performance. Increased research into curriculum-free direct proficiency testing is called for, along with development of computer-assisted diagnostic testing and the orientation of teachers towards explicit proficiency goals.

84–553 Ellis, Rod (St Mary’s Coll. of Higher Ed., Twickenham). Communication strategies and the evaluation of communicative performance. *ELT Journal* (London), **38**, 1 (1984), 39–44.

In evaluating communicative performance in a second language, attention should be paid not to correctness, intelligibility or style but to communication strategies. The article focuses on two general strategies, avoidance and paraphrase. The possibilities are that there are quantitative differences between native speaker and L2 use of communication strategies (L2 speakers will employ strategies more frequently), and that native speakers employ more ‘achievement strategies’ such as paraphrase, and fewer ‘reduction strategies’ such as avoidance (qualitative differences). The use of strategies varies according to the proficiency level of the learner, less able students preferring an avoidance strategy, the more able preferring paraphrase.

A study was carried out to see whether these differences are matched by differences between L2 learners and comparable native speakers. Subjects were young L2 learners

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aged 10–12 and native speakers of the same age. The children had to tell a story from pictures. Various key 'information bits' were selected which should have been included. It was found that the L1 children encoded substantially more information about the pictures than the L2 children and resorted less to avoidance and paraphrase strategies. If teachers attend to the degree to which learners avoid reference to important items and paraphrase information they do decide to encode, they may be able to form a fairly reliable assessment of learners' performance. They can do this impressionistically or by using a chart.

84–554 Foley, Joseph A. (National U. of Singapore). More questions on assumptions about cloze testing. *RELC Journal* (Singapore), **14**, 1 (1983), 57–69.

The author takes up the suggestion made by Johnson (1981) that some of the assumptions made about cloze tests may be misleading. Research which has now been going on for 30 years indicates that cloze procedure is a criterion-referenced test which will identify whether an individual or a group possesses the basic skills in the target language. Cloze is a very blunt instrument for testing but within its limits it is valid and reliable. However, changing the variables such as deletion rate, scoring procedure or using a different text may well result in a radically different test each time. The raw data obtained from a cloze test cannot be used as continuous data, such as would be derived from most psychometric-type tests, but as an indicator of one of three levels: frustrational, instructional and independent. Guidelines are given for the preparation of a cloze test.

84–555 Henning, Grant (American U. in Cairo). Listening recall – a listening comprehension test for low-proficiency learners. *System* (Oxford), **11**, 3 (1983), 287–93.

Most widely used foreign language listening tests use a variety of multiple-choice-type test responses. Typically these tests involve listening to a stretch of narrative material and then answering questions over the content or listening to one or more voices making statements or asking questions and then choosing an appropriate response to what has been said. Such tests are too difficult and do not discriminate among low-proficiency learners. This paper describes a listening measure which has proved to have good validity and reliability, discriminates over a wide range of proficiency, and is easy to construct and mark. The test is called 'Listening Recall', and is a type of listening cloze procedure, without random deletion. A narrative passage is prepared with a certain number of content words deleted. Subjects are given a written version to read and then they listen to the passage and try to replace the deleted words or provide words which mean the same thing. Statistical results are analysed, and the Listening Recall measure is discussed in comparison with other types of listening tests.

84-556 Henning, Grant (American U. in Cairo). Oral proficiency testing: comparative validities of interview, imitation, and completion methods. *Language Learning* (Ann Arbor, Mich), **33**, 3 (1983), 315-32.

Employing an initial sample of 143 adult Egyptian learners of English as a foreign language, the three oral testing methodologies of imitation, completion, and interview were compared for reliability and validity. Similarly, five components under each method, namely, raw score, fluency, pronunciation, grammar, and combined fluency-pronunciation-grammar ratings, were analysed separately and in tandem. Multi-component-multimethod convergent and discriminant validities were determined. Stepwise multiple regression was computed using FSI-like interview scores as the dependent variable. And Rasch latent trait calibration and tests-of-fit validity were computed for imitation and completion tests.

Results indicated that the pronunciation component of the imitation method exhibited highest overall validity across all indexes. The FSI-like component of the interview method ranked second and the fluency component of the imitation method ranked third. Comparison of the three oral testing methods across all components for all empirical validity indexes showed (1) imitation, (2) interview, and (3) completion methods to rank in that respective order in terms of available composite validity indexes. Regression analysis showed the FSI-like interview to be primarily related to grammar skill from among 11 independent predictors examined. Advantages of Rasch measurements were noted for management and analysis of item data.

84-557 Rijlaarsdam, Gert. Het beoordelen van discussievaardigheid in een samenwerkende groep: de kleine praat-denkgroep. [Assessing discussion skills in a collaborating group: thinking and talking in a small group.] *Levende Talen* (The Hague), **386** (1984), 546-54.

This paper reports the development of a formal test of discussion skills in small groups. The value of this type of skill and the need for a formal and reliable test of it are discussed. The test outlined here consists in its final form of a set of 19 criteria against which members of a group are evaluated. These criteria are grouped into four sets dealing with each participant's ability to keep to the point of the discussion, his role in the group, his ability to communicate his point of view, and the quality of his contribution. A slightly different set of criteria are used to evaluate group leaders. The author claims that the test produces scores which show a surprisingly high level of reliability.

COURSE/SYLLABUS/MATERIALS DESIGN

84–558 Cruickshank, Donald W. (U. of Illinois). The theory and practice of teaching English for special purposes. *Studies in Language Learning* (Urbana-Champaign), **4** (1982), 98–119.

ESP is a rapidly growing facet of language teaching. Though the recent growth in science and technology is largely a product of American effort, ESP teaching has been mainly in British hands, though American interest is growing. Recently, there has been a pronounced movement towards student/learner-centred instruction. ESP courses can be divided into many types, according to the needs of the learners. There are occupational (job-related) and educational (in-study and pre-study) ESP courses.

Ways in which ESP programmes are established and implemented are: (1) needs assessment, (2) materials development, (3) teacher preparation and (4) evaluation. Various models in ESP research and their implications for materials design are discussed: Cheong (1976), work on the structure of scientific syntax and lexicon, work on TG and the syntax of scientific English by Cowan, and work on discourse analysis.

Some EST text materials written in the last decade are reviewed: (a) Cowan's special purpose EFL course for medical students at Tehran University (needs assessment, text analysis, formative and summative evaluations); (b) Tony Dudley-Evans' ESP course at Tabriz University, Iran (two-part course with general science and the discipline-specific parts taught in tandem); and (3) John Swales' test *Writing Scientific English* (developed over a four-year period of trial-and-error testing in the classroom).

Approaches to course design are therefore very varied and lack a definite structural approach for a sequenced scheme to be used in overall ESP course planning, and a strong theoretically based curriculum design model for materials development. Palmer's (1978) scheme is promising, with steps comprising needs surveys, factual analysis, discourse analysis, methodology and syllabus, formative and summative evaluation, and modification of methodology and syllabus.

84–559 Hamp-Lyons, Elizabeth (U. of Edinburgh). Developing a course to teach extensive reading skills to university-bound ESL learners. *System* (Oxford), **11**, 3 (1983), 303–12.

Most courses in English for academic purposes concentrate on teaching traditional reading comprehension skills at the intensive level, and do not offer help to the students with the area of reading which frequently causes the non-native student the greatest difficulty in his English-medium university courses: the sheer volume of reading required, which often overwhelms the foreign university student. At Universiti Sains Malaysia there was a particular need for a course which would help students to develop extensive reading strategies and offer them sufficient opportunity to practise these in a controlled situation. The course which was developed used overhead transparencies keyed to a tape recording in the skill development stages, and proceeded to real university textbooks. At WESL Institute of Western Illinois University, the concept of a course in extensive reading skills was retained, as was the use of the overhead projector as a presentation technique, but the course which

was developed was rather different, as a response to differing student needs and as a result of background research into psycholinguistic theories of the reading process, coupled with experience gained from the use of the first course.

84–560 Hutchinson, Tom and Waters, Alan. Creativity in ESP materials, or 'Hello, I'm a blood cell'. *Lancaster Practical Papers in English Language Education* (Lancaster), **5** (1982), 99–122.

A teaching materials model is described and exemplified with the aim of showing ways of creating opportunities for the ESP learner to use language to do interesting things with the subject matter. With language-based models, students become bored because they have little opportunity to use the language they are learning. With content-based models, students are often frustrated because they are denied the language knowledge which enables them to do the tasks set. Effective materials must incorporate four elements: input, language, content and task. In the authors' model, the primary focus of the unit is the task, which the learner carries out using the language and content he has studied in the unit. [Sample materials.]

ESP materials could and should contain a wide variety of texts. The content should be reasonably familiar to students (and teachers) but given a new treatment to make it more interesting. Humour and creativity can make technological or other subjects more interesting (the example is of a blood cell taking the reader on a tour of the body's blood system).

84–561 Lian, Andrew and Mestre, Christine (U. of Queensland). Toward genuine individualisation in language course development. *Australian Review of Applied Linguistics* (Wollongong, NSW), **6**, 2 (1983), 1–19.

Although it is relatively easy to determine motivations of groups of students, needs are individual and learners themselves may not be aware of them. A situation-based environment is probably most suitable for defining needs; the approach should allow students the freedom to determine the tasks to be performed and the ways of performing them. They should only attempt tasks for which they are psychologically and linguistically ready.

An on-going real-time simulation (or 'macrosimulation') whose development is controlled primarily by the students is described. The setting is a French village; students choose their own roles. Because nothing is predetermined it is impossible to predict which language functions will be needed. The trigger activity in this case took the form of poison pen letters to the mayor (written by the students) complaining about various inhabitants. Other group members provided feedback throughout the simulation. Most remedial intervention occurs outside the simulation proper so as not to disrupt it. The teacher intervenes in the simulation as necessary but is never explicitly in control; his role is to judge communicative success, make suggestions, determine any problems, and decide on corrective strategies. Remedial procedures should be organised into a large 'learning network' incorporating technological aids for individualised practice. The network and its resources should be easily accessible. Wider repercussions of such an approach include graded objective tests and a credit point system.

84–562 Rutherford, William E. (U. of Southern California). Functions of grammar in a language teaching syllabus. *Studies in Language Learning* (Urbana-Champaign), 4 (1982), 14–32.

There are various roles which grammatical consciousness can assume in the planning stages of a language teaching syllabus. Pedagogical attention to language form is rooted in a conception of language whose formalism is directly manifested in discrete entities such as bound morphemes, parts of speech, verb tense, etc. Successful language learning becomes the cumulative mastery of such units, sequentially introduced. This view of what a language system is, is at best impoverished.

Salient characteristics of the English language which the non-native learner must 'know' are listed. Word order functions almost exclusively to signal grammatical rather than pragmatic relationships. It is a mistake to try to impart the whole through a set of contrived constituent parts. The conceptualisation of reality through language is not amenable to an item-unit approach which cannot accommodate entities like temporal reference, the determiner system and the principle of 'relationships' obtaining in any text.

Processes, concept, systems and relationships cannot conveniently be exemplified and labelled. There are ways of 'focusing' on language-organisational principles without actually calling direct attention to them. An important influence on the form in which prepositional content is packaged is the discourse requirements for the distribution of 'given' and 'new' information. This latter is a basic organising principle for language, and it might make sense to promote the understanding of syntactic rules as one means of achieving textual cohesion. Practice material could be devised in which the student chooses how to fill the subject position in full clauses, thus teaching him that the subject position must be filled without extracting the principle itself for special focus. Another possible activity is a variation of the strip story, where each student has part of a narrative which has to be pieced together; another is choosing from alternative sentence versions according to the discourse requirements [examples].

84–563 Valdman, Albert (Indiana U.). Toward a modified structural syllabus. *Studies in Second Language Acquisition* (Bloomington, Ind), 5, 1 (1982), 34–51.

This paper argues for an integration of the notion of communicative competence in the elaboration of syllabuses and the preparation of teaching materials for beginning and intermediate general foreign language courses. A distinction is made between such courses and the teaching of English as a medium of wider communication on an international basis. In FL instruction, as opposed to the teaching of an MWC, metalinguistic, epilinguistic or cultural objectives may be more highly valued than the use of language for daily communication. In addition, the general context of FL instruction precludes the authentic use of the target language in the classroom, a prerequisite for the attainment of communicative competence. The integration of the notion of communicative competence in FL instruction, including the inclusion of notions and functions, involves the grafting of these last-mentioned considerations on to a structural-situational-functional base. That base would be modified by moving

in five directions: (1) adopting a functional orientation, i.e. providing learners with linguistic means to express notions and functions rather than the teaching of structures for their own sake; (2) focus on semantic notions; (3) cyclical progression; (4) aiming for discursive authenticity by identifying rhetorical devices; (5) providing stylistic manoeuvre by the recognition of the role of variants.

TEACHER TRAINING

84–564 **Henrichsen, Lynn E.** (Brigham Young U.). Teacher preparation needs in TESOL: the results of an international survey. *RELJ Journal* (Singapore), **14**, 1 (1983), 18–45.

A needs assessment survey of 500 TESOL educators and employers in the USA and 30 other countries was carried out to discover what areas they felt prospective ESOL teachers should be trained in, and what areas were least important. Respondents rated the importance of 64 items grouped under the categories of education, linguistics, grammar, literature, TESOL methods, TESOL materials, specific training in TESOL and special skills. Respondents then had to evaluate four general areas: education, literature, linguistics, and TESL methods and materials.

Results showed that overall teacher training needs the world over are much the same. The item rated most important by every respondent group was TESL methods and materials. Training in literature was consistently placed at the bottom of the list, though respondents outside the USA rated it higher than those within the USA. Linguistics, on the other hand, was ranked higher within the USA than outside, though still below TESL methods and materials.

In the area of methodology, the highest ranking was given to the cognitive approach, with the audiolingual method a close second. Some innovative methods (Silent Way, Counselling-Learning and Suggestopedia) do not seem to have caught on yet, at least outside the USA. Specific training in how to teach language skills – especially listening, reading and writing – are by far the most highly rated items.

TEACHING METHODS

84–565 **Allen, Margaret.** Uses of video recording in an institution. *ELT Documents* (London), **114** (1983), 83–93.

Possible uses of a video camera in a teaching programme and in a teacher training programme are outlined in relation to the time, equipment and expertise needed to undertake different types of production. Uses in teacher training include recording teacher performance, recording events, production of teacher training materials; uses in direct teaching include recording student performance (in oral tests, role plays, etc.), recording raw data ('slices of life') – viewing guides which set specific tasks provide a focus for students – and producing specially designed teaching material.

Six possible uses of video recording are outlined, ranging from (1) simple recording to enable teachers and students to view their own performance; (2) simple production

to get a message across to a particular audience – teachers may be trained for this in short workshops on planning, basic camera operation and editing; (3) complex production – most institutions are not staffed and equipped to undertake production at this level. A checklist provides basic guidelines for those who have to make decisions about production proposals.

84–566 Berryman, Jack. Importance of immigrant parents in their children's learning of a second language. *TESL Talk* (Toronto), **14, 3** (1983), 25–30.

The Ontario Ministry of Education's *Memorandum* 1978–79 recommends in connection with the education of minority group children that there should be 'several opportunities for the parent and teacher to share important information about the child's background and development'. This sharing should be in non-official language, using interpreter-counsellors if necessary to assist the communication process. Many people in the community have the necessary language skills to help. Parents of immigrant children play an important role in the development of their L2 proficiency, by means of their conversations in the L1 with pre-school children, sharing an interest in books, etc. This L1 development has a significant effect on the development of L2 competence, as it is the base on which the L2 structure will be built. The use of the L1 in the homes of immigrant children is thus not a hindrance but a help. What seems to be a handicap is any ambivalence in the parents' attitudes towards the majority culture and language. Ideally, parents should identify both with the home and the Canadian language and culture. The family can also be a strong support mechanism for the children as they experience the anxieties of culture shock. Parents are probably the most important variable in their children's L2 learning.

84–567 Carstensen, Broder and Hengstenberg, Peter. Zur Rezeption von Anglizismen im Deutschen. [On the reception of anglicisms in German.] *Germanistische Linguistik* (Marburg, FRG), **1/4** (1982), 67–118.

This paper reports on the familiarity of a selection of English vocabulary items borrowed into German. The items are classified by subject-matter (e.g. 'politics and economics', 'sport'), relative date of loan, frequency of usage, and topicality. Brief definitions are given, together with distractor items, for multiple-choice selection. Distractors include definitions exploiting phonological and semantic characteristics of the items. The type of distractor (incorrectly) selected, as well as the definition chosen for non-words, reveals that subjects with a poor knowledge of English look for spelling or pronunciation similarities with familiar words, while others 'decompose' unknown words semantically. Correct recognition is determined primarily by the proficiency of the subjects in English, but also by their age, sex, occupation and interests. Topical (particularly sporting and leisure) items are the best recognised, political and social vocabulary being less familiar, despite frequent media usage.

84-568 Cook, V. J. Communication games with a microcomputer. *World Language English* (Oxford), **3**, 2 (1984), 119–23.

Four simple communication games (which depend on the principle that one player knows something that the other player does not) which can be played on a micro-computer are described: 'What's left on the menu', 'Changing your money', 'Guess John's birthday' and 'Find out the number I'm thinking of'. Though rudimentary, such games can be interesting and provide 'communicative' practice.

84-569 Dodson, C. J. (University Coll. of Wales, Aberystwyth). Living with two languages. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **4**, 6 (1983), 401–14.

Bilingualism is often blamed for a whole range of negative phenomena. However, closer analysis shows that it is not the existence of an individual's two languages that causes this negative behaviour but a whole range of other social and psychological factors, especially society's view of the status of the languages, its treatment of the bilingual acquiring them and the self-image which the bilingual develops during this process.

Both the general methodology applied by society in the handling of bilinguals in everyday life and the specific methodology applied in the classroom are crucial in the development of balanced bilinguals. Young developing monolinguals as well as bilinguals show a basic need for medium-orientated language-play strategies for strengthening message-orientated communication in their development towards communicative competence to satisfy immediate non-linguistic needs. The young bilingual in a normal bilingual environment, however, uses two linguistic strategies in addition to those used by the developing monolingual: he refers to his preferred language to acquire the functional meanings of utterances in his second language; and he compares and contrasts utterances across two languages. These bilingual medium-orientated activities, so vital in the development of young bilinguals, are taboo in direct-method and various monolingual second-language immersion programmes. This rejection causes unnecessary retardation in pupils' linguistic and communicative behaviour, which in turn affects their overall educational development in those cases where the target language is also the medium of instruction.

84-570 Fox, Jeremy. Computer-assisted vocabulary learning. *ELT Journal* (London), **38**, 1 (1984), 27–33.

Two approaches to computer-assisted learning (CAL) for the learning of vocabulary are discussed: (1) uncontextualised CAL, requiring one-word answers, and (2) contextualised or global forms of practice (e.g. unscrambling or rebuilding a text). Uncontextualised exercises include opposites, collocations and analogies [examples]. Contextualised exercises include various types of text manipulation such as rebuilding a text or story, filling gaps, etc. Such exercises give students considerable control over their learning [examples]. The computer is not so much a drillmaster, more an information source.

84-571 Jarvis, Gilbert A. The psychology of second-language learning: a declaration of independence. *Modern Language Journal* (Madison, Wis), **67**, 4 (1983), 393–402.

Reviews of the literature on the psychology of second-language teaching lead to the conclusion that we do not understand a great deal about the L2 teaching/learning process. Psychology has an important role but not as a supplier of knowledge about methodology, though if the level of abstraction is high enough, psychological constraints and principles do appear relevant. Pedagogical knowledge is derived from research and clinical (teaching) experience (craft knowledge, subject-matter-specific). Most of the relevant literature is craft knowledge: what is needed is more subject-matter-specific research knowledge. Hammerly suggested calling this field 'linguistics'.

In the analysis of classroom behaviour, a useful dimension is 'practice' -- its quantity and quality. 'Practice makes perfect' is a reasonable principle as far as motor skills are concerned, but does not apply to the learning of the other capabilities involved (intellectual skills, attitudes), for which 'problem-solving behaviour' is a more apt description. Learning to use a new language is, in the psychologist's terms, a continuing stream of encoding or decoding problems. Second-language practice therefore requires the learner to develop the ability to deal with words in continually new arrangements: proficiency is the ability to solve a multitude of communication problems. Competent instruction will offer learners carefully structured problems.

84-572 Joy, B. K. and Lian, A. P. (U. of Queensland). The butcher, the baker, the candlestick maker: some uses of dialogue generators in computer-assisted foreign-language learning. *Australian Review of Applied Linguistics* (Wollongong), **6**, 2 (1983), 60–71.

Computer-assisted learning (CAL) can be adapted to accommodate more communicative programmes such as the dialogue generator described here. This is a computer programme which synthesises dialogues from a given number of compatible component parts. Natural interaction contains a number of generalisable features ('rituals'). The generator consists of a data base which is drawn on by a series of decision-making procedures. Its advantages include the range of related examples available. Ideally, they should form part of a system including video presentations, role-playing, simulations, etc. They offer possibilities for individualisation in that a library of programmes for individualised or autonomous learning could be set up, with opportunities for linking programmes. Group needs can also be met, e.g. by generating a large number of printed examples.

84-573 Kramsch, Claire J. (Massachusetts Inst. of Tech.). Culture and constructs: communicating attitudes and values in the foreign language classroom. *Foreign Language Annals* (New York), **16**, 6 (1983), 437–48.

George Kelly's psychology of personal constructs can serve as a useful framework to promote cross-cultural understanding in the classroom. To avoid developing in the

students a tourist's perspective on the foreign culture, cultural facts and events must be interpreted in the light of underlying attitudes and values. This interpretation is an on-going process of exchange and negotiation of meaning between the two cultures. By constructing both their own and the foreign values, by organising and extending the range of convenience of these constructs, students can find bridges to the other culture, anticipate foreign events, and discover alternatives to their own cultural patterns of thought. Ways of using a grid in class to compare how people from different cultures construe the same event are suggested.

84-574 Kramsch, Claire (Massachusetts Inst. of Tech.). Interactions langagières en travail de groupe. [Language interaction in group work.] *Français dans le Monde* (Paris), **183** (1984), 52-9.

The average classroom is dominated by the teacher who decides who is to speak, when and for how long, who interrupts and who passes judgement. Students accustomed to depending totally on the teacher, not even listening to their fellows, find themselves at a loss working in groups when something like natural conversation is required; they may blame their shortcomings on grammar or vocabulary and need help with the transition from structured to free-speaking situations. A method is suggested in which a group engaged in some activity talk about it in their mother tongue, with two group members detailed to act as observers. The observers record and analyse the contribution to the discussion of each member of the group. Afterwards all the participants discuss and evaluate what has taken place. This is followed by a similar exercise in the foreign language, and students become aware of group interactions, the nature of communication and what their real language needs are.

84-575 Last, Rex W. (U. of Dundee). Computer-assisted language learning: a growth area in humanities computing. *ALLC Bulletin* (Cambridge), **11**, 3 (1983), 83-6.

This report on the state of CALL (computer-assisted language learning) considers the four main aspects of work in this field: (1) material available from software houses and publishers; (2) authoring languages; (3) individual projects; (4) work involving connecting the micro to other devices. In addition, the theoretical and practical problems involved in CALL are discussed.

84-576 Lonergan, Jack. Video applications in English language teaching. *ELT Documents* (London), **114** (1983), 69-82.

The article looks at some of the problems involved in the classroom use of broadcast materials and offers some practical examples of the use of video in class with language courses.

Language programmes as television programmes are usually part of a series. Since the broadcast is ephemeral, teachers need to prepare, structure and follow up the viewing to make the best use of the programmes. If programmes are available on video tape, the nature of the viewing experience will be quite different and implies selection, with small segments being exploited in a variety of ways. Television broadcasts on

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their own cannot enable learners to become fluent: other course components are essential. Educational institutions can complement television programmes most effectively if there is liaison and co-operation between themselves and the broadcasting authorities at all stages of the planning and production of programmes. Unfortunately, such co-operation is not always forthcoming. The role of the teacher must always be central because he/she relates the broadcast materials to the language learner's needs, promotes active viewing, and relates home viewing to classroom teaching. [Examples illustrate ways of using a video recorder in class, and include the use of viewing guides, introducing role-play, and questions and discussions.]

84–577 MacKnight, Frances. Video and English language teaching in Britain. *ELT Documents* (London), **114** (1983), 1–15.

A questionnaire was sent to members of the Association of Recognised English Language Schools and English language teaching units within tertiary institutions. Results showed that 61 % of institutions had so far invested in video, i.e. most of the public sector (tertiary institutions) and about half of the private sector (independent language schools). The factors influencing investment in video are essentially non-linguistic: prestige, personal recommendations, as an extension of television time, to give a lift to methodology in terms of interest and motivation, and to extend the range of teaching techniques available. The main linguistic benefit is considered to be the presentation of chunks of authentic language within a context, and yet in a controlled environment. It is considered potentially capable of developing a wide range of skills.

[Types of hardware used.] Most institutions prefer VCR (video cassette recorders). The education sector as a whole tends to buy equipment outright but 40 % of ELT institutions rent their VCR and TV receiver/monitor. Renting is flexible and equipment is kept up to date. Interest (i.e. buying equipment) was at its peak in 1976–78. The black and white single camera is the most widely used but colour is coming in. Camera users are in a minority (30–50 %). The occurrence of editing facilities is very rare (too expensive).

The software used is (1) off-air recording from TV, (2) published ELT series, (3) commercially produced material apart from that shown on TV, and (4) in-house productions. The most widely used is (1) (by 91 % of institutions). Many institutions consistently break the copyright law in making off-air recordings. ELT series (made for use abroad) are little used. Production of in-house material depends on camera ownership and is therefore limited. Material consists almost entirely of small-scale productions of examples of student interaction (discussions, interviews, role-play). Larger-scale projects include documentaries, specialist discussions, and examples of language functions in action.

Video is used with a wide range of students but the four main groups are: (i) general interest students (72 %), (ii) businessmen (49 %), (iii) engineers (31 %), and (iv) tertiary level students, mainly with a technical/scientific bent (26 %). Video features more frequently at advanced level (91 %) but is fairly widely used at intermediate level (70 %). Ways in which institutions use video are considered under the headings of: use in course contexts, skills it helps to develop, use in the lesson context, and the main characteristics of use. It is seldom co-ordinated with other aids. The majority

of institutions use video about once a fortnight. At least one-third of institutions under-use their video, and in general its potential is far from being realised. Organisation is often haphazard; much time and energy are needed to accommodate it. There is a pressing need for software, especially general interest material.

84-578 Marton, Waldemar (Adam Mickiewicz U., Poland). Second language acquisition tactics and language pedagogy. *System* (Oxford), 11, 3 (1983), 313-23.

Seliger (1982) distinguishes between 'strategy' and 'tactic': the former consists of a set of abstract cognitive functions, biologically determined, which are deployed to acquire knowledge. Their main task is to distil general principles from the data supplied by tactics and assimilate them into the underlying competency grammar. The author believes that the basic process is hypothesis formulation and testing, or rule learning. The lower level of tactics consists of activities carried out by the learner in response to local conditions of acquisition. These activities are determined by the interaction of two sets of variables, learner variables ('the Filter') and contextual variables ('the Language Learning Environment'). Where tactics activate underlying basic strategies they will lead to successful long-term acquisition.

Six basic and universal tactics of second-language acquisition are described in relation to contemporary methods of language teaching. (1) Prolonged processing of the input without overt verbal responses, encouraged by methods which introduce a fairly long pre-speaking period at the beginning of the course. This tactic requires 'openness' to the incoming language, positive attitudes and high motivation. It is safe for language ego and for fairly passive students. Intensive and frequent contact with the target language is required. (2) Attempted communication in the target language, using communication strategies and heavy reliance on feedback. This is a trial-and-error tactic, which is commonly used by L2 learners in natural settings; it can lead to pidginised and fossilised forms of language. It is encouraged by various functional approaches and by most varieties of the direct method. It is usually chosen by very active learners ('high-input generators') who are not afraid to take risks and make errors. It requires small groups and a fairly intensive course. (3) Memorising whole chunks of the target language; this is fairly common among L2 learners in natural settings and is emphasised in 'mim-mem' techniques. It may well suit fairly passive learners or perfectionists who dislike making errors. (4) Re-structuring native-language competence into target-language competence. The learner uses his mother tongue as a starting point and the teacher translates his sentences into the target language. Curran's Community Language Learning uses this method for the sake of the learner's psychological comfort and safety. (5) Deliberate rule learning with selection and grading of items to be learned, either (a) implicit variety, with reliance on rule isolation and feedback, or (b) explicit variety, with the use of pedagogical rules. This tactic tends to suit older learners, especially those with high levels of education. (6) Controlled and gradual development of linguistic creativity based on prolonged reproduction of texts in the target language (predominantly oral re-narration, summarising the text, etc.). This tactic is usually used in combination with deliberate

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rule learning, and is encouraged in the Bilingual Method, the Berlitz Method and others. This tactic is emotionally very safe and would suit unambitious learners ('low-input generators'). It suits school conditions or any formal setting.

The learner can vary his tactics. The method of teaching tries to impose one or more tactics on the learner, who may reject it because his filter does not accept it. He may pretend to accept it while secretly using his own preferred tactic.

84–579 Muyskens, Judith A. Teaching second-language literatures: past, present and future. *Modern Language Journal* (Madison, Wis), **67**, 4 (1983), 413–23.

Goals for the study of literature vary according to the level of the learner; though some educators feel that literary texts can be introduced at an early stage, little is done in training teachers to teach literature. Anticipating levels of readability may help to prevent frustration. Vocabulary practice should be an integral part of literature teaching at beginning and intermediate levels. Comprehension needs to be checked – various methods are suggested. Literary analysis and discussion can be helped by giving students preview questions to guide their reading. Brief discussions in the native language may be motivating. The students' own reactions to works are highly important. Undergraduate courses in literature often aim at improving reading ability as well as introducing the basic concepts of literary criticism.

The author devised and sent out a questionnaire on the teaching of literature. It covered goals, teaching methods, evaluation, teaching materials, graduate courses, use of aids, approaches to literature, etc. The main problems which emerged concerned (1) the need for training teachers of literature, (2) the lack of research on the reading interests of students, and (3) the lack of common goals for school and university literature courses. [Suggestions for a possible course on the teaching of literature are outlined.]

84–580 Soulé-Susbielles, Nicole (U. of Paris VIII). La question, outil pédagogique dépassé? [The question, an outmoded pedagogical tool?] *Français dans le Monde* (Paris), **183** (1984), 26–34.

Recent criticisms of the question (by which is understood here, teacher question) as a method of eliciting pupil talk in the modern language classroom are outlined. Data from two studies of classroom discourse form the basis of an analysis of classroom question types. Open questions of the type that follow up a previous question (e.g. *What else?*) are more effective in stimulating pupils to a worthwhile level of thought and expression. Having set aside all the criticisms of the artificiality of the question/answer exchange in the modern language classroom, on the grounds that the goal of authenticity is quite irrelevant to the needs and possibilities of language learning, the author concludes that questioning is and will continue to be a valuable technique.

84–581 Thiele, Angelika and Scheibner-Herzig, Gudrun (U. of Münster, FRG). Listening comprehension training in teaching English to beginners. *System* (Oxford), **11**, 3 (1983), 277–86.

Following a control–experimental group plan two fifth form classes beginning to learn English as a foreign language were taught through different methods during 34 lessons. The control group worked according to conventional lines while the experimental group was trained in listening comprehension, with speech production replaced by ‘total physical response’. Although the pupils of the experimental group were linguistically less talented they proved more successful in listening comprehension, in particular auditory discrimination, and general command of English. After 46 additional conventional lessons, the experimental group’s achievement compared to the control group was as follows. There was no longer any difference in auditory discrimination, but they were still better in oral performance. On the whole the training in listening comprehension combined with an initial delay of oral practice showed a positive effect on the experimental group with respect to their attitudes towards English lessons and with respect to anxiety.

84–582 van Baalen, Teus. Giving learners rules: a study into the effect of grammatical instruction with varying degrees of explicitness. *Interlanguage Studies Bulletin* (Utrecht), **7**, 1 (1983), 71–100.

In this study the operational validity of Krashen’s teaching suggestions, based on his theoretical views on ‘learning’ and ‘acquisition’, is critically appraised. Krashen’s denial of an intersection between the two kinds of knowledge is reviewed; the purpose of the experiment conducted was to verify the assumption that his dual-factor position with respect to second-language development is untenable in the context of secondary school instruction and EFL teaching in the Netherlands. An alternative view was taken, holding that there might be an ‘interface’ between the two kinds of competence. Pupils knowledge gathered in an ‘implicit’, ‘acquisition’-type course was contrasted with the knowledge of pupils who followed an ‘explicit’ course featuring grammar as a crucial component. It was hypothesised that spontaneous language tests administered at the end of the first year would show up a difference in favour of the ‘explicit’ method. Tests elicited four grammatical items, the *-ing* form, *do*-support, SVO-order and the third person singular *-s*. Whereas with regard to the first two items hardly any distinction between the contesting groups’ scores was established, tabulations of performance on SVO-order and the 3rd person *-s* turned out to the advantage of the group(s) who followed the ‘explicit’ method. Though it seems premature to attribute this outcome to the less complex character of the items responsible for this difference, such a proposal might be worth further examination. Cogent reasons for rejecting the ‘implicit’ method cannot be derived from the results, but since the ‘implicit’ group seemed to be somewhat dissatisfied with their method, and considering the fact that many teachers in the area concerned prefer an ‘explicit’ approach, practising grammar seems to get some support from evidence provided by

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the HAVO/VWO learners. Moreover, results on two of the structures, at least, pose problems for Krashen's theory supporting implicit presentation of the target language.

84–583 Willis, Jane. 101 ways to use video. *ELT Documents* (London), **114** (1983), 43–55.

Video is a teaching aid, not an end in itself. It adds a further dimension (moving picture and synchronised sound) to aids and materials already used. Thus many teaching techniques and classroom activities can be used with minor adaptations with video materials. There is a tendency for video to be used without specific learning aims in mind.

A framework in the form of a chart is drawn up for establishing the potential roles of video in the ELT classroom. It links general language-learning objectives in its upper section with suitable activities involving video in its lower section. [Some examples are worked through with the chart.]

Students' attitudes to television will need to be changed if video is to be a useful aid: video must be marketed to students as a learning tool.