

Language learning and teaching – theory and practice

THEORY AND PRINCIPLES

85–154 Abe, Danièle and Gremmo, Marie-José. Enseignement/apprentissage: vers une redéfinition du rôle de l'enseignant. [Teaching/learning: towards a redefinition of the role of the teacher.] *Mélanges Pédagogiques* (Nancy), 1983, 103–17.

This article studies the ways in which the tasks which make up any teaching/learning system are distributed in three different kinds of organisational structure. The first is the traditional classroom-group-teacher kind, exemplified at the CRAPEL by evening classes for adults. The second is the self-directed group, where the basic infrastructure is provided by the CRAPEL but where the learners work without a teacher. Thirdly, there is the self-directed learning scheme, where individual learners come for counselling and materials but work at home.

These three structures are compared and contrasted and it is shown that none of the tasks or roles in question belongs necessarily to the 'teacher' or the 'learner', and that the learner can in fact carry out all those tasks which have been traditionally regarded as being exclusively part of the teacher's role.

85–155 Abegg, Birgit. Wie kann eine wirtschafts- und praxisbezogene Fremdsprachenschulung optimal erfolgen? Möglichkeiten anhand des IHK-Prüfungsangebots und des betriebsinternen Unterrichts am Beispiel einiger bundesdeutscher Unternehmen. [How can practical language training for commerce and industry be best achieved?] *Die neueren Sprachen* (Frankfurt am Main) **83**, 1 (1984), 49–69.

German industry increasingly requires well-trained and experienced staff who are able to cope with both the technical and commercial problems of their specific trade. Most companies are in one way or another involved in exports – i.e. they deal with foreign languages, whether this be verbally or in writing. The industrial use of foreign languages in Germany is undergoing a remarkable change: companies no longer find it sufficient for their employees to present school or university certificates; they expect additional practical experience and/or offer language training on their own premises designed to cope with the specific requirements of their trade. German Chambers of Commerce and Industry increasingly respond to this demand by offering language examinations based on business needs. This is an example of a successful co-operation between enterprises and their respective Chambers. The growing number of examinations held shows how much the general value of languages for a career in business is being recognised.

85–156 Apelt, Walter and Kohls, Siegfried. Zu einigen Tendenzen der Fremdsprachenmethodik (Unter besonderer Berücksichtigung von Problemen der Fremdsprachenpsychologie und der Erwachsenenbildung). [Some tendencies in language teaching methodology (with particular regard to the problems of linguistic psychology and adult education).] *Fremdsprachenunterricht* (Berlin, GDR), **27**, 5 (1983), 253–6.

In January 1982 a MAPRJaL conference at the Pushkin Institute in Moscow examined the basic aims and methods used in language teaching, concentrating particularly on language teaching to adults and its psychological foundations. The four main results produced by the discussions were that: (1) any practical work undertaken in the field of language teaching methodology should have an interdisciplinary basis; (2) a schematic borrowing of the ideas of the so-called ‘basic sciences’ should be avoided; (3) there is no one correct method of teaching languages but there are universally applicable basic approaches and ideas; (4) in classroom practice today, there is still much evidence of traditionalism in the methods used, and these methods are very often one-sided.

The article goes on to classify and discuss the following basic ‘orientations’ in terms of their usefulness and place in language teaching today: the activity-based approach in which language learning depends on activity, both linguistic and mental; the communicative approach with its emphasis on functionalism; the motivational orientation necessary in some form to all successful language teaching; the emotional element which, as a subconscious factor, must always accompany and complement the cognitive or conscious elements; the cognitive element which must always accompany and balance the emotional learning components; the collective orientation, which should be much more widely employed as a classroom method in the form of group work, etc.; the global orientation based on the process of synthesis – analysis – synthesis in language learning and teaching; the audio-visual approach which requires that teaching aids be employed for functional purposes and aims as an integral part of the course; the element of language and background studies.

In addition to the discussion of these various orientations, the problem of intensive language courses was given a great deal of attention. Such questions were raised as the classification of intensive courses, how they should be conducted according to principles of social and group psychology, how conscious and subconscious levels should be activated and balanced in the language learning process, and how methods of suggestopaedia, etc., can be used to activate mental and psychological reserves.

85–157 Bogenschneider, Karl-Günther. ‘Sprachen lernt man in der Volkshochschule.’ Zum Stellenwert des VHS-Fremdsprachenunterrichts – Versuch einer Beschreibung. [‘You learn languages at the adult education centre.’ On the status of modern language teaching in adult education centres – a tentative description.] *Die neueren Sprachen* (Frankfurt am Main, FRG), **83**, 1 (1984), 28–49.

The paper discusses the present status of, and the prospects for, modern language teaching in publicly run adult education centres (*Volkshochschulen*) against the

background of changes since the late 'sixties. The language certificates issued by European adult education associations are described and their resulting effect on classroom teaching is assessed. The latest stage of development of a unit/credit system, the GBS (*Grundbaustein* or basic building block), is analysed. Recent criticisms are reviewed and evaluated and the possible advantages and disadvantages of the proposed examination are weighed up. The didactic implications of the GBS should be judged on their individual merits and distinctions should be made according to target groups and teaching aims as well as between 'major' and 'minor' languages.

85-158 Gschwind-Holtzer, Gisèle. *Compétence de communication.* [On communicative competence.] *BULAG* (Besançon), **10** (1983), 2-18.

Communicative competence consists of several elements: situational competence (the subject's ability to decode the specific social, cultural and psycho-cultural context); interactional competence, which includes the ability to understand and practise the interactive rituals appropriate to the culture and handle the forms, interruptions, silences, etc.; linguistic competence, mastery of the grammatical and phonological system; discursive competence, use of appropriate and effective strategies; and interpretative competence (understanding the communicative intentions of the other). To try to teach full communicative competence in a foreign language is to set a totally unrealistic goal. Greater emphasis should be placed on the interpretative aspect of communication, and on the pleasure and enjoyment to be derived from expressing oneself in a foreign language.

85-159 Hamilton, Mary E. and Barton, David. *Adults' definitions of 'word': the effects of literacy and development.* *Journal of Pragmatics* (Amsterdam), **7**, 5 (1983) 581-94.

This paper investigates the concept of 'word' in adults at various literacy levels. Sixty adults gave definitions of 'word' and judged whether specific items were words, during an interview of metalinguistic awareness. Definitions were analysed in terms of three main dimensions: functions, meaning and units. Definitional form was also noted, as were inaccuracies and misunderstandings of terminology. Differences according to literacy level were less striking than expected from the literature. However, higher readers gave more elaborate references to units and fewer references to written functions. They more often approximated the ideal form in their definitions. The definitions given by adults in this study were compared with data reported for children and this comparison was used to evaluate the developmental theory put forward by Papandropoulou and Sinclair (1974). All levels of response found among children were also present in our data and there was no evidence for a qualitatively different adult response type. This suggests that factors other than development affect definitions of 'word', and the possible roles of literacy, schooling and popular usage are discussed.

85–160 Schröder, Konrad (U. of Augsburg). Fremdsprachenlernen außerhalb der Schule und Fremdsprachenbedarf. [Foreign language learning outside school and the need for foreign languages.] *Die neueren Sprachen* (Frankfurt am Main, FRG), **83**, 1 (1984), 2–13.

[Introduction to a special issue of the journal.] The school system of the Federal Republic of Germany does not cater sufficiently for the teaching of foreign languages. The number of lessons taught has declined and the number of languages available is too small; English is over-represented. At the same time the role of post-school language learning is increasing. Schools should in fact be looking to equip people to learn languages after leaving school – in the context of lifelong learning. Two areas of post-school language learning are briefly discussed and their recent expansion is summarised; these are adult education centres (*Volkshochschulen*) and organisations offering language study holidays.

A brief study of students at three German universities suggests that there is an individually felt need to learn languages which were not taught at school. More broadly based studies should be undertaken in the future to ascertain both individual and institutional needs for foreign languages beyond school.

85–161 Schröder, Konrad (U. of Augsburg). Fremdsprachenbedarf bei Schering: 183 Arbeitsplatzanalysen (unteres und mittleres Management). [Foreign language needs at Schering: 183 job analyses (lower and middle management).] *Die neueren Sprachen* (Frankfurt am Main, FRG), **83**, 1 (1984), 78–103.

A brief summary of the research carried out on the extent and nature of in-company language teaching in the Federal Republic of Germany is given. The rest of the article presents the findings of a questionnaire distributed among employees of the Schering company, of whom 183 answered (a return rate of 61 per cent). Asked to rate the importance of languages for their professional lives, the majority stated that foreign languages were indispensable, while a large minority claimed that languages were important. The subjects were also asked to comment on their experience of language learning outside school: 68 per cent said they had either learned, or improved their knowledge of, a language in this way. The main reasons indicated for 'enjoying' the in-company language classes they attended included 'well qualified teachers', 'easy-going and varied methods', 'having the opportunity to use the language both on business and private occasions' and 'knowing that the foreign languages would help further their professional lives'. A further section dealt with the subjects' self-rating of their capabilities in the following skill areas: listening comprehension, reading comprehension, conversation, taking dictation, free writing, written translation and interpreting. The final section concerns the extent to which the various foreign language skills were used at work. This was quantified in minutes per week.

85–162 Tumposky, Nancy Rennau (State U. of New York). Behavioural objectives, the cult of efficiency and foreign language learning: are they compatible? *TESOL Quarterly* (Washington, DC), **18**, 2 (1984), 295–307.

Behavioural objectives have three crucial characteristics: (1) they must unambiguously describe the behaviour to be performed, (2) they must describe the conditions under which the performance will be expected to occur, and (3) they must state a standard of acceptable performance (the criterion). The justifications for their use in education are (a) goal clarification, (b) facilitation of instruction, (c) facilitation of evaluation, (d) creation of a public record. In fact, there is little empirical evidence to support the hypothesis that objectives facilitate learning or teaching. At best, objectives facilitate learning only in certain instances; they may be similar to ‘advance organisers’ (conceptual frameworks which help a reader relate what is new in a text to what he already knows). ‘Precision teaching’ (which involves the use of performance objectives) is effective with high achievers and field-independent learners only. There is an inherent difficulty in pre-specifying all objectives – they may stifle creativity and innovation on the part of the teacher. On the other hand, some claim that they free teacher and students by permitting alternative ways of mastering skills. Many of the goals of education may be difficult to specify in behavioural terms.

There has been a mixed, but largely negative, reaction to behavioural objectives from teachers of foreign languages [some faulty assumptions are reviewed]. Successful foreign language learning cannot be accomplished by mastering pre-specified, hierarchically arranged, discrete items. There is no fixed body of knowledge which will guarantee ‘mastery’ of a skill. Knowledge cannot always be translated into observable behaviour, nor can everything that is taught be assessed afterwards.

85–163 Murray, Ian (U. Simón Bolívar, Venezuela). New approaches: old problems. *British Journal of Language Teaching*, **21**, 3 (1983), 135–42 and 153.

The most obvious problem with the communicative approach is that it is a descriptive taxonomy of idealised language functions. It assumes that whatever is presented to the learner must be broken up into discrete units, must fit the linguist’s descriptive categories, and will be learnt in the order in which it is presented. This mechanistic view of language learning equates learner intake with teacher input. What is presented is idealised, standardised and decontextualised. The syllabus does not take into account the spontaneity and creativity involved in everyday language behaviour. Problematic areas in methodology include creating authentic learning experiences in the classroom, and roleplay.

Proposals for salvaging the communicative approach include having a loosely structured content-based syllabus which allows for improvisation, following a fluency-based model rather than an accuracy-based one. In such a setting the teacher’s role automatically changes from that of controller to that of facilitator. A relaxed, humanistic atmosphere is created in the classroom. Essential prerequisites for communication are the existence of an information gap, and the total participation of the learner, which entails setting up authentic learning situations in the classroom, i.e. tasks which are meaningful and relevant to the learner. This approach immerses

the learner immediately in the task of communicating the content of his ideas. Focus on content will foster the acquisition of form. The learner should be exposed to the largest volume of input possible. It seems that the learner's own internal syllabus regulates input.

PSYCHOLOGY OF LANGUAGE LEARNING

85-164 Abraham, Roberta G. (Iowa State U.). Relationships between use of the strategy of monitoring and the cognitive style. *Studies in Second Language Acquisition* (Bloomington, Ind), **6**, 1 (1983), 17-32.

This study addresses the question of whether observed differences in the use of the strategy of monitoring (as defined by Krashen) are related to four rather stable cognitive styles. Subjects were 40 Spanish-speaking adults in a university ESL programme. Each subject's use of monitoring was assessed by comparing the degree of correctness he/she demonstrated with respect to one morpheme, third-person-singular *s*, in elicited speech, taken to represent his/her acquired knowledge of the morpheme, and on three writing tasks – fill-in-the-blank, proof-reading, and composition – taken to represent acquired knowledge modified by conscious application of the third-person-singular rule. It was hypothesised that the most monitoring would occur on the fill-in-the-blank test, and the least on the composition. The cognitive styles hypothesised to be related to monitor use were field independence, reflection, flexible control, and preference for processing information by written word.

No significant difference in the amount of monitoring on the three written tasks was noted. Field independence was positively related to the amount of monitoring on all written tasks, and reflection weakly but positively related to the amount of monitoring on the proof-reading task. Implications for further research are discussed.

85-165 Agnihotri, R. K. (U. of Delhi) and others. Predictors of achievement in English tenses – a sociopsychological study. *Indian Journal of Applied Linguistics* (New Delhi), **8**, 2 (1982), 89-105.

Three hundred and fifty-six first-year undergraduates of the University of Delhi acted as subjects for the investigation of the control on the use of tenses in English as a second language in relation to 19 different socio-psychological variables such as sex, socio-economic status, schooling, exposure to English, patterns of language use, attitudes, etc. Achievement in the use of English tenses was seen in terms of 19 variables reflecting different functions of the tenses. A correlation matrix for these 38 achievement and socio-psychological variables was obtained and a step-wise multiple regression was performed on those variables which showed a high correlation ($r > \pm 0.18$, $P < 0.001$) with total achievement. Five variables which turned out to be highly significant were schooling, English marks, course, patterns of language use and stereotypes of English language.

85–166 Altenberg, Evelyn P. and Vago, Robert M. (City U. of New York). Theoretical implications of an error analysis of second language phonology production. *Language Learning* (Ann Arbor, Mich), **33**, 4 (1983), 427–47.

An error analysis approach is used to investigate the second language (English) phonology of two native speakers of Hungarian. The study provides evidence relevant to a number of issues in second language phonology. While evidence for both phonetic (sound) transfer and phonological (rule) transfer is found, there are limitations on what can transfer from the native language to the target language. The analysis also reveals the application of unmarked rules in second language phonology production. These rules occur in neither the native nor the target language. The data are used to approach a substantive characterisation of the notion of degree of foreign accent. The error analysis approach is contrasted with the autonomous system analysis approach; each provides unique information and both must be used together to arrive at a more complete understanding of second language phonology.

85–167 Bogaards, Paul (U. of Leiden). Attitudes et motivations: quelques facteurs dans l'apprentissage d'une langue étrangère. [Attitude and motivation in foreign language learning.] *Français dans le Monde* (Paris), **185** (1984), 38–44.

A critical review of previous theories on the role of attitude and motivation leads to the conclusion that an integrated approach is needed to factors influencing foreign language learning, focusing not on one single isolated factor but on as many as possible, and taking into account their indirect as well as their direct influence.

Four classes of 12-year-olds (95 students in all), studying English as well as French, both compulsory, and one teacher, took part in the study. The school was a comprehensive type in a suburb of a large town in the west of the Netherlands. Factors selected for consideration included: (1) situational – mother tongue, school organisation, teaching materials, approach to teaching, etc.; (2) the pupils – intelligence, personality, sex, previous knowledge of a foreign language, attitudes towards language learning, etc.; (3) the teacher – her expectations of pupils, relationship with the class and the way she taught (pupils were asked to comment on the last two).

Pupils were tested at the beginning and end of the year. Results indicated that pupils' enjoyment of language learning contributed more to progress than did their perception of languages as useful; girls had generally more positive attitudes than boys; teacher expectation and pupil attitudes were the factors most closely related to enjoyment of language learning; intelligence and previous knowledge of languages only influenced the results of the oral comprehension test.

85–168 Carver, David (Scottish Centre for Ed. Overseas, Moray House, Edinburgh). Plans, learner strategies and self direction in language learning. *System* (Oxford), **12**, 2 (1984), 123–31.

The concept of learner strategy is discussed. A taxonomy of learning methodology is proposed within which the highest category is Learning Style: this produces certain kinds of Work Habits, which in turn issue in conscious Plans; finally plans are realised as specific Learner Strategies. Learner strategies can be subdivided into (a) strategies

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for coping with target language rules, (b) strategies for receptive performance, (c) strategies for productive performance, (d) strategies for organising learning [examples]. The growth of learner strategies is of positive advantage in language learning; the teacher can help the learner in this respect by encouraging him/her to formulate conscious plans for dealing with the task of learning. An increased awareness of one's own plan as a learner will help one to generate specific strategies, and will contribute to the self-directed state of mind on the part of the learner which is seen as one of the goals of language teaching. A possible format for a learner plan is outlined.

85-169 Connor, Ulla (Purdue U.). Recall of text: differences between first and second language readers. *TESOL Quarterly* (Washington, DC), **18**, 2 (1984), 239-56.

This article examines the differences between first and second language readers' recall of a written English passage. First, the hierarchical content-structure analysis developed by Meyer (1975) is presented and then discussed in terms of the selected English expository prose text. Next, the results of a reading experiment are presented. In this experiment, adult students from three different language backgrounds, English, Japanese and Spanish, read the passage and wrote immediate recalls. The comparison of the students' recall protocols with the hierarchical content-structure analysis of the passage revealed that the native English speakers in the sample outperformed the students of English as a second language (ESL) in terms of total recall. Yet, unexpectedly, there was no significant difference between these groups in the recall of the high-level ideas of the text. Finally, the article discusses discourse features in the recall protocols, such as 'perspective' and 'pragmatic condition', which are not included in Meyer's system. Recommendations for future research are suggested, and implications for reading instruction are presented.

85-170 Eardley, Malcolm (Hawarden High Sch., Clwyd, Wales). Language study in the sixth form: an attitude survey. *British Journal of Language Teaching*, **22**, 1 (1984), 3-14.

An attitude survey was carried out to discover why pupils at 16+ decide to continue or discontinue language studies to A-level. Pupils were drawn from seven schools (126 boys and 262 girls, reflecting the imbalance of the sexes of FL candidates at 16+). The survey gave support to the arguments most frequently advanced for the decline in the study of languages at A-level – poor careers image, subject 'too demanding'. Many students who discontinue language studies do so from a general disillusionment and dislike of the subject rather than from any one specific reason. The literary emphasis of courses did not, however, act as a disincentive. The answer to the decline at A-level would seem to be not to revise syllabuses at this stage, but in those preceding it. At lower levels, the provision of intermediate courses might help to attract students.

84–171 Gass, Susan and Varonis, Evangeline Marlos (U. of Michigan). The effect of familiarity on the comprehensibility of non-native speech. *Language Learning* (Ann Arbor, Mich), **34**, 1 (1984), 65–87.

This study reports on data collected to investigate the effect of various types of familiarity on native speaker comprehension of non-native speaker speech. The effects of some familiarity variables are discussed: familiarity with topic, familiarity with non-native speech in general, familiarity with a non-native accent in particular, and familiarity with a particular non-native speaker. Results indicate that while the most important of these variables is familiarity with topic, the other variables all have a facilitating effect on comprehension. These findings are discussed as they relate to more general notions of comprehensibility.

85–172 Henning, Grant (American U. in Cairo). Interest factors in second language acquisition. *Indian Journal of Applied Linguistics* (New Delhi), **8**, 2 (1982), 1–10.

In an effort to identify interest-related affective correlates of foreign language achievement, 720 Egyptian secondary school and university students were tested. From this total sample 13 interest factors were identified through use of factor analysis of responses to a 50-item interest questionnaire. Factors were labelled as follows by inference from item-factor loadings: romantic, traditional, adventurous, competitive, humorous, political, caretaker, religious, inquisitive, obsequious, materialistic, health-care, and work-avoidance. A subsample of 120 first-year university students were also tested for pretest–post-test gain in five English skills: vocabulary, grammar, reading comprehension, listening recall, listening comprehension, and the composite. The responses of the final subsample of 16 university students completing all items of all tests were analysed to determine the relationships between patterns of interest and achievement.

Some findings were that the adventurous factor appeared to be highly predictive of overall foreign language learning, and displayed a significant correlation with the learning of grammar. The competitive factor did not appear to be related significantly to language learning. The humorous factor, though negatively related to aural skills, correlated highly with the learning of rules of grammar. The most significant overall predictor was the political factor. The religious, obsequious and materialistic factors showed negative relationships to language learning.

85–173 Papapavlou, Andreas N. and Kenyon, Dorry (American U. in Cairo). Neurophysiological, sociocultural and psychological factors in foreign accents. *Indian Journal of Applied Linguistics* (New Delhi), **8**, 2 (1982), 33–43.

Language teachers have always been concerned with students' inability to acquire a native-like pronunciation and often query the factors responsible for this failure. Is it their teaching methodologies, the influence of the mother tongue, motivation and attitude or simply the age of their students?

This paper presents current explanatory views on foreign accents that can be classified into three major categories: (a) the neurophysiological model (cf. Penfield,

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Lenneberg, Whitaker, Seliger) which claims that the ability to acquire correct pronunciation is directly related to the learner's age (physiological maturation, plasticity and cerebral lateralisation), (b) the sociocultural model (cf. Hill, Brown) which suggests that social and cultural factors (value, need, prestige) determine the role and functions (as well as correctness) of a second language in a given society, and (c) the psychological model (cf. Guiora, Schumann) which proposes that psychological factors (such as personality, ego permeability, empathy, attitude and motivation) are responsible for the successful mastery of a native-like pronunciation.

85–174 Pica, Teresa (U. of Pennsylvania). Adult acquisition of English as a second language under different conditions of exposure. *Language Learning* (Ann Arbor, Mich), **33**, 4 (1983), 465–97.

Claims have been made regarding the differing contributions of formal classroom versus naturalistic settings to second language acquisition (D'Anglejan, 1978; Krashen, 1976; Krashen and Seliger, 1975; Sajavaara, 1981). A study was designed to test such claims by investigating the production of English grammatical morphology by 18 adult native speakers of Spanish under three different conditions of exposure to English L2: (1) Instruction Only, (2) Naturalistic, and (3) Mixed (a combination of 1 and 2).

Effects of the three conditions of second language exposure were revealed in the types of errors produced during individual conversations with a researcher. (1) All subjects made errors of morpheme oversuppliance in inappropriate contexts and morpheme omission in required contexts; however, the former were more prevalent among Instruction Only subjects, and the latter more common among Naturalistic subjects. These differences were statistically significant. (2) The Naturalistic group tended to omit plural-*s* endings on nouns which were premodified by quantifiers. This non-redundant marking of plurality, characteristic of many pidgin speakers, was significantly different from the non-target plural productions of the other two groups. Despite these differences in production errors, statistically high correlations were found among the three groups of subjects with regard to rank order accuracy of grammatical morphology.

Results of the study suggest that different conditions of exposure to English L2 do not significantly alter the accuracy order in which grammatical morphemes are produced. However, as reflected in production errors, different conditions appear to affect learners' hypotheses about the target morphology and their strategies for using it.

85–175 Saville-Troike, Muriel (U. of Illinois at Urbana-Champaign). What *really* matters in second language learning for academic achievement? *TESOL Quarterly* (Washington, DC), **18**, 2 (1984), 199–219.

This retrospective analysis seeks to explain why a group of children who had been matched for English proficiency and socioeconomic status when they started a school year, and who were subsequently taught and tested through the medium of English, differed in their school achievement at the end of that year. Factors considered include relative productive competence in English morphology, syntax and vocabulary;

verbosity; patterns of social interaction; first language performance; and personality factors. Extensive intra-group variability is reported, but several generalisations are drawn which have relevance for ESL curriculum organisation and instructional practice: vocabulary knowledge is the single most important area of second language (L2) competence when learning content through that language is the dependent variable; grammatical accuracy is of little importance to students' immediate academic needs; communicative competence in social interaction does not guarantee communicative competence in academic situations; and the use of the first language (L1) enhances conceptual development, even when it is tested through the medium of the L2.

85-176 Stein, Barbara L. and others (North Texas U.). The use of music and imagery to enhance and accelerate information retention. *Journal of the Society for Accelerative Learning & Teaching* (Des Moines, Iowa), 7, 4 (1982), 341-54.

The purpose of the study was to determine if there is an effect on retention of vocabulary when music and imagery are used to accelerate learning. As background for the study, four brain-functioning theories developed from recent neuroscientific research were explored: right/left cerebral dominance, triune brain theory, taxon and locale long-term memory, and holographic memory. These four theories all suggest that multiple channels of input will increase information retention, and this is reinforced by Lozanov's work. The research utilised three conditions: an experimental condition of music plus imagery, an experimental condition of music only, and a non-treatment condition. All subjects received a pretest of vocabulary words identical to the post-test and a list of the defined words to study. Subjects in the music-plus-imagery group heard Handel's Water Music, and the experimenter read the words aloud. Subjects in the music-only condition heard the same music. Control group subjects did not hear music or the words read aloud. Analysis of covariance revealed a significant difference on the immediate criterion test for the music-only condition. On the delayed criterion test, analysis of variance revealed a significant positive difference for each of the experimental conditions over the control group. It is suggested that brain-functioning theories be incorporated into teacher education.

85-177 Stevens, F. (Concordia U.). Comprehension and production strategies in L2 acquisition. *Bulletin of the CAAL* (Montreal), 5, 2 (1983), 225-44.

The aim of this study was to determine whether strategies employed by second language (L2) learners were the same as those found among native speakers of French in specific comprehension and production tasks. Subjects came from four French immersion (FI) classes in Montreal. The research compared these children (7-13 years old) with francophones of the same age in Geneva. The research design permitted comparison of children who had spent different amounts of time in FI (4 to 6 years), and to compare children who had had one year of FI but had begun at different levels. The experiments were two aural comprehension tasks concerning word order, and an oral production task concerning verbs.

Results showed that there is a significant difference in the processes underlying

comprehension strategies and production strategies. The former are directed towards interpreting specific language structures whereas the latter are aimed at generating language from perceptions or to express concepts and ideas. The primary orientation in comprehension is linguistic; in production, cognitive. Children learning a second language employ many of the same strategies used by children acquiring that language as L1, but are able to use additional knowledge from having acquired their mother tongue. [Pedagogical implications are discussed.] With regard to the optimal age for beginning to learn an L2, in this study the 13-year-olds with one year of FI were far more knowledgeable in using strategies effectively than 7-year-olds who have spent the same amount of time in FI; indeed, the 13-year-olds compared favourably with 12-year-olds with 6 years of FI.

85–178 Tarallo, Fernando and Myhill, John (U. of Pennsylvania). Interference and natural language processing in second language acquisition. *Language Learning* (Ann Arbor, Mich), **33**, 1 (1983), 55–72.

This paper reports the findings of a study of the acquisition of relative clauses in Chinese, Japanese, Persian, German and Portuguese by first- and second-year students of these languages with English as their first language. Various structures were tested with the aim of separating the features of interlanguage which may be attributed to first language interference from those which may be explained as being universal to second language acquisition. Among these structures were use of resumptive pronouns in the relative clause, deletion of relativisers, stranding of prepositions, deletion of prepositions, and pied-piping structures. In line with the work of Gass and Ard (1980) and Hyltenstam (1981), the present paper examines the explanatory value of the accessibility hierarchy of Keenan and Comrie (1977) as applied to the ease or difficulty of the acquisition of relativisation of various syntactic types, and expands this study by including data from the acquisition of relative clause types not examined in previous works. Also tested were structures involving different strategies for the parsing and recognition of relative clauses, in order to determine which are employed most frequently and most successfully by second language learners, and structures with correct and incorrect deletion of prepositions, in order to see whether the loss of information involved would be a constraining factor.

The main focus was on learners' ability to recognise grammaticality in relative clauses in the target languages. The results showed that many of the errors could not be explained in terms of L1 transfer but rather should be seen as natural processes of language acquisition. These processes could be included in and described as an integral part of the interlanguage grammar. [Table summarises the main results by listing the possible candidates for interference versus natural language processing factors.]

85–179 Tollefson, James W. and others (U. of Washington). The Monitor model and neurofunctional theory: an integrated view. *Studies in Second Language Acquisition* (Bloomington, Ind), **6**, 1 (1983), 1–16.

The acquisition–learning distinction is the foundation for much current research in second language acquisition (SLA), yet we lack an analysis of the applicability of this distinction to the whole of the SLA process, including input, storage, retrieval and performance. This article details the meaning of the acquisition–learning distinction in the Monitor model and neurofunctional theory. It is argued that the two models provide complementary accounts of different components of the SLA process, with the Monitor model employing the acquisition–learning distinction in an analysis of input and performance, and neuro-functional theory using the distinction to describe the formation of linguistic knowledge. Thus an integrated SLA model is proposed that carries the acquisition–learning distinction to all components of the SLA process and that incorporates the main elements of the Monitor model and neurofunctional theory.

85–180 Tollefson, James W. and Finn, James T. (U. of Washington). Fossilisation in second-language acquisition: an inter-model view. *RELC Journal* (Singapore), **14**, 2 (1983), 19–34.

This article details the explanatory value and inadequacies of three main categories of models proposed to explain fossilisation in second language acquisition: interactional models, acculturation models, and biological models. Difficulties with existing accounts of fossilisation are due to their failure to distinguish two types of fossilisation. Such a distinction is proposed here, along with a change in the terminology of research on fossilisation. Fossilisation itself is a permanent phenomenon determined by biological factors internal to the learner; it is therefore inappropriate to talk of ‘defossilisation’. ‘Jellification’, on the other hand, refers to cessation of learning as the result of social, psychological and interactive variables, and is not necessarily permanent. Resumed IL (interlanguage) learning may be termed ‘dejellification’. Jellification is determined by a combination of internal and external factors.

85–181 Vann, Roberta J. and others (Iowa State U.). Error gravity: a study of faculty opinion of ESL errors. *TESOL Quarterly* (Washington, DC), **18**, 3 (1984), 427–40.

A survey was carried out on 164 faculty members of various disciplines at Iowa State University to find out how they rated various typical ESL sentence-level written errors. Background information questions ascertained age, native language, academic qualifications, sex, rank, number of foreign students taught in the previous year, etc.

Respondents viewed word order errors as least acceptable, and spelling errors as most acceptable. The more ‘foreign’ the error, the less it will be tolerated by native speakers. Respondents were more accepting of errors commonly made by native speakers of English (spelling, common splices, pronoun agreement) as well as errors in areas where English is most ‘idiosyncratic’ (articles and pronouns). Least acceptable errors were global and/or relatively rare violations by native speakers

(word-order, *it*-deletion, tense, relative clause errors, word choice). Respondents were consistent in their judgements at least half the time, the most consistent being the least tolerant. The least tolerant group was the 45- to 54-year-old category, the most tolerant the 55-year-old and older group, with the next most tolerant the 34-year-old and under group. Faculties in the area of science and engineering were less tolerant than those in social sciences, education and humanities.

RESEARCH METHODS

85–182 Baker, Colin (University Coll. of N. Wales, Bangor) and **Hinde, John** (U. of Lancaster). Language background classification. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), 5, 1 (1984), 43–56.

The classification of individuals into groups with similar language backgrounds is considered. The use made of language background questionnaires is analysed and three criticisms offered. These criticisms concern: first, the varying nature and range of questions used; secondly, the inclusion of indirect language background questions, suggesting a distinction between the concepts of functional bilingualism and language background; and thirdly, previous methods of categorisation of individuals into groups using language background scores. Cluster analysis is suggested as a method of solving the problem of categorisation. Consideration of approaches to cluster analysis appears to recommend latent class analysis as the preferable method due to its ability to include missing data and its probabilistic structure. As an example, an analysis of the language background of 192 nine- and ten-year-olds is presented using the latent class model. The three-group solution is profiled, suggesting the existence of one Welsh group, one English group, and one group who use both languages, English in some contexts, Welsh in other contexts.

85–183 Cavalcanti, Marilda (U. of Mexico). Tapping pragmatic comprehension problems in FL reading through verbal protocols: a case study. *Journal of Applied Language Study* (Weybridge, Surrey), 1, 2 (1983), 134–48.

The paper is based on research in the pragmatics of FL reader–text interaction, focusing on key lexical items as the source for the location of potential problems. One of four case studies is discussed which looked into the reading process from the reader's point of view. The aim is to draw up a preliminary framework for the identification of pragmatic comprehension problems (and strategies to resolve them) in FL as compared with LI reading. An introspective technique for data collection was used – verbal protocols, i.e. the subject is required to read silently and think aloud when realising the occurrence of pauses in the reading process, which occur in potential problem situations. A training phase is given. The subject was a Brazilian postgraduate student who had been studying in England for two years, who was a confident reader though not proficient in other language skills. The texts selected were introductions to academic papers from political studies journals, one in English and one in Portuguese. They were analysed as to their rhetorical organisation at the macro

and micro levels. Each pause in the protocols was approached as a potential problem. 'Problems' and 'comments' were identified and coded as 'contingent', 'tactical', 'modal' or 'ontological'.

It was found that there was no difference in style of reading in LI as compared with FL. Within the pauses, there were more 'problems' than 'comments'. Pauses seem to represent potential spots where integration of ideas occurs. This is a phase in the reading process where text linearity is re-ordered and information is cross-connected.

85-184 Deulofeu, José (U. of Aix-Marseille II). *Sur les fondements empiriques de la recherche en syntaxe du français*. [Concerning the empirical bases of research into French syntax]. *L/NX* (Paris), **10** (1984), 57-74.

Data-based research is foreign to the French tradition; recently some progress has been made in sociolinguistic studies but little in the description of 'real speech', despite the collection of large corpora. Theoretical discussions [references] call on or reject authentic vernacular forms, such as relative pronoun usage of the sort 'le kangarou dont j'ai assisté à la naissance'. Even educated speakers in formal situations break the 'rules' [parallel examples], which can be attributed to a standard French resulting from the interference between historical change and the intervention of institutionalised 'authorities' that rely on logical or functionalist prejudices.

It is suggested that field linguists should perfect elicitation and selective listening techniques and that a central data-bank, with normalised transcription and a generally accepted, simple classificatory system, should be set up. This will yield more delicate and precise statements of the norms for different communicative settings. Phenomena which at present seem marginal may take on some importance; for example, verbal complements may differ in form according to the clause-types in which they occur (*c'est la serviette que je me suis essuyé v. je me suis essuyé avec la serviette*). Certain relative pronouns will be seen as markers of an undefined relationship with an antecedent. One may be able to set the limits of grammaticality in an empirical way. Familiarity with data will develop in the researcher an intuition differing from the one resulting from the knowledge of an idealised standard.

85-185 Long, Michael H. (U. of Hawaii at Manoa). *Process and product in ESL programme evaluation*. *TESOL Quarterly* (Washington DC), **18**, 3 (1984), 409-24.

Most programme evaluations are product-orientated, i.e. they focus on what a programme produces, chiefly in terms of student learning. They cannot distinguish among the many possible explanations for the results they obtain. Though necessary, they are not sufficient on their own, but should be supplemented by process evaluation. This is the systematic observation of classroom behaviour with reference to the theory of second-language development which underlies the programme being evaluated. Data are collected, for example, by video- or audio-taping a proportion of lessons, coding certain features and comparing the relative frequencies of these features in two kinds of class. [Comparison with Scriven's 'formative' and 'summative' evaluation.]

Classroom-centred research can contribute to the design of process evaluations. Topics already investigated include teacher feedback on learner error, teacher questions, turn-taking systems, etc. Process evaluations document what is actually going on in the classroom, as opposed to what is thought to be going on.

85–186 van Els, Theo and others. Research into foreign language needs: a memorandum and research guide elaborated at the International Seminar, Bergen Dal/Nijmegen (The Netherlands), 4–6 October 1982. *Die neueren Sprachen* (Frankfurt am Main), **83**, 1 (1984), 104–8.

Many questions concerning research aims, design and implementation were highlighted. Research scholars from different disciplines should work together. Different purposes behind assessment mean different choices in research design. If the purpose is educational change, other factors such as political/social obstacles need to be taken into consideration. Most projects so far have aimed at implementation in the field of educational planning. A plan for implementing the findings should be laid down beforehand. Research which aims to contribute to the development of new foreign language teaching programmes requires data collected at a number of different measuring points; evaluation and monitoring should at all times be possible. Research formats are extremely diversified; uniformity in, say, formulation of questions about the respondent's language use would be a great asset. Language use is often probed in a rather superficial way: opinions rather than actual language use are recorded.

As well as agreeing on the need for more and better needs research, it was concluded that teachers and policy-makers should be made more familiar with needs research. Three issues were agreed in which international co-operation would play an essential part: (1) special attention should be devoted to the existence of ethnic minorities, especially large groups of migrants in Europe; (2) a review of foreign language education in various European countries with a view to developing national educational policies which also take account of the international setting; (3) international exchange of research findings and experience should be promoted.

ERROR/CONTRASTIVE ANALYSIS

85–187 Bryant, William H. (Western Washington U., Bellingham). Typical errors in English made by Japanese ESL students. *JALT Journal* (Takamatsu-shi, Japan), **6**, 1 (1984), 1–18.

There are several kinds of errors in English which Japanese ESL students often make: (1) interlingual (i.e., mother-tongue, or L1) errors; and (2) intralingual (or L2) errors, which are usually the result of misinterpretation and of syntactic overgeneralisation. While most errors committed are L2 errors, it is the L1 errors which most hinder communication. Based on a survey of L1 and L2 errors contained in some 200 English essays written by Japanese ESL students, this study seeks to identify those English structures (morphological, syntactic, semantic and stylistic) which present special difficulties for Japanese ESL students.

Interlingual errors are: (a) omission of definite and indefinite articles, (b) no singular/plural differentiation, (c) incorrect inflection of the verb, (d) incorrect verbal aspect, (e) incorrect use of impersonal *it*, (f) omission of locative preposition, (g) incorrect subjective complement, (h) unnecessary emphasis, (i) unidiomatic reversal of negative clause, and (j) misplacement of *I think* judgemental clause. Intralingual errors are: (a) incorrect verb tense, and (b) incorrect use of the *s*-genitive.

85–188 Dušková, Libuše (Inst. for the Czech Language, Czechoslovak Academy of Sciences, Prague). Similarity – an aid or hindrance in foreign language learning? *Folia Linguistica* (The Hague), **18**, 1/2 (1984), 103–13.

In the early days of contrastive analysis, learning problems were expected to be greater, the greater the difference between two languages. A high degree of similarity can also cause difficulty, while a high degree of dissimilarity can be helpful in freeing the learner from the framework of his mother tongue. On the receptive level, similarity is helpful in so far as cognate words save effort in learning vocabulary. But if their meanings in the target language have diverged from those of the mother tongue they may present difficulties, even on the receptive level. The facilitative effect of similarities is enhanced by the use of indirect methods in teaching, but minimised with direct methods.

Errors made in two target languages by learners with the same mother tongue (Czech) are compared, one of the languages (Russian) being cognate (closely related), the other (English) not. The close relationship between Czech and Russian is generally assumed to be highly facilitative for Czech learners of Russian, but research shows that whereas with English the main source of morphological errors is intralingual interference from English, with Russian there are three sources: interference from Czech, combined interference from Czech and Russian, and intralingual interference from Russian. The first two sources of error appear to be specific to a closely related target language. The high degree of similarity between Czech and Russian seems to give rise to much uncertainty in the use of Russian by Czech learners. This uncertainty is resolved either by following the patterns of the mother tongue or by some analogy within the target language, so that errors are made in both directions. This shows the fallacy of one of the principles of contrastive analysis, viz. that no teaching is necessary where the target language has the same structure as the mother tongue. In fact, teaching seems to be necessary at all points, because the learner cannot know, without being taught, whether a point is similar or different.

TESTING

85–189 Connors, Kathleen (U. of Montreal). Performance measures in L2: classification and correlations. *Bulletin of the CAAL* (Montreal), **5**, 2 (1983), 117–41.

Basing research on 23 teenage Canadian anglophones in French 'late' immersion programmes, an attempt is made to discover whether the dichotomy between

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'grammatical' and 'communicative' competences, or something analogous such as the degree of detail, can explain why different language measures often diverge in their evaluation of student performance.

Various text types were devised to give a four-way measure on a scale representing more or less grammaticality against more or less detail. These tests are described and justified. Thirty-one measures were eventually produced and Pearson correlation coefficients between them were established. The correlation matrix produced showed no warrant for the hypothesis that measures might be grouped according to two obvious criteria alone, but relations among different types of measure became clearer. An evaluation that was both grammatical and communicative correlated highly with measures of different types. The self-evaluation by pupils correlated with 11 measures showing that self-assessment is a useful device; rate of speech correlated with 14 other measures, but the cloze test results correlated only with the tests of grammatical correctness, suggesting that they do not portray a global language proficiency.

85–190 Davies, Alan. Computer-assisted language testing. *CALICO Journal* (Provo, Utah), 1, 5 (1984), 41–2 and 48.

At present, CALL (computer-assisted language learning) exercises appear to be more of a testing than of a teaching type, though it is by no means certain that we know what to do. What benefits there are are limited. The three areas where CALL seems of interest in connection with testing are: (1) self access/learner-related testing in which entry points to a given population of items (e.g. a grammar test or a set of reading comprehension tests) can be swiftly determined. (2) The use of redundancy (both deletion and addition) in which a range of cloze and reading-speed tests can be called up with built-in within-text, as well as between-text, grading. Clozentropy, the group-related method of close scoring, is a special case of this type of testing. (3) Diagnostic testing (of grammar, vocabulary, common errors, etc.), combining delicate grading as well as the repeated testing of parallel item tokens of the same type. Diagnostic testing has to date been highly desired but somehow unattainable – a sort of pseudo-procedure. It does seem now that through CALL, a large enough item-bank memory, and a swift enough access can produce reliable and valid diagnostic instruments.

85–191 Ford, Cecilia E. (U. of California, Los Angeles). The influence of speech variety on teachers' evaluation of students with comparable academic ability. *TESOL Quarterly* (Washington, DC), 18, 1 (1984), 25–40.

This study considers teachers' evaluations of students who perform equivalently in written academic work but who have distinct speech varieties. Stimulus materials to which teachers were asked to react were collected from third and fourth graders in schools in the Southwest of the United States. The materials included speech samples (some of which exhibited Spanish-influenced English and some of which did not) and writing samples which exhibited no Spanish influence. Forty teachers evaluated paired speech and writing samples, assuming that each pair had been produced by one and the same student. In fact, the writing samples had been independently evaluated as

equal before they were paired with the speech samples, half of which exhibited Spanish influence.

In their evaluations, all teachers favoured the non-Spanish-influenced speakers despite the evidence of comparable written work. Length of teaching experience and teacher ethnicity did not significantly affect the degree of directionality of differences in the teachers' rating of the speech groups. However, in evaluating social status, the teachers who spoke Spanish as a first language showed significantly less difference between their ratings of the two groups than did the other teachers.

This study offers evidence that, due to the stereotyped expectations of teachers, Spanish-influenced English speakers are at a disadvantage in schools in geographic areas of the United States where there are large Hispanic populations. This evidence is also of relevance to other parts of the world where linguistic prejudice may exist. The findings further suggest that a teacher's first language may affect that teacher's perception of students who speak distinct speech varieties.

85-192 Hale, Gordon A. (Educational Testing Service) and others. Effects of test disclosure on performance on the test of English as a foreign language. *Language Learning* (Ann Arbor, Mich), **33**, 4 (1983), 449-64.

Specially constructed 'disclosed TOEFL forms' were made available to students in intensive English language programmes. Later the students were administered a special TOEFL consisting of items from those disclosed forms as well as a TOEFL consisting of items to which they had not been exposed. Scores on the former test were found to be greater than those on the latter, indicating a 'disclosure effect' - i.e., showing that the students studied and recalled specific items from the disclosed forms.

Some items in the disclosed forms were to be discussed in class by the students' language instructors before the special TOEFL, and a relatively large disclosure effect was observed for these items. Nevertheless, a significant disclosure effect was also observed for items not discussed in class, indicating that the students studied the disclosed forms on their own initiative.

While some students were given six disclosed forms to study, other were given 12 forms, and the disclosure effect was found to be more pronounced for the former group than the latter. Apparently, if students must cover a relatively large number of forms in order to be exposed to all items that will appear on a later test, they will be less likely to benefit from disclosure than if they need cover a smaller number of forms.

85-193 Homburg, Taco Justus (U. of Utrecht). Holistic evaluation of ESL compositions: can it be validated objectively? *TESOL Quarterly* (Washington, DC), **18**, 1, (1984), 87-103.

The purpose of this study is to capture what it is that trained ESL composition readers do when evaluating essays. Using a sample from 3,512 compositions written as part of the Michigan Test of English Language proficiency, the holistic judgements of markers are compared with results obtained on a variety of objective measures: (a) of length, (b) of syntactic complexity and (c) of error. Three bands of results are compared around the middle of the marking scale and tables of descriptive statistics

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given. Some measures distinguish equally across all three grades, but most tend to associate two of the grades closely together. To determine the relationship between them, three statistical analyses were run on the data, namely: one-way analysis of variance; orthogonal comparisons; stepwise discriminant analysis. Results show that 84 per cent of the variance among the three bands was accounted for by five measures: second-degree errors per T-unit; words per sentence; dependent clauses, co-ordinating conjunctions, and error-free T-units per composition. Readers seem to apply these measures on a funnel model using gross estimates first and then narrowing down to finer distinctions. Holistic evaluation by trained readers is shown to be adequately reliable and valid.

85–194 Lowe, Pardee, Jr. (US Interagency Language Roundtable Testing Committee). The ILA oral interview: origins, applications, pitfalls, and implications. *Unterrichtspraxis* (Philadelphia, PA), **16**, 2 (1983), 230–44.

The Oral Interview test devised by the Interagency Language Roundtable (ILA) is described. It was adopted by the US State Department in 1956 but hardly known beyond government agencies until 1978. As an integrative test of proficiency, eliciting functional oral language from the candidate, its wider potential for business, schools and academia is now recognised, and it has been revised with this extended constituency in view by the American Council of the Teaching of Foreign Languages (ACTFL).

The current nine-level rating scale is presented in full and the terminal performance of candidates at each level defined. Six levels from 0 to 5 are recognised and defined in terms of functions, content and accuracy. The top of the scale is educated native speaker performance. Validity is secured by testing job samples of language in simulated real-life situations. Inter-rater and intra-rater reliability is secured by thorough training of examiners; lack of such training lays the system open to misuse and misconception. If this can be avoided, it promises to offer a valid and accurate measure of practical oral proficiency of benefit both to government and academia, not least by virtue of the fact that it provides both with a common scale to which teachers could orient their teaching.

85–195 Portal, Matthew. The APU testing programme in foreign languages. *Modern Languages* (London), **65**, 2 (1984), 95–103.

The article describes the work of the Assessment of Performance Unit of the Department of Education and Science and the tests devised by the National Foundation for Educational Research to monitor the achievement of British students of French, German and Spanish at age 13. In the 1983 survey, listening, reading, writing and speaking were all tested using five different tests in each mode. The tests have to follow communicative testing practice but be compatible with clear-cut scoring and evaluation procedures. The tests are described in detail and they are justified by the results of the first main survey. They successfully combine communicative techniques with non-punitive marking applicable across the 13-year-old ability range, when over 80 per cent of pupils are still studying foreign languages.

85–196 Shohamy, Elana (Tel Aviv U.). The stability of oral proficiency assessment on the oral interview testing procedures. *Language Learning* (Ann Arbor, Mich), **33**, 4 (1983), 527–40.

The paper first discusses the complexity of measuring oral proficiency in communicative situations. The difficulty is due to the large number of variables, linguistic and social, which interact with one another. It then reports on a study which examined the stability of the assessment of oral proficiency on the oral interview test. Students of Hebrew as a foreign language underwent four administrations of different versions of that test. The administrations differed from one another by the occasion, the interviewer, the speech style, and the topic. Results from the analysis indicated that the different speech style and topic significantly affected students' scores on these tests while the occasion and the interviewer did not. The correlational analysis between pairs of tests pointed to low reliability and lack of stability of the tests, especially when two variables (i.e. occasion and tester) interacted. The results call for use of caution when decisions about individuals are made based on administration of communicative tests, for a need to identify sources of error in communicative tests, and for drawing stringent guidelines for the use of such tests.

CURRICULUM PLANNING

85–197 Muckle, J. Y. and Partington, J. A. (U. of Nottingham). Modern languages and the curriculum – what headteachers think. *British Journal of Language Teaching*, **21**, 3 (1983), 145–50.

It is widely held that school curricula are determined at school level, so 11 selected schools of various types were sampled to see what considerations influenced the headteachers' policy of provision of modern language teaching. A paper based on the replies was sent to 41 other schools for comment by headteachers.

On the whole headteachers were interested in and concerned about FL teaching. Non-linguist heads were if anything more flexible and adventurous. Heads were for the most part well informed. Many expressed concern that the study of languages was declining but did not see the problem as very urgent. It seems that little pressure is brought to bear on schools by local education authorities, the Inspectorate or other outside agencies. German was increasingly regarded as important. In a school where German was the first foreign language, there were as few takers for French as FL2 as for any other FL2. If parents have any clear wish, it is for *one* FL, not necessarily French. Choice of an unusual policy or less commonly taught languages could be carried off by vigorous commitment by the school and the head. Not surprisingly, heads regard the quality of teaching as crucial. This might be the chief reason for the choice of one language rather than another.

COURSE/MATERIALS DESIGN

85–198 Keller, Gottfried. Grundlegung einer neuen Kulturkunde als Orientierungsrahmen für Lehrerbildung und Unterrichts praxis. [The development of a new type of cultural studies as a framework for teacher training and classroom practice.] *Neusprachliche Mitteilungen* (Berlin, FRG), **36**, 4 (1983), 200–9.

A discussion of the design of a language-teaching programme which is based on practical classroom needs and tries to achieve greater integration between theory and practice than methods hitherto employed. A cultural-studies-based programme is of greater educational and motivational value than a skills-based programme; a sociological framework is therefore chosen as a basis for the programme design. The learning aims are: cultural competence, communicative competence, readiness to co-operate with members of foreign cultures, and the development of the ability to look critically at one's own and foreign cultures. These aims are realisable only within the context of a model of society which incorporates the essential elements of social systems. The social model suggested here [diagram] is based on behaviourist and functional models and selected elements of the Marxist model.

With the social model as a framework, the language acquisition process should be combined with a cultural-studies course to give the learning process meaningful content. Suggestions are made for items and teaching materials to be included in the cultural-studies course at various levels from beginners to advanced. Also set out in detail is the suggested content for an appropriate teacher training course. The effects of integrating research, teacher training and classroom practice in this way are discussed. A table shows, in simplified form, how the content of the teacher training course may be structured to meet the various demands of the classroom course at various levels. The aim of such a cultural-studies-based language programme is to move away from one-sidedness in language studies towards integration with other disciplines and to promote greater inter-cultural understanding.

85–199 Underwood, Jean D. M. (Derbyshire Computer Centre) and **Underwood, Geoffrey** (U. of Nottingham). Computer-assisted learning in reading: adapting software to classroom needs. *Reading* (Sunderland), **18**, 2 (1984), 89–97.

Some ways are outlined of tailoring available microcomputer software to the needs of individual teachers. Programs can be used to aid the development of reading ability – each of the three major subskills of word identification, anticipation and integration can be developed separately. (All the specifications are for programs written in the dialect of BASIC in operation on the BBC micro.)

Simple modifications are demonstrated using the language-development program *Wordhouse*, in which the child joins two words together to form a compound third word. Modification is only worthwhile if it enhances the usefulness of the program, either by removing undesirable aspects or by extending the range of pupils or subjects covered.

TEACHER TRAINING

85–200 Delson-Karan, Myrna. A three-dimensional approach to evaluating teaching performance. *Canadian Modern Language Review* (Toronto), **40**, 3 (1984), 414–28.

This article presents an innovative system for the evaluation of second-language teaching. Assessment forms, developed in a research project by the author, give a three-dimensional view of a teacher's performance as seen by: (1) the supervisor; (2) the teachers themselves; and (3) the students of the teacher. The background of the study is explained. Copies of the forms are then provided. The originality of this system lies in the following. (i) It is the only existing three-dimensional system to evaluate teaching performance. (ii) The forms are easy to use, since unlike many previous observational systems, they require no special training for their implementation. (iii) It contains a student-reaction questionnaire, rarely found in observational systems, that is specifically geared toward second-language teaching, and that can be used both at the secondary and university levels. (4) It evaluates verbal and non-verbal behaviour. (5) It provides a means of assessing teaching performance both objectively and subjectively.

85–201 Gebhard, Jerry G. (Teachers' Coll., Columbia U.). Models of supervision: choices. *TESOL Quarterly* (Washington, DC), **18**, 3 (1984), 501–14.

Supervision of teachers is an important part of both pre-service and in-service teacher education programmes. Teacher educators have a wide choice of supervisory behaviours which they can use in the process of training second-language teachers, but many limit themselves to the same reasons for doing supervision and the same supervisory behaviours. This article illustrates how limiting some styles of supervision can be, and in exploring alternative ways that supervision can be done encourages teacher educators to experiment in their use of supervisory behaviours. Five models of supervision are discussed: (1) directive, (2) alternative, (3) collaborative, (4) non-directive and (5) creative.

(1) Directive supervision is the model most commonly used. The supervisor's role is to direct and inform the teacher, model teaching behaviours, and evaluate the teacher's mastery of defined behaviours. This model gives rise to problems concerning (a) the way the supervisor defines 'good' teaching, (b) negative humanistic consequences, such as lowering self-esteem, and (c) who takes the ultimate responsibility for what goes on in the classroom. (2) Alternative supervision means that the supervisor's role is to suggest a variety of alternatives, which can reduce the teacher's anxiety over what to do next, while still keeping the responsibility for decisions with the teacher. (3) Collaborative supervision means that the supervisor works with teachers but does not direct them. They work together to solve problems. (4) Non-directive supervision means giving an 'understanding response', which relates how the supervisor has understood the teacher's comments. This helps teachers to clarify their ideas, though it can sometimes make them feel anxious. (5) Creative supervision allows freedom to use any of these models or behave in any other way, such as shifting supervisory

responsibilities to another source or applying insights from other fields (e.g. observation systems or neurolinguistic programming [NLP]).

85–202 Porquier, Rémy (U. of Paris X) and **Wagner, Emmanuèle** (U. of Paris III). *Etudier les apprentissages pour apprendre à enseigner*. [Study learning in order to learn how to teach.] *Français dans le Monde* (Paris), **185** (1984), 84–92.

In order to teach, teachers need to know how learners learn. Study of a third language, i.e. not that to be taught later nor the teacher's own, and keeping a diary charting progress, is useful. The teacher or teacher-to-be is of course an atypical learner, but the value of the exercise resides in the bringing together of the two roles. Also helpful is analysis of students' work and students' errors, and of the learning strategies they adopt.

Not only does this kind of study of the learning process foster a better understanding of the target language and a greater awareness of how languages are learned in the future teacher, it also leads towards a new concept of teacher training, one which is itself functional and communicative.

TEACHING METHODS

85–203 Acton, William (U. of Houston). *Changing fossilised pronunciation*. *TESOL Quarterly* (Washington, DC), **18**, 1 (1984), 71–85.

This article describes an approach for dealing with the pronunciation of advanced ESL learners who may be relatively fluent but who remain quite inaccurate. Their pronunciation is often thought of as being 'fossilised' (Selinker, 1972), highly resistant to change. The approach described was designed for foreign professionals, many of whom had been in English-speaking environments for years. None the less, the general framework and the method involved are applicable in many contexts. For such fossilised learners, traditional pronunciation methods are often ineffective. A successful, somewhat unorthodox, teaching programme that draws on research from several disciplines is outlined. The programme is a 48-hour course, which meets once a week for four hours, a two-hour seminar and two hours of small group work. 'Homework' of six to eight hours is also set. Foreign professionals often seem inflexible, so preparing and encouraging them to change is essential. The most important learning must go on outside the class. Constant attention is given to the individuals' own resources; their job environments are analysed for contexts (and people) which can be utilised to help them. The responsibility for success is placed on the students. Ostensibly, the focus of the course is pronunciation; in fact, it is intelligibility. This requires attending to a variety of factors, including stress control, voice quality, gestures, even style of dress.

Change is 'inside-out' or 'outside-in'. One key to change is inducing 'ego permeability', allowing the learner to take on aspects of the 'personality' of the target language and culture. Changes in overt behaviour also affect inner states. By speaking properly, speakers can control their nerves. Seven general features of the method are

discussed: conversational control, monitoring strategies, non-verbal correlates of pronunciation, dictionary use, oral reading, informant use, and integration of pronunciation change. Whereas pronunciation of individual phonological segments may not improve radically in 12 weeks, the change in overall intelligibility is unmistakable.

85–204 Arndt, Horst and Pesch, Helmut W. Non-verbal communication and visual teaching aids: a perceptual approach. *Modern Language Journal* (Madison, Wis), **68**, 1 (1984), 28–36.

Pictures may function as substitutes for linguistically relevant non-verbal elements generally present (though rarely acknowledged) in everyday face-to-face interaction. Apart from our auditory-acoustic capacities, which are most closely associated with language, visual and haptic perception seem to be the most prominent sensory modes. Interpretation of two-dimensional pictures is a special case of visual perception. Pictures are highly artificial and have a dual reality: on the one hand they are two-dimensional, as patterns; on the other, they indicate a depth which is not consciously seen. Any ambiguities are usually resolved by the cues provided; if not, the focus of attention is widened to search for additional contextual cues or the rate of information processing is reduced and attention is concentrated on fewer items. A similar process of focusing is apparent in language processing, in the clarification of ambiguous utterances. Ambiguities may be cognitive (as in *flying planes can be dangerous*) or affective (as in *I see you've got a new haircut*), or conative (as in *you ought to stay here tonight*). Non-verbal elements may be helpful in the clarification of cognitive ambiguities; they usually resolve affective and conative ambiguities.

Some consequences of this approach with regard to pictorial representations for teaching purposes are illustrated.

85–205 Charles, David (Aston U.). Video content and techniques in ELT. *Échanges Pédagogiques* (Nancy), **4** (1984), 9–18.

General ELT materials tend to provide language the purpose of which seems to be to model or cue. How can the teacher who invites creative responses give pattern and coherence to them? The content of ESP materials should be relevant and stimulating. The gulf between general and specific relevance can be difficult to bridge; business materials, e.g. 'The Bellcrest Story' are the best so far. Specific interests are too multifarious to deal with. Some techniques for using video include turning the sound off and letting students speculate about various aspects; with the sound on, students can predict words or actions; without the picture, they can imagine the picture from the sound track. One group could see vision without sound, another could hear sound only, then they could quiz each other in order to reconstruct the whole. There is a battery of tasks or activities which can be provided before, during or after the video showing, e.g. focus questions, false statements; frames to be completed, diagrams to be labelled; and follow-up activities.

A great deal of language learning can be done through non-ELT materials, such as television (documentaries). The teacher could record an English sound track on suitable L1 material. Even if content is not obviously suitable, e.g. a football match,

it can be used, for example, to analyse and elaborate rules (while also practising English modals). This ability to generalise among different procedural systems is a useful processing skill for students, and it does not matter if the teacher has 'read' the material in his own way. A video of a cookery demonstration could be used to illustrate to technicians optionality in sequencing procedures, clarity/ambiguity in instructions, etc. To make a direct link with subject areas, the video material could be used as a lead-in to print material in the student's subject.

85–206 Coste, Daniel and Comptø, Carmen. Des vidéos dans la classe. Interactivité et choix méthodologiques. [Video in the classroom. Interaction and methodological choice.] *Die neueren Sprachen* (Frankfurt am Main, FRG), **83**, 3 (1984), 259–75.

The article examines various uses of the video in language classes: (a) as a support for work on series of courses made for cinema or television; (b) as an instrument for facilitating the comprehension and analysis of authentic television or cinematographical documents; and (c) as a tool for self-observation and the production of original documents by creation, editing and multimedia composition. Emphasis is placed on the methodological versatility which these different videos permit, noting that the types of interaction in class also vary according to the cases. The authors point out the contributions and limits of each type examined and suggest that the production of short module games would be interesting for the different types of use of video in the language class.

85–207 Crookall, David (U. of Toulon). Eavesdropping on a world of languages. *British Journal of Language Teaching*, **21**, 3 (1983), 155–65.

This article concentrates on practical points about picking up international broadcasts, which offer a wide range of learning possibilities for more advanced language learners and for those using modern languages as part of a wider course, such as European Studies. The main linguistic area concerned is the improvement of acquisition (as opposed to learning). Radio broadcasts can be classified into three broad categories, according to the type of audience they are aimed at: (1) internal programmes aimed at 'home' audiences (the indigenous population); (2) programmes aimed at people wishing to learn a foreign language (at school or home), either among the home audience or people living abroad; (3) international broadcasting 'proper', aimed at people outside the transmitting country. The audience may be expatriates or foreign nationals who understand the language, or those who do not understand the language of the transmitting country but listen to its broadcasts in other languages, e.g. the BBC German Service.

Internal radio programmes are difficult to pick up (from Britain, only those of France and Germany can be picked up easily), tend to be very culture-bound, and carry a greater amount of internal material which assumes the listener is familiar with the context. Short-wave external broadcasts, on the other hand, are difficult to pick up without a basic knowledge of radio transmissions and suitable equipment – minimally, a SW receiver and an efficient antenna. [Introductory discussion on

frequencies and wavelength, propagation, programme schedules, transmissions, addresses of radio stations, antennae, receivers, suppliers and associations.]

85–208 Dingwall, Silvia. Focus on the teacher: some EFL/ESL teachers' views on teaching, with special reference to the treatment of error. *Die neueren Sprachen* (Frankfurt am Main, FRG), **83**, 4 (1984), 386–99.

The recent tendency in applied linguistic research to concentrate on language learning has contributed to the paucity of studies of variation among teachers. Yet the so-called 'teacher variable' has long been recognised as one of the prime determiners of the outcomes of a language class. Some of the findings of a survey of EFL and ESL teachers carried out in 1981 are presented. The terms used by the 550 teachers who replied to this survey are examined, in order to explore the hypothesis that language teachers possess a semi-technical vocabulary for discussing classroom practice. Secondly, their replies to two questions about the treatment of error are discussed. An examination of teachers' views on important pedagogical issues begins to shed light on the nature of heterogeneity in the EFL/ESL teaching profession, with various implications for teacher training.

85–209 Fiolíć, D and Klein, J. (École d'Interprètes Internationaux, Mons). Le structuro-global et les langues à cas. L'exemple de l'allemand et du russe. [The structural/global method and languages with cases. The example of German and Russian.]. *Revue de Phonétique Appliquée* (Mons, Belgium), **70** (1984), 105–33.

SGAV methodology is seen by some as being suspect because, in their eyes, it does not deign to deal with grammar. And yet this method has had the effrontery to attack languages with cases. How did it set about it? This article, for German and Russian, looks at the presentation, perception, production and reflection on this grammatical fact as regards both the spoken and written language. The morphosyntactical aspect of these languages dictates a particular form of pedagogy in which the written language assumes special importance. This is not a compromise and certainly not a renunciation of SGAV, but rather a case of applying it to languages considered difficult as regards their morphosyntactical functioning.

85–210 Fitzgerald, Jill (U. of North Carolina at Chapel Hill). The relationship between reading ability and expectations for story structures. *Discourse Processes* (Norwood, NJ), **7**, 1 (1984), 21–41.

The present study investigated the relationship between reading achievement and readers' predictive abilities for narrative text structure. Ninety-six fourth graders and 70 sixth graders completed two tasks: (a) subjects silently read incomplete stories and then told the rest of the stories orally; and (b) subjects silently read stories that had parts deleted and then orally gave information they thought could fit in the blanks. The degree to which readers expected particular story structures was revealed by the extent to which their responses matched the story parts predicted by the Mandler and Johnson grammar. The major finding was that, on the whole, at each grade level there was a positive relationship between reading achievement and ability to anticipate

narrative text structures during reading. The relationship was consistent across grades. Also, there was no significant difference between fourth and sixth graders in the extent to which particular story structures were expected.

85-211 Glickman, Robert J. Maximising aural/oral practice without benefit of laboratory facilities. *Canadian Modern Language Review* (Toronto), **40**, 3 (1984), 392-7.

When laboratory facilities are insufficient or completely unavailable, a variety of practical techniques can be used to help mature students develop aural/oral competency in a new language. As demonstrated by the University of Toronto's introductory Spanish for the Professions, the following methods can be employed: simultaneous large and small group repetition of specially designed readings; note-taking on recorded materials and live conversations as the basis for oral reports, small group discussion, and written communication; random partnering in pre- and post-class timeslots; telephone practice inside and outside the classroom with native speakers of different ages, backgrounds, and speech patterns; student-generated conversation practice in the workplace; and special testing under true-to-life conditions.

85-212 Goldsmit, L. and others. *Approches de la communication avec deux enfants sourds: monographies.* [Approaches to communication with two deaf children: monographs.] *Revue de Phonétique Appliquée* (Mons, Belgium), **70** (1984), 135-80.

Two different methods of communication through parental guidance are discussed in connection with two deaf children less than 18 months old. 'Bimodal communication' (simultaneous use of spoken and sign French) was mostly used at the beginning for one of them, 'cued speech' for the other. The reasons for these options, their advantages and disadvantages, the difficulties in mastering and actually using them for the parents, the language pathologists and the children are discussed. A combination of both approaches seems best. They do not interfere with each other, but support each other in the building up of communication between the child and his environment.

85-213 Kimmell, Anne-Marie and Mothe, Pierrette (CIEP, Sèvres). *L'utilisation de la télévision non-scolaire en classe de langue.* [Using non-educational television in the language class.] *Die neueren Sprachen* (Frankfurt-am-Main), **83**, 3 (1984), 315-30.

Ordinary television programmes can be used in the language classroom to motivate students, expose them to a variety of real language, and introduce them to the culture of the country whose language they are studying. Short, carefully chosen extracts, relating to everyday life and with a high degree of redundancy between the visual and the verbal message, can be used with classes of near beginners, to complement work already done, not as the basis for teaching.

Video cassettes of extracts from French TV relating to a particular theme and recorded by CIEP are now being used by teachers in England, Australia, Denmark and Norway. Similar experimental work is being undertaken in Germany.

85-214 Knibbeler, Wil (U. of Nijmegen). A closer look at suggestopedia and the Silent Way. *Journal of the Society for Accelerative Learning and Teaching* (Des Moines, Iowa), **7**, 4 (1982), 330-40.

A research study in the teaching of French to adults compared the suggestopedic and Silent Way methods in the acquisition of language skills and the influence upon affective behaviour. Four hypotheses were established. Results indicated little variance in the impact of the two methods, which are philosophically quite opposed to each other. Unexpectedly, the influence of the teacher emerged as the most significant factor.

85-215 Langer, Judith A. (U. of California, Berkeley). Examining background knowledge and text comprehension. *Reading Research Quarterly* (Newark, Del), **19**, 4 (1984), 468-81.

This study examines (a) relationships between background knowledge and passage comprehension, (b) the relative usefulness of certain variations in measuring available knowledge (fluency vs. organisation), (c) the value of a background knowledge measure as applied to a teacher-directed small group pre-reading language and concept organiser activity, and (d) the effect of a pre-reading activity on text-specific background knowledge and on comprehension. Passage-specific background knowledge, based on free association stimulated by key content words, was measured by categorisation levels developed by Langer (1980). Findings suggest that the background knowledge measure is a significant and reliable predictor of passage-specific comprehension. The pre-reading activity significantly raises available background knowledge, and this in turn seems to improve performance on moderately difficult comprehension questions. The measure of text-specific background knowledge may be useful for teachers in assessing the difficulty of a reading assignment, and for researchers in controlling for differences in prior knowledge or in examining the relationships between background knowledge and various aspects of learning.

85-216 Lebauer, Roni S. Using lecture transcripts in EAP lecture comprehension courses. *TESOL Quarterly* (Washington, DC), **18**, 1 (1984), 41-54.

Good lecture comprehension involves the interaction of the following skills: (1) the ability to synthesise discourse in order to extract relevant information, (2) the ability to predict future information, and (3) the ability to relate background knowledge to new information. Many non-native English-speaking students, who are competent listeners in their native languages, are not aware of the conventions and cues which signal important information in lectures delivered in a foreign language. This article demonstrates how transcripts of academic lectures and pseudo-cloze exercises developed from these transcripts may be used to help foreign students to become aware of the skills involved in the process of listening to lectures. By making cues and conventions salient, these exercises give students confidence in their ability to listen selectively without attending to every word. The article begins with a discussion of several theories of discourse processing and follows with relevant examples of analysed lecture discourse and suggested exercises for non-native speakers.

85–217 Long, Michael H. (Min. of Ed., Bangkok). Role: an unresolved dimension in language learning. *RELC Journal* (Singapore), **14**, 2 (1983), 54–9.

The learner should be prepared to play the specialised role of 'learner' when speaking the target language to a fluent speaker. This is not a 'neutral' role, as assumed by van Ek. This means that at elementary levels all materials should include phrases and expressions which indicate non-comprehension: *I'm sorry, I don't understand / I didn't catch what you said / I don't know what (lexical item) means*. These are taught as units, without analysing the grammar, and recycled later. Further awareness of role should be built into both materials and methods, because in L1 learning, roles are built in from the beginning (child/parent, junior/senior); if they are neglected in the early stages of L2 learning, they will probably never be learned, with the result that an 'L2 persona' is developed. At intermediate level, suitable exercises are incomplete dialogues, with alternatives appropriate or inappropriate to the role, 'unmarked' dialogues, in which the learner must decide from the language used who the speaker is and, of course, role-play exercises.

85–218 Mason, Thomas C. The relevance of punning. *Forum Linguisticum* (Lake Bluff, Ill), **6**, 1 (1981), 39–68.

Verbal play is universal in human societies and languages, and is an inherent part of child language acquisition. The linguistic mechanisms it employs are based on associations of pure form, and are thus a form of language analysis. The ability to understand and produce puns is also something the second language learner has to acquire if he is to be accepted into his host society. Puns can be useful teaching devices on all linguistic levels, providing, in addition, socio-cultural knowledge, fun, and a sense of achievement for the learner. Material can be found in a wide variety of published materials and ephemera, and can be incorporated into a wide range of classroom activities.

85–219 Morrison, Donald M. (Harvard Graduate Sch. of Ed.) GAPPER: a microcomputer-based learning game. *System* (Oxford), **12**, 2 (1984), 169–80.

This paper describes a software package for computer-assisted language learning that combines an interactive text manipulation game based on the cloze procedure, a text editor, a text analysis program, record-keeping facilities, and various optional functions that allow the learning game to be altered to meet local requirements and objectives. The system, called GAPPER, is designed to put the text handling and 'number crunching' capabilities of the microcomputer to use in the language classroom in ways that are compatible with the learner's own natural needs and strategies, and at the same time give the classroom teacher a significant degree of control over the resulting learning experience.

85-220 Nauc ler, Kerstin (Lund U.). Connections between spoken and written language: evidence from three investigations on normal and pathological written performance. *Journal of Pragmatics* (Amsterdam), 7, 5 (1983), 595-602.

Data from three different investigations were used to test the conventional way of regarding writing as speech written down. The first study concerned acquired speech and reading disabilities in some aphasic patients. The impairments were asymmetrical with regard to both input channel (visual or auditory) and output channel (graphic or verbal) and did not support the model of writing as dependent on speech. The second investigation classified spelling errors made by students of different grades. The dominance of phonetic miscues among the errors made by the younger writers as opposed to the older writers argued against a dependence model. From the data of the third investigation which compared slips of the tongue with slips of the pen it was evident that the two types of lapses differed in many respects. However, an independence model with meaning as the only connection between spoken and written language was rejected, since it was shown that written lapses could be described by means of phonological features just as easily as spoken lapses. An abstract phonological level is suggested as the mediator between speech and writing in an interdependence model.

85-221 Nemko, Barbara (U. of California, Davis). Context versus isolation: another look at beginning readers. *Reading Research Quarterly* (Newark, Del), 19, 4 (1984), 461-7.

This study was designed to test the relative efficacy of two methods of early reading instruction: introduction of words in isolation and introduction of words in context. In order to appraise these two approaches, a word-learning task was developed. Subjects from first-grade classes in two inner-city elementary schools were pretested to ensure that they could not read the targeted words in the word-learning task, but could read the words in the context sentences. Subjects were trained and tested in word recognition during two 30-minute sessions, 24 hours apart. The criterion variable for the word-learning task was the number of correct word identifications of the target words. The primary hypothesis was that subjects who were trained in context would perform better than subjects who were trained in isolation. Results revealed that subjects who were trained in context did not perform better than subjects who were trained in isolation; the only significant difference was associated with subjects who were both trained and tested with words in isolation, who performed better than all other training/testing groups.

85-222 Phillips, Martin K. (British Council, London). Towards a framework for the development of computer-assisted language learning. *Cahiers de l'APLIUT* (S vres), 3, 4 (1984), 16-30.

The paper is an attempt to identify the basic elements of a framework for thinking about the development of CALL (computer-assisted language learning). A useful organising category centres on the kinds of exercise or activity that can be implemented on a computer. Thus classroom management is an important factor. The same activity

can operate at different levels of difficulty, by adjusting program difficulty and/or language difficulty. Seven categories – activity, learning style, program forms, leader focus, classroom management, program difficulty and language difficulty – are contextualised in a description of five hypothetical classroom scenarios, illustrated where possible by reference to existing CALL programs. It is demonstrated that the interaction of these categories generates a large number of logical program types, but only a few of the possibilities are currently realised in available software.

Distinct activity types are identified: the computer can generate game-like activities, quizzes, text reconstruction and discourse construction activities and simulations. Further possibilities include problem-solving activities and exploratory programs. Each activity promotes a different kind of learning. The main difference between the learning styles is one of generalisability of the learning. The simpler learning styles are discourse-dependent (tied to tasks in hand), the more complex are discourse-independent (applicable in a variety of situations). The point is that the computer can be used to foster very different kinds of learning from the mechanical drilling or stimulus/response of programmed instruction.

A program focusing on a particular linguistic level can be exploited at that level or at any lower linguistic level. The teaching point embodied in a program need not correspond to the elements of language actually practised by the learner as a result of using the program. Learner focus is not necessarily identical to program focus. The learner focus depends very much on the way the program is used with students. Through appropriate classroom management, programs can be made compatible with whatever approach the teacher is using. Factors of language difficulty can be controlled independently of the way in which the program operates. The data (language context) can be specified independently of the program. The selection process can be teacher- or learner-controlled, thus learning can become highly individualised. Program difficulty can likewise be under teacher or learner control. Taken together, the various matrices discussed here could generate 2,800 logical possibilities for program development.

85–223 Pitts, Murray M. (Trinity Episcopal Sch.) and Thompson, Bruce (U. of New Orleans). Cognitive styles as mediating variables in inferential comprehension. *Reading Research Quarterly* (Newark, Del), 19, 4 (1984), 426–35.

The study investigated cognitive styles as mediating variables in comprehension processes. Subjects were fourth-, fifth- and sixth-grade students. Latent trait inferential comprehension scores were calculated for subjects based upon responses to passage-dependent inferential reading questions involving both schema-familiar and schema-unfamiliar passages. Results indicated that the three tested cognitive styles do apparently mediate comprehension processes under certain conditions. The results raise the possibility that teachers may need to help children adopt style-related strategies which facilitate comprehension.

85-224 Richards, Jack C. (U. of Hawaii at Manoa). The secret life of methods. *TESOL Quarterly* (Washington, DC), **18**, 1 (1984), 7-23.

The status of methods in language teaching is considered from three perspectives. First, methods are discussed according to whether they are based primarily on a theory of language (and subsequent views concerning the nature of a language syllabus) or whether they are based on a theory of the nature of language learning processes. The differences between language-centred and learning-centred methods are discussed with reference to recent trends in language programme and syllabus design and innovative methods proposals. Second, the reasons for the adoption and influence of methods are discussed. These are often largely independent of the content or philosophy of particular methods but rather depend on the form that a method takes and the support and promotion that it receives. Last, methods are discussed in terms of the broader concerns of curriculum development. From this perspective, it can be seen that a more informed approach to methods issues is needed. Most of the currently fashionable methods have not been properly evaluated, and insufficient data have been gathered to enable their claims to be assessed. Objectives and criterion measures are often not specified, nor are data available on how they are actually used. The need for a focus on broader issues in curriculum development is stressed.

85-225 Semke, Harriet D. (Westmar Coll.) Effects of the red pen. *Foreign Language Annals* (New York), **17** (1984), 195-202.

A research study, conducted for 10 weeks with 141 first-year, third-quarter German students at the University of Minnesota, compared the effects of four methods of teacher treatment of free-writing assignments: (1) writing comments and questions rather than corrections; (2) marking all errors and supplying the correct forms; (3) combining positive comments and corrections; and (4) indicating errors by means of a code and requiring students to find corrections and then rewrite the assignment.

Results indicate that student progress is enhanced by writing practice alone. Corrections do not increase writing accuracy, writing fluency, or general language proficiency, and they may have a negative effect on student attitudes, especially when students must make corrections by themselves.

85-226 Sklar, Adrienne Levine and Ullmann, Lili. Bringing real language into the classroom: the re-tell activity. *TESL Canada Journal* [formerly *SPEAQ Journal*] (Montreal), **1**, 1 (1984), 41-55.

A ré-tell is an activity designed to involve ESL learners in a dynamic interactive process. Using authentic reading and listening passages as core input, its aim is to create a context which encourages negotiating for meaning through an exchange of information. It is a flexible activity, easily adaptable for a variety of levels and teaching situations. A re-tell meets the criteria for a student-centred classroom, real language use and the fostering of acquisition by exposure to challenging material.

85-227 Tong-Fredericks, Cecilia. (U. of Malaya). Types of oral communication activities and the language they generate: a comparison. *System* (Oxford), **12**, 2 (1984), 133-46.

The study aims to compare the language generated by different kinds of oral communication activities. In the experiment reported on, three different kinds of oral communication activities were performed by each of the six pairs of students working simultaneously; the language produced by them was tape-recorded and transcribed. The language generated was first compared in terms of speed of speaking, frequency of turns taken and frequency of self-correction. Looking more closely, it appears that when engaged in the first kind of activity, i.e. a goal-directed, problem-solving oral communication activity, students generated language markedly wider in terms of communicative function but narrower in range of form and lexis. When doing the other two kinds of activity, i.e. role-play and 'authentic'/'natural' interaction on the other hand, students seem to pay more attention to accuracy and range of form and lexis. The relative degree to which a student draws on his communicative and linguistic resources seems to be related to the communication needs of the particular kind of activity engaged in.

85-228 Winograd, Peter N. (U. of Kentucky). Strategic difficulties in summarising texts. *Reading Research Quarterly* (Newark, Del), **19**, 4 (1984), 404-25.

This study examined the possibility that some eighth-grade students' difficulties with the task of summarisation may be linked to deficits in strategic skills. A systematic examination was made of the students' introspective awareness of the summarisation task, ability to identify important elements in the text, and ability to transform the text into its gist. Results indicated that most of the eighth-grade students were aware of the task demands of summarisation. However, good and poor readers did differ in what they considered important, in what they included in their summaries, and in how they transformed the original text. Sensitivity to importance and efficient use of the transformations were significantly related to the ability to produce summaries. Sensitivity to importance was also significantly related to the ability to comprehend what had been read. This study suggests that when comprehension difficulties are encountered, teachers should assess the students' use of strategic skills and provide appropriate training if necessary.

85-229 Yalden, Janice. The design process in communicative language teaching. *Canadian Modern Language Review* (Toronto), **40**, 3 (1984), 398-413.

Some aspects of planning programmes of study along communicative lines are discussed, and a framework for planning communicative classroom activities is described. The major problem of whether the starting point in planning a course of study should be overall design of the curriculum, or whether it should be the consideration of methodology and materials, is discussed at some length. A practical solution to what appear to be two very different points of view is proposed. It is the pedagogical handbook, in which a framework to be used by the teacher in working out the details of day-to-day classroom management is set out. The chief purpose of the paper is to demonstrate how careful consideration of theoretical problems in applied linguistics can lead to practical solutions in second language teaching.