
Language learning and teaching – theory and practice

Theory and principles

92–344 Baltra, Armando. On breaking with tradition: the significance of Terrell's Natural Approach. *Canadian Modern Language Review* (Toronto), **48**, 3 (1992), 565–93.

Terrell's Natural Approach combines the theories of Krashen with the pedagogic techniques developed over the past 20 years by the teachers of English to speakers of other languages. The result is a most innovative approach to the teaching of foreign languages in the United States. Terrell's work has called to the attention of foreign language departments the potential of change from their traditional orientation toward grammar and literature. Terrell's applications of Krashen's theories of Comprehen-

sible Input and Affective Filter have been generally accepted, but those of Error Correction and De-emphasis of Grammar have generated more controversy. While the inherent difficulties of comparing methodologies prevent an unquestioned hierarchy of the effectiveness of differing techniques, it would seem intuitively true that students will gain more from a class that enables them to use the new language effectively, than from one that emphasises grammar.

92–345 Besse, H. (CREDIF, Ecole Normale Supérieure de Fontenay/Saint-Cloud). Propositions méthodologiques. [Methodological propositions.] *Revue de Phonétique Appliquée* (Mons, Belgium), **99/101** (1991), 89–103.

The word *méthode* is highly ambiguous in French (like 'method' in English, but even more so as it can also mean 'course(book)'), and its uses can be more or less abstract or concrete, general or specific. After discussing philosophical issues of definition and examples of usage from French, English, German, Spanish and Latin, the author proposes a three-level system. The two higher levels are both subsumed under *methodologie*: the highest concerns groups of methods and approaches, hypotheses and theories, and pre-specified procedures, whilst the middle one

is the level embodied in teaching manuals, and involves issues of selection and sequencing, presentation and exploitation. The bottom level is called *pédagogie*, and concerns what actually happens in the classroom, much of it unplanned or incompletely planned: this is the level of practices and procedures, less general and less prescribed than techniques, and analysis at this level answers the classical questions of rhetorical analysis, who does what, where, in what way (*quomodo*), by what means (*quibus auxiliis*), when and why.

92–346 Cook, Vivian. Relating second language acquisition research to language teaching. *Die Neueren Sprachen* (Frankfurt am Main, Germany), **91**, 2 (1992), 115–30.

Current theories of second language acquisition (SLA) include the Monitor theory, interlanguage theory, linguistic universals, acculturation/pidginisation theory and many others. Application to language teaching, however, requires concepts that are wider than any of the existing models. There are a wealth of possible goals for language teaching, and SLA research can be used to achieve them, but cannot define them. Any syllabus that tries to take SLA research seriously will be complex and diverse. SLA research has much to say about the sequence of teaching, about teaching methods and techniques, the peculiarities of the L2 classroom, learner variables, and the distinctions between classroom and naturalistic (formal and informal) learning. SLA can be phrased as a continuum from theory to

results; teaching as a continuum from styles to techniques. Any application locates itself somewhere within the two axes of level of SLA and level of teaching. The application of particular SLA results to general teaching styles is fraught with problems of validity of generalisation and should be regarded as a last resort. SLA research needs to give teachers a broad picture of L2 learning that encompasses all the aspects teaching needs to take into account, ranging from vocabulary to conversational interaction, from grammar to pronunciation. Teachers should not allow SLA researchers to get away with advice that derives from some small fraction of the complex totality of L2 learning. While SLA research and language teaching share many interests, they are not the same in their scope or responsibilities.

92-347 Gill, Martin (U. of Edinburgh). Reading, culture and cognition. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **3** (1992), 49–66.

A notable feature of current approaches to reading (in first or second language) is a preoccupation with the internal 'causes' of comprehension, regarded as a terminal state of the cognitive system. Yet by allowing only for a private encounter between reader and text, the cognitive approach lacks terms to give more than a contingent account of their participation in a community and history of other texts and other readings. Instead, it reflects the modern myth of the individual as primary social fact and unit of analysis. The cognitive approach has elevated the cultural norms of western tradition to the status of a biologically determined mental structure, so that, even in the act of affirming the universality of mental functions as a measure of human equality, it risks finding itself aligned with a supremacist tradition that treats non-western cultural forms of behaviour as indices of deficiency.

What is needed is a model of the individual language user and learner that is as subtle as the

model of language use we presently possess. The work of the Soviet psychologist Lev Vygotsky and his followers offers a basis on which to construct a model of the desired kind: a non-stratigraphic, culturally informed approach to the analysis of human behaviour that enables comprehension to be represented not as the product of a unique and mysterious set of internal operations, but as dynamic and inseparable from a larger context of socially understood activity. The advantage of adopting a Vygotskian approach is that cognition will cease to be treated as the operation of an internal programme, but designate instead an activity with a temporal and geographical location. Fictions such as unmediated cognitive change will then be displaced by assessment, answerable by reference to public norms, of the extent to which a reader can learn to make appropriate use of a text, at various levels of specificity.

92-348 Oud-de Glas, Maria and Peels, Fons (U. of Nijmegen, The Netherlands). Foreign language education levels in the Dutch population. *Language, Culture and Curriculum* (Clevedon, Avon), **4**, 2 (1991), 139–47.

The paper reports levels of foreign language (FL) education in the cohort of Dutch students who left primary education in 1977 ($N = 246,140$). The study was undertaken in conjunction with the Action Programme for FL teaching which was launched in the Netherlands in 1989 in response to criticisms of the FL competence of Dutch students. Its principal purpose was to establish existing levels of FL competence and to provide suitable base-line data for later studies. The study reported here draws on earlier research conducted by the Dutch Central Bureau of Statistics on the school careers of these same students, and the level of education achieved

by them in various types of education. Students were assigned to one of 5 levels of FL education in English, French and German. The results show a sharp decline in the teaching of French and German in recent times. They also show a lack of FL training in technical education, where it is most needed. The paper discusses the limitations of the statistical data and the educational levels derived from them. It is argued, nonetheless, that the scale used is a valid measure of FL proficiency in the present context because of its connection with centrally administered examinations.

92-349 Shaw, Philip (U. of Newcastle upon Tyne). Variation and universality in communicative competence: Coseriu's model. *TESOL Quarterly* (Washington, DC), **26**, 1 (1992), 9–29.

Both non-native and native speakers of a language vary in their knowledge and control of the elements of communicative competence. Some of these elements themselves are universal and available to all speakers of all languages, while others are universal in the sense that they can be used in any language the speaker knows, but are not equally available to all speakers. Other elements are

language-specific and have to be learnt anew whenever a new language is acquired, while others again are culture-specific and the property of groups within or across language communities. The article introduces an interpretation of Coseriu's neo-Saussurean model of communicative competence which takes account of these factors and illuminates the teacher's everyday task.

92-350 Tschoumy, Jacques-André (Inst. Romand de Recherches et de Documentation Pédagogique, Neuchâtel, Switzerland). Le multilinguisme suisse est de moins en moins à contre-courant. [Swiss multilingualism runs less and less against the tide.] *Dialogues et Cultures* (Paris), **36** (1992), 7–16.

This address to a symposium on 'The future of writing and multilingualism' points up a global change in attitude to multilingualism, in respect of both foreign languages and linguistic minorities. Switzerland is attempting to make its language teaching more multilingual and intercultural, and a summary is given of the ways in which it is hoped to achieve this. In the wider context of language teaching in most European countries, four general trends are noted: (1) mandatory teaching of at least

three languages in schools of most of the countries surveyed; (2) the introduction of foreign language teaching at primary school level; (3) uncertainty as to which to introduce first, a native minority language or a foreign language of wider application; (4) a movement towards the statutory teaching/learning of one or two foreign languages, though a third would be optional. [Tables illustrating these points are included.]

92-351 Tudor, Ian (Free U. of Brussels). Learner-centredness in language teaching: finding the right balance. *System* (Oxford), **20**, 1 (1992), 31–44.

The essential feature of a learner-centred approach to language teaching is that it caters for active participation by learners in the development of their study programme. In this way, a learner-centred approach draws on a more complete knowledge base than traditional approaches to curriculum development, which tend to be largely specialist-driven. Learner involvement in programme development can serve to enhance the relevance of learning content and also gear the format and orientation of learning activities more closely to learners' preferences and developmental needs. At the same time, both the degree and the nature of the

contribution learners can make to the development of their study programme depend on a variety of human and pragmatic variables. Thus, what may be an optimal mix of specialist- and learner-direction in one learning context may differ considerably from what would be feasible in another. This article focuses principally on a discussion of a number of these conditioning factors. It is suggested that, for the full potential of a learner-centred approach to be realised, it needs to be implemented with care and sensitivity, and in full awareness of the complexities of the target learning situation, in both human and pragmatic terms.

Psychology of language learning

92-352 Bacon, Susan M. (U. of Cincinnati). Authentic listening: how learners adjust their strategies to the difficulty of the input. *Hispania* (Worcester, Ma), **75**, 1 (1992), 398–412.

To discover whether, and how, learners adjust their listening strategies to the difficulty of the text, 50 students (31 women and 19 men), judged to be motivated but not yet proficient, were asked to listen to two authentic passages of Spanish considered by their teachers to be accessible but challenging; one passage was deemed markedly more difficult than the other.

In order to control for practice effect or fatigue, half the group listened to the more difficult passage

first. The relative difficulty of the two passages was confirmed and there was no noticeable practice or fatigue effect. It was found that listeners tended to use top-down strategies when listening to the easier piece but reverted to bottom-up strategies when confronted by a more difficult text.

Instruction in listening needs to help learners take control of their strategies so that they can monitor and evaluate both their comprehension and the effectiveness of their strategies.

92-353 Boping Yuan (U. of Edinburgh). Asymmetric resetting of the non-empty topic parameter by Chinese-speaking learners of English. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **3** (1992), 1–13.

This paper reports on a pilot study examining how Chinese-speaking learners of English reset the non-

empty-topic [-Te] parameter. Whereas Chinese allows empty topics coindexed with variables in

both subject and object positions, English does not. With respect to this particular parameter, Chinese can be said to form a superset of English as the grammar of the former is more general than the latter. The results obtained in this study suggest that the Subset Principle does not apply in L2 acquisition and the L2 learners transfer the L1 setting to the L2 grammar. However, the transfer is asymmetric and

selective; even advanced subjects have more difficulty in detecting the ungrammaticality of the variable coindexed with the empty topic in the object position than in the subject position. It is argued that this asymmetry is the effect of UG in the learners' IL grammars in combination with their parsing ability.

92-354 Carrell, Patricia L. (U. of Akron, Oh). Awareness of text structure: effects on recall. *Language Learning* (Ann Arbor, Mich), **42**, 1 (1992), 1-20.

Research in second language reading has shown relationships among reading comprehension, reading strategies, and metacognitive awareness of reading strategies. Moreover, research with native speakers of English has shown differences in speakers' awareness of particular expository text structures (comparison/contrast, description, causation, and problem/solution) and their recall of texts written in those structures. Whereas previous research in ESL has examined the effects of differences in rhetorical structure on learners' recall of English narrative and expository text, it has not investigated differences between learners' awareness of particular text structures and their recall of texts written in those structures. Nor has the research contrasted different measures of structure awareness. The study reported in this paper was designed to investigate these relationships in EFL/ESL reading.

Forty-five high-intermediate proficiency ESL students produced written recalls of both comparison/contrast and collection of description texts. In addition, two different measures of awareness were included: (1) use of organisation in written recall, and (2) recognition of organisation in response to a probe question. Results showed that there were no differences in levels of awareness, regardless of how it was measured, due to differences in text structure, nor were there any differences in the quantity of information recalled between text structures. However, there were differences in the quality of information recalled as a function of text structure. Finally, in terms of relationships between awareness and recall, subjects who used the structure of the reading passages to organise written recalls showed superior recall both quantitatively and qualitatively.

92-355 Chapelle, Carol and Green, Pat (Iowa State U.). Field independence/dependence in second-language acquisition research. *Language Learning* (Ann Arbor, Mich), **42**, 1 (1992), 47-83.

Field independence/dependence (FI/D) has been hypothesised to be an important variable in second-language acquisition (SLA); however, interpretations of empirical research on the role of FI/D vary. This paper establishes the significance of

FI/D-SLA research by re-examining the construct of FI/D and its measurement and clarifying its role in language testing and good language-learner theories.

92-356 Garfinkel, Alan and Tabor, Kenneth E. (Purdue U., In). Elementary school foreign languages and English reading achievement: a new view of the relationship. *Foreign Language Annals* (New York), **24**, 5 (1991), 375-82.

The authors examined English reading scores of students of varying levels of intelligence who had and had not extended a third and fourth grade introduction to Spanish to a full one to two years of Spanish instruction in grades five and six. An especially significant relationship between high scores in reading and extending foreign language study from a minimal introduction to a larger scale

instructional programme was found in the cases of children of average intelligence. It was concluded that children of average intelligence may be the one group that profits most from extending foreign language study. The results of the observation favour more widespread enrolment in elementary school foreign language classes.

92-357 Hakuta, Kenji (Stanford U.) **and D'Andrea, Daniel** (U. of California, Santa Cruz). Some properties of bilingual maintenance and loss in Mexican background high-school students. *Applied Linguistics* (Oxford), **13**, 1 (1992), 72-99.

Properties of the maintenance and loss of Spanish/English bilingualism were investigated in 308 high-school students of Mexican background. Subjects were classified by their depth of familial establishment in the United States. The key variables investigated were their actual and self-reported proficiencies in Spanish and English, self-reported language choice behaviour in various settings and their language attitude. The largest difference in Spanish proficiency was found between the cohort who were born in the United States but whose parents were born in Mexico and the cohort whose parents were born in the United States, with maintenance of Spanish evident up to this group. Maintenance of Spanish proficiency was principally associated with adult language practice in the home, and was not predicted by the subject's language

choice outside the home or their language attitude. In turn, adult language choice was found to be affected by the demographic fact of immigration, the adult's ability to use English in the home, and increasing distance in the familial social network ties to Mexico. Outside of the home domain, language choice was found to show rapid and constant shift towards English. This shift in language choice was unrelated to Spanish proficiency, but instead was predicted by the subject's language attitude. Language attitude also appeared to contaminate self-reported proficiency in both Spanish and English. Finally, a response latency task for vocabulary production and recognition in Spanish suggested that attrition of Spanish is best characterised as difficulty in retrieval rather than total loss.

92-358 Harrington, Michael (U. of California, Santa Cruz) **and Sawyer, Mark** (International U. of Japan). L2 working memory capacity and L2 reading skill. *Studies in Second Language Acquisition* (Bloomington, Ind), **14**, 1 (1992), 25-38.

Working memory capacity refers to the ability to store and process information simultaneously in real time and has been shown to correlate highly with first language (L1) reading skill. This study examines the sensitivity of second language (L2) working memory capacity to differences in reading skill among advanced L2 learners. The index of working memory capacity used was the reading span test. Subjects with larger working memory capacities scored higher on measures of reading skill, in contrast with the lack of strong correlations between

measures of passive short-term storage (memory for strings of random words or digits) and the same reading measures. This result is consistent with an interpretation of the reading span test as an index of working memory capacity, in which capacity is defined functionally in terms of a trade-off between active processing and storage. Issues involved in investigating working memory capacity are discussed and the role of capacity limitations in models of L2 comprehension is considered.

92-359 Hawkins, Roger (U. of Essex) **and Towell, Richard** (U. of Salford). Second language acquisition research and the second language acquisition of French. *French Language Studies* (Cambridge), **2**, 1 (1992), 97-121.

Research on the errors of syntax produced by learners of foreign languages has shown that these often cannot be explained by the influence of the first language, and the idea of a systematic interlanguage has slowly developed. First language acquisition involves 'parameter setting', e.g. learning that the indirect object occurs in a certain place; if a parameter has two possible values in our mother tongue, one in a second language, this presents more difficulties than the opposite case. Interlanguage theories must take account of variability: a learner may produce correct and incorrect forms either randomly, or depending on degree of formality or

on whether attention is on form or message. Gatbonton's diffusion model describes the staged process of acquisition, and Cook has shown how knowledge of the first and second language may be stored in different ways. Other research suggests that to acquire native-like competence one must be exposed to a language before the age of about seven or eight, but individual differences in aptitude and motivation are also important. Many acquisition researchers believe that their work has no direct implications for teaching, but the authors believe that certain 'nuanced and rather abstract' advice can be given: classroom learners who focus on form

seem to do better than those who acquire only through comprehensible input and, although teaching a syntactic form 'too early' seems ineffective, there may be a delayed effect and the learner can perhaps integrate what has been taught when the

appropriate interlanguage state is reached. Error correction too, may, for similar reasons, be of benefit in the longer term. [Examples of interlanguage forms from English, French, German.]

91–360 Hulk, Aafke (U. of Amsterdam). Parameter setting and the acquisition of word order in L2 French. *Second Language Research* (Utrecht, The Netherlands), **7**, 1 (1991), 1–34.

In this article the author discusses the theoretical implications of an experimental pilot study on the acquisition of word order properties in L2 French by Dutch native speakers. It was expected that the IL of the L2 learners would show the interaction of three parameters: the Head parameter, a (target of) verb movement parameter and a topicalisation to SPEC, CP parameter. The results appear to support these hypotheses. The Dutch L1 speakers clearly started out with a SOVI word order in their first stage of French L2 acquisition. They quite easily reset the Head Parameter for which there is positive evidence in French. Resetting of the Topicalisation Parameter, however, for which negative evidence was argued to be necessary, was much more difficult.

Interestingly, the L2 learners appear to adopt grammars that have parameter settings that correspond neither to Dutch, their L1, nor to French, their L2. Those parameter settings, however, are possible according to the constraints of UG and indeed are found in other languages. Concerning the actual order of sequences in this L2 French acquisition, a striking similarity was found to the scenario found in French language change. Summarising, support has been provided for the UG approach to L2 acquisition. However, the author has also raised some new questions, particularly with respect to the difference between German and French L2 acquisition in resetting certain parameters.

91–361 Koda, Keiko (Ohio U.). The use of L1 reading strategies in L2 reading: effects of L1 orthographic structures on L2 phonological recoding strategies. *Studies in Second Language Acquisition* (Bloomington, Ind), **12**, 4 (1990), 393–410.

This study investigated first language (L1) orthographic influence on cognitive processing involved in second language (L2) reading. Using a fundamental unit of representation, three orthographic systems (i.e., alphabet, syllabary, and logography) can be categorised into two types: morphography and phonography. Previous L1 reading research has suggested that different strategies are used for phonological recoding by morphographic and phonographic readers. This study tested the possibility that these L1 recoding strategies are transferred and utilised in L2 reading. A cross-linguistic experiment involving adult L2 learners of English with contrasting L1 orthographic backgrounds (Arabic, Japanese, Spanish, and English – for native

control) was conducted. The results indicate that reading among phonographic readers (Arabic, Spanish, and English) is seriously impaired when essential phonological information is inaccessible. Similar phonological inaccessibility, in contrast, apparently does not affect the reading performance of Japanese, or morphographic, readers. Further, the study demonstrated, first, that phonological inaccessibility exerts differential effects on the reading processes of phonographic and morphographic readers and, second, that L2 readers from different L1 orthographic backgrounds utilise their L1 strategies in reading English as an L2. Hence, the findings of the study verify cognitive strategy transfer during L2 reading.

92–362 Neu, Joyce (Pennsylvania State U.). In search of input: the case study of a learner of Polish as a foreign and second language. *Foreign Language Annals* (New York), **24**, 5 (1991), 427–42.

This paper addresses the role of input and interaction and attitudes and motivation on second and foreign language acquisition. Through the case study of an American English learner of Polish, the paper examines classroom instruction in the United States and the 'natural' learning situation of living in the

target language country. Long has suggested that most research in second language acquisition addresses the direct impact of a variable on SLA, and has called for more research to investigate variables that have an indirect effect on SLA. This paper suggests that input and interaction are triggers

for positive attitudes and motivation and thus are indirect, rather than direct, contributors to second and/or foreign language acquisition. Finally, the

author explores the implications of input and interaction as triggers for SLA on language programmes and language classrooms.

92-363 Penning, Marge J. (Psychiatric Consultation Services) and **Raphael, Taffy E.** (Michigan State U.). The impact of language ability and text variables on sixth-grade students' comprehension. *Applied Psycholinguistics* (Cambridge), **12**, 4 (1991), 397-417.

This study examined differences between normally achieving students and learning-disabled students with specific problems in reading comprehension (i.e. poor comprehenders) on measures of language ability, including overall ability, auditory processing, receptive and expressive language, and syntactic ability related to text retellings. Differences were related to performance on free and probed comprehension of expository passages varying in

syntactic structure and discourse type. Poor comprehending students differed from normally achieving students on all language measures and in the manner in which reader-related and text-related variables predicted comprehension. Results support the positive role of syntactic ability in text comprehension, differences in free and probed recall responses, and the facilitating effect of structured text on recall.

92-364 Phillips, Elaine M. (Southwestern U., Georgetown, Texas). The effects of language anxiety on students' oral test performance and attitudes. *Modern Language Journal* (Madison, Wis), **76**, 1 (1992), 14-26.

The aim of the study described here was to determine the impact of anxiety on students' performance in an oral test of French. Research into anxiety in language learners would appear to show an inverse relationship between anxiety and achievement – i.e. the higher the achievement, the lower the anxiety – but the picture is more complex than that. The results of the study confirmed that students with higher language anxiety tended to say less, use shorter units of speech, less complex language and fewer target structures, whereas the opposite was true in students with low language anxiety. As far as attitudes were concerned, however, highly anxious

students of all abilities had a negative attitude to the exam. The study highlights the importance of the psychological role of anxiety, as it can induce a negative reaction which can influence a decision to continue studying the language.

Ways of reducing anxiety are suggested, both to help students' attitudes to language learning and to help them in test situations. Suggestions for further research are also made, including ways of expanding on the present study, of extending qualitative investigation, and questions raised by the study of foreign language anxiety.

92-365 Quintero, Kate Wolfe (U. of South Carolina). Learnability and the acquisition of extraction in relative clauses and 'wh'-questions. *Studies in Second Language Acquisition* (Bloomington, Ind), **14**, 1 (1992), 39-70.

Learnability theory is an investigation of the cognitive principles that determine developmental stages and eventual success in language acquisition. The focus of this study is on the learning principles within learnability theory that account for developmental stages in adult second language acquisition. Three learning principles, cumulative development, continuity and conservatism, predict a complex sequence of development in the acquisition of relative clauses and wh-questions in English. They predict an early no-prep stage, gradual development through two additional stages of

greater embeddedness of the extracted noun, stranded before nonstranded prepositional structures, and the likelihood of resumption at early stages. These predictions are confirmed by data from previous studies and are further investigated in this study by means of elicited production data collected from 35 Japanese learners of English and 17 native speakers of English. The data show the expected stages of development and confirm the relevance of learning principles to a comprehensive theory of learnability in second language acquisition.

92-366 Randall, Mick (West Sussex Inst. of Higher Ed.). Recognising numbers in different scripts. *Second Language Research* (Utrecht, The Netherlands), **7**, 3 (1991), 204-19.

This paper considers the effects of different language scripts on the recognition of digits. It reports on two experiments with Arabic-speaking subjects in which they were asked to scan arrays of digits in both standard 'Western numeral' and 'Indian numeral' forms. It compares the array-scanning patterns

observed with patterns observed with speakers of other languages, in particular with English native speakers. It discusses the implications of these findings in terms of the use of language-specific word recognition strategies.

92-367 Randall, Mick (West Sussex Inst. of Higher Ed.). Scanning in different scripts: does Jawi interfere with Bahasa Malaysia and English? *RELC Journal* (Singapore), **22**, 2 (1991), 98-112.

This article reports on two experiments which investigate the array-scanning characteristics of Malaysian subjects when exposed to arrays of Roman and Arabic letters. It examines the search patterns to see if there is any interference between the Roman alphabet and Arabic scripts used to read Bahasa Malaysia. The experiments show that

Malaysian subjects produced unique search patterns with both Roman and Arabic letters. These patterns are then related to search patterns found with native English speakers and native Arabic speakers. The article then discusses how these patterns may be related to the underlying linguistic structure of words in Bahasa Malaysia, English and Arabic.

92-368 Ringbom, Håkan (Åbo Akademi U., Finland). On L1 transfer in L2 comprehension and L2 production. *Language Learning* (Ann Arbor, Mich), **42**, 1 (1992), 85-112.

Previous studies of transfer have dealt with its effects on either speaking or writing, whereas the effects on reading and listening have been neglected. In this paper, transfer is examined in relation to the different demands that the four language modalities make on the learner.

The main differences between L2 comprehension and L2 production concern the roles played by context and by potential knowledge. Transfer in comprehension is overt transfer, in which some cross-linguistic similarity has been perceived between L2 input and existing or potential L1-based

knowledge, and which has an overwhelmingly facilitative effect on learning. In production, on the other hand, there is also covert transfer, in which L1-based forms and procedures are used in the absence of appropriate L2-based forms or procedures. This means that the relative strength of the positive versus the negative effects of transfer are much more difficult to assess in production. However, because comprehension normally precedes production, transfer in comprehension is at least as important as is transfer in production.

92-369 Roller, Cathy M. (U. of Iowa) and **Matambo, Alex R.** (U. of Zimbabwe). Bilingual readers' use of background knowledge in learning from text. *TESOL Quarterly* (Washington, DC), **26**, 1 (1992), 129-41.

An experiment exploring Zimbabwean bilingual readers' use of background knowledge in reading comprehension is reported. In contrast to previous results (Carrell, 1983), the bilingual participants of these experiments do use context to improve comprehension on some passages. An interaction

between passages and provision of a context is similar to an interaction reported by Lee (1986), who conducted a partial replication of Carrell's study. *Post hoc* explanations for passage-context interactions are offered.

92-370 Smith-Lock, Karen M. (U. of Connecticut). Errors of inflection in the writing of normal and poor readers. *Language and Speech* (Hampton Hill, Mddx), **34**, 4 (1991), 341-50.

This study investigated the speech and writing of 18 normal and 11 poor readers in second grade in order to determine whether children make morphological errors in writing that they do not make in speech. Ten sentences with complex syntactic structures were elicited, both orally and in writing (e.g., 'Who do you think eats fries?' 'Point to the dog that licks babies'). Each sentence provided opportunities for the children to erroneously omit, add, or substitute

an inflection. In the spoken task, virtually no inflectional errors were observed in either group. In contrast, in the written task, good readers omitted an average of 0.4 inflections out of a possible 20 whereas the poor readers omitted an average of 7.6 inflections each, a highly significant difference. This suggests that poor readers have adequate grammatical knowledge, but poor explicit awareness of morphological structure.

92-371 Sokolik, M. E. and Smith, Michael E. (Texas A&M U.). Assignment of gender to French nouns in primary and secondary language: a connectionist model. *Second Language Research* (Utrecht, The Netherlands), **8**, 1 (1992), 39-58.

In French, grammatical gender is often represented phonologically and/or morphologically. Thus, a language learner's competence for gender identification might in part reflect the ability to recognise patterns in noun phonology and morphology. A computer-based connectionist-type network model is here described which learned to identify correctly the gender of a set of French nouns. Subsequently, this model was able to generalise from that learning experience and assign gender to previously unstudied nouns with a high degree of reliability. This gender assignment was accomplished by relying

solely upon information inherent in the structure of the nouns themselves, and it occurred in the absence of explicit rules for the evaluation of nouns. Instead, the model discovered criterial gender-specific features when shown examples of masculine and feminine nouns during its initial training period. The model's ability to learn these gender-specific features was found to be related both to its initial connectivity state and to a variable learning-rate parameter. These latter results are discussed with respect to their general implications for second language learning.

92-372 Trayer, Marie (Millard South High Sch.). Learning style differences: gifted vs. regular language students. *Foreign Language Annals* (New York), **24**, 5 (1991), 419-25.

This study focused on the learning style differences of gifted and regular adolescent foreign language students. Five hundred and forty-four second-year high-school language students of French, Spanish and German were given Kolb's Learning Style Inventory, which identifies four learning style types: diverger, assimilator, converger, and accommodator. The Chi-square statistic was used to analyse differences between the regular and gifted language students. No significant difference in the learning styles of regular and gifted students was found, both groups having a higher percentage of assimilators

than the other styles. However, when gifted and regular groups were separately analysed according to each language, significant differences were found among the gifted and regular students studying French and those studying Spanish. There were more gifted Spanish students in the accommodator category than expected. The gifted French students had a higher percentage of assimilators than the regular French student population. The findings suggest that learning style is a factor in language instruction.

92-373 Tsui, Amy B. M. (U. of Hong Kong). Learner involvement and comprehensible input. *RELC Journal* (Singapore), **22**, 2 (1991), 44-60.

Studies on comprehensible input have largely focused on how input is made comprehensible to the non-native speaker (NNS) or the learner by examining native speaker (NS) speech or teacher

talk in the classroom. Devices employed to modify the input and interaction have been identified. The quantity of modification devices used has been taken as an indicator of the amount of negotiation

work that has gone on and the quantity of comprehensible input. Relatively little has been done on the part played by learners to ensure that the input that they obtain is comprehensible. This paper points out that it is only when the modification devices involve learner participation that they can

serve as indicators of the amount of comprehensible input provided and the amount of negotiation of meaning that has taken place. The discussion is illustrated by data from two reading comprehension lessons in secondary schools in Hong Kong.

92-374 Wolff, Dieter. Zur Strukturierung des Sprachwissens bei Zweitsprachenlernern. [A discussion of the structuring of the linguistic knowledge of L2 learners.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **91**, 2 (1992), 179-97.

In this paper an attempt is made to show that the linguistic knowledge of L2-learners is structured differently in different developmental stages. It is also shown that the outcome of the structuring process is dependent on the degree of language

awareness that the learner can make use of. After a discussion of the research results data are presented and analysed which were elicited in different language classrooms and with a group of university students.

Research methods

92-375 Dixon, R. M. W. (Australian National U., Canberra). Naive linguistic explanation. *Language in Society* (London), **21**, 1 (1992), 83-91.

Five examples are presented of how native speakers may try to explain a grammatical point to a linguist, and, in the absence of a suitable meta-language, adopt some 'lateral' way of demonstrating the point. They may, for instance, give another paradigmatic form of a word under scrutiny to

show its word class; they may switch to another dialect to clarify some ambiguity; they may add some extra sentence constituents to each noun in a lexical elicit, to reveal its gender class. [Examples from native speakers of Australian Aboriginal languages and Amazonian languages.]

92-376 Edwards, Jane A. (U. of California at Berkeley). Computer methods in child language research: four principles for the use of archived data. *Journal of Child Language* (Cambridge), **19**, 2 (1992), 435-58.

With the increasing use of computers in language research, there is a need for caution concerning several new issues of data accountability. This paper presents four principles for archive-based language research: Maximum Readability and Minimum Bias; Consistent Encoding for exhaustive computer search; Systematic Contrastiveness; and Data Comparability in elicitation, transcription and coding.

These and related principles are illustrated by examples from existing computer archives, and strategies are suggested for minimising detrimental effects of violations. Finally, the paper describe some implications of the principles for properties of a field-wide and international standard of transcription of language data.

92-377 Henrici, Gert (U. of Bielefeld, Germany). 'L2 classroom research': Die Erforschung des gesteuerten Fremdsprachenerwerbs. [The investigation of 'classroom discourse'.] *Zeitschrift für Fremdsprachenforschung* (Bochum), **1** (1990), 21-61.

This article presents a critical survey of the history of 'L2 classroom research' as a part of second language acquisition research. An attempt is made to define the meaning and the extent of classroom research and to systematise the main developmental stages of research and research problems in this area.

Emphasis is laid on ways of analysing classroom discourse by means of methods of discourse analysis. Some hints are given for the application of the findings and for carrying out research theoretically and empirically in the future. [Selected bibliography.]

Contrastive/error analysis

92-378 Stockman, Ida J. (Michigan State U.) and **Pluut, Erna** (Bodegraven, Holland). Segment composition as a factor in the syllabification errors of second-language speakers. *Language Learning* (Ann Arbor, Mich), **42**, 1 (1992), 21–45.

Native Chinese Mandarin speakers spoke and aurally identified monosyllables that included oral and nasal stops. These consonants represented English/Mandarin contrasts and noncontrasts in syllable-initial/-final positions. Error frequencies for four syllable position/contrast conditions were compared to determine if they were rank ordered according to the hierarchy derived from Anderson's (1987) test of the Markedness Differential Hypothesis. Neither

production nor identification errors were ranked in the predicted order. The presence of nasal as opposed to oral stop consonants in the syllables appeared to be the most significant factor affecting error distribution. The findings suggest that the error predictions for initial/final segments can be neutralised by the requirements of producing and perceiving particular speech sounds.

92-379 van Baardewyk-Resseguier, J. (U. of Utrecht). Les particules de modalité 'wel' et 'bien': une approche contrastive néerlandais-français. [The modal particles 'wel' and 'bien': a contrastive approach (Dutch/French).] *Cahiers de Lexicologie* (Paris), **59**, 2 (1991), 39–49.

The extensive use of modal particles constitutes a linguistic phenomenon particular to Germanic spoken languages. These particles, though existing in French, are limited in number. They are moreover less frequently used and their meanings are restricted. In this paper this notion is illustrated by contrasting the French particle *bien* and the Dutch particle *wel*.

Bien which was chosen for its relatively rich meaning compared to other particles, is used by speakers for example to say and pose more firmly what they think and oppose it to what hearers are expecting. *Wel* occurs in the same contexts as *bien* and also in other contexts, such as exclamative sentences, and in questions expecting a negative answer.

Testing

92-380 Halleck, Gene B. (Oklahoma State U.). The Oral Proficiency Interview: discrete point test or a measure of communicative language ability? *Foreign Language Annals* (New York), **25**, 3 (1992), 227–31.

This article reports the results of a study that investigated the relative contribution of discrete points of sentence level grammar and communicative factors on determination of proficiency level. Raters' responses on questionnaires concerning their choice of rating reveal that communicative factors rather than features of discrete-point sentence level

grammar were most influential in determining a subject's proficiency level. These data provide support for the ACTFL Guidelines and suggest that the concerns of some critics with respect to the Guidelines' failure to mention communicative competence are unwarranted.

92-381 Hudson, Thom (U. of Hawai'i at Manoa). Relationships among IRT item discrimination and item fit indices in criterion-referenced language testing. *Language Testing* (London), **8**, 2 (1991), 160–81.

This study investigates relationships among the IRT one-parameter fit statistics, the two-parameter slope parameter and traditional biserial correlations in terms of the role these indices play in criterion-referenced language test construction. It discusses the assumptions of the two models and how these assumptions can affect criterion-referenced test construction and interpretation. The study then

specifically examines how the indices interrelate as indices of item discrimination. Examinees in Mexico, Saudi Arabia and Japan were administered one of two forms of a functional test (Form A $n = 430$, $k = 94$; Form B $n = 400$, $k = 95$). The data were analysed using the two IRT models and the results were compared. The results indicate strong relationships among biserial correlation, two-para-

meter slope, and one-parameter infit and outfit. These results indicate the need to employ the two-parameter model when conditions allow, and to take item discrimination and item difficulty indices

into account when conditions do not. Further implications for interpreting the strong relationships between the indices are discussed.

92-382 Huebner, Thom (San Jose State U.) **and Jensen, Anne** (Campbell Union High Sch. District). A study of foreign language proficiency-based testing in secondary schools. *Foreign Language Annals* (New York), **25**, 2 (1992), 105-15.

As foreign language education moves toward proficiency-based teaching and testing, few studies have looked systematically at its effects on student performance, classroom methods and materials, teacher expectations and programme administration, particularly at the secondary level.

The study reported here examines the effects of district-wide ACTFL Oral Proficiency Interview (OPI) testing. Specifically, the study asks, 'Do students who perform well on the OPI also perform well on more traditional measures of student success?' and 'What other effects, if any, does oral proficiency testing have on a foreign language programme?' Multivariate analyses of variance

were performed on scores from the OPI and the subscales of the College Board Foreign Language Achievement Test from 492 third, fourth, and fifth year high school foreign language students. Qualitative data include information from interviews, observations, and a questionnaire distributed to administrators, teachers and students. Significant correlations were found between student performance at the higher levels of the OPI and on the achievement tests. Furthermore, the benefits of the oral proficiency testing programme extended beyond student performance to the sense of common direction it provided to teachers and programmes.

92-383 Kaga, Mariko (Carleton Coll.). Dictation as a measure of Japanese proficiency. *Language Testing* (London), **8**, 2 (1991), 112-24.

While a number of researchers have reported positive and high reliability and validity for dictation as a measure of language proficiency in English and French as second languages, not much research on dictation has been conducted with other languages, particularly where there is a close correspondence between pronunciation and orthography. Stansfield (1977) found that dictation was only a moderately valid measure for Spanish as a second language. The study reported here examined

whether a form of modified dictation called 'graduated dictation' would be able to discriminate between different language proficiency levels in students learning Japanese at an American university. ANOVA showed that there were significant differences between proficiency levels. Results also suggested that dictation would be an effective measure of language proficiency even if a target language has a very close relationship between its pronunciation and orthography.

92-384 McNamara, T. F. (U. of Melbourne). Test dimensionality: IRT analysis of an ESP listening test. *Language Testing* (London), **8**, 2 (1991), 139-59.

The use of Item Response Theory (IRT) in the examination of the qualities of language tests is a comparatively recent development, and one that has proved controversial. Oller (1983) contains no reference to IRT in a wide-ranging collection. By contrast, IRT, particularly involving the family of models deriving from the work of Rasch, has featured in a number of studies since the early 1980s. Although Rasch IRT has sometimes been discussed primarily as a tool for improved investigation of the reliability of tests its potential for investigating aspects of the validity of language tests has also been demonstrated. The application of Rasch IRT in this latter role has in some cases met with objections based on what are claimed to be its unsatisfactory

theoretical assumptions, in particular the so-called 'unidimensionality' assumption. In this paper, this issue is discussed in the context of the analysis of data from an ESP listening test for health professionals, part of a larger test, the Occupational English Test (OET), developed on behalf of the Australian Government. The paper is in three sections. First, there is a brief description of the listening subtest of the OET. Second, the appropriateness of the use of Rasch IRT in language testing research is discussed. Third, the use of Rasch IRT in the validation of the listening subtest of the OET is reported. In this part of the paper, the issue of unidimensionality is considered in the context of analysis of data from the two parts of this test.

92–385 Purves, Alan C. (State U. of New York at Albany). Reflections on research and assessment in written composition. *Research in the Teaching of English* (Urbana, Ill), **26**, 1 (1992), 108–22.

A comparative study of achievement in written composition was initiated by the International Association for the Evaluation of Educational Achievement (IEA) in 1981. This essay reflects on three major issues that confronted the researchers in their attempt to measure performance in writing across many languages and cultures. One issue concerns the extent to which a single task or group of tasks represents writing ability or writing

performance. A second concerns the kind of writing that occurs in a single drafting session. A third concerns the extent to which raters' judgments are a matter of perception. The essay concludes that most assessments of writing simply measure PIDQ (Perceived Drafting Quality), which is a highly subjective judgment. The implications for writing assessment and writing research are suggested.

92–386 Sasaki, Miyuki (Nagoya Gakuin U., Japan). A comparison of two methods for detecting differential item functioning in an ESL placement test. *Language Testing* (London), **8**, 2 (1991), 95–111.

This paper compares two approximation techniques for detecting differential item functioning (DIF) in an English as a second language (ESL) placement test when the group sizes are too small to use other possible methods (e.g. the three parameter item response theory method). An application of the Angoff delta-plot method, utilising the one parameter Rasch model adopted in Chen and Henning (1985), and Scheuneman's chi-square method were chosen because they are among the few methods appropriate for a sample size smaller than 100. Two linguistically and culturally diverse groups (Chinese

and Spanish speaking) served as the subjects of this study. The results reveal that there was only marginal overlap between DIF items detected by Chen and Henning's method and Scheuneman's method; the former detected fewer DIF items with less variety than the latter. Moreover, Chen and Henning's method tended to detect easier items with smaller differences in p-value between the two groups whereas Scheuneman's method tended to detect items with the opposite features. Implications of these results are discussed.

92–387 Schils, E. D. J. and others (U. of Nijmegen). The reliability ritual. *Language Testing* (London), **8**, 2 (1991), 125–38.

A critical appraisal is presented of some of the misconceptions surrounding the notion of test reliability which appear to be quite pervasive in some linguistic research circles. First, it is demonstrated that observed group differences which prove significant in the adequate significance tests, are in no way discredited by low reliability coefficients. Second, it is argued that test reliability should be determined *a priori*, i.e. before a test is actually used in an investigation. *Post-hoc* computations of test reliability are redundant and may

even be misleading. Third, the results of computer simulations are presented which show that reliability coefficients such as Cronbach's alpha depend to a large degree on the heterogeneity of the subject sample and the range of item difficulties. This imposes serious limitations on the usefulness of Cronbach's alpha as a reliability measure, especially when computed *post-hoc*. As a scalability measure Cronbach's alpha seems fundamentally inappropriate.

Course/syllabus design

92–388 Long, Michael H. and Crookes, Graham (U. of Hawaii at Manoa). Three approaches to task-based syllabus design. *Tesol Quarterly* (Washington, DC), **26**, 1 (1992), 27–56.

Choice of the unit of analysis in syllabus design is crucial for all aspects of a language teaching

programme. A variety of units, including word, structure, notion, function, topic, and situation,

continue to be employed in synthetic, Type A, syllabuses. While each is relevant for analyses of the target language and its use, nativelike linguistic elements find little support as meaningful acquisition units from a language learner's perspective. Task has more recently appeared as the unit of analysis in three analytic, (primarily) Type B, alternatives:

'procedural', 'process', and 'task' syllabuses. Each of these has certain limitations, too, but when the task syllabus is combined with a 'focus on form' in task-based language teaching, the task receives more support in second language acquisition (SLA) research as a viable unit around which to organise language teaching and learning opportunities.

92-389 Wigzell, Roy (University of Bahrain). Efficiency, cost-effectiveness and the privatisation of foreign language learning. *System* (Oxford), **20**, 1 (1992), 15-29.

This paper draws attention to the neglect of efficiency in the management of foreign language courses and considers two alternative strategies for systematically improving efficiency without loss of effectiveness: a mastery-learning strategy coupled with precision teaching and a strategy that involves the privatisation of parts of the syllabus and a corresponding reduction in the duration or intensity of the taught course. The first of these strategies is rejected on the grounds that, in order to achieve the desired outcomes, it must involve a good deal of individualisation (as distinct from privatisation), which may be difficult to manage efficiently without

the provision of special learning facilities that may add considerably to input costs. The case for privatisation derives empirical support from the results of an experiment carried out at the University of Bahrain, the purpose of which was to determine the effect on efficiency and cost-effectiveness of privatising different components of an EFL course designed to develop proficiency in reading and writing. Considerable improvement in both efficiency and cost-effectiveness was achieved by privatising the reading component, but not by privatising the writing component. The pedagogic implications of these findings are discussed.

Teacher training

92-390 Kennedy, Judith (Warwick U.). Perspectives on cultural and individual determinants of teaching style. *RELC Journal* (Singapore), **22**, 2 (1991), 61-78.

Barnes and Schemilt (1974) have distinguished between 'Transmission' and 'Interpretation' Teachers. It may be that this distinction has its origins in an individual's sense of autonomy or 'locus of control' (Rotter, 1965) which may, in turn, be culturally determined. The concept of locus of control refers to the extent to which an individual sees his behaviour as being initiated by factors within himself (an internal locus of control), or how far he sees it as determined by external forces (an external locus of control).

In order to investigate any possible relationship between a teacher's or individual's position on the Transmission-Interpretation dimension, his locus of control and culture, a pilot study was conducted by means of a questionnaire with two groups of undergraduate (B.Ed.) students—one group from Malaysia and one from the UK. Implications of the results for teacher education and the introduction of new methodologies are discussed.

92-391 Murphy, John M. (Georgia State U.). An etiquette for the non-supervisory observation of L2 classrooms. *Foreign Language Annals* (New York), **25**, 3 (1992), 215-25.

Earlier discussions of an etiquette for classroom observation imply that a supervisor who observes a second language (L2) classroom in an official capacity poses more serious concerns for a classroom teacher than a person who visits for some other reason. Several writers suggest that a supervisory relationship between a classroom teacher and a visitor/observer can be more unsettling for the teacher than one that is non-supervisory. There is evidence, however, that visitors who are non-supervisors

sometimes provoke anxiety in the lives of L2 teachers and their students. While not always recognising this concern, programmes of L2 teacher preparation encourage pre-service and in-service teachers to visit and observe classes being taught by their peers. Under such circumstances, visitors who are not supervisors sometimes lack necessary skills for observing in an unobtrusive manner. For this and other reasons, the problems that non-supervisory observers pose in classroom settings need to

be examined directly. The present discussion addresses visitors to L2 classrooms who are the colleagues and peers of both pre-service and in-service classroom teachers. The article's premise is that a non-supervisor's visit can be just as prob-

lematic for a classroom teacher as a supervisor's. Following discussions of the complexities of these relationships and possible solutions, illustrative guidelines for classroom visitation/observation etiquette are presented.

92-392 Steyne, David (Sheffield City Poly.). Access with a difference. *Adults Learning* (Leicester), **3**, 8 (1992), 207-8.

The training which the Sheffield City Polytechnic provides for the literacy assistants in the Black Literacy Campaign is the first specific provision by the polytechnic for a particular community made in response to the demands of that community. The assumption that the assistants are already active in, and committed to, the development of their community provides the context in which the course functions. It consists of five main units (welfare rights, numeracy and data interpretation, media analysis, social and community research, and

study skills) leading to an Access to Higher Education Certificate which provides a route into degree courses in Arts, Humanities and Social Sciences. Some students have taken jobs or gone on to non-degree courses in higher education. However, the fact that the course is taught on polytechnic premises makes it accessible to the assistants in a sense which it never was before, and has given them the experience of a different and more positive kind of education.

92-393 Winer, Lise (Southern Illinois U.-Carbondale). 'Spinach to chocolate': changing awareness and attitudes in ESL writing teachers. *TESOL Quarterly* (Washington, DC), **26**, 1 (1992), 57-80.

This paper uses data from student journals in a TESL writing practicum to trace the process by which practice of and reflection on specific activities change awareness of and attitudes toward writing and the teaching of writing. Students highlighted four areas as problems: dread of writing, boring or intimidating topics, insecurity about writing skills, and insecurity about teaching skills (particularly providing feedback). Students also identified five

strategies on the part of the instructor as most helpful in effecting change: having students design and respond to writing tasks, requiring mandatory revision, guiding peer coaching, providing guided practice in topic development, and developing understanding of the writing process. In contrast to contemporary polarised models, the paper demonstrates the necessity of integrating training and development in teacher education.

Teaching methods

92-394 Allen, J. P. B. (Ontario Inst. for Studies in Ed.). Instructional processes and the development of communicative competence. *IRAL* (Heidelberg), **30**, 1 (1992), 1-20.

This paper reports on a study undertaken to increase our understanding of the nature of communicative language teaching in the classroom and its effect on proficiency. Two homogeneous groups, in terms of level of French, were tested in Toronto schools. Two specific components of the teaching were observed: types of classroom activity and teacher/student interaction.

Significant differences were seen between teacher-controlled (or analytical) practice, and interactive (or experiential) practice. The former involved minimal written text and little spoken interaction,

focus on linguistic form rather than message, and a restricted choice of words and expressions. The latter was the exact opposite.

It is concluded that such differences could have an effect on the learning outcome. There is a need for the core curriculum to move towards experiential instruction, but it is not recommended that grammar instruction be abandoned. Most successful activities include both. It is the quality of instruction in the classroom and the wide range of topics, not the focus on form, that is crucial.



92-395 Allwright, Dick (Lancaster U.). The death of the method. *Revue de Phonétique Appliquée* (Mons, Belgium), **99/101** (1991), 79–87.

This article reviews the recent history and current status of the concept of method in language teaching. In the 1960s it was normal to talk in terms of discrete, alternative ‘methods’, but inconclusive research in this decade, notably on the Pennsylvania Project, challenged beliefs that one could show the superiority of, or even identify, a particular (in this case audio-lingual) method, and the search began for other variables. At first the focus was on the teacher, then on the lesson as a co-production of

teachers and learners. Allwright’s own work began to stress ‘learning opportunities’.

The term ‘method’ is still current among professionals, and teachers trainees still expect a ‘methods’ component in their courses, but the author uses this to ‘exorcise rather than reinforce the concept of the packaged method’. Reliance on packaged method oversimplifies issues, diverts energies, breeds complacency and unhelpful loyalties, and inhibits personal development.

92-396 Alvarez, Gerardo (U. Laval). L’interculturel en didactique des langues secondes: richesse ou obstacle? [The intercultural approach in second language teaching: a help or a hindrance?] *Bulletin of the CAAL* (Montreal), **11**, 2 (1989) [publ. 1992], 15–27.

On the basis of an anthropological conception of culture which includes the objects, representations, attitudes and behaviours shared (up to a certain point) by the members of a given socio-culture, one can retrace the cultural characteristics that are present in any human communication. The intercultural approach therefore consists of a pedagogical practice based on a community’s normal discursive pro-

ductions—‘natural texts’ or ‘ordinary texts’—to highlight the similarities and differences between the learner’s native language/culture and the target language/culture. Two particular cases are illustrated: the existence of ‘cultural assumptions’ and the questioning of a foreign perception of the learner’s native culture.

92-397 Anderson-Hsieh, Janet (Iowa State U.). Using electronic visual feedback to teach suprasegmentals. *System* (Oxford), **20**, 1 (1992), 51–62.

This paper discusses how electronic visual feedback is used to teach suprasegmentals to students in a programme for international teaching assistants. A brief description of English suprasegmentals is presented and the use of electronic visual feedback for teaching suprasegmentals is explained. Procedures for teaching stress, rhythm, linking, and

intonation are then presented, and examples of visual feedback graphs illustrating some typical student errors and students’ attempts at correcting them are shown. Finally, the advantages and limitations of using electronic visual feedback to teach suprasegmentals are discussed.

92-398 Bogaards, P. (U. of Leiden). Dictionnaires pédagogiques et apprentissage du vocabulaire. [Learners’ dictionaries and the learning of vocabulary.] *Cahiers de Lexicologie* (Paris), **59**, 2 (1991), 93–107.

Learners’ dictionaries are particularly useful for those who are not native speakers of a certain language. After a brief discussion of the possible advantages and disadvantages of the monolingual dictionary for foreign language learners, an experiment with adult learners of French as a foreign language is described. Students had to translate a short text into French, with or without the help of

different types of dictionaries. Two weeks later they were asked to translate 17 ‘difficult’ words which were isolated from the text. The numbers of words retained by the users of monolingual or bilingual dictionaries did not differ sufficiently to be taken as proof for the superiority of the monolingual dictionary.

92-399 Casanave, Christine Pearson and Hubbard, Philip (Stanford U., CA). The writing assignments and writing problems of doctoral students: faculty perceptions, pedagogical issues, and needed research. *English for Specific Purposes*. **11** (1992), 33-49.

The writing requirements and problems of doctoral students have not been targeted in writing survey research, in spite of the importance of writing in the lives of these students. The present survey asked graduate faculty at one university to provide specific information about the writing they require of first-year doctoral students, the criteria they use to evaluate students' writing, and the writing problems of native- and nonnative-English-speaking (NS and

NNS, respectively) students. The 85 questionnaires returned represented 28 departments and were almost equally divided between humanities/social science and science/technology fields. The survey results raise pedagogical issues concerning global versus local writing problems, the role of vocabulary instruction, the need for discipline-specific writing instruction, and the timing of ESL support service writing classes for graduate students.

92-400 Ellis, Rod. On the relationship between formal practice and second language acquisition: a study of the effects of formal practice on the acquisition of German word order rules. *Die Neueren Sprachen* (Frankfurt am Main, Germany), **91**, 2 (1992), 131-47.

Teachers continue to believe that 'practice makes perfect'. This paper reports a study of beginning learners of German as a foreign language in London. It examines the effects of formal grammar practice on the acquisition of a German word order rule (VERB-END). The results show that learners who received plenty of opportunities for practising VERB-END in class were no more successful in acquiring it than learners who received very few

practice opportunities. However, learners with a higher overall proficiency in German were the ones who received the most practice opportunities. One explanation for this is that teachers and students jointly organise events in the classroom so that the better students practice more. The article calls into question the value of formal grammar practice, as it is traditionally conceived.

92-401 Genesee, Fred. H. (McGill U.). Second/foreign language immersion and at-risk English-speaking children. *Foreign Language Annals* (New York), **25**, 3 (1992), 199-213.

There is ample evidence from research in Canada and the United States that second language immersion programmes are effective for English-speaking children with average or above average ability from middle-class, majority-group backgrounds. This review examines the suitability of immersion for English-speaking children who are at risk in school because they have the following learner characteristics: (1) below average general ability, (2) poor first language ability, (3) low socio-

economic status, and (4) ethnic minority group status. A fifth factor is examined, namely age, because of the assumed difficulty experienced by older learners in acquiring a second or foreign language. Indices of first language development, academic achievement and second language acquisition are examined. The evidence indicates that such children benefit from participation in immersion without loss to their first language development or academic achievement.

92-402 Good, Colin (U. of East Anglia). Teaching translation. *UEA Papers in Linguistics* (Norwich), **32** (1991), 7-14.

While there are many useful theoretical discussions of translation, there is little material on what teaching translation means. There is a need to introduce students to the techniques of good translating. These include use of dictionaries in preparation and discussion of a text, submission of work prepared on word-processors or typewriters,

and preparation of a dense or unfamiliar type of text by a variety of methods, e.g. by reference to relevant English texts, to experts in a particular field, and by compilation of lists of words and expressions.

Students should be taught to paraphrase and to focus on cohesive items such as *but* in order to



identify the logic of an entire text. Careful and selective annotation should be used to identify problems for the translator, and various equivalents, and to indicate how a solution was reached. It is also important that instead of relying on the teacher, students make their own decisions in selecting items. They should identify the frequency of expressions in

different text types, and the type of text that occurs in different situations in different cultures.

As far as technical and specialist texts are concerned, it is noteworthy that fixed equivalents are readily available. It is also essential to establish what type of translation, focusing on information or style, the employer wants.

92-403 Hart, Ian (U. of Hong Kong). Video, foreign languages teaching and the documentary tradition. *System* (Oxford). **20**, 1 (1992) 1–13.

This paper examines the relationship between styles of video production and recent approaches to foreign languages teaching. It is argued that, whereas most educational television is produced within a 'didactic' tradition, following the principles of instructional design, and presenting scripted native speakers as models, a 'documentary' approach to production, depicting realistic role models and natural language (including interlanguage) is more

appropriate to the goals of communicative competence as defined in the *Australian Language Levels Guidelines*. This paper includes case studies of two recent language video productions: *Chauvigny—2 ou 3 choses que je sais d'elle* (for high-school French), and *Zǒu ba!* (for upper high school and university Chinese) in which the models presented are Australian exchange students in France and China.

92-404 Herron, Carol and Tomasello, Michael (Emory U.). Acquiring grammatical structures by guided induction. *French Review* (Baltimore, Md). **65**, 5 (1992), 708–18.

Research confirms that acquisition of certain grammatical structures can benefit from formal teaching. One of several available methods is examined in this article: guided induction. Here, the lesson starts with a contextualised oral question and answer exercise. Then students are asked to complete a sentence, on the blackboard, from which the target structure has been omitted. The rule being acquired is never explicitly stated. Further examples test the hypothesis that students have formulated.

The method was tested on beginner students of

French in an American university. The guided induction method was compared with the deduction method in which the teacher began by stating a rule, then illustrating it with a model on the blackboard, and students then practised it in a contextualised oral exercise. The former method, which involves active cognitive processing in meaningful contexts, achieved more positive results, especially in providing students with the opportunity of developing their own powers of linguistic observation and construction.

92-405 Kobayashi, Toshihiko (U. of Hawaii Kapiolani Community Coll.). Native and nonnative reactions to ESL compositions. *TESOL Quarterly* (Washington, DC). **26**, 1 (1992), 81–112.

This study investigated how English native speakers (ENSs) and Japanese native speakers (JNSs) at professorial, graduate, and undergraduate levels evaluate and edit ESL compositions written by Japanese college students. A total of 269 subjects first evaluated two compositions in terms of grammaticality, clarity of meaning, naturalness, and organisation, using 10-point scales. English native speakers were more strict about grammaticality than were Japanese native speakers. In terms of clarity of meaning and organisation, English native-speaking professors and graduate students gave more positive evaluations for both compositions than did the comparable Japanese-speaking groups. However, the Japanese undergraduates evaluated

both compositions much more positively than did the English undergraduates. Comparisons in terms of naturalness were not generalisable because they showed different results between the two compositions. The subjects then edited the composition, correcting everything that seemed ungrammatical, unacceptable, or unnatural. ENSs provided far more corrections and corrected errors more accurately than did the JNSs. In both L1 groups, the higher the academic status of the evaluating group, the more accurately the group corrected errors. JNSs left many errors uncorrected, especially errors involving articles, number, prepositions, and lexical items which occur in Japanese as loan words from English.

92-406 Königs, Frank G. 'Lernen' oder 'Erwerben' revisited. Zur Relevanz der Zweitsprachenerwerbsforschung für die Sprachlehrforschung. ['Learning' or 'acquisition' revisited. On the relevance of second language acquisition research for language teaching research.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 2 (1992), 166-79.

Two studies of error correction, one in a non-classroom setting and one in classrooms, are compared and the implications for methodology discussed. The non-classroom study involved 4 Turkish, 4 Italian and 4 German children, with adults present, talking German and attempting various tasks, over a two month period. Over 95% of the corrections were self-corrections, and self-initiated: of the few examples of someone correcting someone else, most were interventions by the adults. Types of correction were equally divided between lexico-semantic and morpho-syntactic, with very few phonological ones.

The classroom study was based on videotapes of 97 hours of Spanish and 91 hours of Italian teaching, together with teacher interviews, teacher commentaries on the videos, and student questionnaires.

Here the pattern was very different, with little self-correction and much other-correction, i.e. teacher correcting learners. The percentage of errors corrected varied widely, from 19 to 86 per cent, between teachers, and also with error type: 65 per cent of morpho-syntactic, 50 per cent of phonetic and 39 per cent of lexico-semantic errors were corrected. Questionnaires revealed that learners wanted to be corrected, and criticised teachers who did not do so.

The author concludes that correction is natural in a classroom situation, and attacks the view of Krashen and others that it has no effect, as the differences in behaviour in the two settings mean that non-classroom data cannot be uncritically taken over to determine classroom practice.

92-407 Kumaravadivelu, B. (San Jose State U.). Macrostrategies for the second/foreign language teacher. *Modern Language Journal* (Madison, Wis), **76**, 1 (1992), 41-9.

Macrostrategies are general guidelines to help second and foreign language teachers develop an ability to generate situation-specific classroom techniques. A framework of five such macrostrategies is presented and discussed, with reference to actual classroom exchanges. These show teachers: (i) creating learning opportunities in class; (ii) using learning opportunities created by the learner, by involving learners in questions raised by their classmates; (iii) facilitating negotiated interaction between all participants

and encouraging learners to stretch their linguistic repertoires; (iv) activating the intuitive heuristics of the learner by providing data for the learner to infer grammatical rules; and (v) integrating activities to ensure linguistic input is contextualised.

This framework provides an overall context within which teachers can design their own classroom microstrategies, and could further provide the basis for research which would help teachers learn from exploration of their own classrooms.

92-408 Kuty, Margitta. Spielerische Zugänge zur Grammatikarbeit. [Playful approaches to grammar work.] *Der Fremdsprachliche Unterricht* (Stuttgart, Germany), **2** (1992), 21-5.

This article, taken from a dissertation written in the GDR before re-unification, is reproduced with the explicit purpose of giving West Germans an insight into an unfamiliar terminology and approach. It consists largely of short descriptions of games, grouped under five main headings. Games for receptive practice of grammatical constructions include making true/false decisions and correcting absurd statements; the second type are substitution

drills, often with a speed requirement; the other three types are slightly more open-ended, e.g. some pupils mime actions, others try to remember what they did. They tips for conducting games include restricting the lexis and grammar covered, proceeding by small steps with much repetition, providing models, clarifying the rules of the game and the scoring system.



92-409 Leffa, Vilson J. (Federal U. of R. G. do Sul, Brazil). Making foreign language texts comprehensible for beginners: an experiment with an electronic glossary. *System* (Oxford), **20**, 1 (1992), 63–73.

A group of beginning students of English as a foreign language was tested in a reading comprehension task, using either a computer-mediated electronic glossary or a traditional bilingual dictionary. The findings indicate that the electronic glossary was more efficient than the traditional dictionary, allowing the subjects to understand 38 %

more of the passage, using 50 % less time. The basic concepts involved in the study (lexicon-grammars, hypertext and computer-mediated reading) are also defined and the electronic glossary used in the experiment is described in some detail. The role of the electronic glossary in a comprehension-based theory of language acquisition is finally discussed.

92-410 Luk, Vanessa (U. of Edinburgh). Interactional listening tasks: a comparative study of strategy and practice teaching approaches. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **3** (1992), 78–91.

This paper discusses non-native speakers' use of interactional strategies to elicit responses from or negotiate meaning with their interlocutors in an attempt to solve their problems in conversational listening. It is concerned with the question of whether these interactional listening strategies can be taught as a means to improve learners' con-

versational ability, rather than allowing them simply to develop as a result of practice. The paper is a preliminary report on a practical experiment designed to investigate the effect of strategy and practice teaching in communicative activities in order to find out the applicability and effectiveness of listening strategy training in the L2 classroom.

92-411 McGrath, Ian and others (U. of Edinburgh). Lesson beginnings. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **3** (1992), 92–108.

This paper describes a study of the ways in which teachers of foreign languages (English and other languages) to adults begin their lessons, the purposes that underlie their habitual practices, and students' attitudes to these practices. Among the conclusions reached are the following: (1) in the context described, teachers appear to attach greater importance to affective than cognitive consideration;

(2) although individual teachers may operate with a relatively narrow range of activities, there is considerable variation across those involved in the study; (3) despite evidence of a slight preference for more attention to be given to review and preview, students appear to be on the whole quite content with the way in which their lessons begin.

92-412 Murphy, John M. (Georgia State U.). Preparing ESL students for the basic speech course: approach, design, and procedure. *English for Specific Purposes* (New York), **11** (1992), 51–70.

This article introduces a 'discovery process' method for teaching ESL speech communication, an example of the author's current classroom practices. The method is designed to prepare ESL students for participation in the basic speech course as defined in the literature on first language (L1) speech communication. Preparing ESL students in this area is thus an example of teaching English for a specific purpose. To this aim, the author applies a framework for the analysis and description of second language (L2) methods initially developed by Anthony (1963), Richards (1983), and Richards and Rodgers (1986). These writers examined L2 methods at three levels: approach, design, and procedures. Their organisational structure has been adopted in an expanded

form in order to characterise a discovery process method that emphasises dyadic interaction patterns and co-operative learning. In the classroom, the method provides individual speakers with multiple opportunities to develop prepared topics and individual listeners with recurring opportunities to develop prepared topics and individual listeners with recurring opportunities to practice note-taking skills. Periodically, speakers change partners and continue to work with different members of the class. Students learn that presenting a topic to a peer is a challenging process of discovery, change, and revision. Assessment procedures are incorporated into the methodology as part of regular, daily classroom procedures.

92-413 Rings, Lana (U. of Texas at Arlington). Authentic spoken texts as examples of language variation: grammatical, situational, and cultural teaching models. *IRAL* (Heidelberg, Germany), **30**, 1 (1992), 21–33.

Language teachers are faced with a dilemma—that of improving student competence in dealing with the two extremes of discourse style, casual spoken discourse and formal written style. Formal written discourse is more familiar because it is more frequently described, but students also need to be aware of the different linguistic levels of casual spoken language. An analysis of a short piece of conversation is used to show different elements of sentence-level grammar (phonology, morphology, syntax, etc.), textual/situational grammar (coher-

ence, cohesion, etc.), and cultural grammar (cultural reference, background knowledge) and then differences between the conversation and a written text on the same topic are illustrated.

It is argued that authentic video texts and transcriptions can be used in addition to textbook materials as models for teaching both formal and informal aspects of the language, giving students a better understanding of both the language and the culture.

92-414 Starkebaum, Karl. Freiarbeit und Grammatik. [Free activities and grammar.] *Der Fremdsprachliche Unterricht* (Stuttgart, Germany), **2** (1992), 9–15.

In the search for solutions to growing problems in the classroom, teachers are looking beyond the pursuit of subject-specific, test-orientated excellence to a whole-school approach. Various known as ‘free activity’, ‘open teaching’, ‘self access’ and ‘developmental teaching’, this approach has been gaining ground in German schools for a decade or more, partly in response to a perceived change in the nature, attitude and motivation of pupils. A recent survey found that many teachers considered pupils to have a shorter concentration span, less tolerance and readiness to learn, but more self-confidence and individuality than in the past. The breakdown of the traditional family unit, the influence of television and the functional illiteracy caused by the decline of writing in society mean that pupils come to school with greater developmental and general educational needs than before, and that language teachers are under particular pressure. The aims of free activity are to reawaken pupils’ interest in learning, lessen their anxiety about school, emphasise their positive achievements, encourage tolerance of differing abilities, and foster independence and responsibility. Communication between pupils is considered important, as is their freedom to make decisions, and openness in discussing difficulties. Teachers must take off their

‘didactic corsets’ and channel their energies into preparing activities and then acting principally as observers and advisers. Activities must be visually attractive and varied, be geared to different ability levels and to pupil cooperation, stimulate pupils’ curiosity and imagination, and have social goals. An activity period of 70 minutes is recommended, followed by a reporting back session, which is an integral part of this approach and important for pupils’ self-esteem. Continuous assessment and written reports to parents replace traditional examinations.

Teachers of English in German schools who embrace this approach face the problem of meeting the needs of the curriculum at the same time. There is still a requirement to reach a certain level of grammatical and lexical competence, and the lack of an acoustic speech model from the teacher in many free activities causes additional problems. It is possible to devote one lesson per week to such activities without neglecting the curriculum. The author describes how pupils can acquire a ‘feeling for tenses’ by working their way through a variety of stimulating activities in a so-called ‘Past Tense Box’. The approach can easily be adapted to other areas of grammar. The pupils’ response has been very positive.

92-415 Stotesbury, Hikka (U. of Joensuu). The teaching of summarisation. *Finlance* (Jyväskylä, Finland), **10** (1991), 29–41.

Summary writing is now a neglected skill in British schools because it is considered ‘non-communicative’, whereas Finnish schools are increasingly exploiting summary writing as a method of assessing understanding of texts both in mother tongue and in foreign languages. Students have a constant need

of summarising and note-taking skills later in their academic careers. The decline of expository and argumentative writing among Finnish undergraduates underlines the need to teach any form of writing, including summary. Research into the recall of information indicates a slower rate of decay

when reading comprehension tasks require students to employ transformations on a text, as in the case of successful summarising. What makes summarising difficult is the high degree of interactivity it imposes on the writer.

In a recent study, new undergraduates' summaries of a semi-academic foreign language text were assessed, and compared to summaries of the same text written by subject specialists. The students located the essential features almost as efficiently as the specialists, but included more details. The mature summarisers/specialists expertly applied the macro-rules of deletion, selection, generalisation and construction isolated by Kintsch and van Dijk (1978) as the principal strategies of summarising. The students added extra-textual information, and used unnecessary metatextual devices, and in some cases misunderstood the text. When writing took place in the mother tongue as opposed to the language of the text, the summaries were shorter, more coherent and more fluent, but there were many more cases of misunderstanding.

Following this study, two sets of instructions for the teaching of summary writing were devised: 'macrosteps' reflecting the Kintsch-van Dijk rules, and 'microsteps' concentrating on the practicalities of drafting and re-writing. Group discussions and peer assessment in practice sessions develop summarisers' awareness of the global structure of the source text. Practice in distinguishing different levels of information in a text is helpful. Good summarising is more dependent on good reading comprehension than on good writing skill, so the teaching of reading comprehension should perhaps be more pointedly focused on the process of selection and deletion. The interpretation of title and headings is important, as they can be very misleading. The evaluation of the quality of summaries is problematic. A 'good' summary should be readable and intelligible without the source text, have a coherent and cohesive structure, be linguistically accurate and fulfil its purpose. Above all it should be judged by whether it achieves its communicative function for the recipient/reader.

92-416 Taylor, Michael J. (U. of Bath). It depends what you mean by translation. *UEA Papers in Linguistics* (Norwich), **31/2** (1991), 15-25.

The appropriate place for translation in the traditional modern languages degree course is at the centre of the teaching and learning process. This can be illustrated in terms of methodology and presentation, selection of material that is relevant to the course and the students, and the potential of the exercise itself.

Insights into methodology can be provided by discussion with colleagues. A variety of written and oral exercises may involve critical appraisal and assessment of translated texts, on-sight translation, searches for additional material, and group or individual work. Texts, selected from authors whose

works constitute the major content of the course, may be used to ensure that material is perceived as relevant by students, together with texts related to the contemporary society component of many language courses such as politics, economics and education. Translation also offers the possibility of full comprehension of a text by detailed study of the language, and may lead to re-use of the lexis and grammar noted in the original text.

Finally, with the increasing concentration on the foreign language in contemporary courses, translation also provides contact with written and spoken mother tongue.

92-417 Tudor, Ian and Tuffs, Richard (Free U. of Brussels, Belgium). Formal and content schemata activation in L2 viewing comprehension. *RELC Journal* (Singapore), **22**, 2 (1991), 79-97.

The article describes an experiment designed to enhance the viewing comprehension of a group of advanced level ESL learners by means of the prior activation of text-relevant schemata. The subject population, Belgian university students of business administration, were divided into three groups, two receiving an experimental treatment geared to the activation of either formal or content schemata, and a control group which received no pre-viewing treatment. The target video sequence was an off-air recording on an economic topic. The formal treatment involved the presentation of the problem-solution model (Hoey, 1979) and a learner-based

practice activity in the use of this model on a topic other than that of the target sequence. The content treatment involved provision of information on culturally-specific referential elements occurring in the target sequence and a learner-based activity on the general topic of the sequence, privatisation. Experimental effect was monitored by means of summary writing and a set of comprehension questions, the latter being given directly after viewing and again a week later to monitor for recall. Both pre-viewing groups showed significant levels of comprehension facilitation on all monitoring measures. Levels of improvement attained by

the formal schemata group were higher than those of the content schemata group, although the

difference was less marked on the recall than on the immediate measures.

92-418 Valtanen, Helena. Interaktiivisuus, metakognitio ja lukustrategiat vieraan kielen lukemisessa. [Interaction, metacognition and reading strategies in the reading of foreign languages.] *Finlance* (Jyväskylä, Finland), **10** (1991), 3–27.

A review of research on reading comprehension, primarily in the context of current Anglo-American reading research, is presented. The paper begins with some general observations on the purposes of reading, reading in an academic context, and the teaching of reading a foreign language. Next, changes in how reading is perceived are discussed: reading as information transfer, reading as interaction between the reader and the text, and reading as transaction. Bottom-up and top-down approaches to reading are briefly dealt with, mainly as an introduction to interactive models of reading and their contribution to research in L2 reading. Metacognition and its two aspects, knowledge about

cognition and comprehension monitoring, are then discussed with reference to studies in L2 reading. Before moving on to review research on reading strategies in foreign language reading, the problematic concept of 'strategy' is briefly touched upon. This is followed by a section on the transfer of L1 reading strategies to L2 reading, and the 'threshold' level required for the transfer to happen. Finally, the paper puts forward a tentative interactive model uniting metacognition and strategies, and discusses instructional issues involved in teaching reading in a foreign language suggested by the interactive approach.

92-419 Wardrop, Elspeth and Anderson, Kenneth (U. of Edinburgh). An investigation into learners' reactions to learner training for self-access listening. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **3** (1992), 135–45.

Learner training (LT) is felt to be important for students to make effective use of self-access facilities, yet there is uncertainty about how it should be done and how it will be received. This study examined students' reactions to two versions of LT for listening, finding little negative reaction, but many useful comments on content, manner and timing of

LT, as well as the kind of listening material they wanted; it also examined students' current use of self-access listening, and what governed their choices. It revealed that classroom-based LT had some good effect, but that a more consistent approach was necessary.

92-420 Yerles, Pierre and Lits, Marc (U. of Louvain, Belgium). Pour une didactique de la littérature. [Towards a theory of teaching literature.] *Dialogues et Cultures* (Paris), **36** (1992), 107–18.

An approach to literature teaching is proposed which centres on three concepts: *appropriation*, which includes learner autonomy and relating reading to previous knowledge and personal interests: *jeu* (game or play), including simulated experimentation, with the objective of 'being prepared to be surprised': and *énigme* (enigma) which has two facets, one similar to traditional literary analysis and the other involving study of detective stories, fantasy, etc. The authors stress the

common themes and 'ancestral fears' present in a wide range of text types from the earliest fables to the latest films, and the centrality of myth as *une idée-image-force*. Literature in the widest sense shows that there are areas for which the rational, scientific world-view is not adequate. Children often do not know how to read literature and to cope with myth in literature; they can be helped by starting, not from the distant past, but from their own experience and knowledge and popular genres.