

Theory and principles

94-110 Farren, Seán (U. of Ulster at Coleraine, Northern Ireland). Knowledge about language: an old controversy in new programmes. *Language, Culture and Curriculum* (Clevedon, Avon), **5**, 3 (1992), 185–97.

Recent proposals to make Knowledge about Language (KAL) an integral part of the teaching of English in Britain and Northern Ireland are discussed. The debate on KAL is traced from the Bullock Report, published in 1975, which effectively ended the teaching of traditional grammar, through a number of subsequent reports in the 1980s, which tried in various ways to reintroduce some kind of substitute for grammar, and finally to the 1990 *Programmes of Study* published for Northern Ireland. The paper concludes that the debate on KAL is set

to continue since little progress has been made on the most basic questions it raises. Among these are the nature of KAL itself, what it includes and what it excludes, how it fits with the other elements of the English programme, what it is supposed to do for the pupil, and how it should be taught. KAL also raises difficult questions about standard versus non-standard forms, the relation of the written and spoken language, and the role of language in society.

94-111 Mombert, Monique (IUT Strasbourg-Sud). Le 'post-bac' ou l'enseignement aux 'non-specialistes'. [Teaching 'non-specialists' at post-baccalaureate level.] *Langues Modernes* (Paris), **87**, 2 (1993), 9–19.

This article serves as a preface to a volume of the journal devoted to the teaching of foreign languages in France to non-specialists at university and in the higher classes of schools. It introduces the other articles, and makes some general comments. The picture is said to be positive in that foreign languages – sometimes even two or three – are now compulsory in many degree programmes, but negative in that learner motivation and teacher morale are often low. Teachers are often on one-year contracts, and have high teaching loads with no time for or

expectation of research, which is a serious loss. There is uncertainty about assessment – should learners be prepared for foreign exams such as TOEFL, or should a French national diploma system be developed? There is much talk of using technology and preparing students for self-access learning, but this can lead to teachers feeling reduced to mere technicians. [Tables of language enrolments at French universities, broken down by language, main academic subject, and institution.]

94-112 Parke, Tim (U. of Hertfordshire, Watford). Bilingualism, language awareness, and the resource question. *Language Awareness* (Clevedon, Avon), **2**, 2 (1993), 77–83.

This paper initially assesses the essentially socio-linguistic position on language awareness taken in Bhatt and Martin-Jones (1991). There is a discussion of the strengths of the case they make there for a study of language that would be both critical, and grounded in social realities, especially those of bilingual pupils in the UK school system, rather than as an abstraction from the life of the pupils on whom the study would be targeted. Their view is then analysed for the consequences it might have if applied to the majority population, with a brief

following discussion of whether the bilingual experience is fundamentally a linguistic or a social phenomenon. The notion of language awareness is then extended by setting considerations of language acquisition and grammar alongside Bhatt and Martin-Jones' more socially based concerns, and the case is made for including these areas in language awareness teaching. Finally, the connection is made between these suggestions and the teaching of languages.

94-113 Rivers, Wilga M. (Harvard U.). Cultures, languages and the international smorgasbord: musings for a new millenium. *Canadian Modern Language Review* (Toronto), **50**, 1 (1993), 150–7.

If language learning is to be considered a core subject in the curriculum, courses must serve the needs of diverse students with differing aspirations. Not all will need to communicate orally in a language to the same level of proficiency. Listening or reading, or a foundational ability to function in the language, will suffice for some. Students cannot know in which language or language variant they will eventually need to operate, and the language teaching profession should be mature and secure enough to accept and value teacher and student preferences in course content and approach. To support the language teaching of the future, we will need a new kind of linguistics/anthropology course of broad appeal for upper high school level, or as part of an undergraduate core curriculum.

Language teachers will need a wider background in many disciplines in order to interpret contemporary life to learners, to provide exciting content for language courses in a long sequence, and to participate in efforts to internationalise their schools and universities. In Europe, there have been various initiatives such as the ERASMUS programme promoting student mobility between member states of the EC. In the USA, a Center for International Business Education and Research has been established, but questions still remain as to who will be equipped to undertake the advanced level language teaching that such projects require.

94-114 Winser, Bill. Language knowledge in adult literacy development: a register-based approach. *Prospect* (Adelaide, Australia), **8**, 1/2 (1992/93), 100–15.

Though the value of communicative approaches is beyond doubt, the full empowerment of the learner is possible only if he or she gains some measure of explicit knowledge of the linguistic system and its elements. The foundations for the communicative approach include Hymes' idea of 'communicative competence', i.e. ability to use the linguistic system appropriately, and Wilkins' functional/notional method, but these do not provide a complete model for teachers, who need to equip students with specifically linguistic resources for effective use of English. A focus on the language system is needed in adult ESL teaching, and the great strength of a systemic-functional, or register/genre-based approach is that it provides an explicit statement about

how language is related to context. Halliday and Martin's view that language is structured in a functional way, and is therefore a resource for making meaning, can be developed into an educationally useful model of language. In this register model, three corresponding variables are used to describe the specific context of situation where language is being used: the field (social activity and content); the tenor (speaker/listener relationships); and the mode (channel, spoken or written) of the discourse. Good teaching should assist learners to gain control over a range of language used along a continuum, moving from spoken to written cultures.

Psychology of language learning

94-115 Alcón, Eva Guzman. High cognitive questions in NNS group classroom discussion: do they facilitate comprehension and production of the foreign language? *RELC Journal* (Singapore), **24**, 1 (1993), 73–85.

This article is based on a study which attempted to examine the use of high cognitive questions in non-native student group classroom discussions. The main purpose of the study was to determine if higher frequency of high cognitive questions in NNS group classroom discussions had an effect on foreign language learning. Two groups of non-native Spanish students and four non-native English teachers participated. One of the groups was trained in incorporating high cognitive questions in stu-

dent–student discussions; the other group was not provided with training. After the training, both groups listened to a narrative told by the non-native teacher, discussed it, and then summarised the story they had heard. Results indicated that the training group asked more high cognitive questions than the control group. The quantity of verbal interaction was not different between the groups, but the understanding and written production of the foreign language was higher in the treatment group than in

the control group. The higher achievement in the training group indicates that the use of high cognitive questions, demonstrated and adopted in NNS group classroom discussion, promotes the

kind of verbal interaction which facilitates comprehension and written production of the foreign language.

94-116 Amer, Aly A. (Tanta U., Egypt). The effect of story grammar instruction on EFL students' comprehension of narrative text. *Reading in a Foreign Language* (Oxford), **8**, 2 (1992) [publ. 1993], 711-20.

Reading comprehension is an interactive process between the reader and the text. A recent area of research related to an interactive conceptualisation of reading is story grammar. Research indicates that direct instruction of story grammar can improve reading comprehension of narrative text. Hence, the purpose of the present study is to investigate the effect of story grammar on EFL sixth grade students' comprehension of narrative text. Seventy students participated in the study. The experimental group

(n = 37) received instruction in story grammar. Two tests were used as dependent measures: a multiple-choice test and a story frame test. Results showed that the experimental group outperformed the control group (n = 33) on both tests. The findings indicate that direct instruction in story grammar seems to help EFL students abstract the episodic sequence and the metastructure of the story.

94-117 Braccini, Fabrizio and Cianchi, Rita (U. of Pisa, Italy). The influence of some linguistic and cognitive skills of the early learning of a foreign language. *Rassegna Italiana di Linguistica Applicata* (Rome), **25**, 2 (1993), 53-66.

The authors' study aimed to confirm whether or not young learners who acquire a foreign language also receive concomitant cognitive 'advantages' in a more general sense (e.g. increased 'creativity' or mental flexibility). Fourteen bilingual subjects from Italian elementary schools were examined in relation to the tested performance of monolingual 'partners' who had no previous knowledge of any foreign language. Linguistic abilities were assessed via the TALB linguistic aptitude test, whilst cognitive skills were scrutinised by means of Torrance's Test of Creative Thinking and Raven's Progressive Matrices (PMC).

The results [tabular data] indicated that bilingual students scored higher than their monolingual

counterparts on both intelligence and language aptitude measures, though it was felt that there was enough potential ambiguity arising from the statistical methods used to suggest the need for cautious interpretation. In basic terms, there is a seeming generic relationship between intelligence and linguistic capability, though 'intelligence' (in the sense of logical/formal abilities) would seem to be independent from 'creativity'. However, the data apparently demonstrated that mastering a second language is not necessarily accompanied by increased intelligence or linguistic aptitude. In the absence of definitive proof from their own study, the authors call for further research into this particular issue.

94-118 Chikalanga, Israel (U. of Zambia). A suggested taxonomy of inferences for the reading teacher. *Reading in a Foreign Language* (Oxford), **8**, 2 (1992), 697-709.

While inference taxonomies have been used in research, they have rarely been used for teaching and assessment purposes. Many instructional programmes (or syllabuses) in reading in a foreign language do include the 'skill of understanding the implicit meaning of texts', (i.e. inference) and therefore teachers attend to this aspect of reading comprehension, but few of them do so with particular categories of inference in mind. Ex-

perience has shown that they ask inferential questions without an idea of the types of inferences their questions generate. This article presents a taxonomy of inferences which reading teachers may find useful. The taxonomy is drawn up on the basis of three selected taxonomies of Pearson and Johnson (1978); Warren *et al.* (1979); and Nicholas *et al.* (1980) which are reviewed in this article.

94-119 Eubank, Lynn (U. of North Texas). Sentence matching and processing in L2 development. *Second Language Research* (Utrecht, The Netherlands), **9**, 3 (1993), 253–80.

The processing strategies described by Clahsen to explain the development of German word order make predictions that can be tested experimentally. Clahsen's Initialisation/Finalisation Strategy (IFS) in particular predicts that uninverted, ADV-SVO sentences will exact less cost in terms of processing than inverted, ADV-VSO sentences, even though inverted sentences are grammatical in the target language and uninverted sentences are ungrammatical. The experimental means employed to test this prediction is the Sentence Matching (SM) procedure described originally by Freedman and Forster. In the SM procedure, response times are elicited for particular types of sentences by measuring the time (in msec.) it takes for subjects to

determine whether two sentences presented by computer are identical or different.

The results of one of the experiments reported here show that inverted sentences result in significantly shorter response times than uninverted sentences for non-native speakers. This finding directly contradicts the IFS-derived prediction. However, further experimental work reported here indicates that native speakers do not respond at all to the inverted-uninverted contrast. The rest of the article thus seeks to explain this somewhat surprising finding. The proposed explanation also suggests that natives and non-natives may process sentences in the SM task in rather different ways.

94-120 Flowerdew, John and Miller, Lindsay (City Poly. of Hong Kong). Student perceptions, problems and strategies in second language lecture comprehension. *RELC Journal* (Singapore), **23**, 2 (1992), 60–80.

This paper adopts an ethnographic approach to the study of second language lecture comprehension. It studies a group of 30 first-year Hong Kong Chinese students listening to lectures in a B.A. TESL methods course.

Data was collected regarding the lecture comprehension experience of these students by means of questionnaires, diary studies, classroom observation, and in-depth interviews. The analysis of this data focuses on students' perceptions of the lecture experience (attitude, self-rating of comprehension

level, what students look for in a lecture, etc.), their problems (speed of delivery, terminology and concepts, concentration, etc.) and the strategies they use to try to overcome these problems (pre- and post-lecture reading, peer or lecturer help, attempts to concentrate harder, note-taking, etc.).

As well as providing important information for the programme in question, the results of this study, it is claimed, have wider implications for both lecturers to non-natives and ESL specialists preparing students to study through the medium of English.

94-121 Fotos, Sandra S. (Senshu U., Japan). Consciousness raising and noticing through focus on form: grammar task performance versus formal instruction. *Applied Linguistics* (Oxford), **14**, 4 (1993), 385–407.

The view that formal instruction is important for raising learner consciousness of grammatical structures has become prominent recently. One component of this view is the critical role in language processing assigned to noticing the target structures in subsequent communicative input. The research presented here investigates the amount of learner noticing produced by two types of grammar consciousness-raising treatments designed to develop formal knowledge of problematical grammar structures: teacher-fronted grammar lessons and interactive, grammar problem-solving tasks. The frequencies of noticing the target structure in

communicative input one and two weeks after the grammar consciousness-raising treatments are compared with the noticing frequencies of a control group which was not exposed to any type of grammar consciousness-raising activity. The results indicate that task performance was as effective as formal instruction in the promotion of subsequent significant amounts of noticing, as compared with the noticing produced by the control group. It is demonstrated that a number of learners who developed knowledge about grammar structures went on to notice those structures in communicative input after their consciousness had been raised.



94-122 Hawkins, Roger (U. of Essex) **and others**. Universal Grammar and the acquisition of French verb movement by native speakers of English. *Second Language Research* (Utrecht, The Netherlands), **9**, 3 (1993), 189–233.

White has shown that L1 English-speaking learners of L2 French appear to be more successful in acquiring the postverbal location of French manner and frequency adverbs than L1 French-speaking learners of L2 English are in acquiring the preverbal location of English manner and frequency adverbs. One implication of recent work by Pollock on the structure of English and French clauses is, however, that the task of acquiring the placement of manner and frequency adverbs should be the same for both sets of learners, because English provides learners with as much positive syntactic evidence for preverbal manner/frequency adverbs as French does for the postverbal location of such adverbs. The problem, then, is to explain why there should be

this difference in success. On the basis of a detailed study of the developing intuitions of English-speaking adult learners of L2 French, it is suggested that the English-speakers' success is only apparent. Both groups of learners have great difficulty in resetting a parametrised property of the functional category Agr, but the English-speaking learners of French are able to make use of nonparametrised properties of Universal Grammar to handle surface syntactic differences between English and French, properties which are not so readily available to the French-speaking learners of English. It is suggested that this finding is in line with an emerging view about the role of parametrised functional categories in second language acquisition.

94-123 Hedgcock, John (U. of Houston) **and Lefkowitz, Natalie** (Western Washington U.). Tuning in on 'prime time': channel effects in L2 grammaticality judgment tasks. *Foreign Language Annals* (New York), **26**, 3 (1993), 297–307.

Formerly held distinctions which opposed 'conscious' to 'unconscious' learning, 'controlled' to 'automatic' processing, and 'learning' to 'acquisition' have eroded as tenable models of L2 learning processes. Recent formulations of L2 development instead favour an approach which integrates linguistic theory with the information-processing models advanced in cognitive psychology. Rather than relying on binary distinctions, processing-oriented, task-centred research features continua which accommodate the overlapping, interdependent dimensions of explicit and implicit knowledge, as well as learning with and without awareness.

In this study, learners performed metalingual and preference tasks requiring them to utilise L2 knowledge brought to mind under one of two conditions: (1) by an aural 'priming' activity (a listening exercise) designed to tap into memory without recourse to explicit rules, or (2) by a written task (a multiple-choice grammar exercise)

aimed specifically at invoking explicit L2 rules. Francophone secondary students of English as a foreign language ($N = 169$) took a 50-item aural test involving judgments of well-formed and ill-formed English syntactic structures, and a parallel written multiple choice test containing corresponding strings. The 'primed' group, which took the written test before the aural test, significantly outperformed the 'unprimed' group ($p \leq .01$), which took the aural test first; performance levels on the written tests were statistically comparable. Two-way ANOVA results indicate important differences between recall with awareness and recall without awareness, strongly suggesting a positive role for 'priming' via the written channel in foreign language learning. That is, completion of the written task prior to the listening task appeared to enhance learners' performance significantly on the latter, possibly because of the explicit character of the former.

94-124 Horiba, Yukie (U. of Massachusetts) **and others**. Second language readers' memory for narrative texts: evidence for structure-preserving top-down processing. *Language Learning* (Madison, Wis), **43**, 3 (1993), 345–72.

This study assessed the role that structural properties of texts play in the mental representations of second-language (L2) readers. In particular, the authors investigated the extent to which 47 L2 readers of English used structural properties of a text (causal factors, story-grammar category, and hierarchical level) to 'fill in' gaps in their mental representations.

L2 readers' recall protocols of narrative texts were analysed and compared with those of 72 L1 readers of English using two scoring criteria: meaning-preserving and structure-preserving. The first credits information that is either verbatim or a close paraphrase of the original textual information; the second credits information that fulfills the same

structural function as the original text unit. It was found that L2 readers' structure-preserving recalls were substantially higher than were their meaning-preserving recalls, and that the effects of particular structural properties (i.e., causal connections and

story-grammar category) interacted with the scoring criterion. These results indicate that these L2 readers used top-down processing to preserve the structural integrity of a text.

94-125 Koda, Keiko (Ohio U., Oh). Transferred L1 strategies and L2 syntactic structure in L2 sentence comprehension. *Modern Language Journal* (Madison, Wis), **77**, 4 (1993), 490-9.

This article considers the hypothesis that the cognitive mechanisms used in linguistic processing differ from one language to another, a suggestion at odds with much current SLA research (wherein the L2 acquisition processes have been viewed unidimensionally, as part of a single linguistic system).

The author's study examined American, Chinese and Korean undergraduates enrolled in a first-year Japanese language programme, who had previous L2 learning experience (albeit no prior exposure to Japanese). Processing strategies were assessed via a grammatical/reading comprehension test battery. The results [tabular/graphical data] apparently indicated that performance patterns differed according to learner L1. Reading skills transferred

from the L1 would seem to interact with the specific elements/structures of the target language to shape the resulting L2 processing strategies. The Korean students, for instance, paid far less attention to word order in attempting the comprehension tasks than the Chinese or American subjects. The data suggest that, in general terms, L2 reading instruction should take account of learners' language backgrounds (to 'predict', on the basis of a contrastive L1/L2 morphosyntactic analysis, the decoding problems students will encounter), and provide practical guidance in deploying cognitive strategies – to improve learner use of explicit L1/L2 knowledge while reading.

94-126 Macaruso, Paul (Massachusetts General Hospital) **and others**. Poor readers are not 'easy' to fool: comprehension of adjectives with exceptional control properties. *Applied Psycholinguistics* (Cambridge), **14**, 3 (1993), 285-98.

An earlier experiment by Byrne (1981) found that young, poor readers tend to act out sentences containing adjectives with object control, like *easy*, as though they were adjectives with subject control, like *eager*. Byrne interpreted this result as evidence that poor readers lag in the acquisition of syntactic knowledge underlying this distinction. However, the possibility that a processing limitation could have contributed to the poor readers' difficulties with object-control adjectives had not been fully explored. In an effort to tease apart these alternatives,

the authors tested comprehension of object-control adjectives in second grade good and poor readers, using both an act-out task and a sentence-picture matching task. Contrary to Byrne's (1981) results, they did not find significant group differences in interpreting object-control adjectives with either task. Reasons for the discrepancy are suggested, and remedies for the pitfalls in designing experiments to assess syntactic knowledge in young children are proposed.

94-127 Meißner, Franz-Joseph. Interlexis – ein europäisches Register und die Mehrsprachigkeitsdidaktik (Französisch/Spanisch). [Interlanguage: a European register and the didactics of interlingual transfer.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 6 (1993) 532-54.

It is not exclusively for political reasons that the acquisition of receptive and/or encoding skills in various European idioms is of interest to academic disciplines. Most experts are convinced that explanations which only consider language-contrasts cannot sufficiently describe matters relating to the learner's interlanguage. Nevertheless, a precise idea

of the material base for interlingual transfer is needed. This concerns mainly that European register – and not only the lexical one – which offers so many facilities to the learner of other European languages. This article tries to analyse the European vocabulary for didactic purposes.

94-128 Sasaki, Miyuki (Nagoya Gakuin U.). Relationships among second-language proficiency, foreign language aptitude, and intelligence: a structural equation modelling approach. *Language Learning* (Madison, Wis), **43**, 3 (1993), 313-44.

The present study investigated the relationships among measures of second language proficiency (SLP), foreign language aptitude, and two types of intelligence (verbal intelligence and reasoning). The research had two objectives: (a) to examine the factor structure of several different SLP test scores; and (b) to investigate the relationship between a general SLP factor (G-SLP) and a hypothetical general cognitive factor (G-COG) that was assumed to influence foreign language aptitude, verbal intelligence, and reasoning. Several competing hypotheses were tested using structural equation modelling. Participants consisted of 160 Japanese college students studying English as a foreign language.

The results supported two models of SLP: one in which several specific trait factors were highly correlated with each other, and another in which these specific trait factors were connected to a higher-order G-SLP factor. Because there were only three first-order specific factors, these two models could not be distinguished from each other. Further investigation suggested that G-SLP and G-COG were not identical, but mutually correlated ($r = 0.65$). This relationship implies that students' SLP and cognitive abilities were influenced by two distinct, but mutually correlated factors. More than half the G-SLP variance (58%) could not be explained by the G-COG factor. Several suggestions for further studies are presented.

94-129 Schinke-Llano, Linda and Vicars, Robert (Millikin U., Ill). The affective filter and negotiated interaction: do our language activities provide for both? *Modern Language Journal* (Madison, Wis), **77**, 3 (1993), 325-9.

This article describes a study aimed at determining learner levels of anxiety across a range of classroom exercises allowing different degrees of interaction. Current SLA theory suggests that L2 acquisition must take place in context where learners have ample opportunity to negotiate meaning in appropriate conversational exchanges (via performance-oriented and practical classroom exercises). Ideally this context should also encourage a 'lowered affective filter', so that the learner is free of anxiety. Those communicative activities which also encourage relaxation could potentially, therefore, produce a 'magnifying effect' in fostering language acquisition.

The study examined 110 first-year undergraduates

taking courses in French, Spanish and Italian. Their reactions to teacher-fronted and small group activities were assessed [tabular data], and the results seemed to indicate that though there was a discernible relationship, the comfort levels/negotiated meaning pairing did not always evince the expected 'magnifying' effect. Some student-centred activities may have provided insufficient comprehensible input (and thus increased anxiety). It is nevertheless concluded that as the purported positive relationship was not actually disproven by the study, teachers should continue to use negotiated interaction exercises and try to reduce learner anxiety.

94-130 Segalowitz, Norman S. (Concordia U.) and **Segalowitz, Sidney J.** (Brock U.). Skilled performance, practice, and the differentiation of speed-up from automatization effects: evidence from second-language word recognition. *Applied Psycholinguistics* (Cambridge), **14**, 3 (1993), 369-85.

Practice on cognitive tasks, in general, and word recognition tasks, in particular, will usually lead to faster and more stable responding. An analysis is presented of the relationship between observed reductions in performance latency and latency variability with respect to whether processing has merely become faster across the board or whether a qualitative change, such as automatization, has taken place. The coefficient of variability (CV) – the standard deviation of response time divided by the

mean latency – is shown to be useful for this purpose. A cognitive interpretation of the CV is given that relates it to issues of skill development. Data from second-language learners' word recognition performance and from a simple detection task are presented which confirm predictions drawn from this interpretation of the cognitive significance of the CV. Initial improvement in a second-language word recognition task was interpreted as involving more efficient controlled processing, which later

gave way to automatism. The implications of this index of skill are discussed in relation to second-language development and the general issue of automaticity of processing components in cognitive skills.

94-131 Sparks, Richard (Coll. of Mount St Joseph, Cincinnati) **and Ganschow, Leonore** (Miami U.). Searching for the cognitive locus of foreign language learning difficulties: linking first and second language learning. *Modern Language Journal* (Madison, Wis), **77**, 3 (1993), 289-302.

Foreign language failure in traditional classroom formats cannot adequately be explained by lack of student motivation or heightened learner anxiety, for example, but should be considered with regard to the Linguistic Coding Deficit Hypothesis. The LCDH states, simply, that poor L2 readers have a defective 'phonological awareness', which affects both their FL and L1 performance.

The authors explore the theoretical bases for this L1/L2 link by reviewing the literature, and state that the LCDH accommodates the paired assumptions of 'specificity' and 'modularity'. In the former case, intelligent students would appear to have a cognitive deficit that is specific to reading (and not overall language performance), though most FL

research suggests a global complex of problems comprising, for example, memory, perceptual, affective and social variables. 'Modularity' suggests that FL learning problems operate autonomously, rather than under the direction of higher-level central processes. L1 studies seem to support the belief that learners who cannot efficiently separate a word into its separate phonemes also find the acquisition of reading strategies (and the comprehension of spoken sentences and complex syntax) problematic. The existence of these linked L1/L2 processing deficits is felt by the authors to imply that FL programmes should at least teach native language phonology/phonemic awareness explicitly.

94-132 Tauroza, Steve. Recognising words in continuous speech: how important are word-final consonants? *ELT Journal* (Oxford), **47**, 3 (1993), 211-18.

The instability of word-final consonants in spoken English is regarded as a potential problem for second-language (L2) listeners. However, research on first-language listening comprehension raises doubts as to whether the sounds at the ends of words are important in the word recognition process. An experiment was conducted to check whether the degree to which word-final consonants are realised

affects word recognition. It was found that there was no significant difference in the subjects' success in recognising words, regardless of whether the words' final consonants were fully realised or not. The finding indicates that exercises which focus EFL learners' attention on sounds at the ends of words make the learners practise a strategy that neither they nor L1 listeners would normally use.

94-133 Wolff, Dieter. Sprachbewußtheit und die Begegnung mit Sprachen. [Language awareness and access to languages.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 6 (1993), 510-31.

In this article an attempt is made to show that the development of language awareness, which is indispensable for language learning, can be promoted efficiently if learners are put into a position where they are exposed to and/or can access two or more languages. The author first discusses the term 'language awareness', then gives some reasons for promoting language awareness in both first and second language learning. In the third part it is

shown that bilingual children in general develop a higher language awareness potential than monolingual children. This has something to do with the fact that they are exposed to two languages at the same time. In the last part of the article four different approaches for the promotion of language awareness are described and assessed on the basis of the arguments set forth by the author.



94-134 Yoon, Keum-sil Kim. Challenging prototype descriptions: perception of noun countability and indefinite vs. zero article use. *IRAL* (Heidelberg, Germany), **31**, 4 (1993), 269-89.

This paper addresses the difficulty of article acquisition by examining the perception of noun countability by native speakers of English and Japanese speakers of English. A review of the literature on the interlanguage variation in article use leads the author to challenge the prototype descriptions of indefinite vs. zero article use based on noun countability as presented in many grammar books. This study was designed to test the hypothesis that native speakers and non-native speakers may have different perceptions of what constitutes countability and that this intuitive judgment of noun countability would affect the use of the indefinite vs. zero article in particular contexts. The

subjects in this experiment were asked (i) to judge intuitively the nouns extracted from two essays in terms of countability and (ii) to supply articles as needed in the same essays where all articles had been deleted. The results (particularly, the analysis of instances of 'obligatory' indefinite article use) suggest a possible link between the indefinite vs. zero article suppliance by Japanese subjects and their earlier decisions as to the countability of a given noun. The discussion of the results includes fundamental questions centred around different perceptions of noun countability, in particular 'non-count' noun perception which seems to influence negatively on the use of the indefinite article.

94-135 Zuengler, Jane (U. of Wisconsin-Madison). Encouraging learners' conversational participation: the effect of content knowledge. *Language Learning* (Madison, Wis), **43**, 3 (1993), 403-32.

This study investigated the influence of interlocutors' relative content knowledge on conversational participation in interactions between native speakers (NSs) and non-native speakers (NNSs) with limited oral skills. Forty-five male NS-NNS dyads were audio taped having two conversations; in the second conversation, which concerned students' major fields, 15 of the dyads included NNSs who had relatively more content knowledge, in another 15, the NSs had more knowledge, and in 15, participants

were considered equal. Measures of conversational participation included amount of talk, pause fillers, back-channels, topic moves, and several measures of interactional negotiation. Outcomes of log linear analyses indicated that both NSs and NNSs appeared conversationally active, but there were different patterns of participation that could to some extent be explained by relative content knowledge. As such, this study extends our understanding of the dynamics of NS-NNS interchanges.

Research methods

94-136 Hummel, Kirsten M. (U. Laval, Canada). Bilingual memory research: from storage to processing issues. *Applied Psycholinguistics* (Cambridge), **14**, 3 (1993), 267-84.

A review is offered of various bilingual memory studies that have been carried out during the past quarter century. The vast majority of these studies have employed lexical items as the investigative tool, tested outside a grammatical or semantic context. Some of the major limitations of such lexical studies are discussed. A number of arguments are provided to support the trend in recent studies to examine bilingual memory within the framework

of contextualised language units. In contrast to the earlier lexical studies, which largely focused on storage issues, the more recent studies tend to examine issues concerned with lexical access and processing of bilingual's two linguistic codes. It is argued that studies employing contextualised linguistic units are more reflective of natural language processing.

94-137 Matsumoto, Kazuko (Gifu U., Japan). Verbal-report data and introspective methods in second-language research: state of the art. *RELC Journal* (Singapore), **24**, 1 (1993), 32–60.

This state-of-the-art article describes two types of verbal-report data (i.e. concurrent and retrospective) and four major introspective methods used in second-language (L2) research (i.e. thinking-aloud, questionnaires, interviews, and diary-keeping). It then summarises major introspective L2 research conducted to date, followed by a methodological review from ten perspectives which serve as criteria for classifying and evaluating these introspective L2 studies. It concludes with a discussion of controversial issues amongst researchers over the use of introspection as a research method for tapping L2

learners' inner cognitive processes, suggesting ways of minimising concerns raised about verbal reports. It is argued that although verbal reports from informant-learners may be an incomplete reflection of actual internal processing, and enough care must always be exercised in stages of data collection and interpretation, they nevertheless contain useful information concerning learners' mental processes including their use of learning strategies which will not be satisfactorily accessed through extrospective observational studies.

Error analysis

94-138 Lenhardtová, Lýdia. An experimental study of phonological interference in the English of Slovaks. *IRAL* (Heidelberg, Germany), **31**, 4 (1993), 291–308.

In this study the author discusses phonological errors and their causes on the basis of the language performance of Slovak students learning English as a foreign language. The errors are shown to be of different quality and distribution in the three language skills – perception, production and perception/production, which has implications for

second language teaching methods. Contrastive analysis of Slovak and English phonemes is used in error analysis and a standpoint is taken on the two phenomena as well as on interlanguage. Interferential and non-interferential errors are characterised.

Testing

94-139 Astika, Gusti Gede (Satya Wacana U., Salatiga, Indonesia). Analytical assessments of foreign students' writing. *RELC Journal* (Singapore), **24**, 1 (1993), 61–72.

This study investigated the assessment of foreign students' writing by native-speaker ESL teachers. The assessment used an analytical scoring technique based on the *ESL Composition Profile* which contains the following features: Content, Organisation, Vocabulary, Language Use and Mechanics. Some 210 writing samples were used and evaluated by at least two raters each. A multiple regression analysis was performed to investigate how much each

component contributed to the total score variance. The analysis indicated that Vocabulary accounted for the largest amount of variance in the total scores (83.75%), with Content, Language Use, Organisation and Mechanics accounting for 8.06, 4.05, 2.48 and 0.29%, respectively. The results are discussed in terms of appropriate instructional strategies for teaching ESL writing.

94-140 Brown, Annie (U. of Melbourne). The role of test-taker feedback in the test development process: test-takers' reactions to a tape-mediated test of proficiency in spoken Japanese. *Language Testing* (London), **10**, 3 (1993), 277–303.

This study explores how test-taker reactions in a specific-purpose testing context may vary according to characteristics of the test-taker. Such reactions are of interest both theoretically to the researcher and

practically to the test developer, who is concerned to ensure that the test is fair and appropriate for all candidates and acceptable to the range of test-takers. The reactions may also be of use in the improvement

of test items (as a supplement to item analysis) and test rubrics.

The article reports on the use of test-taker feedback in the development of the occupational foreign language test (Japanese), a tape-mediated test of spoken Japanese for the tourism and hospitality industry. Some 53 trial subjects completed a post-test questionnaire, providing reactions to the test as a whole, to task types, and to individual test items. Relationships are investigated between responses and a number of test-taker characteristics,

including gender, type of course undertaken (general or specific purpose), amount of study of the language, time spent in Japan and relevant occupational experience. Responses are also considered for items and person shown by Rasch IRT analysis as indicating significant misfit. Aspects of the content, construct and face validity of the test are considered in the light of the analysis. The role of feedback in the revision of test items, in the writing of test rubrics and in the development of the test-user handbook is also discussed.

94-141 Brown, James Dean (U. of Hawai'i at Manoa). What are the characteristics of 'natural' cloze tests? *Language Testing* (London), **10**, 2 (1993), 93-116.

This study investigates the characteristics of 'natural' cloze tests, i.e. cloze procedures developed without intercession based on the test developer's knowledge and intuitions about passage difficulty, suitable topics, etc. (i.e. the criteria which are often used to select a cloze passage appropriate for a particular group of students). Fifty reading passages were randomly selected from an American public library. Each passage was made into a 30-item cloze test (every twelfth word deletion). The subjects were 2298 EFL students from 18 colleges and universities in Japan. Each student completed one of the 30-item cloze tests. The 50 cloze tests were randomly administered across all of the subjects so that any

variations in statistical characteristics could be assumed to be due to other than sampling differences. The students also took a 10-item cloze test that was common to all students.

The 50 cloze tests were compared in terms of descriptive, reliability and validity testing characteristics. The results indicate that natural cloze tests are not necessarily well-centred, reliable and valid. A typical natural cloze is described, but considerable variations were also found in the characteristics of these cloze tests (with many of them having skewed distribution and/or poor reliability). The implications for cloze test construction and use are discussed.

94-142 Carroll, Brendan J. Typologie des tests de langue. [Typology of language tests.] *Français dans le Monde* (Paris), special number Aug/Sept (1993), 62-8.

Tests can be described on a continuum between 'hard', emphasising psychometric rigour and precision, and 'soft', emphasising user-friendliness, cooperation and holistic values. This overall continuum can be broken down into 15 other dichotomies or continua: 'hard' tests typically emphasise product, competence, language and reliability, and are summative, indirect, general, objective, discrete, norm-referenced, opaque, unitary, quantitative, centralised and cheap; 'soft' tests

typically emphasise process, success, performance and validity, and are formative, direct, specific, holistic, criterion-referenced, transparent, profiled, qualitative, local and expensive. Neither type is inherently good or bad, and test users must make their own decisions on each dimension having regard to the needs and wants of the students and of central authorities, and to the relative importance of reliability and validity in their particular case.

94-143 Carton, Francis (CRAPEL - Nancy II). L'aut'évaluation au coeur de l'apprentissage. [Self-evaluation at the heart of learning.] *Français dans le Monde* (Paris), special number Aug/Sept (1993), 28-35.

Language learners inevitably evaluate their own performances all the time, though they may not trust these evaluations. Teachers may ignore or reject such self-evaluations, but it is better to encourage and value them as part of the process of learning how to learn. Examples are given of learner

questionnaires on objectives and preferred modes of learning, and of a checklist for the evaluation of prepared talks with criteria devised by the learners themselves. In the learning of writing, self-evaluation helps learners to edit and to become aware of their own cognitive processes, and Carton advocates

a systematic 'confrontation' between self- and other-evaluation. In reading and listening, he rejects the traditional questions after the text in favour of a

specific and limited comprehension purpose given to the learner in advance.

94-144 Deville, Craig and Chalhoub-Deville, Micheline (Ohio State U.).

Modified scoring, traditional item analysis and Sato's caution index used to investigate the reading recall protocol. *Language Testing* (London), **10**, 2 (1993), 117-32.

The written recall protocol is increasingly being used in second language reading research as a measure of comprehension. Although the recall protocol is an essay-like instrument, the total score derived is based entirely on summing the discrete propositions correctly recalled. Consequently, item and reliability analyses comparable to those run on multiple-choice tests can and should be performed on recall protocols and on other integrative measures. The purpose of this study is to demonstrate how modified scoring, item and internal consistency analyses, along with Sato's caution indices, can be

used to evaluate the quality of the recall protocol as a reading comprehension measure. Issues concerning the assumptions underlying classical local independence are discussed with regard to the reading recall protocol and other integrative measures. Results indicate that the procedures can be applied and can yield interpretable results. These results need to be replicated using other texts and other weighting systems. Only when recall protocols are routinely subjected to item and reliability analyses comparable to those performed on other measures, can the instrument be considered a viable alternative.

94-145 Hamilton, Jan and others (U. of Melbourne). Rating scales and native speaker performance on a communicatively oriented EAP test. *Language Testing* (London), **10**, 3 (1993), 337-53.

Explicit or implicit references to the performance of native speakers are to be found in rating scale descriptors in communicatively oriented tests. But the use of the native speaker as a reference point derives from a precommunicative tradition, and the performance of native speakers on cognitively demanding communicative tests has not been carefully investigated. This article reports on three

studies of the performance of native speakers of varying educational backgrounds on a test of reading and writing skills in English for academic purposes contexts. The results show that reference to native speaker performance in rating scales is unwarranted, and help us to understand the nature of the skills being measured in such tests.

94-146 Hudson, Thom (U. of Hawai'i at Manoa). Surrogate indices for item information functions in criterion-referenced language testing. *Language Testing* (London), **10**, 2 (1993), 171-91.

Item analysis of criterion-referenced tests (CRTs) presents several practical problems. Traditional item discrimination indices may be of limited informativeness if score distributions are narrow. When no prior defined mastery group is available, application of the CRT item difference index is not possible. In settings which have relatively small numbers of examinees, item-response theory (IRT) methods will not yield stable estimates. Likewise, in many language programs either IRT computer programs are unavailable or the results of IRT analysis will be uninformative to those involved in test development. This study examines the relationship of three item discrimination indices and the biserial

correlation to IRT item information functions (IIFs) in order to provide testers with information which will be useful in contexts in which IRT analysis is inappropriate. Three indices which indicate item discrimination at the cut-score are compared to IRT results on data from three types of language test data. The indices are the phi-coefficient (Φ), the B-index and the agreement statistic. The three types of language tests are (1) an ESL reading placement test, (2) an ESL reading achievement test and (3) an EFL multiple-choice reading cloze test. Implications and cautions for CRT development and analysis are presented.

94-147 Jamieson, Joan and others (Northern Arizona U., Flagstaff, AZ). Reliability of a computerised scoring routine for an open-ended task. *System* (Oxford), **21**, 3 (1993), 305–22.

This article asserts the value of open-ended responses for CALL lessons and language tests. Results are presented from a study in which students' notes and recall protocols of computerised reading passages were scored by both people and a computer program. The reliability of human scores was

calculated using coefficient alpha; the reliability of human and computer scores was computed using Pearson's product-moment correlation coefficient. Results indicated that the computer program scored reliably with the people, and in much less time.

94-148 Lumley, Tom (U. of Melbourne). The notion of subskills in reading comprehension tests: an EAP example. *Language Testing* (London), **10**, 3 (1993), 211–34.

It has been suggested that reading ability can be divided into various subskills, and this notion is common in ESL teaching and testing. It has, however, also been argued that teachers are unable to reach agreement about the reading subskills which may be tested by particular reading test items. This study begins by examining the place of subskills in ESL syllabus and test design, with particular attention to the enduring influence of the work of Munby. The issue of teachers' perceptions of subskills and their difficulty, as represented in reading comprehension tests, is discussed. A framework is put forward for negotiating agreement between teachers about subskills tested by reading

comprehension test items. Using this framework, very substantial agreement between a group of five experienced teachers of EAP is shown to be achieved in matching subskills to individual test items in the reading section of a test of EAP, as well as in judging the difficulty of these subskills. After brief discussion of the use of Rasch IRT in analysis of reading comprehension test items, the teachers' consensus regarding subskill difficulty level is compared to the Rasch analysis of item difficulty, and the significant correlation found gives some empirical validation to the teachers' perceptions. Implications of the findings for analysis of test content, and for teaching, are considered.

94-149 Mundzeck, Fritz. Die Problematik objektiver Leistungsmessung in einem kommunikativen Fremdsprachenunterricht: am Beispiel des Französischen. [The problems of objective measurement of attainment in communicative foreign language teaching: an example from French.] *Fremdsprachenunterricht* (Berlin, Germany), **46**, 8 (1993), 449–54.

The author criticises many test types commonly used for official school assessment in Germany. In the interests of objectivity of marking and in response to political pressure for test reliability, open-ended tests are often avoided and highly controlled types such as gap-filling and cloze are preferred; even at advanced level, there have been proposals to make the traditional *Textaufgabe* (text-based test) more constrained through detailed, short-answer questions. But such test-types do not reflect the objectives of a communicative syllabus, nor do they measure the integrated skills needed for real language use, and they are not even reliable, as there is in practice great divergence even between experienced markers. The *Fehlerquotient* (mistakes

per 100 words), a long-standing feature of German marking, is also criticised as unreliable and fostering banal writing.

More open-ended tests are recommended, which integrate skills and encourage imagination. Excessively subjective and unreliable marking can be avoided by a system which includes a list of parameters for global evaluation. These lists depend on task and level, but may include e.g. originality, inner logic, richness of detail, liveliness and flow of narrative, vocabulary (extent, appropriacy etc.), syntax (clarity, variety, economy etc.), textual coherence. It is in such criteria, and not in counting points, that markers need to become skilled.

94-150 Nambiar, Mohana K. and Goon, Cecilia (U. of Malaya, Kuala Lumpur). Assessment of oral skills: a comparison of scores obtained through audio recordings to those obtained through face-to-face evaluation. *RELC Journal* (Singapore), **24**, 1 (1993), 15-31.

This is a report of a study of the reliability of an evaluation of oral performance through audio-taped recordings as compared to a face-to-face evaluation. The oral performance of a sample of 87 undergraduates was evaluated first in a face-to-face setting, and subsequently through audio recordings of that same performance.

A comparison of the scores and subsequent rescores indicated that: (1) scores based on audio recordings were significantly lower than those based on face-to-face evaluation. (2) The difference

between scores and rescores vary between the two test formats used. (3) The degree of difference between scores and rescores was greater among high scorers than among low scorers.

The results of the study confirm that effectiveness in oral communication is clearly not dependent on words and sounds (audio data) alone. Paralinguistic and extra-linguistic data also play a significant role. Any decision to evaluate oral performance through audio recordings should be made only after careful consideration of this fact.

94-151 Nesi, Hilary (U. of Warwick) and **Meara, Paul** (University Coll., Swansea). How using dictionaries affects performance in multiple-choice EFL tests. *Reading in a Foreign Language* (Oxford), **8**, 1 (1991), [publ. 1993], 631-43.

The studies reported in this paper replicate and extend an earlier paper by Bensoussan *et al.* which examined the relationship between students' performance in reading tests and their use of dictionaries during the tests. Bensoussan *et al.* found that availability of dictionaries did not significantly affect students' scores on the tests or the time they took to

complete. This study confirms the first finding, but found that students who had access to dictionaries took significantly longer to complete the test. The authors attempt to account for their findings by reference to aspects of the experimental conditions, test item types, usability of particular dictionaries, and the users.

94-152 Read, John (Victoria U. of Wellington). The development of a new measure of L2 vocabulary knowledge. *Language Testing* (London), **10**, 3 (1993), 354-71.

With the increasing interest on the part of both researchers and language teaching specialists in the study of vocabulary acquisition by L2 learners, there is a need to have suitable instruments to measure learners' knowledge of words. The purpose of this article is to report on an investigation of a new test

format, which was designed to go beyond conventional vocabulary test items – that simply allow for a yes/no judgement on whether a word is known – by providing a practical way of assessing the quality of word knowledge, that is, how well particular words are known.

94-153 Salager-Meyer, Françoise (U. of the Andes, Mérida, Venezuela). Reading expository prose at the post-secondary level: the influence of textual variables on L2 reading comprehension (a genre-based approach). *Reading in a Foreign Language* (Oxford), **8**, 1 (1991) [publ. 1993], 645-62.

The aim was to investigate how text structure influences readers' comprehension across different levels of L2 competence, conceptual knowledge base and passage familiarity. Subjects were 36 medical Spanish-speaking graduates: 18 advanced and 18 high-intermediate L2 learners of two different levels of conceptual knowledge.

The published versions of three medical English abstracts (three familiarity levels) underwent a rhetorical manipulation. The results of three reading

tests were analysed using one-way within-group ANOVAs. The data of a questionnaire eliciting background information on the Ss and those of the subjects' self-generated comments on each passage were both quantitatively (two-way between-group ANOVAs) and qualitatively analysed.

It was found that text familiarity exerted a strong influence in the reading outcomes of both groups. In the familiar abstract, a deficient structuring did not affect the reading scores of either group. In the

moderately familiar abstract, the deficient structuring exerted a negative effect on the reading outcome of less skilled readers only. In the unfamiliar passage, the highly structured format did not improve the reading performance of either group (as compared to the score reached for the conventional structuring).

Whereas textual familiarity plays a fundamental role on reading performance, structural variables seem to operate differently according to word and domain knowledge, and to textual familiarity, their role being more crucial in conceptually difficult materials and for lower ability readers.

94-154 Swain, Merrill (Ontario Inst. for Studies in Ed.). Second-language testing and second-language acquisition: is there a conflict with traditional psychometrics? *Language Testing* (London), **10**, 2 (1993), 191-207.

This article questions the relevance of the notion of reliability as internal consistency in tests of communicative language proficiency and suggests alternative criteria for judging the quality of communicative tests. Attempts to establish reliability for

a set of oral tasks on sociolinguistic performance and a set of written tasks on grammatical performance are provided. They show that mediocre reliability coefficients were achieved at a high cost to construct validity.

94-155 Wigglesworth, Gillian (U. of Melbourne). Exploring bias analysis as a tool for improving rater consistency in assessing oral interaction. *Language Testing* (London), **10**, 3 (1993), 305-35.

In this article, multifaceted Rasch techniques are used to investigate inter- and intrarater reliability in the assessment of two alternate versions of an oral interaction test – a direct version and a semi-direct version. Following the rating of trial administration of both versions of the test, an analysis of the bias of each individual rater in respect to test type and particular criteria used in rating the test was

undertaken. The results of these analyses were then presented to the rater. The raters then assessed a further administration of the test and their bias with respect to this administration was analysed. The results of the two bias analyses were compared to determine whether rater performance had improved as a result of the feedback. There was some evidence that performance had improved.

94-156 Wolf, Darlene F. (U. of Alabama). A comparison of assessment tasks used to measure FL reading comprehension. *Modern Language Journal* (Madison, Wis), **77**, 4 (1993), 473-89.

Hypotheses about the mechanisms of L2 reading comprehension are difficult to validate because current L2 research evinces a disparate approach to: (1) comprehension assessment tasks, (2) whether testing is done in the L1 or L2, and (3) testees' L2 backgrounds. This confusion makes meaningful inter-study comparison difficult.

The author reviews the relevant L2 literature with regard to these points, noting, for example, that 'selected response' and 'constructed response' items (e.g. multiple choice, true/false tasks vs. cloze and recall protocols) can yield different responses and might even be assessing different competencies. In addition, many test items are not really 'passage dependent', and can be answered by adept students

who have efficient test-taking strategies. A test battery in Spanish (using a combination of multiple choice and open-ended questions) is described [tabular data], wherein the testees' formal exposure to the FL (based on the number of classroom hours) is carefully profiled. The results appeared to show that learners' ability to demonstrate their comprehension does indeed depend on the task, the test language, and the level of subject L2 language experience. For instance, items requiring responses in the TL seemed to measure production, not comprehension skills, calling into question the TL assessment methodology which forms the basis of most ESL reading comprehension research.

94–157 Wolf, Darlene F. (U. of Alabama). Issues in reading comprehension assessment: implications for the development of research instruments and classroom tests. *Foreign Language Annals* (New York), **26**, 3 (1993), 322–31.

Researchers in L2 reading comprehension use so many different assessment procedures that it is difficult to compare various studies meaningfully. Subjects' ability to demonstrate their comprehension is task dependent, and is also influenced by the test language (i.e. whether the testee has to respond in the L1 or L2).

The author considers the features of 'selected' versus 'constructed' test items in detail (in the former case, the test taker recognises/chooses the appropriate answer, while in the latter the subject produces an answer), and also reviews the relevant literature. It is concluded that tasks such as multiple

choice, cloze and recall protocols (wherein readers write down everything they remember about the passage) may only assess the retrieval of low-level detail and encourage 'bottom up' rather than 'top down', interactive processing on the discourse level. The more complex the task, the more debilitating the effect it may have on reader performance; this is compounded when the subject is asked to respond in the L2 rather than the L1. On balance, effective achievement, proficiency and placement tests (as well as testing instruments used for research) should include a variety of comprehension assessment tasks (in the L1), rather than just one or two.

Curriculum planning

94–158 Ingram, David (Griffith U., Australia). Primary school language teaching. *Babel* (Victoria, Australia), **28**, 2 (1993), 8–21 and 51.

This article outlines the arguments in favour of introducing foreign language learning at primary school, with particular reference to the current educational policies of various Australian states [excerpts from official surveys]. Beginning FL tuition early can facilitate better pupil proficiency levels/learning strategies and ensure the successful initiation of vocationally focused 'special purposes' courses at the secondary level. In addition, learning foreign languages can assist pupils to appreciate and accept the increasingly multilingual/multicultural nature of Australian society.

Various policy surveys are reviewed (e.g. the Galbally Review and the 1991 Australian Language

and Literacy 'white paper'); generally, there has been a failure to give clearly defined educational goals (either societal or individual) for the teaching of foreign languages in primary schools, or to take a systematic approach. For example, entry/exit proficiency levels should be specified (using the Australian Second Language Proficiency Ratings as a basis). Moreover, such key implementational matters as primary–secondary integration, teacher recruitment/training and the provision of appropriate teaching materials need to be clarified, along with the significant testing/syllabus development issues which will arise from the large scale introduction of foreign languages at primary level.

94–159 Wrigley, Heide Spruck (Southport Inst. for Policy Analysis). One size does not fit all: educational perspectives and program practices in the U.S. *TESOL Quarterly* (Washington, DC), **27**, 3 (1993), 449–65.

Literacy education for adults who speak English as a second or additional language is shaped by many factors, including funding mandates, teacher preferences, learner goals, and the definitions of literacy that the programme supports. Educational philosophies play a role as well, particularly in the area of curriculum. In the 11 innovative programmes that were examined as part of a U.S. study on adult ESL literacy, the philosophies that informed the ESL curricula ranged from literacy that encouraged personal growth or individual empowerment to

literacy for social adaptation or assimilation, to literacy for social change. Whereas these orientations appear quite distinct when considered in their strong form, in practice, various approaches become intertwined as a result of programme realities. However, such syntheses may offer advantages, especially in programmes where complementary approaches are linked through a broader conceptual framework that reflects a programme's overall goals in serving language minority adults who are new to English and new to literacy.



Teacher training

94-160 Crandall, Joann (Jodi) (U. of Maryland Baltimore County).

Professionalism and professionalisation of adult ESL literacy. *TESOL Quarterly* (Washington, DC), **27**, 3 (1993), 497–515.

Adult ESL practitioners operate in a context in which full-time positions are rare, resources are scarce, and turnover is high. But efforts to professionalise the field should not be taken as an indictment of the professionalism of the adult ESL workforce. Even under adverse current working conditions, professionalism in the field is high, as is demonstrated by participation in ongoing professional development and the range of professional development models in use. Whereas both certification and credentialing have been proposed as ways of enhancing the professionalisation of the

field, credentialing may be more appropriate because it can provide for multiple routes of access to the profession. The article discusses three major models of adult ESL literacy professional development: craft or mentoring models, applied science or theory to practice models, and inquiry or reflective practice models. The article concludes by outlining each model, describing examples of each in adult ESL literacy and suggesting ways in which they can be effectively combined, looking to innovative teacher development practices in K-12 education as a guide.

94-161 Domoney, Liz and Harris, Simon. Justified and ancient: pop music in EFL classrooms. *ELT Journal* (Oxford), **47**, 3 (1993), 234–41.

Changes in content, methods and roles in Mexican secondary school English classes confront teachers with the challenges and demands of a more learner-centred approach. Pop music is one way of involving young learners and their teachers in meaningful, enjoyable, and collaborative classroom tasks. This article describes a teacher training workshop in

which, through a series of linked tasks, teachers explore how pop music can be integrated into their English programmes. Far from being marginal to the changes currently taking place in the Mexican secondary curriculum, pop music is viewed as important to the success of these changes.

94-162 Grosse, Christine Uber (Florida International U.). The foreign language methods course. *Modern Language Journal* (Madison, Wis), **77**, 3 (1993), 303–12.

A study was undertaken of the curricular content of FL methods courses for trainee teachers in the USA, and the curricular content of FL and TESOL methods courses was compared. The stated goals of the FL methods syllabi were: theories of language learning; methodology; materials; curriculum development; assessment. Two other major goals appeared which did not commonly occur in the TESOL syllabi: professionalism/pride; and reflective thinking/decision making. Instructional materials were found to consist largely of required readings, and Omaggio's *Teaching language in context* (1986) dominated reading lists. This contrasts sharply with TESOL, where eight texts share the market. The most common elements of course content were, in order of frequency: culture; testing; methods; developing oral proficiency; planning lessons; theories of language learning; writing; listening; grammar; reading. Analysis of specific course require-

ments showed the three most dominant to be exams, curriculum development projects, and peer teaching. Next on the list of commonly required assignments were participation, reading-related activities and classroom observation. The FL syllabi place more importance on materials/curriculum development projects and peer teaching than TESOL counterparts. In student evaluation, the most heavily weighted requirements are exams, followed by curriculum development projects, then teaching demonstrations. The analysis of syllabi reveals areas in need of further development: technology, currently vastly underutilised as both topic and medium of instruction; links between schools and universities; moves away from traditional exams; use of journals; and more involvement with professional organisations and conferences.

94-163 Richards, Jack C. (City Poly. of Hong Kong). Beyond the text book: the role of commercial materials in language teaching. *RELC Journal* (Singapore), **24**, 1 (1993), 1-14.

There are huge benefits of time and cost to teachers and schools in using commercially produced textbooks. They are convenient and attractive. Over-dependence on the textbook, however, has the drawback that the teachers become 'deskilled', and their role is reduced and trivialised, since all their work is preplanned and they simply follow the teacher's manual. This results in a reduction of teachers' decision-making and pedagogical reasoning.

Teachers need therefore to develop skills in evaluating and adapting published materials. This paper illustrates activities used in in-service workshops for teachers. The process involves (1) analysing what textbooks set out to do and how they do it, (2) developing criteria for evaluating textbooks, (3) providing experience in preparing instructional materials, (4) giving experience in adapting textbooks, and (5) monitoring the use of materials in teaching.

94-164 Swan, June (U. of Sydney, Australia). Metaphor in action: the observation schedule in a reflective approach to teacher education. *ELT Journal* (Oxford), **47**, 3 (1993), 242-9.

The author describes the 'applied science'/'reflective' models of teacher education, the former emphasising received knowledge (wherein the teacher trainer is a transmitter of information) whilst the latter has an experiential focus (the trainer in this case being a catalyst and facilitator). This general discussion is then related to the rationale/structure of the Certificate in Adult ESOL programme at the University of Sydney, particularly in regard to the collaborative construction of teaching observation schedules.

The 'reflective' scenario has various advantages, the emphasis clearly being placed on teacher development rather than prescription from above by 'experts'. In the Sydney programme, intending ESOL teachers from non-language backgrounds are

encouraged to make explicit what they feel compromises successful teaching, and to develop personal observational checklists based on their previous experience (it was revealed, for example, that non-ESOL teachers seemingly made few linguistic concessions to foreign students and preferred a verbal 'brainstorming' approach which did not always establish rapport or facilitate student motivation/involvement). Via a seven-step process, trainees discussed their individual styles with their peers, and then produced observation checklists/assessment criteria which were progressively modified as perceptions about 'successful' TESOL performance changed: increased awareness appeared to influence both teacher development and actual classroom practice.

Teaching methods

94-165 Alix, Christian and Lacher, Monika. 'Mehr als Austausch? Lernort Begegnung.' Ein Projektbeispiel zur deutsch-französischen Schulkooperation und zum dialogischen Lernen. [Learning more through exchange? An example of a project for co-operation between German and French schools and on learning through dialogue. *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 4 (1993), 345-57.

Beginning with a description of an actual co-operation project, this article sets out to describe the basic principles of a learning approach based on dialogue, the ways in which such an approach can be applied in the existing context of 'monological' learning structures and models as well as the difficulties this entails. Now that national borders are opening up, it would be worthwhile to introduce

such integrated approaches based on co-operation and exchange between schools, even if their practical implementation meets with a great deal of open and hidden resistance in the day-to-day routine of the schools. The essay is primarily intended to encourage the exploration of new approaches based on learning through partnership and at the same time to point out the many obstacles encountered by them.

94-166 Aston, Guy. The learner's contribution to the self-access centre. *ELT Journal* (Oxford), **47**, 3 (1993), 219-27.

This paper describes an experiment in which users investigated and evaluated the resources available in a university self-access centre, producing leaflets and reports for other potential users and the centre's staff as a piece of language-learning 'project work'. The involvement of students in improving the infrastructure, in providing support to other users, and in

publicising the facilities available, creates potential for more efficient use and more democratic control of the learning resources which it is the task of such a centre to provide. It also provides additional opportunities for language learning and for learning-how-to-learn.

94-167 Barnett, Lew (ESADE, Barcelona, Spain). Teacher off: computer technology, guidance and self-access. *System* (Oxford), **21**, 3 (1993), 295-304.

Self-access in general, and computer applications in particular, can easily fall into the traps of either leaving learners too much alone, overwhelmed by information and resources, or directing them too much by transferring lockstep classroom methods to organisation systems and programs. Neither alternative is desirable, for learners cannot be autonomous unless they have the ability to make meaningful choices. This paper focuses on three aspects of computer technology which allow learners to develop both cognitive and metacognitive skills that facilitate their autonomy. The first area has

to do with database organisation of materials in a self-access facility; this alternative offers multiple entry points for users. The second area is computer-assisted language learning and the importance of incorporating learner training elements in order to make it less directive. The last aspect is the use of menus to organise computer programs and files. In each case arguments are made to move self-access learning away from traditional applications in order for the technology to neither control nor ignore the learner. The aim is for technology to play the important role of guide.

94-168 Chamot, Anna Uhl (Georgetown U.). Student responses to learning strategy instruction in the foreign language classroom. *Foreign Language Annals* (New York), **26**, 3 (1993), 308-21.

This paper describes a study which is investigating the teaching of learning strategies to high school and college students enrolled in beginning level Japanese classes and high school students in beginning level Russian and Spanish classes. Learning strategy instructional materials correlated to each curriculum

were implemented by participating teachers, and the effect of the instruction on students was analysed. The focus of this paper is on students' self-reports of strategy use after instruction and their evaluation of the usefulness of the strategies taught.

94-169 Chastain, Kenneth (U. of Virginia). Meaning in second language learning and teaching. *Canadian Modern Language Review* (Toronto), **50**, 1 (1993), 30-36.

The author discusses the role of grammatical knowledge in language teaching and learning. According to Krashen (1981), explicit grammatical awareness apparently does not enable learners to develop practical communicative ability, though it may be relevant when students wish to 'monitor' the correctness of their utterances. However, most practising FL teachers equate successful language learning with the acquisition of grammar rules; the ascendancy of this viewpoint is also revealed by the inclusion of grammar presentation/drills as principal features in elementary textbooks.

The 'grammatical' approach leads to an inappropriate focus on language form rather than

communicative use, knowledge of grammar rules being neither 'perfectable' nor useful in actually increasing fluency. Instead, the author recommends the teaching of simple general categories such as 'naming words' (nouns) and 'relators' (prepositions/relative pronouns/conjunctions), alongside an emphasis on meaning and function. Grammar should be taught as only one component of a larger array of language/communication rules which also includes sociolinguistic, discourse and strategic competencies. Further research is needed to determine the validity of the methodological hypothesis presented.

94-170 Crabbe, David (Victoria U. of Wellington, New Zealand). Fostering autonomy from within the classroom: the teacher's responsibility. *System* (Oxford), **21**, 4 (1993), 443-52.

Autonomous language learning is justified by three arguments: the ideological, the psychological and the economic. There is increasing theoretical support for the psychological argument, and language educators are working on the implications for curriculum development. There is now a considerable literature on training learners to use learning strategies but very little on autonomous learning as an approach to the curriculum as a whole. This paper addresses this issue by discussing how teachers might bridge the gap between public

classroom activities and private learning activity. Firstly, it suggests that what is said about learning tasks in the classroom is an important signal of expectations of a learner's role in learning. Secondly, it discusses the design of language learning tasks and how this design might be influenced by an orientation towards autonomous learning. It concludes by suggesting that, to achieve the goal of fostering autonomy, teachers need to examine critically all classroom practice from the perspective of independent learning.

94-171 Diligent, Isabelle. Theater ohne Grenzen – Théâtre sans frontières. Un projet binational de coopération scolaire franco-allemande. [Theatre without frontiers – a bi-national project with French-German school collaboration.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 4 (1993), 381-94.

Teachers in charge of the exchange programme between the Wentzinger Gymnasium (Freiburg, Germany) and the Lycée Pasteur (Besançon, France) wanted to add a new dimension to the approach for the 1989/90 school year by giving the pupils an opportunity to collaborate on a German-French theatre project. The principal goal of this project was to promote interaction and communication between the two cultures, with only secondary

importance being attached to the (foreign) language aspect. The actual theatre work became an enriching and explorative medium of communication for both sides.

The article describes the objectives, implementation and realisation of this bi-national project and attempts to assess its value for the language-learning process.

94-172 Fryer, T. Bruce and Day, James T. (U. of S. Carolina). Foreign language curricular needs of students preparing for an internship abroad. *Modern Language Journal* (Madison, Wis), **77**, 3 (1993), 277-88.

Internships abroad are increasingly at the core of cooperative ventures between business and liberal arts programmes. The interdisciplinary Master's in International Business Studies at the University of South Carolina has for over 15 years offered a business curriculum with an international perspective, an intensive language sequence, and a six-month internship abroad with experience of a foreign workplace. From the large number of foreign languages taught on this programme, French and Spanish were selected for a survey of how appropriate the course was to internship requirements, and nearly 200 programme alumni responded to a questionnaire. Variables in enrolments and sponsorship mean that the programme must adopt a broad approach to preparing students for linguistic and cultural differences. Survey results suggest that

some destinations are better served by this 'generic' approach than others. Overall satisfaction with language instruction was high, but a large percentage of respondents felt that training in business language had been inadequate. Instruction in grammar and reading was felt to have been satisfactory, but speaking was perceived to have been neglected, and the survey results also suggest that business simulations should be a regular feature of language instruction. The period abroad was felt by most to have had a greater impact on improved command of the foreign language than the preparatory programme components. Area studies courses (given in English) were felt to have been of some value, but could be improved by closer association between culture studies and the foreign language.



94-173 Goh, Ian Suan Hooi (Curtin U. of Technology, Bentley, Australia). A low-cost speech teaching aid for teaching English to speakers of other languages. *System* (Oxford), **21**, 3 (1993), 349–57.

This paper describes a speech teaching aid developed to assist in foreign language pronunciation teaching. A feature of this teaching aid is its ability to provide the student with a score based on the similarity between the students pronunciation of a word and a stored sample of this word. This stored reference sample may be input by the instructor, thus giving

the teaching aid great flexibility. This paper describes the methodology used in designing the graphical user interface and the teaching plans. The technical aspects (e.g. the algorithms used, hardware requirements, etc.) are also briefly covered. The advantages and limitations of the teaching aid as well as future plans are discussed.

94-174 Hyde, Martin (Canterbury Christ Church Coll. of Higher Ed.). Pair work – a blessing or a curse?: an analysis of pair work from pedagogical, cultural, social and psychological perspectives. *System* (Oxford), **21**, 3 (1993), 343–8.

This article takes a critical look at pair work compared to other modes of classroom interaction such as group work, individual work and teacher with whole class work. The results of some action research with a group of 20 mixed-nationality EFL students are provided and discussed. The pedagogical, social, cultural and psychological implications of pair work are questioned and its benefits

and popularity as a mode of classroom interaction assessed and compared with other modes of classroom interaction. This article is not intended to be an attack on pair work as a technique for classroom interaction nor on the communicative approach as a methodology, but on unquestioning, ‘blanket’ methodological applications.

94-175 Knutson, Elizabeth M. Teaching whole texts: literature and foreign language reading instruction. *French Review* (Baltimore, Md), **67**, 1 (1993), 12–26.

Foreign language reading at advanced level, and particularly the problem of fluency, has not yet been thoroughly addressed. While the reading of whole texts can be of great psychological satisfaction to students, the students’ lack of linguistic knowledge and of cultural and literary context can cause difficulties. Difficulty is not absolute or inherent in a text, and the idea that certain text types are more readable than others does not hold. Rather, difficulty is a function of text characteristics and the reader’s knowledge. Distinctions must be made between intelligibility and ‘readability’, i.e. reading interest or pleasure. Length can work in the reader’s favour: working with one long, conceptually complete text rather than many short texts allows students to develop familiarity with the author’s style. Pre-reading activities function to activate or provide background knowledge when introducing a literary

text at this level. Initial scanning of the whole text enables students to identify its organisation, narrative form, recurring names and dates, and topics or themes. An introduction to formal features of text could include speech registers, comedy and metaphor. Assigned reading as homework can be discussed with a partner to encourage learner-centred discovery rather than teacher-centred revelation. The importance of monitoring comprehension difficulties, perhaps by in-class recall protocols, cannot be overemphasised. Text interpretation can include whole group work with semantic mapping, interpretation of perspective, and discussion of possible outcomes and characteristics of genre. A non-didactic, learner-directed approach stressing the interactive nature of the reading process is preferable to one which promotes the authority of the text.

94-176 Koda, Keiko (Ohio U.). Task-induced variability in FL composition: language-specific perspectives. *Foreign Language Annals* (New York), **26**, 3 (1993), 332–46.

This study investigated the ways in which different writing tasks influence the quality and quantity of FL composition, as well as the writing strategies used by American college students when composing

in Japanese as a foreign language. The purposes of the study were three-fold: (a) to compare qualitative and quantitative differences between descriptive and narrative writing tasks; (b) to describe linguistic and

rhetorical requirements in each task; and (c) to identify the discourse strategies utilised in the tasks. Three types of text analysis demonstrated that the two tasks posed varying linguistic and cognitive requirements. This finding suggests that different linguistic competences are required to perform varying writing tasks. The data also indicated that narrative discourse involves more demanding linguistic processing, at varying levels, than descriptive discourse. In addition, the analyses demonstrated

that the ability to expand and elaborate preceding subtopics in discourse accounts, at least in part, for individual differences in FL composition aptitude. This ability, moreover, is related to knowledge of content-word meanings. These findings are consistent with those from reading comprehension research, both in L1 and L2, and thus support the view that reading and writing involve essentially similar processes of constructing meaning.

94-177 Legutke, Michael. Room to talk: experiential learning in the foreign language classroom. *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 4 (1993), 306-31.

While there has been a significant paradigm shift in FL pedagogy over the last 20 years, there are good reasons to doubt that this shift is matched by respective modifications of classroom practice. Foreign language classrooms still seem dominated by an outmoded paradigm. In order to implement collaborative learning and teaching a dialogue is needed between specialists and teachers which uses

teachers' reports about their innovative experiments as well as their day-to-day routines as a starting point. By making reference to five such project reports ('retrospective syllabus accounts') the article specifies the space of action learners can have at their disposal when learning a foreign language under classroom conditions.

94-178 Meskill, Carla (U. at Albany, State U. of New York). ESL and multimedia: a study of the dynamics of paired student discourse. *System* (Oxford), **21**, 3 (1993), 323-41.

This study examines the interactions of pairs of language students working with multimedia. Six pairs of students of English as a second language were videotaped while working with the instructional system. Transcripts are coded by type and target of participant utterances. A framework for analysing the interactional dynamic incorporates the ways in which the configuration is likely to shape exchanges given a number of constraints likely to affect conversation. Patterns of discourse on the part of paired subjects were first analysed within this framework and effects of the identified constraints

were observed in the data. Non-native speaker discourse was then compared to native speaker discourse with the identical computer-centred task. Implications are drawn from both the analysis of discourse patterns in light of the configuration constraints, and from discourse elements that occur in the native speaker trial but not in non-native sessions. Discussion centres on how configuration constraints and the unique character of language use of non-native speakers become relevant for teachers and software designers who wish to pair language learners at the computer.

94-179 Meyer, Wolfgang. Internationale Lernerkooperation durch elektronische Post. [International co-operation between learners through electronic mail.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 4 (1993), 332-44.

This article provides examples of international co-operation and exchange activities between groups of learners in which electronic mail was employed

as the medium of communication. The report focuses on practical experience with pupils in their second year of learning English (sixth class).

94-180 Miller, Lindsay and Rogerson-Revell, Pamela. Self-access systems. *ELT Journal* (Oxford), **47**, 3 (1993), 228-33.

This paper proposes a framework for consideration when establishing a self-access centre. It describes four such centres and the different systems they use,

and then outlines the differences between each centre's rationale, human resources, and end-users. The practical application of the system of self-access



language learning must be examined before setting up a self-access centre. Making an informed decision about the type of self-access system, based on the

rationale of the institution and the human resources available, will ensure an efficient system that suits the end-users.

94-181 Nagata, Noriko (U. of San Francisco). Intelligent computer feedback for second-language instruction. *Modern Language Journal* (Madison, Wis), **77**, 3 (1993), 330-9.

This article describes a Computer-Assisted Language Instruction program (for Japanese), Nihongo-CALI, which was developed because of the relatively primitive state of commercially-available language instruction software, wherein limited analysis of learner responses precluded the provision of extensive feedback/error correction. Most programs merely match the student response to machine-stored correct/incorrect answers (and then provide 'canned' response frames), whereas Nihongo-CALI exploits a Natural Language Processing model [diagram] which supports detailed morphology/syntax/lexicon error analysis, and feedback targeted to specific deficiencies in student performance [sample screen formats]. By using two program variants offering different amounts of feedback, the

authors attempted to determine whether CALI programs could improve students' grammatical competence and supplement traditional instruction.

The T-CALI and I-CALI programs identified missing/wrong words, but also provided explanations as to why the responses were inadequate [examples]. After using CALI, the subjects were then given a written achievement test. The results [tabular data] seemed to indicate that success on the test did not depend on the amount of detail provided in the program, at least in terms of word-level errors. Further research must determine exactly what kind/quantity of feedback benefits learners, so that an 'overflow' of useless information is not generated by future CALI systems.

94-182 Oxford, Rebecca L. (U. of Alabama, Tuscaloosa). Research update on teaching L2 listening. *System* (Oxford), **21**, 2 (1993), 205-11.

Listening is a fundamental language skill, but it is often ignored by foreign and second-language teachers. This article explains the complexity and importance of the listening skill. It summarises research on L2 listening under the following headings: listening as a predictor of L2 proficiency, L2 listeners compared with L2 readers, L2 sound

perception, 'bottom-up' and 'top-down' L2 listening, simplification of L2 input, attention in L2 comprehension, memory in L2 comprehension, monitoring L2 comprehension, and affective aspects of L2 listening. The article then provides a research-based consumer's guide consisting of L2 principles for selecting and using L2 listening activities.

94-183 Ryan, Jim (Ontario Inst. for Studies in Ed., Toronto, Canada). Aboriginal learning styles: a critical review. *Language, Culture and Curriculum* (Clevedon, Avon), **5**, 3 (1992), 161-83.

This article reviews critically the studies carried out under the broad rubric of aboriginal learning styles with the intent of assessing the utility of this approach for the study and practice of aboriginal education. It concludes that interactive learning style approaches have more to offer than cognitive based perspectives, particularly those that assume

that aboriginal students have more-or-less fixed mental learning capacities. The former approach can be particularly useful when combined with classroom methods that are specifically geared to equip aboriginal students with the analytic and verbal skills which they need to get along in school and in the contemporary world.

94-184 Sheen, Ronald (Tottori U., Japan). Problem solving brought to task. *RELC Journal* (Singapore), **23**, 2 (1992), 44-59.

The field of second and foreign language teaching has now matured to the point where a shift in approach or methodology no longer automatically entails the rejection of all that went before. The field

still, however, manifests a marked tendency to propose and accept the implementation of new approaches without the necessary support of trialling and empirical evidence. A shift presently being

mooted is related to consciousness raising. Although its advocates, Rutherford and Sharwood Smith, have advised caution before the implementation of the principles involved, Ellis has proposed that consciousness raising in the form of problem solving should be used in the Japanese school system without offering any empirical support for its efficacy. The study reported here attempts to evaluate the efficacy

of problem solving as compared to an orthodox deductive approach. The results indicate that although both approaches enable the students to understand the grammatical rules, the time-consuming problem-solving procedure results in little time being available for practice and a consequent lack in oral proficiency. The implications of these findings are discussed.

94-185 Sneddon, Raymonde (Birkbeck Coll., U. of London). Beyond the National Curriculum: a community project to support bilingualism. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **4**, 3 (1993), 237-45.

This paper briefly considers past and recent research in the field of bilingualism and then proceeds to describe a project which attempted to turn the educational failure of a group of children in a situation of subtractive bilingualism into success. Parents, teachers and a voluntary community group

were able to get together to create a framework which attracted charitable trust funding. In so doing they increased their understanding of each other as well as improving the educational opportunities for the children involved.

94-186 Tinkham, Thomas (U. of Guam, Mangilao, USA). The effect of semantic clustering on the learning of second-language vocabulary. *System* (Oxford), **21**, 3 (1993), 371-80.

Most current ESL programmes, regardless of their approach to second-language learning/acquisition, frequently present students with their new English vocabulary organised for them in semantic clusters (lexical sets). These semantic clusters, for example, *glass, cup, saucer, plate, dish, and bowl*, fit both the substitution tables often seen in ESL texts taking a language-centred, structural approach to the teaching of English as well as the syllabuses encountered in texts taking a more learner-centred situational/notional/functional approach. Nevertheless, in the light of research motivated by interference theory and, more recently, the distinctiveness hypothesis,

the possibility arises that the practice of presenting L2 students with their new vocabulary grouped together in sets of syntactically and semantically similar new words might actually impede rather than facilitate the learning of the words. A report is given of a study that compared, in two experiments, the learning rates of subjects learning semantically related and semantically unrelated new L2 words. The findings strongly suggest that students have more difficulty learning new words presented to them in semantic clusters than they do learning semantically unrelated words.

94-187 Vande Berg, Camille Kennedy (Western Michigan U.). Managing learner anxiety in literature courses. *French Review* (Baltimore, Md), **67**, 1 (1993), 27-36.

Small group work produces more linguistic output per student, more individual tuition, and a lowering of student stress levels. Discussions of learner anxiety typically focus on low-level courses, while anxiety at more advanced levels of language study is neglected. Many students beginning their first literature courses in fact experience high levels of stress. In response to a questionnaire, such students expressed anxiety about insufficient linguistic skills and lack of previous exposure to literature and literary analysis. Introductory-level literature courses are often compulsory, but teachers tend to use the same approaches as for advanced courses,

where students are self-selected and highly motivated.

Pre-reading activities in small groups can ease learner anxiety by preparing students for the stylistic, cultural or narrative difficulties of the text they are to study. Focused discussions of topics relating to plot developments in the text, brain-storming techniques providing an informational context for the text, and production of writing samples containing narrative devices similar to those to be encountered can all be very helpful. Analytical activities can begin with the vocabulary and concepts contained in the opening paragraph, where clues to



the interpretation of the work as a whole are often found. Narrative perspective may be introduced by asking each small group to retell the events of the

passage from a different character's point of view. Initial student reaction to the use of these techniques has been favourable.

94–188 Wulf, Herwig. English classroom grammar – Ansätze zu einer pragmatischpädagogischen Englischgrammatik an Schule und Hochschule. [Towards a pragmatic pedagogic grammar of English at school and high school.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 5 (1993), 469–83.

Traditional grammar lessons, even though many teachers like them, do not generally meet with notable success. If they did, grammar courses would not have to be taught at tertiary level at all. As it is, they seem to be urgently needed, although they do not bring about satisfactory results there, either. In this article an attempt is made to try a different

method, not one which is based on a general knowledge of English, which the teacher will then have to instil into the pupils, but one that is based on a grammar of classroom discourse, which might actually provide a more reliable platform for use outside school.