Language learning and teaching – theory and practice

Theory and principles

96–407 MacWhinney, Brian (Carnegie Mellon U.). Language-specific prediction in foreign language learning. *Language Testing* (London), **12**, 3 (1995), 292–320.

Language educators have often suggested that some students may be relatively better at certain types of languages. However, the ways in which target language structures interact with individual differences in language learners has never been seriously investigated. If there are such interactions, we would expect to find certain learning patterns in which our normal expectations for language learning outcomes are reversed. This paper reviews a variety of factors that might lead us to expect such reversals. Psychological and neurological evidence points towards a wide variety of individual differences in language learning mechanisms. Crosslinguistic psycholinguistic analysis indicates that different target languages offer a wide variety of learning challenges. On the level of orthography, languages with huge inventories of non-Roman characters and symbols offer the greatest challenge. In phonology, all languages require a remapping from first language (L1) structures. Lexical learning is most challenging for languages with few cognates to L1. Learners with strong access to the phonological rehearsal loop may be most successful for those languages. In the areas of syntax and morphology, some languages tend to favour learners who establish systematic structural paradigms, whereas other languages may be more easily learned through rote learning processes.

Psychology of language learning

96–408 Apelt, Walter (Potsdam). Motivation im Fremdsprachenunterricht – Bilanz und Ausblick (1). [Motivation in foreign language learning: taking stock and looking forward (1).] *Fremdsprachenunterricht* (Berlin, Germany), **40/49**, 1 (1996), 81–9.

Research in the teaching of English at Potsdam 1975–94 elicited a corpus of student questionnaire responses. The wish to learn about the target culture(s) emerges as a highly motivating factor in 90% of respondents, but students' interest in the history and current affairs of English-speaking countries diminished over the period. Teaching material reflecting the students' interests, particularly sport, appeared motivating, as too was working with pop songs and (to a lesser extent) poems about young people's experience. Humorous material was appreciated, and action, narrative and experience were more highly prized than factual texts. Relevance of material was equally important in adult classes. Responses about teaching methods showed active participation (games, group work, role play, problem solving) and opportunity for dialogue to be motivating. There is a need for consensus in the classroom as to aims and targets: these must not be lost sight of in the attempt to make topics inviting. Motivating teaching materials are those which concentrate on confident communication, language acquisition in context, clarity, use of contrast, visual appeal, and ease of use. New technologies are motivating, even for adult learners. The motivating effect of flexible, organised, self-aware teachers also emerges clearly. [cf. abstract 96–409.]

96–409 Apelt, Walter (Potsdam). Motivation im Fremdsprachenunterricht – Bilanz und Ausblick (2). [Motivation in foreign language learning: taking stock and looking forward (2).] *Fremdsprachenunterricht* (Berlin, Germany), **40/49**, 3 (1996), 166–71.

Motivation is susceptible to factors such as classroom and school environment, timing of lessons, status of subject, and social pressures. Extra-curricular support was particularly important in East Germany before 1989 when English had only a peripheral place in the curriculum, but even in 1994, questionnaire respondents still considered out-of-school activities such as trips and penfriends motivating. A 1993 survey revealed many discrepancies between teacher and student perceptions of motivating qualities in teachers, but fairness, patience, understanding, sense of humour and empathy with student concerns rated highly with both groups. Empirical research has identified

four main motives in foreign language (FL) learning: the perception (cognitive) motive, also known as the curiosity for knowledge; the utility (pragmatic) motive, recognising the practical applications; the communication motive, or urge to active exercising of linguistic skills; and the experience (affective) motive, the pursuit of emotional experience. The last is particularly strong in adult learners. Other motives identified include parental pressure and desire for prestige. Research findings should inform classroom practice and teacher training. The monopoly of Russian in FL classes in East Germany before 1989 was highly demotivating, and the same mistake must not now be made with English in the new Germany. [cf. abstract 96–408.]

96–410 Bügel, Karin (Cito Nat. Inst. for Ed. Measurement, Arnhem, Netherlands) **and Buunk, Bram P.** (U. of Groningen). Sex differences in foreign language text comprehension: the role of interests and prior knowledge. *Modern Language Journal* (Madison, Wis.), **80**, 1 (1996), 15–31.

The scores obtained by female students on the national foreign language examinations in the Netherlands have been slightly but consistently lower than those of male students. The present research among 2980 high school students tested the hypothesis that, owing to sex differences in prior knowledge and interests, the topic of a text is an important factor explaining these sex-based differences. To measure prior knowledge, the students' reading and TV habits, academic subject choice, self-reported knowledge, and interest concerning the text topics were assessed. A total of 11 different English reading passages – including 5 texts with a 'male' topic, and 6 texts with a 'female' topic – were selected. On all the male reading comprehension measures, and on five of the six female tests, significant differences were found in the expected direction. Moreover, these sex-based differences appeared to be largely due to sex differences in reading habits. Although there was only an indirect relation between the students' reading preference and the text comprehension score on related topics, this study suggests that differences between the sexes in prior knowledge contribute to sex differences in foreign language reading comprehension.

96–411 Champagne-Muzar, Cécile (U. of Ottawa). L'apport des faits phonétiques au développement de la compréhension auditive en langue seconde. [The contribution of phonetic skills to the development of listening comprehension in a second language.] *The Canadian Modern Language Review* (Toronto, Ontario), **52**, 3 (1996), 386–415.
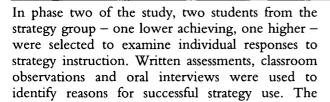
The purpose of this quasi-experimental study was to verify the influence of the development of receptive phonetic skills on the development of listening comprehension of adults learning French as a second language in a formal setting. At the beginning of the experiment, the equivalency of the groups on the observed variables was established. The post-test results revealed that the experimental group made significant gains in phonetics. In listening comprehension, both the experimental and the control groups made comparable gains, i.e. the gains on the listening post-tests were significantly improved. However, a second (institutional) test in listening comprehension, administered by a week after the experimental post-tests, revealed a significant difference between the experimental and control groups.

96–412 Dole, Janice A. (U. of Utah). The effects of strategy instruction on the comprehension performance of at-risk students. *Reading Research Quarterly* (Newark, Delaware), **31**, 1 (1996), 62–88.

This study examined group and individual differences arising from strategy instruction. In phase one, 67 fifth and sixth graders from a designated 'at-risk' school were randomly assigned to one of three treatments which they received for 5 weeks: strategy instructions, story content instruction, and basal control instruction. Covariance analysis of the data (baseline, immediate post-test and delayed post-test) indicated that the strategy group performed as well as the others when students read texts after receiving instruction; but that they out-performed them when students were asked to read selections on their own.

In phase two of the study, two students from the strategy group – one lower achieving, one higher – were selected to examine individual responses to strategy instruction. Written assessments, classroom observations and oral interviews were used to identify reasons for successful strategy use. The findings indicate that students' motivation can be an important factor in the use they make of strategies. The study concludes by raising critical questions regarding the role of motivation in strategy instruction and use.

96–413 Dolz, Joaquim and Schneuwly, Bernard (U. of Geneva). Apprendre à écrire ou comment étudier la construction de capacités langagières? [Learning to write or how can the construction of language abilities be studied?] *Etudes de Linguistique Appliquée* (Paris), **101** (1996), 73–86.

The description and understanding of the learning of writing require various types of research in the following areas: how discourse works, which is the object of learning; the language abilities of learners of different ages; and practices in the teaching of writing. The analysis of research undertaken in the last ten years by the language teaching team in Geneva has concluded with the finding that these three areas complement each other and also presuppose each other. It would appear, however, that it is necessary to develop new approaches to teaching which would combine them in one integrated process. This would be relevant to a method of language teaching whose central aim is the relationship between teaching and development.

96–414 Ellis, Nick C. (U. of Wales, Bangor). Consciousness in second language acquisition: a review of field studies and laboratory experiments. *Language Awareness* (Clevedon, Avon), **4**, 3 (1995), 123–46.

This article addresses the roles of implicit learning, conscious hypothesis testing, and explicit instruction in Second Language Acquisition (SLA). In particular it asks (1) what is the role of consciousness in SLA, (2) what is the role of formal explicit instruction in SLA, (3) to what extent are the route, rate, and eventual levels of SLA affected by instruction, (4) does focusing learners' attention on grammar facilitate SLA, (5) is there a role of negative evidence in SLA? In order to answer these questions it marshals relevant evidence from two complementary sources: (1) ecologically valid but methodologically weaker field studies of classroom SLA, (2) methodologically stronger laboratory experiments which investigate acquisition of artificial languages. These studies suggest that although much of the acquisition of language form comes as a result of implicit learning, there are demonstrable roles for explicit learning, for explicit instruction, particularly that which involves grammatical consciousness raising, and for the provision of negative evidence and recasts. For epistemological reasons it is hard to affect the route of acquisition, but these factors can speed the rate of language acquisition and raise ultimate levels of attainment.

96–415 Ellis, Rod (Temple U., PA). Uptake as language awareness. *Language Awareness* (Clevedon, Avon), **4**, 3 (1995), 147–60.

Allwright has suggested that asking learners to report the items they have learnt from a lesson (uptake) provides a means of investigating the relationship between classroom interaction and language learning. The study reported in this paper constitutes an investigation of uptake. It examines the sincerity and validity of uptake as a measure of language learning by comparing the words learners report learning after completing a listening task with the words they score correctly on a translation test. The results suggest that whereas uptake may constitute a fairly sincere measure of learning and may have construct validity, its concurrent validity is uncertain. It is suggested, however, that uptake constitutes a useful measure of explicit vocabulary learning (i.e. of items learners are aware of having learned). Such a measure is of interest to both researchers and teachers. However, further research is required to establish what kind of lexical knowledge it measures.

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96–416   Garcia-Debanc, Claudine (U. of Poitiers). Tâches d'écrire et processus rédactionnels: de l'observation aux implications didactiques? [Writing tasks and process writing: from observation to implications for teaching?] *Etudes de Linguistique Appliquée* (Paris), **101** (1996), 60–72.

Studies of process writing do not take account of the specific nature of proposed writing tasks. The recording of oral interaction between 3 people developing different text types shows that the order and nature of the operations vary according to the type of writing to be produced, both in adults and in pupils of 9–10 years old. The corpus also shows the quantity of verbal material involved in the development of a fictional text and the possibly negative effects of the introduction of a written pre-text. These observations give rise to a number of reflections on how a coherent methodology for the production of written work might be introduced, and in particular on the diversity of proposed writing situations and on what sort of procedures for facilitating them should be set up.

96–417   Greaney, Keith T. and Tunmer, William E. (Massey U.). Onset/rime sensitivity and orthographic analogies in normal and poor readers. *Applied Psycholinguistics* (Cambridge), **17**, 1 (1996), 15–40.

This study was designed to determine whether there was a relationship between the ease with which children make use of orthographic analogies and their progress in learning to read. The results of an experiment using a reading age match design showed that poor readers performed as well as normal readers on orally presented measures of onset/rime sensitivity, but less well on visually/orally presented rhyme tasks. The poor readers also performed less well than the normal readers on a task that measured the children's ability to take advantage of analogical units when reading lists of words; these reading lists contained groups of words that differed according to (1) whether the words containing the common unit were presented contiguously or noncontiguously, and (2) whether the unit constituted the rime portion of the words or was embedded within the rime portion of the words. A follow-up intervention study demonstrated that poor readers who received instruction in the use of orthographic analogies achieved higher reading accuracy scores on subsequent readings than did a matched group of poor readers who received standard remedial instruction in context cue usage.

96–418   Jiménez, Robert T. and others (U. of Illinois, Urbana-Champaign). The reading strategies of bilingual Latina/o students who are successful English readers: opportunities and obstacles. *Reading Research Quarterly* (Newark, Delaware), **31**, 1 (1996), 90–112.

This research examines the strategic reading processes of 8 bilingual Latina/o children identified as successful English readers, in order to explore how bilingualism and biliteracy affect metacognition. For comparative purposes, a smaller sample of successful and less successful English readers was included: 3 monolingual Anglo students and 3 bilingual Latina/o students. Data were gathered using both unprompted and prompted think-alouds, interviews, a measure of prior knowledge, and passage recalls. Preliminary analysis identified 22 distinct strategies organised into three broad groups: text-initiated, reader-initiated, and interactive. Three strategies were considered unique to the successful Latina/o readers: (a) actively transferring information across languages; (b) translating from one language to another (most often Spanish to English); (c) openly accessing cognate vocabulary when reading, especially in their less dominant language. They also drew upon an array of strategic processes in their frequent encounters with unknown vocabulary items in both languages. The less successful Latina/o readers used fewer strategies and were generally less effective in resolving comprehension difficulties. The successful Anglo readers rarely encountered unknown vocabulary and could access well-developed networks of relevant prior knowledge; they were thus able to devote substantial cognitive resources to the act of comprehension, and seldom indicated the need to overly monitor their reading comprehension. The data suggest that Latina/o students who are successful English readers possess a qualitatively unique fund of strategic reading knowledge.

96–419 Kasanga, Luanga A. (U. of the North, S. Africa). Effect of gender on the rate of interaction: some implications for second language acquisition and classroom practice. *ITL* (Louvain, Belgium), **111–112** (1996), 155–92.

In the course of a preliminary analysis of data used in an investigation into the effect on the rate of interaction in the target language of the 'level of proficiency' and the 'type of task', some unexpected results for participation pattern led the analyst to pursue additional lines of enquiry. A decision was taken to consider gender in a subsequent analysis. Gender had been suggested by previous studies as being capable of affecting the learners' second language access and performance. Some of the data of the wider investigation were re-analysed with gender as an independent variable in lieu of, then together with, the level of proficiency. This paper reports on the results of the wider investigation, describes the findings of the analysis of data with gender as an independent variable and discusses a sampling of studies on gender and communication. The results of the analysis concurred with those of at least four separate studies in which it had been suggested that gender tended to affect the learners' target language access and performance in ways that may influence their language learning.

96–420 Lawson, Michael J. and Hogben, Donald (Flinders U.). The vocabulary-learning strategies of foreign-language students. *Language Learning* (Ann Arbor, Mich.), **46**, 1 (1996), 101–35.

Using a think-aloud procedure, the behaviour of 15 university students in Australia with experience in Italian was observed as they attempted to learn the meanings of new foreign language (Italian) words. The great majority of the procedures they used involved some form of repetition of the new words and their meanings – mostly a simple reading of the dictionary-like entries provided, or repetitions of the word-meaning complexes. They gave relatively little attention to the physical or grammatical features of words, nor did they commonly use elaborative acquisition procedures. The lack of association between use of context and recall of word meaning is of major interest, given the stress placed on context by many researchers and commentators. Even when students did use the cues in the sentences to generate possible meanings for the target words, this did not help them establish representations for the meanings of the words. Consideration of the use of context in vocabulary acquisition suggests a need to distinguish between the use of context for *generation* of meaning of a new word and the use of context for *acquisition* of the meaning for subsequent recall.

96–421 Mathews, Thomas J. (Brigham Young U.). A case for increasing negative affect in foreign language classes. *Language Learning Journal* (Rugby), **13** (1996), 38–41.

Most modern approaches to foreign language (FL) learning advocate keeping negative affect (anxiety) experienced by learners to a minimum. However, this paper argues that some negative affect is necessary to encourage students to perform at optimal levels. A brief overview of literature on the nature and consequences of negative affect is given, including discussion of the distinction made between facilitating and debilitating affect, and the opposition of 'emotional tension' and 'operational tension' proposed by Leontiev (1981). Two FL learning methodologies are examined which illustrate the dichotomy that exists in respect of affect in the classroom: the Natural Approach, designed to avoid raising the affective filter; and the Silent Way, which appears devised to increase anxiety. Two experiments are then reported which were designed to test the hypothesis that a limited increase in student anxiety during FL testing can increase operational tension and result in better performance. The subjects were university students learning Spanish. The experimental design is described in some detail, and results indicate support for the hypothesis.

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96–422   Matsumoto, Kazuko (Aichi U. of Education, Japan). Helping L2 learners reflect on classroom learning. *English Language Teaching Journal* (London), **50**, 2 (1996), 143–9.

A total of 108 Japanese college students were assigned retrospective self-reporting tasks in which they were led to reflect upon their classroom second language (L2) learning through self-analysis by reference to diaries, and by structured questionnaires and interviews on learning strategies, learner beliefs, and attitudes; these were followed by class or group discussions. The students were then given questionnaires on the role of retrospective self-reporting activities in the processes of their classroom L2 learning. They reported that retrospective diary-keeping and analysis helped raise their awareness of their own L2 learning, whereas the questionnaires and interviews in concert with class or group discussions helped them become alert to their own and other students' learning strategies, beliefs, and attitudes. Expanding their repertoire of tactics in this way enabled them to approach language learning more efficiently and flexibly. Overall, the retrospective reporting activities, both 'personal' and 'public', were viewed as effective in leading students to assume full responsibility for the leadership of their L2 learning process.

96–423   Meisel, Jürgen M. (U. of Hamburg). Code-switching in young bilingual children: the acquisition of grammatical constraints. *Studies in Second Language Acquisition* (New York), **16**, 4 (1994), 413–39.

This study examines the role of grammatical prerequisites on code-switching in young bilingual children. It is proposed that code-switching is constrained not only by grammatical properties of the languages involved; it is also regulated by principles and mechanisms of language use. Constraints on code-switching are therefore defined as processing principles that, however, depend on grammatical knowledge. They ensure that switching does not result in a violation of grammatical coherence, defined in terms of both linear sequencing and structural configuration. Some of these claims are tested empirically, analyzing the speech of two bilingual children acquiring French and German simultaneously. It is argued that even in the earliest uses of mixing, constraints are not violated; in many cases they do not apply because the relevant grammatical relations do not yet hold. Code-switching is nevertheless used from early on in accordance with these constraints, as soon as a certain kind of grammatical knowledge is accessible. Most importantly, functional categories have to be implemented in the child's grammar.

96–424   Merlet, S. and Gaonac'h, D. (U. of Poitiers). Mise en évidence de stratégies compensatoires dans la compréhension orale en L.E. [Compensatory strategies in FL oral comprehension.] *Revue de Phonétique Appliqué* (Mons, Belgium) **115–17** (1995), 273–92.

The simultaneous control of the many levels of operations involved in language processing uses up cognitive resources and may cause mental overloading. To avoid this, lower level operations [eg. accessing lexis, analysing syntax] should become automatic in the second language (L2), as they do in the first language (L1). However, it is known that L2 learners have difficulty in developing these automatic processes. The study described here sought to discover what strategies foreign language (FL) learners may use to compensate for this lack. The results would seem to show that contextual and/or situational modifications made for pedagogical purposes affect the nature of the processes employed – though the effects may be unexpected. It was found that the introduction of pictures [which add visual information simultaneously to the oral] caused cognitive overload; the opportunity to replay segments led to more analytical strategies; and the provision of contextual information before an exercise helped listeners to process the text globally with greater efficiency. Details of the method of the study and its results are given.

96–425 Osburne, Andrea G. (Central Connecticut State U.). Final cluster reduction in English L2 speech: a case study of a Vietnamese speaker. *Applied Linguistics* (Oxford), **17**, 2 (1996), 164–81.

In attempting to determine the relative role of native language influence in learners' second language (L2) phonology, few areas have received as much attention as interlanguage syllable structure. Also, in explaining how learners render unfamiliar L2 syllables pronounceable, few proposed rules have been as prominent as cluster reduction. Theories of L2 phonology based on traditional ideas of contrast, of interlanguage development, of markedness differentials, and of parameter setting all rely on the concept of a rule of cluster reduction to make their analyses work. This paper examines one aspect of L2 syllable structure, syllable-final clusters, in the English of a Vietnamese first-language speaker. Extending Benson's (1988) analysis, it shows how errors apparently not due to native language influence can be so attributed using the cluster reduction rule. Furthermore, it shows that the position of a reduced consonant can be largely predicted based on interaction with other rules, universal considerations, and native language syllable structure.

96–426 Parke, Tim (U. of Hertfordshire, Watford). Bilingualism and language awareness in young children. *Language Awareness* (Clevedon, Avon), **3**, 3/4 (1994), 209–19.

This paper explores the concept of Language Awareness (LA) in relation to the acquisition of two languages by very young children. It has become a commonplace to allege the heightened LA of young bilinguals, and tests have been devised to characterise its features. A distinction is drawn between fully-fledged LA and what may be its rudimentary forerunner – 'speaker awareness', preceding the child's apprehension of codes as such. Factors favouring bilingual development, and bilingual outcomes, are reviewed, as the background to the argument that bilinguals' enforced awareness of linguistic diversity triggers their response to codes. Recent research has purported to reveal new types of LA, and claimed that awareness of codes per se is a prerequisite for the ability to develop a second language. The data supporting this claim, and its consequences, are investigated, and earlier studies of bilingualism reviewed in order to throw light on the type of evidence young children might need to achieve this awareness. It is suggested that communicative intent, rather than traditional tests, is a key variable in determining how LA is to be detected and assessed.

96–427 Pica, Teresa and others (U. of Pennsylvania). Language learners' interaction: how does it address the input, output, and feedback needs of L2 learners? *TESOL Quarterly* (Washington, DC), **30**, 1 (1996), 59–84.

This study asked whether second language (L2) learners' interaction with other learners can address three of their supposed needs for L2 learning – that is, their needs for L2 input modified toward comprehensibility, for feedback focused on form, and for modification of output – in ways that interaction with native speakers (NSs) has been shown to do. The interaction of five dyads of English L2 learners was compared with that of five dyads of learners and English NSs on two communication tasks. Results of the comparison revealed similarities in the types of modified input and feedback the learners and NSs offered other learners in their respective dyads and in both the type and amount of output modifications they produced. The learners received less modified input from other learners than from NSs. As expected, learners' morphosyntax conformed less to standard English than did that of NSs. This pattern was found throughout the learners' input and feedback but was far less evident in feedback formed through simple segmentation of previous utterances. The study thus indicated that interaction between L2 learners can address some of their input, feedback, and output needs but that it does not provide as much modified input and feedback as interaction with NSs does.

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96–428 Pickard, Nigel (Humberside U.). Out-of-class language learning strategies. *English Language Teaching Journal* (London), **50**, 2 (1996), 150–9.

This article follows up some of the research into learning strategies and focuses on the role of functional practice. It discusses a study into the out-of-class learning strategies of a group of proficient German speakers of English, and attempts to identify and quantify the out-of-class learning activities employed by these learners during their study of English. The study finds that the most-cited activities are the passive ones of reading and listening, due to the accessibility of materials, and that the active skills of speaking and writing receive less attention. The study explores the individual motivations of the sample in their choice of activities through the use of questionnaires and interviews, and highlights a wide range of individual activity choices and motivations.

96–429 Porte, Graeme (U. of Granada, Spain). When writing fails: how academic context and past learning experiences shape revision. *System* (Oxford), **24**, 1 (1996), 107–16.

Much previous research into the revision strategies used by English as a second language (ESL) writers has been comparative in nature and has sought to highlight the differences between skilled and less-skilled writers. Results of this research have invariably highlighted the ways in which less-skilled writers are unlike their 'betters' and often conclude with recommendations as to how they might go about emulating what the more skilled writer does when he or she revises. As yet, however, little research has concentrated exclusively on the revision strategies of the less-skilled English as foreign language writer or sought to enquire into the possible reasons for such revision behaviour. This study investigates the revision strategies of 15 Spanish native-speaker undergraduates writing in two different discourse types and in two time conditions. Post-writing interview protocols were also analysed to investigate the possible effect of self-imposed and context-imposed constraints on the revision process. Results suggest that, whereas these underachievers revise in similar ways to their ESL counterparts, revision strategies may be initiated by past learning experiences and respond to the perceived nature of the task and the current writing context.

96–430 Ratcliff, Ann (Central Michigan U.) **and Little, Mary** (Rainbow Rehabilitation Centers Inc., Ypsilanti). A conversation based barrier task approach to teach sight-word vocabulary to a young augmentative communication system user. *Child Language Teaching and Therapy* (London), **12**, 2 (1996), 128–35.

Augmentative and alternative communication (AAC) users often have limited literacy skills due to many factors, including restricted opportunities to demonstrate cognitive and communication abilities, as well as limited reading instruction and practice time. This case study evaluates the efficacy of a barrier task as a teaching tool to improve literacy skills in a young AAC user. Adaptations were made to keep barrier tasks within the subject's physical and communication limitations. Post-treatment results indicate that the subject demonstrated increased sight-word recognition as well as increased letter recognition. This barrier task proved to be a motivating, effective technique to increase literacy skills via a communication framework.

96–431 Simões, Antônio R. M. (U. of Kansas). Phonetics in second language acquisition: an acoustic study of fluency in adult learners of Spanish. *Hispania* (Worcester, MA), **79**, 1 (1996), 87–95.

A phonetic definition of fluency in natural discourse makes it possible to develop a set of procedures to measure fluency empirically. An analysis of changes in oral communication skills of five American adult learners provides an illustration of how these procedures work. These adults

participated in a five-week study abroad program in Spanish. Their overall language proficiency before their departure ranged from Intermediate Low to Advanced, on the Oral Proficiency Interview (OPI) scale of the American Council on the Teaching of Foreign Language (ACTFL). Four participants moved to higher intra-major levels, but not to higher inter-major levels. The subjective analysis of the recordings shows that most of these changes are reflected in vocabulary acquisition and more ease in discourse interaction of the four participants. According to the procedures developed in the present analysis, only two participants improved their pronunciation. The results using the present procedures correlate with OPI results.

96–432　Søvik, Nils and others (U. of Trondheim, Norway). Strategy-training related to children's text production. *British Journal of Educational Psychology* (London), **66**, 2 (1996), 169–80.

The study dealt with the problem of whether the effects of an experimental training programme would improve (1) children's strategies in writing and (2) the quality of their related text production. The study was organised as a pretest-posttest control-group design with an equal number of fourth grade students in the experimental and control group. Students in the experimental group were trained on a programme with writing-related strategies during six sessions in a laboratory equipped with required instrumentation for data collection. The results indicated that some across-domain strategies and most of the domain-specific strategies were improved by the programme. Also a positive transfer effect was observed concerning students' writing attainments, particularly with regard to writing tasks based on series of pictures.

96–433　Talay-Ongan, Ayshe (Macquarie U.). Infants' phonemic awareness and receptive language profiles: a follow-up study. *Child Language Teaching and Therapy* (London), **12**, 2 (1996), 99–112.

This article presents a background on phonological awareness and its relationship to language and learning disabilities, and postulates that phonological discrimination skills are developmental in nature. Given the strong positive relationship found in the literature, the study investigated the phonological discrimination skills of two cohorts of infants between 0;8 and 1;6, and discovered that 65% of both groups of infants responded reliably to the task, while the remainder did not meet the reliability of response criteria. The groups of infants were re-assessed when the first group was 5 and the second group was 3 years of age, in matched groups of those who passed and failed the phonological discrimination task. The results, although preliminary in nature, indicated that there were significant differences in the performance of both groups of children on a receptive language measure (PPVT), where those children who failed scored lower than the passing children. Preventive intervention implications from these findings are also discussed.

96–434　Tsang, Wai-King (City U. of Hong Kong). Comparing the effects of reading and writing on writing performance. *Applied Linguistics* (Oxford), **17**, 2 (1996), 210–23.

The study compares the effects of an enriched syllabus which included extensive reading and frequent writing assignments on English descriptive writing performance at different form levels. It examines a group of Cantonese-speaking students at four form levels in Hong Kong who participated in three English programmes: (A) regular plus unrelated (mathematics) enrichment programme, (B) regular plus extensive reading, and (C) regular plus frequent writing practice. Results demonstrated significant main effects due to the nature of programme and form level with no significant interaction of these factors. The regular plus extensive reading programme was overall significantly effective, while both the regular plus mathematics programme and the regular plus frequent writing practice were not. In the area of content, the reading programme was the only one which showed a significant positive effect. Similarly, in the area of language use, the reading programme was the only one of the three shown significantly effective.

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96–435 Vasseur, M.-T. (U. René Descartes, Paris). Qui 'guide' qui quand on ne se comprend pas? [Who's leading who when there's mutual misunderstanding?] *Revue de Phonétique Appliquée* (Mons, Belgium), **115–17** (1995), 369–85.

Understanding is a two-way business. While native speakers may adapt their ways of speaking to accommodate non-native speakers, the latter have at their disposal a variety of techniques and strategies which they use to achieve mutual comprehension, sometimes even taking the lead role in the interchange. The author illustrates non-native speakers' learning strategies with extracts from interviews with immigrant workers in France, Germany and the Netherlands, and from teacher–student interaction in a French class for adult beginners. The article concludes that the notion of the non-native speaker as an active learner has implications for the teaching and learning of languages in the classroom; active learning requires the teacher to be receptive and responsive to the learners' initiatives.

96–436 Williams, Eddie (Reading U.). Reading in two languages at year five in African primary schools. *Applied Linguistics* (Oxford), **17**, 2 (1996), 182–209.
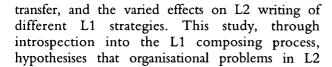
This paper investigates how the language in which formal education is conducted affects learners' reading ability. In Malawi, Chichewa is the medium of instruction for years 1 to 4, with English a taught subject, whereas in Zambia, English is the medium of instruction from year 1, with one of seven local languages as a taught subject. An English language reading test and a local language reading test were administered to the same year 5 learners from 6 schools in each country. The results indicate there is no significant difference in English language reading ability between learners in each country, but large differences in favour of Malawi in local language reading ability. These results are consistent with research on minority groups suggesting that instruction in first language (L1) reading leads to improved results in L1 with no retardation in second language reading. In both countries, however, reading ability in English is unlikely to be at a level to allow learning through the medium of English for most pupils. This is related to pedagogic practices which give insufficient attention to meaning. The role of English in these countries is largely driven by political perceptions of effective strategies for unification and modernization, which may work against the individual primary school child's cognitive development in general, and their reading proficiency in particular.

96–437 Winitz, Harris (U. of Missouri, Kansas). Grammaticality judgment as a function of explicit and implicit instruction in Spanish. *Modern Language Journal* (Madison, Wis.), **80**, 1 (1996), 32–46.

This study investigated whether the methodologies of explicit and implicit language instruction account for differences in the identification of grammatically well-formed sentences for college students who have completed one semester of college Spanish. Students in the explicit language classes were instructed in the grammar-translation approach wherein explicit statements of the rules of grammar were taught. Students in the implicit language classes were instructed in the comprehension of Spanish sentences through the use of pictures and Total Physical Response activities. A grammaticality judgment test was used to compare the grammatical knowledge of these two instructional groups. The grammatical elements and the lexical items of the grammaticality judgment test were units that were common to both methods of instruction. Students in the implicit grammatical instruction classes achieved significantly higher scores than students in the explicit grammatical instruction classes. These results suggest that language instructional procedures result in the use of different language processes to judge the grammaticality of sentences.

96–438 Yen-Ren, Ting (Nanjing U., China). Looping forward: drafting in my own language. *English Language Teaching Journal* (London), **50**, 2 (1996), 135–42.

Research in second language (L2) writing processes tends to emphasize the transferability of first-language (L1) composing strategies into L2 writing. It has not paid attention to the conditions for the

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transfer, and the varied effects on L2 writing of different L1 strategies. This study, through introspection into the L1 composing process, hypothesises that organisational problems in L2 writing may result from the employment of L1 drafting strategies. Pedagogical implications of this understanding are also discussed.

96–439 Young, Arlene R. and others (U. of Waterloo, Ontario). Effects of prosodic modelling and repeated reading on poor readers' fluency and comprehension. *Applied Psycholinguistics* (Cambridge), **17**, 1 (1996), 59–84.

Repeated reading of meaningful text has been shown to produce improvements in reading rate, fluency, and comprehension in readers of varying ability. The assisted repeated reading (ARR) method, which provides a fluent and expressive (i.e. prosodic) model, has been proposed as particularly helpful. However, it is unclear which component of the ARR method (prosodic modelling or reading practice with intact text) is the more influential factor. This study examined the effects of these two features on the reading rate, accuracy, expressiveness, and comprehension of 40 grade 5 disabled readers, varying the features systematically to create four training conditions. Each subject read the first half of a set of stories three times under one of the four experimental conditions. Pre-test and post-test measures of the dependent variables were analysed for both the training passages and the second half of each story, on which no training occurred (transfer passages). While reading performance improved across all conditions, substantial additional gains were produced by those including the practice of intact text, but not the modelling of prosody. Transfer effects were limited, with only the ARR condition producing improved accuracy on the second half of the stories.

Research Methods

96–440 Foster-Cohen, Susan H. (North Arizona U.). Modularity and principles and parameters: avoiding the 'cognitively ugly'. *First Language* (Chalfont, Bucks.), **16**, 1 (1996), 1–19.

This paper provides an overview of some of the advantages of the Principles and Parameters approach to language acquisition research, and suggests that modularity is a particularly helpful feature of this approach. It argues that serious attention to modularity clarifies research thinking, encouraging examination of the boundaries between modules in constructive ways. Particular attention is paid to the boundary between syntax and pragmatics as illustrative of such boundary issues in general. Researchers are encouraged to examine other frameworks for their contributions to a more eclectic view of language acquisition than currently popular, with the anticipation that it will lead to a healthy interaction between the contributions of different approaches.

96–441 Holliday, Adrian (Canterbury Christ Church Coll.). Developing a sociological imagination: expanding ethnography in international English language education. *Applied Linguistics* (Oxford), **17**, 2 (1996), 234–55.

Whereas the importance of ethnography in analysing broad social realities in education is now established, in international English language education ethnography has often been restricted to oral aspects of classroom behaviour. This paper argues that the cultural complexity and variety in English language classrooms across the world also require ethnographies of non-verbal behaviour and of curriculum and curriculum project design and management beyond the classroom. A professional sociological imagination needs to be cosmopolitan, broad-based, and wide-ranging in the multiplicity of relations between students, educators, the community, and also the people, material, and concepts which the profession transports across cultures. In the search for ethical research, we can and must look wider than the emicism of verbal data. The polyphony of views which is essential to international English language education can be achieved in as many ways as there are cultures.

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96–442   Sparks, Richard L. (U. of Cincinnati). I know one when I see one (or, I know one because I am one): a response to Mabbott. *Foreign Language Annals* (New York), **28**, 4 (1995), 479–87.

Educational institutions have witnessed an explosive growth in the numbers of children, adolescents, and adults labelled as learning disabled (LD). The term LD is used increasingly by both educators and the general public. Recently, the term has also appeared in the foreign language literature. However, the LD concept has come under increasing criticism because of the problems of finding an acceptable definition and the concept's lack of scientific validity. In a recent article in *Foreign Language Annals*, Ann Mabbott describes as LD five adults, all of whom have achieved degrees of proficiency in a foreign language. In this response to Mabbott, the authors take issue with her diagnosis of the subjects as LD because she provides neither substantive standardized testing evidence of the subjects' intellectual ability and academic achievement nor corroboration of the subjects' self-reports of their native and foreign language learning problems. The importance of using objective criteria to diminish heterogeneity in research samples is examined in the context of Mabbott's case studies. [cf. abstract 95–150.]

Error analysis

96–443   Tushyeh, Hanna Y. (Bethelem U., Westbank). Linguistic problems facing Arab learners of English. *ITL* (Louvain, Belgium), **111–112** (1996), 109–17.

This paper briefly discusses the importance of error analysis, types of errors, and the major causes of errors in second or foreign language learning. The major portion of this paper is devoted to the linguistic problems faced by Arab learners of English as a foreign language. The paper then briefly deals with the linguistic interference from Arabic in the learning of English in the areas of spelling and pronunciation, vocabulary, and some selected syntactic features. The paper concludes by offering some pedagogical implications about error analysis.

Typological analysis

96–444   Green, Christopher F. (U. of Science and Technology, Hong Kong). The origins and effects of topic-prominence in Chinese-English interlanguage. *IRAL* (Heidelberg, Germany), **34**, 2 (1996), 119–34.

This exploratory paper enquires into the crosslinguistic influence of native language topic-prominence in shaping and accenting the written English discourse produced by Chinese learners. This approach is information structure-oriented and accounts more systematically than either morpho-syntactic or macrostructural contrastive studies for the kind of interlingual phenomena so frequently observed in the written English of these subjects. The enquiry involves demonstrating that the Chinese language, considered from a typological point of view, is topic-prominent in orientation. Hypotheses are then formulated against which to test the assertion that this feature may, under certain conditions, be transferred to a typologically distinct target language. Next, data produced in an elicitation procedure are analysed for evidence of transfer. Finally, there is an attempt to demonstrate that topic-prominent interlingual discourse does not meet the criteria for adequate coherence in written English discourse.

Testing

96–445   Bachman, Lyle F. (U. of California) **and others.** The use of test method characteristics in the content analysis and design of EFL proficiency tests. *Language Testing* (London), **13**, 2 (1996), 125–50.

Content considerations are widely viewed to be essential in the design of language tests, and evidence of content relevance and coverage provides an important component in the validation of score

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interpretations. Content analysis can be viewed as the application of a model of test design to a particular measurement instrument, using judgements of trained analysts. A content analysis of test method characteristics and components of communicative language ability was performed by five raters on six forms of an EFL test from the University of Cambridge Local Examinations Syndicate. To investigate rater agreement, generalisability analysis and a new agreement statistic (the rater agreement proportion or 'RAP') were used. Results indicate that the overall level of rater agreement was very high, and that raters were more consistent in rating method than ability. To examine interform comparability, method/ability content analysis characteristics ('facets') which differed by more than one standard deviation of either form were deemed to be salient. Results indicated that not all facets yielded substantive information about interform content comparability, although certain test characteristics could be targeted for further revision and development. The relationships between content analysis ratings and two-parameter IRT item parameter estimates (difficulty and discrimination) were also investigated. Neither test method nor ability ratings by themselves yielded consistent predictions of either item discrimination or difficulty across the six forms examined. Fairly high predictions were consistently obtained, however, when method and ability ratings were combined. The implications are discussed.

96–446 Boyle, James and others (U. of Strathclyde). Screening for early language delay in the 18–36 month age-range: the predictive validity of tests of production, and implications for practice. *Child Language Teaching and Therapy* (London), **12**, 2 (1996), 113–27.

Research evidence reveals that the processes of production and comprehension are not functionally discrete before around 28 months. The implications for the predictive validity of standardized screening tests which involve production, particularly those using 'flexible object naming', are considered. Examples of multiphasic and monophasic language screening tests suitable for use with children in the 18–36 month age range are reviewed, and theoretical and empirical issues underlying the development of the 'First Words' and 'First Sentences' tests are explored.

96–447 Farhady, H. (U. for Teacher Ed., Tehran) **and Keramati, M. N.** (Tehran U.). A text-driven method for the deletion procedure in cloze passages. *Language Testing* (London), **13**, 2 (1996), 191–207.

This article proposes a text-driven method for the deletion procedure in cloze passages. Contrary to the previous methods, the deletion rate suggested in this study is based on the number of the linguistic and discourse structures of a passage. After determining the proficiency level of the subjects, a passage of appropriate length and difficulty with the deletion rate of 7 was developed. Along with this standard cloze, eight different versions were also constructed. The deletion rate of the eight versions was based on the number of linguistic and discourse clues. Following a counterbalanced design, the cloze test forms were administered to 403 subjects majoring in English at different academic levels. The results suggested that the text-driven method is superior to the fixed-ratio deletion method on some grounds. It was also revealed that the differences among the subjects' performance on different versions of cloze tests were significant. It is concluded that the random deletion method may lead to a paradox between the difficulty and the reliability of cloze tests.

96–448 Fulcher, Glenn (U. of Surrey). Does thick description lead to smart tests? A data-based approach to rating scale construction. *Language Testing* (London), **13**, 2 (1996), 208–38.

Within the fields of applied linguistics and language testing, there has been a recent interest in rating scales, and how rating scales are constructed. This is not surprising, as there is increasing concern that scores from language tests should be meaningful in applied linguistics terms. However, applied linguistics research and second language acquisition research have done little to provide descriptions of language abilities or performances which can be operationalized by language testers. Many existing

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descriptors for bands in rating scales are therefore barely tenable as definitions of constructs. This article looks at the definition of fluency in the literature, and proposes a qualitative and quantitative approach which may be used to produce a 'thick' description of language use, which can be used in rating scale construction. A fluency rating scale is described, and its reliability and validity assessed. The article suggests that validity considerations must be addressed in the construction phase of developing rating scales, through the careful consideration of the linguistic meaning of constructs, rather than merely as a *post hoc* enterprise.

96–449 Grotjahn, Rüdiger (Ruhr U., Bochum). Der C-Test: State of the Art. [The C-Test: state of the art.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **6**, 2 (1995), 37–60.

The article presents an overview of recent research into the C-Test. Topics dealt with include: (language-specific) modifications to the canonical C-Test format; development, analysis and scoring of C-Tests; the use of C-Tests for research and practical decisions; reliability, objectivity and economy; validity; and computer software. Particular focus is on the central issue of validity. The author concludes that evidence from a large number of sources indicates that the C-Test measures primarily general language proficiency.

96–450 Kirschner, Michael and others (Tel Aviv U.). A teacher education workshop on the construction of EFL tests and materials. *TESOL Quarterly* (Washington, DC), **30**, 1 (1996), 85–111.

This paper describes a workshop implemented at Tel Aviv University, which was designed to raise teachers' awareness of potential obstacles to student comprehension of test questions. Although the workshop focuses specifically on the English as a foreign language (EFL) reading comprehension test, it has broader implications, as the construction of tests and class assignments necessitates a constant re-assessment and clarification of course objectives. The authors also contend that, since any test or classroom material constitutes a communicative interchange between teacher and student, a consideration of such interchanges may also have beneficial effects on the teacher's classroom performance. The workshop is described: it included a presentation of theoretically motivated criteria for writing test items, a description of the stages in the test-writing procedure, and hands-on experience in the construction of a reading comprehension test. The limitations and advantages of the workshop are discussed, together with broader implications for such issues as teacher observation and curriculum development.

96–451 Lazaraton, Anne (Pennsylvania State U.). Interlocutor support in oral proficiency interviews: the case of CASE. *Language Testing* (London), **13**, 2 (1996), 151–72.

Despite a considerable amount of research on oral proficiency testing over the last 20 years, little is understood about the interview process itself and the spoken interaction that takes place in it. This article presents a qualitative analysis of one aspect of interviewer-candidate interaction, namely, the types of linguistic and interactional support that the native speaker interlocutor provides to the non-native speaker candidate in a one-on-one interview. Results indicate that eight types of interlocutor support are prevalent in the corpus of 58 transcribed Cambridge Assessment of Spoken English (CASE) interviews studied. It is suggested that these are positive findings in the sense that documented conversational practices are present in this assessment context; there is also reason for concern since the effect of such support on outcome ratings of proficiency remains unclear.

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965–452 McKay, Michael (Australian Catholic U., Victoria). The Neale Analysis of Reading Ability Revised – systematically biased? *British Journal of Educational Psychology* (London), **66** (1996), 259–66.

The aim of this study was to assess the claims by Stothard & Hulme (1991) that the Neale Analysis of Reading Ability Revised is systematically biased against boys, suffers from an inappropriate gradation in question difficulty in the comprehension subtest of Form 2 of the test and that, as a consequence, Form 1 and Form 2 of the test are not parallel. A stratified random sampling procedure based on socio-economic status of schools in Victoria, Australia, was used to select 250 children who were administered both forms of the test. The results suggest that girls and boys do not differ significantly at different age levels in Accuracy or Comprehension scores on either form of the test. Mean Comprehension scores for passages 5 and 6 of Form 2 of the Australian edition of the test were in the expected direction for both boys and girls, supporting the test's assertion regarding the item difficulty for each passage. Further reliability data are provided to support the equivalence of the norms for each form claimed by the test manual. In summary no evidence has been found in these data to support the claims of Stothard & Hulme.

96–453 Riley, Gail L. (Syracuse U.) **and Lee, James F.** (U. of Illinois, Urbana-Champaign). A comparison of recall and summary protocols as measures of second language reading comprehension. *Language Testing* (London), **13**, 2 (1996), 173–89.

This study examined the effect of test method on the reading performance of two levels of early-stage second language (L2) readers of French. L2 reading research examining test methods has focused primarily on discrete-point modes of response. This study compared two global response modes, the summary and the recall protocol. Half of the 80 subjects were asked to read a passage and to write a summary of the passage and the other half were asked to read the passage and to recall it. The written protocols were analysed for total number of idea units as well as the number of main ideas, supporting ideas and details. The total number of idea units was submitted to a two-way analysis of variance. The three levels of idea units were submitted to separate two-way analyses of variance. Results indicate a significant qualitative difference in the performance on the two tasks. The summaries contained significantly more main ideas than the recall protocols. Furthermore, the summaries contained a higher percentage of main ideas than details whereas the recall protocols contained a higher percentage of details than main ideas. The results have research and pedagogical implications.

96–454 Young, Richard (U. of Wisconsin-Madison) **and others**. From conventional to computer-adaptive testing of ESL reading comprehension. *System* (Oxford), **24**, 1 (1996), 23–40.

This paper describes the development of a computer-adaptive test of reading comprehension in English as a second language. The computer-adaptive test was based on items from a battery of four conventional fixed-form tests and was constructed using an adaptive test development system for the Macintosh *HyperCAT*. The application of computer-adaptive testing (CAT) to the assessment of reading comprehension and other abilities in a second language serves as an illustration in this paper. The constraints that apply to CAT and the substantial advantages that CAT has over conventional testing modalities are discussed. The constraints on CAT include: the unidimensionality of the test, the homogeneity of the test population, and a neutral test method effect.

Course design

96–455 Fortune, Tara and Jorstad, Helen L. (U. of Minnesota). U.S. immersion programs: a national survey. Foreign *Language Annals* (New York), **29**, 2 (1996), 163–90.

This national survey identifies key components of U.S. language immersion programmes and offers a description of existing partial and full immersion schools. It parallels information-gathering efforts in

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Canada and Europe by providing details and summaries of demographic information, teachers, materials, target language proficiency and use, programme structure and content, student and programme assessment, inservice education, and articulation.

96–456 Poulet, Gérard (U. of Exeter). The International Baccalaureate French Language B pilot project (1991–1995). *Language Learning Journal* (Rugby), **13** (1996), 45–50.

This paper concerns the piloting of a review of the Language B programme which is part of the International Baccalaureate (IB) education system. Firstly, the Language B course is described in the whole context of the IB system which was developed in order to provide an internationally recognised education programme. The pilot, which began in 1991 and consisted of four main syllabus sections, involved the testing of course materials and examination formats in 12 school locations. The materials were in English and French initially, with a view to generalising out the findings to the other 28 languages which use the IB system. Discussions between teachers, administrators and external consultants led to evaluation and adaptation of the Language B programme with emphasis in the design of the programme being on flexibility and transferability across languages and cultures. One of the main changes made to the programme by the pilot study was in the listening test, which became an interactive listening activity part of the oral assessment. Finally, as a result of the success of the pilot, the second edition of the new Language B guide was published in January 1996.

Teacher training

96–457 Byram, Michael (U. of Durham). Framing the experience of residence abroad: the pedagogical function of the informal interview. *Language, Culture and Curriculum* (Clevedon, Avon), **9**, 1 (1996), 84–98.

The informal in-depth interview is a frequently used tool in qualitative research, where the main purpose is to gain an understanding for the interviewer of (part of) the world-view of the interviewee. The argument in this article is that the interview process itself helps the interviewee to develop a new understanding of the experiences which are in focus. The interview has a pedagogical function for the interviewee which is dependent upon the interaction with the interviewer. This argument is illustrated from interviews with primary school teachers in France who spend a year living and working in Portugal. They develop, in and through the interview, a set of more or less closely defined concepts which help them to understand this experience. The article ends with a proposal that this function of the interview should be introduced into in-service training involving a stay abroad and an encounter with otherness.

96–458 Cain, Albane (INRP, Paris) **and Zarate, Geneviève** (CREDIF, Paris). The role of training courses in developing openness to otherness: from tourism to ethnography. *Language, Culture and Curriculum* (Clevedon, Avon), **9**, 1 (1996), 66–83.

The purpose of this article is to suggest a framework of evaluation for in-service courses for language teachers with respect to the degree to which they offer participants the opportunity to become more open to otherness. Training courses in five countries (France, Ireland, Portugal and Spain, and the UK) are described, and the ways in which they typically bring participants into contact with natives of another culture are examined. A second dimension of this experience may be offered within the training course itself, by ensuring that the participants themselves come from more than one cultural context. Some case studies demonstrate in more detail the experience of otherness within training courses. They also challenge the assumption that the best courses are always those which involve residence in a foreign country. The article ends with a check-list of questions to guide those who plan training courses and wish to ensure that they contain the elements which will provide for an opening up of the participants to the experience of otherness and the opportunity to reflect upon and learn from that experience.

96–459 Cray, Ellen and Currie, Pat (Carleton U.). Linking adult learners with the education of L2 teachers. *TESOL Quarterly* (Washington, DC), **30**, 1 (1996), 113–30.

Perceptions of second language (L2) teachers have undergone a recent change. No longer viewed as deliverers of a particular methodology, they are now seen as theorisers who develop expertise in their classrooms. Parallel to this shift, L2 teacher education programmes have moved away from a transmissive mode to one that encourages student teachers to develop their own theories of teaching and learning. Such theorising has until now been viewed as coming from interactions with their peers, instructors, supervisors, and classroom teachers. This article argues for the inclusion in teacher education programmes of a fifth set of participants – adult L2 learners. The article offers reasons why they should be included, suggests means of tapping their expertise, and describes four ways the authors have sought to bring learners and student teachers together in mutually beneficial ways in their teacher education programme.

96–460 Davies, Beatrice (Westminster College). The attitudes of French nationals on a UK PGCE course and their development throughout the course. *The Teacher Trainer* (Canterbury, Kent), **10**, 3 (1996), 14–16.

The number of French nationals opting to train and teach in England is growing. In order to identify their needs, a case study at Westminster College in 1994–1995 gathered data from discussion with students, observation of curriculum sessions and discussion with supervising tutors and mentors. The issues looked at were: factors influencing the decision to train in the UK, the question of national identity, self-perception of the students, the pastoral role of teachers in the UK, student fluency in English, and views on language teaching methodology. The most important conclusions from the study were: the initial firm sense of security on entry to the scheme; surprise at the practical nature of the course and at the amount of work required; misunderstanding of the pastoral role of teachers in the UK; underestimation of the linguistic and cultural gap the trainees would have to fill; problems with the communicative method; and an increased sense of French identity. The question is raised of whether French nationals should be offered training distinct from their British counterparts.

96–461 Numrich, Carol (Columbia U.). On becoming a language teacher: insights from diary studies. *TESOL Quarterly* (Washington, DC), **30**, 1 (1996), 131–53.

This study presents the results of a secondary analysis of 26 diary studies by novice English as a second language (ESL) teachers. All of the U.S. teachers were enrolled in a master's degree programme in ESL teaching and had less than 6 months of prior teaching experience. Each participant wrote (a) a personal language learning history, (b) diary entries during a 10-week teaching semester, and (c) an analysis of their diaries. The data were examined to identify common themes shared among the novice teachers. General themes that emerged from this secondary analysis were novice teachers' early preoccupations with their own teaching behaviour, transfer and rejection of teaching skills used in the novice teacher's own second language learning, unexpected discoveries about effective teaching, and continued teaching frustrations. These results offer some insight into the most pressing needs of novice teachers. They are discussed in relation to the design of introductory practicums.

96–462 Thornbury, Scott. ARC: does it have restricted use? *The Teacher Trainer* (Canterbury, Kent), **10**, 3 (1996), 7–11.

The Authentic use, Restricted use, Clarification and focus (ARC) model for describing the way foreign language lessons are put together, a model that is often presented in contradistinction to the Presentation, Practice, Production (PPP) model of lesson design, is analysed and criticised here. First the problems of the categories of 'clarification and focus' and 'restricted use' are detailed. Next the inapplicability of ARC to 'zero-grammar' lessons is discussed. The main thrust of the criticism of ARC lies, however, in the next section with its lack of prescriptive rather than descriptive power. Concern is expressed that the ARC model may lead trainee teachers to assemble the components of a lesson in any order without reference to learner needs, styles, or expectations. Instead of a misleading descriptive

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model or an unprincipled prescriptive model, it is claimed that lesson models derived inductively from classroom or video viewing or the use of different lesson shapes employed to reach the same learning aims could be trialled and discussed more profitably by novice teachers.

Teaching methods

96–463 Adair-Hauck, Bonnie (U. of Pittsburgh). Practical whole language strategies for secondary and university-level FL students. *Foreign Language Annals* (New York), **29**, 2 (1996), 253–70.

This article illustrates strategies for the practical application of a whole language approach in the second/foreign language classroom. The author has interviewed and observed both first language and second language teachers using a whole language approach to language learning. From these observations and interviews, as well as from a review of the current literature, the article discusses some basic tenets of a whole language approach, which immerses learners in meaningful, literature-based activities. The article also provides practical whole language activities appropriate for secondary or university level students. Finally, the article reports on the results of a questionnaire in which high school foreign language learners shared their reactions to whole language teaching strategies.

96–464 Arendt, Manfred (Sertürner Realschule, Hameln). Zwei Wege zur Schulung des *small talk*. [Two ways of training in small talk.] *Fremdsprachenunterricht* (Berlin, Germany), **40/49**, 1 (1996), 25–31.

Foreign language teachers and textbooks in Germany appear to attach less significance to small talk in the teaching of English than they did twenty years ago, whereas its importance in everyday communication has increased. Linguists have given various definitions of small talk, but all agree on its social function in establishing good will. By breaking small talk down into its component parts and creating exercises from these, the teacher can help all members of the class to master its basics. Themes like 'the weekend' fall within students' everyday experience, and an initial whole-class exercise (A: I went to a party. B: So did I. C: I didn't. D: I didn't want to go. E: I don't like parties, etc) takes little time. This can be elaborated on in subsequent lessons, possibly incorporating ready-made, pre-learnt phrases; the quickfire questions and answers so characteristic of small talk can be demanding and require frequent practice. Teachers must be flexible enough to give students scope for spontaneity, and to respond to their interests, however 'trivial'. Alternatively, small talk can be taught using standard specimen dialogues, which are read, rehearsed, and gradually learnt until students are confident in exchanges. The two approaches can also be used in combination. Making students aware of the function and everyday applications of small talk increases motivation.

96–465 Boyle, Ronald (U. Brunei Darussalam). Modelling oral presentations. *English Language Teaching Journal* (London), **50**, 2 (1996), 115–26.

Many non-native speakers need to learn how to give oral presentations, and there is a great deal of general literature on their preparation. There is little specific guidance, however, on how students can use language to shape their work and to signal their intentions. Using a group of undergraduate students as an example, this paper argues that the clause relational analysis developed by Hoey (1983, 1991), Hoey and Winter (1986), and Jordan (1980) can provide a framework for oral presentations, as well as giving them greater cohesion, and a method of analysing their effectiveness.

96–466 Bruton, Antony (U. of Seville). The management of time lapses in conventional communicative approaches. *TESL Canada Journal* (Montreal), **13**, 2 (1996), 46–52.

Research has shown that time lapses or timing in the second language classroom have a noticeable effect on the production and assimilation of language in second language learners. It is indicated that when

wait times are increased and learners are given more time to think and respond to input or questions, the quality of teachers' intervention and of student responses improves. It is argued here that sensitive management of these time lapses and silences should be an important part of conventional communicative approaches to language teaching. However, it is also emphasised that the silences or pauses must be properly managed so that students do not mistake appreciative or attentive silences for stony or withdrawn ones. This can be achieved by teachers or students prescribing time limits for response before a task is begun. In addition to providing more time for response to input, it is recommended that more time is allocated for introspection, synthesis and non-articulatory inner speech. Finally, this increase in timing has implications for the use of authentic materials which by their nature may not provide opportunities for such silences; some suggestions are therefore made for how to balance authenticity with deliberate pausing.

96–467 Davidheiser, James C. (U. of the South, Sewanee, TN). Grammar groups in the student-centered classroom. *Foreign Language Annals* (New York), **29**, 2 (1996), 271–8.

Experience has shown many second-language teachers that, although students learn some grammar at the elementary level, they need an intensive review at the intermediate level and still seem to make numerous grammatical errors in advanced courses. This paper briefly reviews the way grammar has been taught in the last 30 years and explores a successful student-centred method of grammar instruction in second-language classes that can aid retention. By applying research about pair and group work, teachers can increase the quality of grammar instruction. Instructors briefly teach grammar in context. Pairs of students are then asked to compose several examples of the target grammatical structure, making any changes recommended by group partners. A final slate of examples is then presented to the entire class for review. By being responsible for practising and integrating the grammar, students internalise, even at the elementary level, challenging grammatical points.

96–468 Ferris, Dana and Tagg, Tracy (California State U.). Academic oral communication needs of EAP learners: what subject-matter instructors actually require. *TESOL Quarterly* (Washington, DC), **30**, 1 (1996), 31–58.

One of the most vital steps in needs analysis for English for academic purposes (EAP) is to describe the expectations and requirements of instructors at a variety of institutions and across a range of contexts. Though much work has been done in identifying academic literacy tasks, little attention has been thus far paid to describing the listening and speaking tasks required by instructors in academic settings. This study surveyed over 900 professors at four different institutions: a community college, a public teaching-oriented university, a public research-oriented university, and a private university. The results demonstrated that instructors' requirements vary across academic discipline, type of institution, and class size. Both quantitative and qualitative analyses also indicated that U.S. instructors' lecturing styles are becoming less formal and more interactive and that this trend places new expectations upon the students. The implications for EAP teaching are that genre-specific listening/speaking courses and tasks may be necessary and that EAP teachers need to prepare students for comprehension of and participation in a variety of lecture/discussion formats.

96–469 Fetzer, Anita (Stuttgart U.). Preference organization and interactive language teaching: communicative strategies in a German-English context. *IRAL* (Heidelberg, Germany), **34**, 2 (1996), 77–93.

The purpose of this article is to discuss and analyse the application and applicability of pragmatic and discoursal principles to second language acquisition. After a critical examination of more traditionally oriented approaches, the process of second language acquisition (SLA) is re-analysed in an interactively oriented setting and one of the most fundamental discourse principles, the principle of 'adjacency pair', is applied to the context of SLA and is re-analysed in the framework of preference organization. In addition, the concept of 'markedness' is discussed from a functional perspective and its application to the analysis of both student and teacher in- and output is assessed critically. As a means of teaching

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communicative strategies from a propositionally and interpersonally oriented perspective, the categories 'plus/minus language' are postulated and analysed

with respect to their application to a SLA context and to various levels of learning.

96–470 Gaffield-Vile, Nancy (Chaucer College, Canterbury). Content-based second language instruction at the tertiary level. *English Language Teaching Journal* (London), **50**, 2 (1996), 108–14.

English for Academic Purposes (EAP) courses have been developed for the purpose of teaching particular skills to students intending to take university and other advanced academic courses in the medium of English. The gap between traditional EAP courses and first-year degree courses has been partly filled in recent years by the development of content-based courses for overseas students, but this article proposes that this function is better performed

by an integrated EAP/subject content course. In the course described, sociology is taught as a vehicle for the transmission of EAP skills, so providing a more effective bridge between language courses and university first-year courses. The article describes the techniques used in integrating the two aspects, language and content, and the usefulness of this approach, both academically, and in providing a cultural orientation for study in Britain.

96–471 Henry, Alex (U. of Brunei Darussalam). Raising awareness of politeness in business writing. *Language Awareness* (Clevedon, Avon), **4**, 4 (1995), 179–88.

By concentrating on the surface linguistic features at the expense of context, English language teaching materials present the relationship between a form of the language and its function as invariable. This paper shows how a language matrix can be used to raise awareness of the role context plays in determining language choice for a given communicative function. Using the example of making a request in a business setting, the paper

describes how a language matrix can make learners aware of how the filling of syntagmatic slots in lexical phrases results in different degrees of politeness depending on the business relationship between the addresser and the addressee. The paper suggests how the matrix can be used in language awareness and consciousness-raising activities to provide opportunities for contrastive analysis and discussion of politeness strategies across cultures.

96–472 Hirvela, Alan (Ohio State U.). Reader-response theory and ELT. *English Language Teaching Journal* (London), **50**, 2 (1996), 127–34.

Much of the current use of literature in English language teaching (ELT) involves a 'personal-response' approach, which aims at eliciting learner production of discourse in the target language. The approach has played a major role in literature's return to acceptability in ELT. This paper argues that the prevailing notion of personal-response limits the

value of the responses. It then draws a distinction between reader-response and personal-response approaches, and demonstrates how the inclusion of reader-response theory in literature-based communicative language teaching will strengthen such instruction.

96–473 House, Juliane (U. of Hamburg). Developing pragmatic fluency in English as a foreign language: routines and metapragmatic awareness. *Studies in Second Language Acquisition* (New York), **18**, 2 (1996), 225–52.

This study explores whether pragmatic fluency can best be acquired in the classroom by provision of input and opportunity for communicative practice alone, or whether learners profit more when additional explicit instruction in the use of conversational routines is provided. It is hypothesised that such instruction raises learners' awareness of the functions and contextual distributions of routines, enabling them to become more pragmatically fluent. Two versions of a

communication course taught to advanced German learners of English for 14 weeks are examined, one version providing explicit metapragmatic information, the other withholding it. Samples of tape-recorded conversations at various stages of the courses are used to assess how students' pragmatic fluency developed, and whether and how the development of fluency benefits from metapragmatic awareness.

96–474 James, Robert (Joshi Seigkuin Junior Coll., Ageo-shi, Japan). CALL and the speaking skill. *System* (Oxford), **24**, 1 (1996), 15–21.

The field of computer-aided language learning (CALL) is reviewed in terms of its contribution to speaking pedagogy. The views of theorists and methodologists are mixed, with earlier writers tending to be more cautious whereas later ones suggest that a variety of programs – not just CALL packages – could be used for speaking practice. The small amount of research on the issue generally finds that CALL programs on their own are insufficient to promote rich oral interaction. However, most programs used in the studies were designed for purposes other than speaking practice. The article draws on common techniques listed in the conversation class to suggest a CALL speaking methodology that is interaction rather than machine centred, and outlines some ways to ensure the success of speaking activities at the computer.

96–475 Kennedy, Chris (Birmingham U.). 'Wish you were here': 'little' texts and language awareness. *Language Awareness* (Clevedon, Avon), **4**, 3 (1995), 161–72.

Awareness of language is important for learners, trainees, teachers, and trainers. In particular an awareness of the relationship between language and the sociocultural context in which it occurs is important. Using an appropriate model of language to analyse relatively small and simple but authentic texts, this relationship can be demonstrated and awareness of language developed. It is suggested that everyday, ephemeral texts can be relatively easily collected and categorised according to genre for teaching and training purposes and for cross-cultural comparison. An illustration of the advantages of creating a computer corpus of such texts for concordancing and hypothesis-testing is presented.

96–476 Kramsch, Claire (U. of California, Berkeley) **and others**. Why should language teachers teach culture? *Language, Culture and Curriculum* (Clevedon, Avon), **9**, 1 (1996), 99–107.

There is an implicit and pervasive resistance among many foreign language teachers to going beyond linguistic training and the anecdotal transmission of cultural facts. This paper analyses the deep historical and social reasons for such a resistance in the educational systems of the United States, France and Ireland. It sketches the principles of a discourse-based pedagogy that views culture as language and language as culture, and that makes the very process of enunciation the locus of cultural difference and personal choice. Such a pedagogy enables teachers to do justice to the diversity they find in the target culture and in the cultures present in their own classrooms, while remaining intrinsically and eminently 'language' teachers.

96–477 Lyman-Hager, Mary-Ann and Davis, James F. (Pennsylvania State U.). The case for computer-mediated reading: *Une Vie de Boy. The French Review* (Baltimore), **69**, 5 (1996), 775–90.

An interactive computer-based reading program, *Une Vie de Boy*, was developed over a two-year period. Institutional goals included enhancing linguistic proficiency of intermediate language students and increasing awareness of Francophone cultures. It was also important to introduce strategies known to assist foreign language readers in developing into more proficient readers. Finally, it was critical that the software contribute to research. The text of the program is the first 1754 words of Oyono's *Une Vie de Boy*. The program offers seven types of glosses. The software aids the understanding of foreign language reading processes by tracking what types of glosses and other background information students choose while engaged in reading. This article summarizes the program, its glossing capabilities, and its tracking device. It summarizes the pilot research that preceded the program and projects further research into computer-assisted reading.

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96–478 Laplante, Bernard (U. of Regina, Saskatchewan). Stratégies pédagogiques et représentation de la langue dans l'enseignement des sciences en immersion française. [Teaching strategies and representations of language in French immersion science teaching.] *The Canadian Modern Language Review* (Toronto, Ontario), **52**, 3 (1996), 440–63.

This article illustrates how the pedagogical strategies observed in the classrooms of two grade one French immersion teachers are shaped by various aspects of those teachers' representations of language. The implementation of these strategies allows the pupils to participate in learning activities where language is used in a way that is congruent to each teacher's representation of language. By participating in these learning activities, the pupils develop specific competencies of their second language proficiency that are congruent with their teacher's representation of the nature of this proficiency. The learning activities chosen by each teacher reflect her representation of the type of learning activities she considers beneficial to second language development. These findings illustrate that teachers are epistemologically committed to the pedagogical strategies they implement and that their work cannot be conceptualized primarily in terms of strategies.

96–479 Murphy-Lejeune, Elizabeth (St. Patrick's Coll. of Ed., Dublin) **and others.** Analysing representations of otherness using different text types. *Language, Culture and Curriculum* (Clevedon, Avon), **9**, 1 (1996), 51–65.

Foreign language learning confronts learners with the challenge of constructing new representations of other cultures and, in the process, of questioning representations of their own, yet there are few systematic approaches to this critical aspect of language learning. This article shows how the teacher can use texts to confront learners with cultural representations. The four texts selected (a literary extract, a student essay, an advertising jingle, and a newspaper article) represent various types of discourse, and the approaches illustrated borrow from stylistics, linguistics, and discourse analysis. The process of analysing the various representations which can be elicited from a text is presented as a possible way of increasing cultural awareness.

96–480 Nott, David (Lancaster U.). Grammar: what is taught and what is learned. *Francophonie* (Rugby), **13** (1996), 3–18.

With a view to establishing teaching priorities, errors found in 251 oral exposés given by students (81 in the first year of their university course, 77 in their second year, and 93 in their fourth year – the third year being spent abroad) were analysed in order to discover which features of grammar, pronunciation, lexis, usage, idiom and style were most difficult for anglophones learning French. The data proved inadequate to allow for a precise evaluation of the benefits of the year spent abroad. One implication for language teachers and university modern languages departments arises from the wide variations revealed in students' progress, reflecting the highly individual nature of foreign language learning. Hitherto, logistics and financial considerations have dictated that all students in a given year are taught in the same way, whereas a more flexible approach is clearly indicated. Students need to be trained in self-diagnosis, and foreign language teaching should never be concerned primarily with the avoidance of error, since errors can be part of the learning process.

96–481 Qiao, Hang Liang and Sussex, Roland (U. of Queensland, Australia). Using the Longman mini-concordancer on tagged and parsed corpora, with special reference to their use as an aid to grammar learning. *System* (Oxford), **24**, 1 (1996), 41–64.

This paper presents methods to use the Longman Mini-Concordancer on tagged and parsed corpora, rather than plain text corpora. Several aspects are discussed with models to be applied in the classroom as an aid to grammar learning, which creates a more student-centred and data-driven study style. The exercises suggested in the paper are suitable for teaching English to both native and non-native speakers. At the same time, the tagged and parsed corpora are also rich resources for teachers to prepare lessons with appropriate examples.

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96–482 Richter, Günther (U. of Halle). Mündliche Handlungsfähigkeit des Deutschlehrers – Umriße eines Forschungprojekts. [Oral skills of the teacher of German: outline of a research project.] *Glottodidactica* (Poznán, Poland), **23** (1995), 41–63.

An interdisciplinary team aimed to study the 'oral reality' of the teacher of mother tongue German, to discover how teaching materials were employed and to characterise the language of different elements of the instruction with the aim of advising the teacher on ways to improve his/her oral communication in the classroom. The oral competence of the teacher is not only a matter of phoneme realisation, voice quality and speech rhythm; the combination of emotional, cognitive and motivational processes is crucial to the successful realisation of teaching goals. The oral activity of the teacher is always structured and somewhat hierarchically organised, with a pattern of oral behaviour that is normative in character. The teacher is aware of prescribed guidelines for his/her behaviour, for the initial judging of pupils' oral communicative capabilities and for the planning and assessment of their learning. The controversy over whether the teacher's oral language be defined by matrices of characteristics or as text types is only important if it helps to distinguish in the description and interpretation of spoken language between relevant elements and structures, or irrelevant, optional components. A variety of methodologies, from discourse analysis to empirical social research, was helpful in analysing the structure and function of the teacher's oral input. Classroom discourse was recorded on tape and analysed. Two classes each from year groups 8, 9 and 10 at a *Gymnasium* and a *Sekundarschule* were selected, in order to ensure a cross section of pupil achievement level and of socio-demographic parameters among the teachers. This allowed study of how teachers deal orally with a wide ability range and with potentially disruptive conflicts in the classroom, and of whether oral teaching strategies are gender-specific.

96–483 Rivenc, M.-M. (U. of Toulouse-le-Mirail). La compréhension orale chez les débutants: stratégies de réception, stratégies d'enseignement. [Oral comprehension in beginners: reception strategies, teaching strategies.] *Revue de Phonétique Appliquée* (Mons, Belgium), **115–17** (1995), 331–43.

Comprehension should not simply be regarded as an end in itself, as it also constitutes a stage towards expression and, ultimately, mastery of the target language. Visual clues are an important aid to comprehension. For beginners it can be more helpful to have still images accompanying a tape, rather than using a video. Teachers' comments and explanations should be brief, simple, focused, relevant and appropriate to the level of the learners. The author illustrates the argument with reference to a multilingual class of French beginners.

96–484 Robinson, Peter and others (U. of Queensland, Australia). Investigating second language task complexity. *RELC Journal* (Singapore), **26**, 2 (1995), 62–79.

Proposals for task-based approaches to pedagogy have conceded that valid criteria for determining the difficulty level of tasks have yet to be established. It is suggested that this is an important area for future research by practising teachers, and rationales for three dimensions of task demands which may affect the difficulty level of tasks are presented: amount of cognitive load imposed, amount of planning time allowed, and amount of prior information supplied. The article reports the results of the authors' own studies of speaking, writing and listening tasks which varied along these dimensions, and describes the units of analysis used to analyse task performance. Finally, the implications of these investigations of task complexity for task-based syllabus design are discussed.

96–485 Scholfield, P. J. (U. of Essex, Colchester) **and Gitsaki, C.** (U. of Queensland, Australia). What is the advantage of private instruction? The example of English vocabulary learning in Greece. *System* (Oxford), **24**, 1 (1996), 117–27.

The differences between language teaching in private and public institutions in the same country may be usefully illuminated through focussed classroom research. Learners' reports about how

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they are taught and how they learn new English vocabulary were used as a guide to examine the difference between the two prevailing pedagogical environments in Greece – private institutes of foreign languages and government schools. Contrary to the expectation that the private schools would evidence clearly different and better practices, a complex picture emerged. Some marked weaknesses in the methodology of vocabulary teaching, with a consequent reflection in the way vocabulary is learnt by students, were detected in both. Some ways of overcoming these weaknesses are suggested, and the conclusion is reached that the success of the private institutions is due not so much to the differential quality of their pedagogical contribution as to the extra quantity of instruction that they afford.

96–486 Shook, David J. (Georgia Inst. of Technology). Foreign language literature and the beginning learner-reader. *Foreign Language Annals* (New York), **29**, 2 (1996), 201–16.

Given the traditional 'skills' focus of beginning and intermediate foreign language (FL) classes, college FL students typically receive little exposure to literary works until their 'advanced' levels of language study. This article, by examining the nature of literature and by surveying how current textbooks guide beginning learners to access literary works, explores the potential learner benefits of early exposure to literature and suggests instructional guidelines for effective literature study at the beginning level.

96–487 Solmecke, Gert (Johann-Wolfgang-Goethe U., Frankfurt). Motivationsprobleme im Englischunterricht und einige Vorschläge zu ihrer Bewältigung. [Problems of motivation in teaching English as a foreign language and some suggestions for overcoming them.] *Fremdsprachenunterricht* (Berlin, Germany), **39/48**, 1 (1995), 2–8.
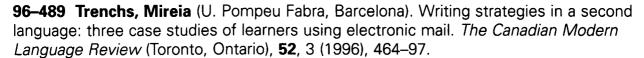
There are numerous ways of motivating a class and the effects of using certain methods vary according to circumstances, e.g. class set-up, participants, their age and needs etc. Highlighting the significance of a teacher's awareness of the complexity of the motivational process, the author examines various inter-linking factors affecting cause and effect. He stresses the importance of focusing on flexible process rather than goal-oriented teaching, where the students' expectations and need for positive feedback are taken into account to allow for learner-enhancing self-evaluation. This involves task-based learning contexts to create an environment where students can become engaged in genuine conversations (rather than repetitive drills) on topics which are of interest to them.

96–488 Tardieu, Claire (IUFM, Rouen, France). De l'énonciation des objectifs en classe d'anglais au dialogue méthodologique. [From the statement of aims in the English class to a 'methodological dialogue'.] *Langues Modernes* (Paris), **89**, 3 (1995) 19–35.

Foreign language teaching still has a long way to go to the sort of discussion with learners of the aims and objectives of their courses at every step and at every level which would help them to achieve success. Teachers' guides may express the aims of a course and the objectives of each lesson, but students' textbooks still fall far short of this. Textbooks also fail to give more explanatory rubrics to tasks, by only telling students what to do, not why they should do it. All this means that there can be a mismatch between the statement of aims and the learners' achievement of those aims. It is suggested that what is required is a 'methodological dialogue', defined as giving learners the tools to understand how they have achieved success in a particular task and to then transfer this knowledge to other contexts. The tools are the metalanguage that will enable pupils to discuss aspects of the language or of their learning with the teacher or with other pupils – hence the dialogue. How this can be done so that it does not interfere with the flow of communication in the second language is discussed.

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96–489 Trenchs, Mireia (U. Pompeu Fabra, Barcelona). Writing strategies in a second language: three case studies of learners using electronic mail. *The Canadian Modern Language Review* (Toronto, Ontario), **52**, 3 (1996), 464–97.

This study describes how beginning language learners generated electronic mail in a foreign language, Spanish, and what the resulting texts looked like. The research was conducted at a public school where technology is used to support the curriculum. The article focuses on three of the participants who belonged to two classes of sixth-grade learners of Spanish. The study uncovered different, contrasting writing behaviours and a diversity of texts. The study argues that communicative activities in the language classroom pose dilemmas for language learners. Students experiment with linguistic forms and integrate old and new information sources in order to communicate, but they do not always succeed. E-mail is a tool that can generate communicative contexts for the language classroom, and the study draws implications about the use of electronic mail and of communicative activities in this setting.

96–490 Tschirner, Erwin (U. of Iowa). Scope and sequence: rethinking beginning foreign language instruction. *Modern Language Journal* (Madison, Wis.), **80**, 1 (1996), 1–14.

This essay presents an approach to developing a grammatical scope and sequence for elementary and intermediate foreign language (FL) instruction that is different from the standard model which bases the grammatical syllabus of a textbook on tradition, intuition, or both. It is argued that different descriptions of grammar are needed for each of the three skills of reading, writing, and speaking, and that a grammatical scope and sequence needs to take into account the fact that different grammatical structures are learned at different levels of development. Using the development of oral proficiency as an example, this essay then explores a research-based approach to establishing a grammatical scope and sequence. It is argued that the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview forms a useful framework for interpreting findings from FL acquisition research within the context of teaching FLs in formal environments.

96–491 Warschauer, Mark (U. of Hawaii) **and others.** Computer learning networks and student empowerment. *System* (Oxford), **24**, 1 (1996), 1–14.

A major development in computer-assisted language learning has been the expanded use of the computer as a medium of communication. This, in turn, allows for computer learning networks of students within a class or across classrooms who share information and documents, hold electronic discussions, do collaborative writing and organize cross-cultural exchanges. Proponents of computer learning networks claim that they are an excellent tool for fostering new social relations in the classroom, resulting in greater student empowerment. This paper examines whether computer networks are indeed an effective tool for empowering second-language learners, focusing on three aspects: autonomy, equality and learning skills. It concludes that computer learning networks do have the potential to empower students when they are used appropriately, and provides some pedagogical suggestions for the effective use of computer networking in the second- and foreign-language classroom.

96–492 Willems, Gerard M. (Hogeschool Gelderland Centre for International Education). Foreign language study for intercultural communication. *Multicultural Teaching* (Stoke on Trent, Staffs.), **14**, 3 (1996), 36–40.

Current language teaching methodology now acknowledges the need to teach about culture as well as language. This paper suggests that language teaching should focus on the deeper definition of culture which concerns aspects such as power relationships, gender roles and attitudes. In order to engender a respect for other communities, language should be taught as a means of negotiating social knowledge within a given context. Furthermore, if socio-pragmatic failures are to be avoided, students should be helped to acquire strategic competence in social interaction in their foreign language. Thus it is

necessary for language teaching to allow learners to develop the ability to 'read' contexts in which language occurs and understand both literal and implied meanings in discourse. This could be achieved through analysis and discussion of well-selected input materials such as the dialogues given as examples in this paper. Thus students can be made aware of cultural variance and develop an educated interest in other communities' cultures.