

Language learning and teaching – theory and practice

THEORY AND PRINCIPLES

86–433 Kachru, Yamuna. Applied linguistics and foreign language teaching: a non-Western perspective. *Studies in the Linguistic Sciences* (Urbana-Champaign), **15**, 1 (1985), 91–107.

In this paper, several issues are raised with respect to standard paradigms of research in second-language acquisition from the perspective of multilingual societies of the non-Western world. Data from institutionalised varieties of English are brought to bear upon explanations in terms of interlanguage and fossilisation. If discourse considerations are responsible for the non-nativeness of institutionalised varieties, as has been claimed in several recent studies, the non-native features can hardly be characterised as ‘errors’ and explained away as due to fossilisation, overgeneralisation, ignorance of rule restriction, etc. A number of questions are also raised about the so-called ‘approaches’ to, or methodologies of, language teaching currently in favour on both sides of the Atlantic. Second-language acquisition research needs to take into account the research findings of sociolinguistics in language and social identity, and bi-/multilingualism. Similarly, the research in teaching methodologies needs to be sensitive to the wider context of language teaching. Unless the data base of research in these areas is expanded, the claims to universality of research findings in second language acquisition and language teaching methodologies will remain suspect for most of the non-Western world.

86–434 Nemni, Monique (U. of Quebec). Si communication savait, si grammaire pouvait. [If communication knew, if grammar could]. *Canadian Modern Language Review* (Toronto), **42**, 2 (1985), 288–306.

The author attacks in turn four arguments for abandoning grammar teaching. The supposed failure of traditional methods is belied by the many who learned well by these methods. Functional descriptions of language complement rather than replace the phonological, syntactical and lexical levels of description. Authenticity is an elusive concept in the classroom, for example performing an embarrassing role-play can be less authentic for a student than talking about grammar. Corder’s idea of an unchangeable natural order of acquisition, and Krashen’s of a Berlin wall between learning and acquisition, lack adequate empirical support, and the belief that mastery will eventually be acquired through exposure alone is refuted by simple observation in any bilingual Canadian town. We should therefore not abandon grammar, but teach it in a more communicative and interesting way.

86–435 Odlin, Terence (Ohio State U.). On the nature and use of explicit knowledge. *IRAL* (Heidelberg, FRG), **24**, 2 (1986), 123–44.

The author explores the distinctions posed by Bialystok and Krashen between explicit/implicit knowledge and learning/acquisition. Though these terms are felt to have value in ascertaining what it means to 'know another language', they do not adequately describe the Representation or the Functional Problem. The Representation Problem involves discovering the forms which explicit knowledge uses in articulating linguistic facts, while the Functional Problem relates to the special roles implicit and explicit knowledge might have in second language development. Krashen, for instance, believes that explicit knowledge/learning can only be used as a Monitor, and not for communicative purposes. This article, however, maintains that learning and acquisition are not mutually exclusive, and that a theory which better describes the interaction between the two is now required.

Presumably, the learner's metalinguistic awareness operates on the Communicative Utility Principle, i.e. people know which forms and functions are key linguistic devices in maintaining successful communication (e.g. word order or lexical choice). Moreover, these 'folk taxonomies' only approximate in a very inexact and fragmentary way the rule descriptions formulated by linguists; learner judgements of grammaticality are more accurate than formal identification of parts of speech.

86–436 Rivers, Wilga M. Comprehension and production in interactive language teaching. *Modern Language Journal* (Madison, Wis), **70**, 1 (1986), 1–7.

Proposals for an extended initial listening period are supposed to represent a 'natural' approach based on first language learning by infants. But research shows that babies are communicating almost at birth, and children and students desire to talk and to interact. Comprehension and production are indissoluble partners in the two-way process of communicative interaction. Krashen's Monitor is compared with Carroll's original notion of a much more active Monitor. Krashen's distinction between 'acquisition' and 'learning' is difficult to sustain in the light of our knowledge of the active, dynamic, interacting character of the mind.

Listening with comprehension is learned by attentive listening, i.e. motivated listening. It is unlikely, however, that intensive listening will of itself lead to fluent and effective speaking. What is extracted in listening as authentic meaning is not recorded for storage in its original syntactic form, but in a simpler form that preserves the gist. Speaking, on the other hand, begins with the intention of the speaker, which takes shape in a pattern of semantic relations, expressed through the structural relations provided by the syntax of the language. Speakers need grammar to express nuances of meaning whereas listeners may bypass much of it by resorting to semantic strategies. This is the fundamental difference between listening and speaking. It seems difficult to maintain, as Krashen and Terrell do, that with plenty of comprehensible input, 'the ability to speak (or write) fluently in a second language will come on its own with time'. This is not to deny that we 'acquire' some language elements from listening without conscious awareness of the learning process. Unfortunately, few

materials teach the type of recognition grammar which listening requires or the different strategies employed in receiving and communicating messages.

86–437 Spolsky, Bernard (Bar-Ilan U., Israel). Formulating a theory of second language learning. *Studies in Second Language Acquisition* (Bloomington, Ind), 7, 3 (1985), 269–88.

Krashen's Monitor Theory of second-language learning has a number of shortcomings. There is little or no evidence for the distinction he makes between language 'acquisition' and language 'learning'. 'Demonstrations' of the Natural Order Hypothesis are methodologically unsound. The Monitor Hypothesis is nothing more than an unsatisfactory attempt to capture the distinction between automatic and non-automatic language behaviour that fails to deal with the evidence of variability in use and knowledge of a second language. The input hypothesis says nothing about pragmatics or sociolinguistic learning and is poorly defined. The Affective Filter Hypothesis is a simple lumping together of all the complex social and psychological factors involved in second-language learning.

The beginnings of an alternative model which requires us to recognise more clearly the complexity of the concept 'knowing a language' are outlined. Such a concept can be described in terms of: (1) linguistic knowledge, (2) generalised skills, (3) pragmatic or communicative functions, (4) topic, (5) situation, (6) interlocutor or (7) ability to perform a described task. The various conditions for language learning are not necessary conditions without which language learning will not take place; many of them are gradient conditions and others are typicality conditions.

86–438 Stern, H. H. (Ontario Inst. for studies in Ed., Toronto). Applied linguistics: a discipline in search of its identity. *Bulletin of the CAAL* (Montreal), 6, 2 (1984), 9–42.

We can come to a way of deciding what should or should not be included in the scope of applied linguistics (AL) by making a distinction between a discipline-oriented and a task-oriented approach to language questions. In a discipline-oriented approach we attempt to widen our knowledge of the nature of language: in a task-oriented approach we identify problems and apply our knowledge to the solution of these practical questions. The latter defines the scope of AL. As for widening the scope of AL, we should avoid merely grabbing new topics without having any criteria for including them. At the same time, we should not reject a new area simply because we have not given it much attention in the past.

The four main disciplines which enter into AL are linguistics, psychology, sociology and education. The relationship between theory and practice in AL should be reciprocal.

86–439 Strauß, Wolfgang H. Hochschulfremdsprachenmethodische Prinzipienansätze in ihrer Entwicklung seit Wilhelm Viëtor. [Basic principles of high-school foreign-language methodology and their development since Wilhelm Viëtor.] *Die Neueren Sprachen* (Frankfurt am Main), **84**, 5 (1986), 103–14.

The article begins with an explanation of what is meant by principles as theoretical categories in the methodologies of modern foreign languages. This is followed by an examination of the need for an allround, well-founded development of the theory of foreign-language teaching, citing as examples a number of approaches to the derivation and foundation of principles for the formation of foreign language methodology, including references to connections with historical lines of development. The influence of Wilhelm Viëtor merits special consideration in this respect. Suggested principles of foreign-language methodology drawn from the German school of modern philology, particularly those which are relevant to application at the college- and university-level, e.g. of Bernhard Schultz and Hermann Paul, are discussed. The line of development in Great Britain, which follows a similar course, is subsequently reviewed. A few principles of foreign language methodology in the Soviet Union are also discussed at some length. The article concludes with a review of certain trends which are aimed at making foreign language methodology more scientific and at the same time reflect upon the results obtained thus far, as well as the call for continued research in this area.

86–440 Tréscases, Pierre (U. of New Brunswick, Canada). Réflexions sur le concept de compétence culturelle en didactique. [On the place of cultural competence in language learning and teaching.] *Etudes de Linguistique Appliquée* (Paris), **60** (1985), 49–69.

Some proposals are made for the teaching of a second language and a second culture in Canada: recognition of the linguistic rights of francophone minorities in every province – also those of Amerindians and Eskimos; twinning programmes and cultural exchanges between anglophone and francophone towns and educational institutions; university courses teaching the country's future élite cultural competence in their second language; requiring such competence from federal and provincial civil servants – or at least from new recruits to the civil service; rehabilitation of the francophone cultures of Canada in the media and the education system; study of regional francophone cultures (in addition to that of Quebec) in schools and universities; developing in the student at least an awareness of the different social and regional variants of standard and Canadian French; curricula which integrate the communicative and the cultural aspects of language; training teachers in both communicative and cultural competence in their second language – the student will never achieve such competence unless the teachers do.

86–441 Verma, Shivendra K. (Hyderabad U.). A linguist's reflections on pedagogical grammar. *ITL* (Louvain), **69** (1985), 1–15.

The basic function of a grammar is to observe and represent two complex processes involved in language acquisition: (a) perceptual, concerning the ways an individual

perceives underlying relations between sentences, and (b) mentalistic, concerning those properties of the 'language faculty' by means of which an individual perceives the system of relations underlying a network of heterogeneous sentences. There are various approaches and models of grammar, each with its own focus, e.g. the Chomskyan generative model, and the Hallidayan functional model. Both, however, are concerned with sentences which are 'well-formed' in terms of organisation, coherence, and appropriacy in context.

For effective linguistic performance, three types of competence are required: grammatical, pragmatic, and sociolinguistic. A good pedagogical grammar should make use of pedagogically significant facts from descriptive grammars, traditional terminology wherever possible, and modern theories to help with form and use of items. It should also select, grade and present for a classroom setting simple rules which will enable the learner to (i) produce well-formed and contextually appropriate sentences, and (ii) select sentences from a network of choices and organise them according to contextual requirements. It is recommended that grammatical facts be presented in a system-based framework.

PSYCHOLOGY OF LANGUAGE LEARNING

86-442 Apelt, Walter. Tendenzen und Erkenntnisse der Motivationsforschung. [Tendencies and findings in motivation research.] *Deutsch als Fremdsprache* (Leipzig, GDR), 23, 1 (1986), 24-9.

The central role of motivation as a *sine qua non* of all human learning is underlined. The usefulness of activity and action-oriented motivation is now recognised; there is no activity without motive. Despite the call for more differentiated foreign-language (FL) teaching and learning procedures, learner-centred or individual learning has sometimes been emphasised too much. More socially cooperative FL teaching has been called for. In some institutions a re-discovery of traditional class instruction is being made, with greater attention being paid to social context, the social process and social structure in order to make language learning easier. Collective motivation is a prerequisite for successful language learning. 'Integrative motivation' has often been discussed and criticised for being psychologically and pedagogically opposed to collective motivation. Similarly, role play, while often viewed as furthering the communicative motive, should not be uncritically accepted. Role play should not become an end in itself or a methodological dictum. It can even be said to lead to 'role distance'. Emotional motivation should be added to individual and collective motivation. Without empathy, language learning cannot exist. The article concludes with a review of empirical studies of 'motives' and follows Hennig's list of motives, as they are held to be useful for teaching purposes. The 'knowledge motive' is the dominant one, followed by the 'utility motive', the 'societal motive' and the 'communicative motive'. While the 'prestige motive' may not be as important for children as adult learners, the 'teacher motive', in the sense of the teacher playing a role as a motivational agent, is important.

86-443 Chapelle, Carol (Iowa State U.) and **Roberts, Cheryl** (Columbian-American Center, Medellin). Ambiguity tolerance and field independence as predictors of proficiency in English as a second language. *Language Learning* (Ann Arbor, Mich), **36**, 1 (1986), 27-45.

The fact that some adults are more successful at acquiring an L2 than others has led to investigations of individual characteristics as predictors of successful L2 acquisition. This paper reports the results of an investigation of the relationship between two learner characteristics, Ambiguity Tolerance (AT) and Field Independence (FI), and adult learners' acquisition of English as a second language in the United States. A Multiple Regression Analysis revealed that AT and FI accounted for a significant amount of variance on several end-of-semester language measures beyond that which could be accounted for by beginning-of-semester performance of other variables. The implications of these findings for further research are outlined.

86-444 Ellis, Rod (Ealing Coll. of Higher Ed., London). The L1 = L2 hypothesis: a reconsideration. *System* (Oxford), **13**, 1 (1985), 9-24.

The purpose of this article is to examine the arguments and the evidence in favour and against the L1 = L2 hypothesis. First, the nature of the hypothesis is defined more narrowly. Then evidence for and against the hypothesis is reviewed in terms of the 'product' and the 'process' of acquisition. The hypothesis is explored in terms of current developments in both first-language acquisition (FLA) and second-language acquisition (SLA) research, which have focused on the cognitive and socio-cognitive basis of language acquisition.

The discussion is then widened to consider the general distinction between formal and informal learning. FLA almost invariably involves informal learning; much SLA involves formal learning. When SLA involves informal learning, the processes could be identical, though some researchers believe this would be highly unlikely. Learning may indeed involve combinations of formal and informal characteristics. The extent to which the L1 = L2 acquisition hypothesis can be supported depends on the extent to which the L2 learner engages in informal and formal learning.

86-445 Ely, Christopher M. Language learning motivation: a descriptive and causal analysis. *Modern Language Journal* (Madison, Wis), **70**, 1 (1986), 28-35.

This study aims to discover the types of motivation present among first-year university students of Spanish in northern California. The first step was an exploratory survey in which students were asked to indicate their reasons for studying the second language. Then a second group of students indicated the importance of the reasons which had been identified. The second aim was to investigate the relationship between type and strength of motivation.

Three types of motivation clusters were found: Cluster A corresponded to an integrative orientation scale and was concerned with an interest in the culture of the second-language group. Cluster B is comparable with instrumental orientation and represented a view that the second language would make the student a more attractive

job candidate. However, both clusters included reasons not represented in integrative/instrumental orientation scales, such as, in Cluster A, a belief in the importance of studying a foreign language, and an interest in using that language when travelling to the target country. Cluster B included the desire 'to converse with Spanish speakers in the US'. Cluster C represented the 'requirement' motivation, which is not accounted for on the integrative/instrumental scales.

A final analysis attempted to determine how well the three types of motivation clusters would predict a student's strength of motivation. Clusters A and B were found to be positive predictors of strength of motivation, while Cluster C was a non-significant negative predictor of strength of motivation. Instructional materials should be designed to appeal to both clusters of motivation. In order to promote a stronger commitment to language learning, the development of both clusters should be encouraged.

86-446 Ely, Christopher M. (Ball State U.) An analysis of discomfort, risk-taking, sociability, and motivation in the L2 classroom. *Language Learning* (Ann Arbor, Mich), **36**, 1 (1986), 1-25.

This study investigated a causal model of second-language learning. Particular attention was given to three situation-specific constructs: Language Class Discomfort, Language Class Risktaking, and Language Class Sociability. It was theorised that voluntary Classroom Participation mediates the effect of Language Class Discomfort, Language Class Risktaking, Language Class Sociability, and Strength of Motivation on success in classroom L2 learning. The subjects were students enrolled in first-year (first and second quarter) university Spanish classes.

Data on Classroom Participation were gathered by means of classroom observation and audio recording. Proficiency was measured by correctness and fluency on a story-retelling task and correctness on a written final examination. The results of the causal analysis included findings that: Language Class Discomfort negatively predicted Language Class Risktaking and Language Class Sociability; Language Class Risktaking positively predicted Classroom Participation; and Classroom Participation positively predicted Oral Correctness for the first-quarter students.

86-447 Flynn, S. (Massachusetts Inst. of Tech.) and **Espinal, I.** (Princeton U.). Head-initial/head-final parameter in adult Chinese L2 acquisition of English. *Second Language Research* (Utrecht), **1**, 2 (1985), 93-117.

In this study, the role of the head-initial/head-final parameter in adult second-language (L2) acquisition of English is examined. Sixty Chinese-speaking adults were tested in their elicited production of complex sentences which involved pre- and postposed adverbial subordinate clauses both with and without pronoun anaphors. Results obtained in this study match those reported earlier for Japanese speakers learning English. Both Japanese and Chinese are head-final languages. Findings are used to argue for the role of the head-initial/head-final parameter in adult L2 acquisition of pronoun anaphora. They are also used to argue for a model of grammar in which parameters associated with head-direction are differentiated from parameters

344 *Language learning and teaching*

associated with word order. Results also provide additional empirical support for the parameter setting model of L2 acquisition currently proposed by Flynn.

86-448 Gardner, R. C. and others (U. of Western Ontario). Social factors in second language attrition. *Language Learning* (Ann Arbor, Mich), **35**, 4 (1985), 519-40.

A retrospective design was used to study the effects of attitudes, motivation and reported language use on second-language attrition. Students who had been registered in an intensive six-week course in French in the province of Quebec were mailed questionnaires which asked them to rate their perceived second-language skills upon completion of the course as well as their present skill levels (six months later). Attitudinal/motivational variables were also assessed, along with measures of second-language use during the six-month period. Results, based on a sample of 79 students, indicated attrition on the medium-level language skills of speaking and understanding. No attrition was evidenced for reading skills. A factor analysis revealed that subjects residing in areas where French was available spent more time using their second-language skills. Analyses of variance demonstrated a loss of speaking and understanding skills as a function of attitudes as students with less favourable attitudes and motivation evidenced significant language loss on these skills. In terms of language use, a significant loss was found in speaking skills for the low use group but not the high use group. Contrary to expectations, language use was found to be independent of attitudes.

86-449 Guarino, Regina and Perkins, Kyle (Southern Illinois U.). Awareness of form class as a factor in ESL reading comprehension. *Language Learning* (Ann Arbor, Mich), **36**, 1 (1986), 77-82.

This paper presents the results of an empirical study relating awareness of form class (morphology) to reading comprehension in which an ESL subject pool was employed. The analyses indicate that awareness of form class and reading comprehension are significantly related, but the authors note that morphology competence is but one dimension of reading comprehension and that in these data the effects of reliable method variance, world knowledge, lexical knowledge, and discourse grammar knowledge may be equally or more robust in explaining the reading comprehension variance as form class awareness. The difficulty of partitioning trait variance from trait-irrelevant variance in language testing in general is also discussed.

86-450 Guedj, Max (U. of Paris X). Réflexions sur un secteur 'vital mais négligé' de la pédagogie des langues. [Reflections on a 'vital but neglected' aspect of language teaching.] *Multilingua* (Amsterdam), **5**, 1 (1986), 3-8.

The problem of the acquisition of lexicon in foreign language learning in non-natural environments ought to invite pedagogues to reflect on aims and methods, directed, as is current practice in grammatical and phonological matters, by scientific guidelines. This has not been done so far, and we can well speak, if not of a pedagogic void, at least of a didactic one. Therefore, educationalists ought to reassess, if not the reality

of what the lexicon is – still a hopeless task – at least what is covered by the concept of ‘lexical competence’ and hasten the advent of a ‘lexipsychology’ based on recent advances of psychology in the field of bilingual verbal memory.

86–451 Ho, David Y. F. (U. of Hong Kong). Two contrasting positions on second-language acquisition: a proposed solution. *IRAL* (Heidelberg), **24**, 1 (1986), 35–46.

The fact that most L2 learners fail to achieve native-speaker competence presents an explanatory problem to the position for a basic similarity between L1 and L2 acquisition. The evidence from error analysis is inconclusive, although many authors believe that the balance seems to be tilted in favour of the position for a basic similarity.

Grounded in the position for a difference in kind, contrastive analysis (CA) has played a prominent role in delineating the effects of interlingual distance on L2 learning difficulty. A discussion of issues of contention leads to three observations. (1) Empirical evidence fails to support the claim that CA can predict or explain L2 learning difficulty, and forces us, once again, to be aware of methodological problems in measuring difficulty (2) Symmetry in L2 learning difficulty between language pairs cannot be assumed. (3) Similarities/differences between L1 and L2 need to be characterised in terms of degrees of interlingual distance; a simple, direct linear relation between interlingual distance and L2 learning difficulty cannot be assumed.

It is proposed that we take the position which assumes a basic similarity between L1 and L2 learning processes, but which at the same time retains the notion of L1 interference and facilitation. However, L1 interference and facilitation are now interpreted respectively as negative and positive influences on L2 processing strategies traceable to the learner’s prior L1 acquisition experience. Instead of language transfer, we may conceive of strategy transfer. The interlingual factor exerts its influence on L2 learning only indirectly, through interacting with the learner’s cognitive processes, giving rise to individual variations to the extent that knowledge of L1 inhibits or facilitates L2 learning.

86–452 Johns, Ann M. (San Diego State U.). Summary protocols of ‘underprepared’ and ‘adept’ university students: replications and distortions of the original. *Language Learning* (Ann Arbor, Mich), **35**, 4 (1985), 495–517.

The summary task requires the use of higher-order reading skills; identification of main ideas and condensation of text while maintaining the focus of the original. Though there have been a number of studies examining the summarising skills of elementary and secondary students, skills of university students have not been well documented. Nor has a complete scale for scoring protocols been produced. It was the purpose of this study to examine the summarising skills of ‘underprepared’ or remedial university students and to develop from their protocols a scale for coding replications and distortions of the original. Findings indicate that underprepared students omit a number of main ideas from their summary protocols and include more sentence-level reproductions than combinations of idea units (IUs) or macropro-

346 *Language learning and teaching*

positions. However, the data indicate that the underprepared students do not differ significantly from other student groups in their balance and distribution of IUs in their protocols, nor do they employ more distortions (i.e. IUs which are not true to the original).

86-453 Licerias, Juana M. (U. of Ottawa). The value of clitics in non-native Spanish. *Second Language Research* (Utrecht), **1**, 2 (1985), 151-68.

One of the tasks of second-language acquisition research is to determine the 'linguistic' nature of interlanguage systems. To achieve this goal it is mandatory to formulate the properties of learners' grammars in terms of the theoretical constructs proposed by linguistic theory. The author has proposed elsewhere (Licerias, 1985) that permeability, one of those properties, is related to parameter setting. In this paper, it is hypothesised that the location of a given process in the different components of the grammar may also be relevant in the determination of permeability. In the light of conflicting evidence provided by the Spanish interlanguage of French and English speakers with respect to the value of clitics in the non-native grammar, it is suggested that, due to the nature of 'intake', L2 learners of Spanish may locate clitics in the lexicon (as affix-like elements) or postlexically (as words in the syntax) rather than giving them a unidimensional value. Non-native clitics may not share all the properties that are assigned to Modern Spanish clitic pronouns.

86-454 Parkin, Alan J. and Ilett, Alison (U. of Sussex). Context and the spelling-to-sound regularity effect in pronunciation. *Journal of Research in Reading* (Leeds), **9**, 1 (1986), 22-30.

In this experiment subjects read aloud an incomplete sentence and then pronounced a target word that completed the sentence. Target words were either irregular in their spelling-to-sound correspondence (e.g. PINT, DEAF) or regular (e.g. PILL, DUCK). The incomplete sentences were either specific, in that the sentence predicted the final word with a high degree of probability (e.g. *he ordered a medium rare...*) or general (e.g. *her favourite meat was...*). Pronunciation latencies were strongly affected by the type of preceding sentence, with the specific sentences producing shorter latencies than the general sentences. A regularity effect was also found but only in the general sentence condition. Provision of a specific sentence produced similar pronunciation latencies for regular and irregular words. The data show that the regularity effect occurs in a reading task that has more in common with normal reading than previous paradigms that have explored this effect. Explanations of the interaction between context and regularity are briefly considered.

86-455 Peters, Ellen E. (Trinity Coll) and **Levin, Joel R.** (U. of Wisconsin). Effects of a mnemonic imagery strategy on good and poor readers' prose recall. *Reading Research Quarterly* (Newark, Del), **21**, 2 (1986), 179-92.

Junior high school students representing above- and below-average reading levels read several passages about the accomplishments of famous people. Students in the mnemonic imagery condition were taught a systematic strategy to apply to the

passages they read, whereas no-strategy control students were left to their own devices. Consistent with previous findings, mnemonic imagery students remembered more name/accomplishment information than did controls. Mnemonic benefits were obtained by both above- and below-average readers on short fictional passages (Experiment 1), as well as on longer nonfictional passages taken from actual school reading materials (Exp. 2). Implications of the results and suggestions for future research are included in the discussion.

86-456 Ramírez, Arnulfo G. (State U. of New York at Albany). Language learning strategies used by adolescents studying French in New York schools. *Foreign Language Annals* (New York), **19**, 2 (1986) 131-41.

Students studying French at Levels I, II, and III in a rural and urban school setting indicated on a questionnaire their use of learning strategies associated with types of classroom behaviour, individual study tactics, and social interaction. Successful learning behaviour related to communicative abilities, reading performance, and achievement on a standardised test were found to vary due to the nature of the task. Years of language study also influenced the use/need of different sets of strategies. Eight strategies contributed differentially to the overall success of these learners: (1) asking for clarification/verification, (2) using inferencing skills or deductive reasoning, (3) creating opportunities for practice, (4) memorising, (5) using vocabulary learning techniques, (6) employing available linguistic knowledge and contextual cues, (7) being able to self-monitor performance, and (8) practising.

86-457 Van Essen, Arthur and others (Rijksuniversiteit Groningen). Aspects of cognitive style and achievement in EFL. *ITL* (Louvain), **69** (1985), 17-27.

The term 'aspects of cognitive style' is used here to refer to a person's preferred ways of perceiving, thinking, learning, etc. To optimise foreign language achievement, teaching methods must accommodate these individual preferences, the sum of which is called 'cognitive style'. Four such aspects of cognitive style are discussed: (1) field dependence/independence, (2) the learner's tendency towards habit-formation, (3) his negative sensitivity to interference, and (4) 'divergent thinking' or 'divergent creativity'. The hypotheses concerning these aspects (namely that each would be important in language achievement) was tested on 50 Dutch high-school students of English. The results have not yet been fully interpreted, but some possible implications are discussed, and some remedial activities suggested for underachievers in the areas relating to these aspects of cognitive style.

RESEARCH METHODS

86-458 Kennedy, Chris (U. of Birmingham). Teacher as researcher and evaluator – one suggested solution to some recurrent problems in ELT and ESP. *Échanges Pédagogiques* (Nancy), **10** (1985), 29–38.

The teacher has a relatively powerless recipient role in the educational planning process. Even those who have the freedom to design their own materials have not chosen this option, but had it unwillingly bestowed on them. When special projects are set up, the local teacher tends to be overlooked in favour of outside experts. Much linguistic research treats the teacher as a recipient. A means of fostering two-way communication between researcher and teacher is needed. Likewise, there is a paucity of evaluation studies of the success or otherwise of projects.

A solution to these problems is that the teacher himself should be enabled to undertake research in the classroom which will feed back into his teaching in a self-renewing fashion. This would have the effect of making the teacher more knowledgeable about his situation (and thus potentially more powerful), and of strengthening the link between pure and applied research. The research area which is particularly suitable is that of input–output studies, e.g. reading problems, reading strategies, evaluation of teaching methods.

86-459 Pugh, A. K. (Open U., UK) and **Ulijn, J. M.** (Eindhoven U. of Technology, The Netherlands). Realistic reading tasks in research in reading. *ITL* (Louvain), **69** (1985), 29–41.

The article reviews, mainly from a methodological perspective, studies made by the authors in which realistic tasks were given to readers. Criteria for assessing reading tasks take into account the text, the reader, and the task [checklist given]. The checklist is then applied to studies made by the authors. It is concluded that all the tasks were realistic, but the range of reading which can be examined using them is severely restricted, since the task is composed of relatively small and well-defined elements.

86-460 Pyee-Cohen, Doris. L'analyse psycholinguistique de l'activité langagière en langue non-maternelle: bilan des recherches actuelles. [The psycholinguistic analysis of non-mother-tongue language activity: an appraisal of recent research.] *IRAL* (Heidelberg), **24**, 1 (1986), 13–26.

The author surveys interlanguage research from its origins in the articles of Nemser, Corder and Selinker (1971–2), highlighting the links with pidgins and creoles, the concept of variability, learner strategies and the Monitor Model. Recent thinking is exemplified by Bailly, who argues that acquisition is non-linear, involves heuristic procedures rather than simple algorithms, and is affected by (i) learner process variables, (ii) L1 substrate and (iii) community or teacher norms. Research should not confine itself to grammatical error but should operate on other levels such as discourse and semantics; the aim should be to understand the cognitive processes underlying learner language.

ERROR/CONTRASTIVE ANALYSIS

86-461 Gallardo San Salvador, Natividad and others (U. of Granada). A contrastive analysis of English and Spanish commands. *The Linguist* (London), **25**, 1 (1986), 24-8.

The structures used to express commands in English are listed, subdivided into four categories (commands using the imperative, other constructions without the imperative, structures in which context and intonation have an important function, and prohibitions) and compared and contrasted with their Spanish equivalents. Both languages use substantially the same strategies; in both the Imperative is the most widely used form in expressing commands; and both have in common a lack of word endings to express the imperative. Spanish however is more developed than English in this respect and has at its disposal a wider range of strategies to express the different gradations of command and prohibition [examples].

86-462 Haegeman, Liliane (U. of Geneva). Scope phenomena in English and Dutch and L2 acquisition: a case study. *Second Language Research* (Utrecht), **1**, 2 (1985), 118-50.

The aim of this paper is to examine how a revised contrastive analysis, based on Chomsky's Government Binding Theory, can be a contribution to L2 acquisition research. The paper illustrates in detail how a contrastive approach in terms of parametric variation between languages may explain persistent errors made by Dutch learners of English. Three parameters are considered: the COMP-INFL parameter, the presence or absence of reanalysis in the VP and the categorial status of modals. These three interact in three related areas of English grammar: (i) *do*-insertion, (ii) scope of negation, and (iii) modal scope (especially as regards conditionals). Errors made by Dutch learners in these areas of English grammar are due to an inadequate 'resetting' of the parameters involved. A prominent feature of L2 parameter setting seems to be the doubling strategy.

86-463 Roos, Eckhard. Kontrastive Überlegungen zur deutschen, englischen und französischen Idiomatik. [Reflections on the contrastive analysis of German, English and French idioms.] *Sprache und Literatur* [formerly *Linguistik und Didaktik*] (Munich, FRG), **56** (1985), 74-80.

Idioms can usually be reliably distinguished from one-word lexemes, fixed similes, proverbs, clichés, slogans, etc., though forms such as *ice cream* and *force de frappe* cause difficulties. Idioms can be divided into semantic and pragmatic, the former including dead metaphors (*red tape*), one-sided idioms (*white lie*), restriction of meaning (*fish and chips*) and use of fossil elements (*leave in the lurch*), whilst the latter comprise social (*good night*), discourse-structuring (*you know*) and expressive (*damn and blast*). Idioms can partake in much the same relationships as can single words, e.g. synonymy, antonymy, polysemy, semantic fields. On a general level, their range and role is very similar in German, English and French. [Extensive examples from all three languages.]

86-464 Timm, Johannes-Peter (Pädagogische Hochschule Heidelberg). The consistency of interlanguage in task-bound second-language production. *Applied Linguistics* (Oxford), **7**, 1 (1986), 86-107.

If interlanguages are unstable due to faulty learner processing of speech input and the resultant formation of internal grammars, then the systematic presentation of linguistic material (especially in remedial contexts) could be futile. Moreover, though a 'fossilised' core of deviant items might exist, we are not yet able to separate these from errors which are transitional. These permanent core items would in any case be stubbornly resistant to correction.

The question of interlanguage consistency was investigated by examining secondary-school L2 students in Germany and England via a series of pre/posttests concentrating on such 'difficult' areas as *if*-clause manipulation. The test results and validation processes [tabular data] were scrutinised in terms of two hypotheses: (1) that pupil performance is random and inconsistent and (2) that a permanent core of fossilised errors does exist. The first hypothesis was unsupported by the findings, and it is inferred that interlanguages (also called 'idiosyncratic dialects') are not dynamic or unstable. This implies that systematic, principled remedial instruction can be effective against non-fossilised interlanguage defects.

TESTING

86-465 Fouly, Kamal A. and Cziko, Gary A. (U. of Illinois at Urbana-Champaign). Determining the reliability, validity, and scalability of the graduated dictation test. *Language Learning* (Ann Arbor, Mich), **35**, 4 (1985), 555-66.

The purpose of this study was to examine the reliability, validity, and scalability of a new technique for constructing, administering, and scoring dictation tests to measure second language proficiency. The 'graduated' dictation test used in this study involved the auditory presentation of progressively longer text segments to be written down by the examinees. A total of 624 students learning English as a second language at an American university took the dictation test and several other measures of English-language proficiency. The results of this study demonstrate that the graduated dictation task is a reliable and valid language testing technique. Using Mokken's criteria of scalability, the test was also shown to constitute a valid cumulative scale with no non-scale items. These findings and the advantages of this technique over commonly used dictation tests are discussed.

86-466 Hanania, Edith and Shikhani, May (American U. of Beirut). Interrelationships among three tests of language proficiency: standardised ESL, cloze, and writing. *TESOL Quarterly* (Washington, DC), **20**, 1 (1986), 97-109.

Cloze, which combines the advantages of integrative testing and objective scoring, was investigated as a supplement to a standardised ESL test and as an alternative to a written composition test. Three tests of English language proficiency were given to a large group of students applying for admission to the American University of Beirut

(AUB): the AUB English Test, a cloze test, and a written composition. The tests were taken by the same group of students at the same examination session, enabling direct study of interrelationships among the three measures. Regression analysis of the test scores showed that pairwise correlations were all high and that a combination of cloze test scores and AUB English Test scores significantly improved the prediction of communicative language proficiency, as measured by the composition test scores. In addition, there was a substantial residual correlation between the cloze and writing tests, which suggests that these tests may measure in common some aspects of language ability beyond those that they share with the AUB English Test, a standardised ESL test. These results indicate that a cloze component can serve as a valuable supplement in language proficiency testing. Further implications of the findings of the study are discussed.

86-467 Stansfield, Charles W. A history of dictation in foreign language teaching and testing. *Modern Language Journal* (Madison, Wis), **69**, 2 (1985), 121-8.

Dictation is one of the oldest techniques for testing progress in foreign-language learning. It has long been associated with the traditional or grammar translation method. It was strongly rejected by Gouin who advocated the natural method during the second half of the nineteenth century. It regained popularity at the end of that century when the direct method came into favour: phonetic dictation (phonetic transcription of the spoken language) became a common classroom activity. At the beginning of this century, dictation began to appear in standardised tests of modern languages. A study by Rollo Brown in 1915 of teaching methods in France came out strongly in favour of the effectiveness of dictation in teaching composition, and his findings were influential up until the Second World War. It was also promoted in the reading method which was widespread during the second quarter of this century, and during the 1950s.

During the 1960s, the use of dictation declined sharply because of the development of the audiolingual method, which sprang from the favourable results achieved by army training methods during the Second World War. The new methodology was based on the theories of structuralism and behaviourism, with which dictation did not appear to fit in. It was also criticised from the standpoint of testing for not being a discrete-point test, and was regarded as being too complicated and specialised. Valette (1964), however, found dictation to be a good measure for overall proficiency.

Interest in dictation returned again in the 1970s as reflected in Oller's research into integrative measures of language proficiency. It was found to be a good measure of listening comprehension and overall proficiency, and simple to construct, administer and score. Oller posited that dictation taps the learner's internalised grammar of expectancies at work during the listening process. At present, dictation is widely used in both language teaching and testing.

CURRICULUM PLANNING

86–468 Allen, J. P. B. (Ontario Inst. for Studies in Ed.). A functional–analytic approach to ESL at the secondary level in Ontario. *Bulletin of the CAAL* (Montreal), **6**, 2 (1984), 71–80.

In order to bridge the gap between analytic ‘skill getting’ and experiential ‘skill using’ (or between micro-language learning and macro-language use), it is necessary to develop a three-level curriculum model in which the principal components will correspond to a structural–analytic, a functional–analytic, and a non-analytic or experiential view of language (here referred to as Type A, Type B and Type C teaching). In Type A classrooms, the main concern is to encourage fluent speech habits together with an adequate knowledge of basic sentence structure and vocabulary. At the other end of the continuum, Type C teaching is a more radical version of the communicative approach, the aim being to achieve a fully spontaneous use of language in real-life social interaction. Type B teaching lies between the two extremes, and aims to show students how to analyse their own meanings and how to encode them with the linguistic resources currently at their command. It represents a controlled approach to communicative practice, at an intermediate level, which prepares the way for wholly spontaneous use of language at a later, advanced, level. Some form of grading of language is essential: in this context, it is appropriate to group together similar message types or rules of discourse (rather than formal structures).

The design of some ESL modular enrichment materials for use in Canadian secondary schools is discussed: they incorporate a Type B, controlled discourse approach. The project is based on a multi-dimensional curriculum model which emphasises the interaction between a central language syllabus and a concurrent Canadian studies syllabus. The basic unit of organisation is the communicative setting, which is expressed in terms of topic, theme or task. A subject-related approach to L2 teaching offers an excellent means of teaching the language as communication.

86–469 Christison, Mary Ann (Snow Coll.) and **Krahnke, Karl J.** (Colorado State U.). Student perceptions of academic language study. *TESOL Quarterly*, (Washington, DC), **20**, 1 (1986), 61–81.

This article reports on a study done to determine how non-native English speakers studying in US colleges and universities perceive their language learning experiences and how they use English in academic settings. Open-ended interviews, using a structured set of topics, were conducted with 80 students. Areas investigated included the value of the US language training programme, how the programme addressed specific skill areas, how out-of-class experience contributed to language learning, what teacher qualities were valued, and how English was used in the academic setting. In general, students supported the design of most intensive ESL training, but they raised questions about some skill-area emphasis. A strong desire for more interactive instruction was expressed as well as an appreciation for personality, rather than technical, qualities of teachers. Students indicated the importance in academic work of the receptive skills of reading and listening over the productive skills of speaking and writing.

86-470 Massey, Michael. Directions in ESL curriculum. *Canadian Modern Language Review* (Toronto), **42**, 2 (1985), 263–70.

This article examines the influence of the communicative approach in determining directions in ESL curriculum. This influence is examined at three levels: theory, materials, and implementation. An examination of these three levels reveals that the dominance of the communicative approach in ESL curriculum might, in fact, be quite superficial and that materials development and classroom practices have not changed significantly.

86-471 Mundzeck, Fritz. Anmerkungen zur entwicklung des fremdsprachenunterrichts in der reformierten gymnasialen Oberstufe. [On the development of foreign language teaching in the reformed upper secondary school.] *Die Neueren Sprachen* (Frankfurt am Main, FRG), **84**, 3/4 (1985), 267–91.

The effects of the reform of the *gymnasiale Oberstufe* (upper secondary level) (1972ff.) are examined with regard to volume and quality of foreign language instruction. On the basis of statistics an analysis is made of the share of modern languages in the overall instruction and the shifts in their position with regard to the Federal Republic and individual federal states. The introduction of the *Wahlpflicht* (optional/obligatory) system in the *Oberstufe* has led in part to clear losses in languages but not however to the expected differentiation of the offer. Only English increased its share as a result of the (empirically proven) way in which the pupils selected under the conditions of the system. The 'tertiary languages' continue to lead a marginal existence. The situation is consolidated by measures of the education administration in organisation and curricula (possibility of comparing the final examinations through uniform examination requirements). The quality of the instruction has not increased to the expected degree either. An examination of the conditions seems to be necessary.

COURSE/MATERIALS DESIGN

86-472 Clarke, David F. (U. of East Anglia, Norwich). Computer-assisted reading – What can the machine really contribute? *System* (Oxford), **14**, 1 (1986), 1–13.

This paper sets out to describe an integrated series of computer-assisted reading (CAR) materials under development at the University of East Anglia in Norwich. These materials attempt to embody the principle of maximum learner choice within a programme and to explore areas of the reading process where the computer begins to offer some real advantages in its own right. Some general considerations relating to the problems involved in teaching reading with computers are first discussed, following which the framework of the present CAR project, together with specific examples, are given.

86-473 Finel-Honigman, Irène (Crédit Lyonnais, New York). Rationale, structure and methodology of a French language program for American bankers and traders. *Foreign Language Annals* (New York), **19**, 1 (1986), 27–31.

Spurred by the expansion of the multinational corporations and the incursion of international banks into the American market, the Crédit Lyonnais, a world-class

354 *Language learning and teaching*

French bank recognised the need to institute an in-house academic language training programme. This concept can serve as a model for American-based foreign corporations or those with intensive foreign contacts. Although many universities are creating commercial foreign-language courses, the business community is barely beginning to tap the academic market in developing in-house programmes.

The programme's primary objective is to provide American bankers, traders and other commercial staff with instruction in basic through advanced oral and written communication skills, and courses in intercultural knowledge of French banking history, semantics and literature.

Five courses are offered each semester. In each course, discussions and readings focus on business vocabulary, situations, and in the advanced courses, on analysis of economic and financial materials. The course sequence allows participants to enter as beginners and, after three or four semesters, to gain intermediate proficiency skills. Students with prior or even fluent knowledge of French enter at their specific level. Participation, although voluntary, is highly encouraged and closely monitored by upper management who themselves take part in the programme.

The curriculum is designed to enhance the American's awareness of and adaptability to a French business environment. Courses are conducted entirely in French and emphasise conversation, oral presentations and phonetic skills (tapes and audio-visual materials are provided). At each level commercial French textbooks, business lexicons, in-house documentation, articles from French economic publications and socioeconomic excerpts from literary works are incorporated.

86-474 Hijirida, Kyoko and Iwamura, Susan Grohs (U. of Hawaii). Languages for travel industry managers: focus on Japanese. *Foreign Language Annals* (New York), 19, 1 (1986), 19-24.

The choice of a major in travel industry management frequently is based on an interest in people from different countries. Paradoxically, however, courses on the languages and cultures of potential travellers are seldom included in degree programmes in management. This paper describes courses that were developed to correct this omission at the School of Travel Industry Management, Hawaii. Four target languages were chosen: French, Spanish, Japanese, and Mandarin.

The development of the language programme is discussed, with the courses in Japanese receiving special attention. The significance of the cultural component of the courses is explored. Among the questions which had to be answered were those addressing the characteristics of both the home culture (France, China, Japan, Spain, Latin America) and the natives of these countries when they travel abroad. Since the students are training to be managers, they need to know how to talk with management personnel as well as tourists.

This paper explains the type of background information that was collected prior to developing materials for the first- and second-year Japanese courses. It shows how this information suggests which language structures and vocabulary items will be taught and how the teaching materials should be designed. The professors who designed the courses were concerned with developing an awareness of the crucial role of language and culture in the potential for success of any business venture.

86-475 Schaub, Ray (Eastern Michigan U.). *Institutionelle Aspekte der Entwicklung von Deutsch als Wirtschaftssprache in den USA.* [Institutional aspects in the development of German as a business language in the USA.] *Spracharbeit* (Munich, FRG), 2 (1985), 1-3.

Against a background of a dramatic fall in the number of American students studying a foreign language, a degree course entitled 'Language and International Trade' was introduced, the objective of which – in contrast to the more traditional literature-based courses – was to prepare the students for the world of international business.

The language department at first thought of placing the leadership of the course with their German-speaking colleagues in the College of Business, but they maintained that English was the language of international trade and that a course in business German would be superfluous. Although at first this opposition made the task more difficult, it had a positive effect in the longer term because it forced the language department to work out the content and form of the course. The recognition of the key role of the language department as the initiator is one of the most important institutional aspects in the development of the study of German as a business language. Not only did it allow the department to adopt a positive rather than a defensive stance with regard to its own survival, it helped to define the institutional character of the curriculum for business German, i.e. its primary role is language and cultural studies, undertaken by the languages department, and its secondary role is business studies, undertaken by the College of Business.

TEACHER TRAINING

86-476 Ellis, Rod (Ealing Coll. of Higher Ed., London). Activities and procedures for teacher training. *ELT Journal* (London), 40, 2 (1986), 91-9.

This article is an attempt to develop a schema for teacher training for ELT. A broad distinction is made between 'experiential' and 'awareness-raising' practices. There then follows a taxonomy of awareness-raising practices, in terms of 'activities' (which are described as consisting of 'data' and 'tasks'), and also in terms of 'procedures'. To illustrate the descriptive framework, a sample training activity and training plan for using it have been provided.

86-477 Hare, Geoff E. (U. of Newcastle) and **McAleese, Ray** (U. of Aberdeen). LAG: development of a training simulation. *System* (Oxford), 13, 3 (1985), 237-42.

This paper follows the development of a simulation game designed to give practice to language assistants in explaining. The game simulates explaining in one's native language to students who are learning that language. There are competitive elements in the game and different versions are described. The Language Assistant Game (LAG) can be adapted to non-language situations, e.g. students acquiring the vocabulary of a subject area.

TEACHING METHODS

86-478 Brock, Cynthia A. (Houston Community Coll.). The effects of referential questions on ESL classroom discourse. *TESOL Quarterly* (Washington, DC), **20**, 1 (1986), 47-59.

In their examination of ESL teachers' questions in the classroom, Long and Sato (1983) found that teachers ask significantly more display questions, which request information already known by the questioner, than referential questions. The main purpose of the study reported in this article was to determine if higher frequencies of referential questions have an effect on adult ESL classroom discourse. Four experienced ESL teachers and 24 non-native speakers (NNSs) participated. Two of the teachers were provided with training in incorporating referential questions into classroom activity; the other two were not provided with training. Each of the four teachers taught the same reading and vocabulary lesson to a group of six NNSs. The treatment-group teachers asked significantly more referential questions than did the control-group teachers. Student responses in the treatment-group classes were significantly longer and more syntactically complex and contained greater numbers of connectives.

86-479 Chapelle, Carol (Iowa State U.) and **Jamieson, Joan** (U. of Illinois at Urbana-Champaign). Computer-assisted language learning as a predictor of success in acquiring English as a second language. *TESOL Quarterly* (Washington, DC), **20**, 1 (1986), 27-46.

This article reports the results of a study of the effectiveness of computer-assisted language learning (CALL) in the acquisition of English as a second language by Arabic- and Spanish-speaking students in an intensive program. The study also examined two student variables – time spent using and attitude toward the CALL lessons – as well as four cognitive/affective characteristics – field independence, ambiguity tolerance, motivational intensity, and English-class anxiety. English proficiency was measured by the TOEFL and an oral test of communicative competence. Results indicated that the use of CALL lessons predicted no variance on the criterion measures beyond what could be predicted by the cognitive/affective variables. In addition, it was found that time spent using and attitude toward CALL were significantly related to field independence and motivational intensity. These results indicate that (a) certain types of learners may be better suited to some CALL materials than other students and (b) it is necessary to consider many learner variables when researching the effectiveness of CALL.

86-480 Crookall, David (U. of Toulon) and **Wilkenfeld, Jonathan** (U. of Maryland). ICONS: communications technologies and international relations. *System* (Oxford), **13**, 3 (1985), 253-8.

An international studies simulation is described, in which university teams in different parts of the world engage in multilingual communications with the aid of the new communications technologies. The simulation, ICONS (International Communications and Negotiations Simulation), involves about 20 university teams, each representing a different country in the scenario. Local microcomputers are linked via

international telecommunications data networks into a central mainframe at the University of Maryland. Sessions last about one month; at present there are two sessions a year. Each is set in the contemporary world, but projected forward by about six months to allow an original simulation world to develop. A scenario, which launches the game, outlines the state of the world, based on existing facts but including new data. ICONS is a computer-assisted, rather than computer-controlled simulation, and encourages the full use of social and language skills. It provides an immersion-type environment, and is multilingual and multicultural. In it, foreign languages become vital instruments of communication. Students from different countries can help each other learn a foreign language. Students are confronted by urgent international issues in a context which provides an authentic experience. Students learn applied information processing and telecomputing in a concrete way. The simulation develops team work, creativity, interdisciplinary thinking and meaning negotiation.

86-481 Crookall, David (U. of Toulon, France). Media gaming and NEWSIM: a computer-assisted, 'real news' simulation. *System* (Oxford), 13, 3 (1985), 259-68.

News institutions have inspired a number of published media simulations, but they are based on 'news' which is inevitably old or second-hand (e.g. newspaper cuttings); they have lost their immediacy or 'novelty' value. NEWSIM is a 'real' news simulation, based upon 'raw' unedited information that has not yet appeared in newspapers or on radio or TV. Two broad types of simulation are distinguished: substantive and performative. The former concentrate on the study of issues or content areas, the latter on the development and practice of skills. This is of particular relevance to media simulations; the more important the performance aspects, the greater the value of 'real' or 'raw' news items. This is also important when media simulations are used as L2 learning activities. Objectives of both substantive and performative media simulations are outlined, and their implications in terms of L2 learning activities are outlined. One of the most neglected microcomputer applications in L2 settings is the word-processor, an ideal work instrument in NEWSIM. Guidelines are provided on: (1) how to run NEWSIM (a performance oriented, computer-assisted, media simulation, usable in the L2 classroom); and (2) the technology needed to access, within the classroom, 'raw news' at one of its major sources, i.e. the press agencies themselves, e.g. AP (Associated Press). Their information is sent out via shortwave RTTY (radioteletype) transmissions, and can therefore be picked up using suitable equipment: a communications receiver capable of handling SSB (single sideband) transmissions, a good antenna, a RTTY interface unit, and a microcomputer. Notes on setting up such a system are provided, and suppliers of equipment are listed.

86-482 Cunningsworth, Alan (Christ Church Coll., Canterbury) and **Horner, David** (British Inst., Paris). The role of simulations in the development of communication strategies. *System* (Oxford), 13, 3 (1985), 211-18.

The most commonly expressed aim of modern-language teaching is to encourage students to become 'communicatively competent'. This paper discusses the nature of communication and examines a discourse model of classroom interaction to

358 *Language learning and teaching*

establish the possibility of setting up genuinely communicative situations in foreign-language classrooms. The scope for such interaction seems limited. It is therefore suggested that teaching must concentrate on the 'discourse arena', where communication is minimally restricted and the target language is used as a means to an end. Simulations, it is claimed, are the best means of exercising language skills in the discourse arena within the classroom: they present advantages for the practice of pragmatic skills, they favour the development of inferencing based on participant expectations; they require the use of language in real time; and they allow language to be used in a relatively natural situation of turn taking. In short, they bridge the gap between controlled language learning and the uncertainties of the outside world. However, simulations need to be carefully set up with thorough integration between the teaching of individual language items and the final outcome (the simulation). The teacher also needs to monitor the simulation closely and prepare appropriate follow-up work.

86-483 Genesee, Fred (U. of Hawaii at Manoa). Second language learning through immersion: a review of US programs. *Review of Educational Research* (Washington, DC), **55**, 4 (1985), 541-61.

Immersion is a communicative approach that reflects the essential conditions of first-language acquisition while responding to the special needs of second-language learners. Different types of immersion programmes have been developed (originally in Canada): early, delayed, late, total or partial.

Whereas Canadian immersion programmes developed in response to policies of official bilingualism in that country and in some cases also to preserve an indigenous language that was at risk of loss, the motivation for the US programmes has been a desire for educational enrichment and the establishment of magnet schools which would provide alternative forms of education sufficiently attractive to students from diverse family backgrounds to result in ethnically, linguistically and socioeconomically mixed schools. Another motive has been to bring about a degree of two-way bilingualism in communities with large non-English-speaking populations. Results confirm the Canadian experience that English speakers in immersion courses can achieve second-language proficiency without risk to their proficiency in English or their academic attainment. They further demonstrate that learners from lower socioeconomic backgrounds or from minority ethnic groups speaking non-standard dialects of English can also benefit from immersion programmes. [Diagrams, tables.]

86-484 Goodacre, Elizabeth. Reading research in Great Britain - 1984. *Reading* (Sunderland), **20**, 1 (1986), 16-29.

A review of some 75 articles on research and reading, which show a marked increase in interest in the study of parental help with children's reading, particularly with children experiencing difficulties. Topics covered include: reading development (how readers develop understanding of what they read), reading standards and tests, dyslexia and specific reading retardation, and reading materials and interests.

86-485 Harper, Sandra N. (Ohio Wesleyan U., Del). Social psychological effects of simulation in foreign language learning. *System* (Oxford), **13**, 3 (1985), 219-24.

In an effort to find new and imaginative teaching materials and techniques that help to improve students' functional communicative skills, many teachers are using simulation techniques. Providing opportunities for real communication is important because this kind of talk is satisfying to students, prepares them for the kind of communication they will experience in the target culture, motivates them, and produces results which transcend the immediate classroom. The use of simulation as a teaching device has implications beyond the linguistic and the pedagogical for there are far-reaching and longer-term social and psychological payoffs. Simulation activities can contribute to the positive social and psychological development of the student by providing opportunities to focus on the individual contribution, encourage creativity, and build self-esteem. Simulation can also help to develop social skills and comprehension of other cultures by providing opportunities for the student to assume roles s/he will assume outside class.

86-486 Hicks, Carolyn (U. of Birmingham). Remediating specific reading disabilities: a review of approaches. *Journal of Research in Reading* (Leeds), **9**, 1 (1986), 39-55.

There are vast numbers of remedial methods and techniques available to the teacher of Specific Reading Disabled children. This article is an attempt to present the empirical evidence for and against each of the major approaches, in order to guide the educator in the selection of appropriate remediation. The approaches are divided into the following categories: 1. The Process Approaches, which train visual and auditory perceptual skills with the aim of producing overall literacy gains; 2. The Specialist Methods, which focus on a single, global teaching strategy for all SRD children; and 3. The Modality/Treatment Interaction Methods which attempt to identify individual profiles of skills and deficits and then tailor the remediation to these, by concentrating on the strengths or the weaknesses, or both. The evidence for each approach is presented with a view to dispelling the intuitive processes sometimes involved in the choice of remedial programmes.

86-487 Kozminsky, Ely and Graetz, Naomi (Ben-Gurion U.). First vs second language comprehension: some evidence from text summarising. *Journal of Research in Reading* (Leeds), **9**, 1 (1986), 3-21.

An experiment was designed to test the hypothesis that second-language (L2) students' approach to text reflects a top-down processing strategy in contrast to first language (L1) students' approach which is more text-driven. Forty students in two advanced level English-as-a-foreign-language classes were asked to read authentic academic texts either in L2 (between 3345-4305 words) or translated into their L1, and to write short (150-200 word) summaries of the texts in L1. To identify the reading process involved, the activities of underlining, marking, and note-taking were

360 *Language learning and teaching*

analysed. The summaries were analysed according to eight categories of information grouped into four classes of operations: Selection, Abstraction, Cohesion, and Addition.

As expected, L2 subjects studied the texts less efficiently than L1 subjects. Contrary to the hypothesis, L2 study activities focused more on the word level than did the L1 activities which related more to the paragraph structure. L2 subjects used fewer of their text-generated activities in the summaries when compared with L1 subjects. However, L2 summaries contained more abstraction operations when compared with L1 summaries which contained more copy operations. It has been suggested that the L2 reading process is fragmented or knowledge-based rather than interactive. The instructional implications are that L2 students will be directed to extract the maximum amount of information at the paragraph level rather than to do so on the global level of the entire article.

86-488 Mitchell, Rosamond. The routinisation of 'communicative' methodology. *Work in Progress* (Edinburgh), **18** (1985), 116-38.

The Communicative Interaction Project studied the ways classroom teachers implemented a 'communicative' approach in secondary schools (1980-1983). A complementary longitudinal study is described here which aimed to investigate the pattern of one such teacher's teaching over a longer period of time (30 weeks), when her interest in 'communicative' teaching was of fairly long standing and when some 'routinisation' of teaching might have been expected. In addition to audiorecording a third of the lessons, interviews of the teacher were made at intervals.

The lessons comprised some 358 'pedagogic activities', of which 45 were conducted in English and the remainder wholly or partly in French. A total of 141 activities (39.4%) were judged to involve some form of communicative FL experience for pupils. The commonest activities were those in which 'personal' information was exchanged, then came role-play, the roll-call routine, non-contextualised communication (functional drills), semi-organisational activities (e.g. the setting of homework), and occasional activities such as games and interviews with French visitors. The predominant form of class organisation was 'whole class', but in a high proportion of activities one or more pupils took the directing role. Pair and group work was less than expected. Using simple forms of class organisation, and a small set of robust, multipurpose materials, the teacher organised a kaleidoscope of oral, interactive activities, apparently planned to maximise pupil motivation and involvement while limiting organisational/managerial demands on herself. The teacher's own speech was the predominant language resource.

86-489 Nagle, Stephen J. and Sanders, Sara L. (U. of South Carolina). Comprehension theory and second language pedagogy. *TESOL Quarterly* (Washington, DC), **20**, 1 (1986), 9-26.

This article reviews previous models of second-language acquisition aimed at describing the integral factors and processes in L2 learning. Emphasis is given to a consideration of the Monitor/Affective Filter hypothesis and an examination of the psycholinguistic foundations of comprehension.

Information processing is felt to be dependent on such automatic or controlled factors as arousal (influenced by affective elements, task demands and input complexity) and attention, which may stimulate short-term rehearsal and retention, narrowing of focus or monitoring and initiation of controlled processing. The authors propose, on the basis of their theoretical overview, a model of adult L2 listening comprehension which has implications for the development of speaking, reading and writing as well. Listening ability is the lynchpin of L2 learning at all instructional levels, provided the input is comprehensible and that the three central phases, i.e. semantic decoding, 'listening ahead' and discrepancy detection are given time to operate.

For pedagogical purposes, listening activities should use rich and varied material, allow maximal opportunity for successful verbal/non-verbal response and foster student development of strategies for coping with contextual clues; on the other hand, too much attention to text detail should be avoided so as to avoid input overprocessing and learner anxiety.

86-490 Paramskas, D. M. Artificial intelligence in computer-assisted language instruction. *Canadian Modern Language Review* (Toronto), 42, 3 (1986), 619-28.

Computer-assisted instruction is often seen as limited to drill/tutorial types of programmes, if not outright programmed learning, or to variations on games. The field of computer science called 'artificial intelligence' has now produced theories and models which may be adapted to language learning, and which may result in promising alternative types of programs for language learning. This article presents a simplified version of some relevant artificial intelligence theories and models, as well as some of the current and future applications to language teaching/learning.

86-491 Riley, Philip. (CRAPEL, U. of Nancy II). 'Mais ce n'est pas ma faute!' Erreurs pragmatiques et perception situationnelle. ['But it's not my fault!' Pragmatic errors and perception of situation.] *Echanges Pédagogiques* (Nancy, France), 9/10 (1985), 7-28.

The pragmatic error is defined as that which occurs when one of the actors in a communicative situation follows the rules of one culture when those of another would have been more appropriate, and is usually the result of the inability to perceive, categorise and evaluate the social situation in the terms of the other culture. Since language is itself a manifestation of culture it is sometimes difficult to make a hard and fast distinction between the social and the linguistic error. A series of pragmatic misunderstandings are presented, categorised, analysed and the reasons for them explained.

The term 'communicative strategy' only applies where the participant is aware that a communicative problem exists and attempts to solve it. A number of techniques may be used: simplification, paraphrase, verification, mime, gesture, translation, etc. Communicative strategies and the negotiation of meaning are also used to by native speakers of the same culture among themselves. We perceive situations through a cultural filter. It is the teacher's task to make learners aware of the pragmatic

362 *Language learning and teaching*

differences between languages and the relativity of cultural values so that they can identify and avoid possible errors and misunderstandings and adopt appropriate communicative strategies.

86–492 Robb, Thomas (Kyoto Sangyo U., Japan) and others. Salience of feedback on error and its effect on EFL writing quality. *TESOL Quarterly* (Washington, DC), 20, 1 (1986), 83–95.

The study reported here investigated the relative merits of indirect and direct feedback by comparing four types of error treatment, each of which provided EFL writers with progressively less salient information for making revisions in their compositions. The investigators tested the hypothesis that more salient error-feedback treatments would have a significant effect on improving the student's overall writing quality.

A total of 134 Japanese college freshmen were alphabetically assigned to four sections of English composition. Learners in all sections had to revise their weekly essays, based on feedback provided by the teacher. Four different types of error treatment were provided: (1) full correction, (2) an abbreviated code system, (3) uncoded feedback (marking the location of the error with no specific reason given), and (4) marginal feedback (totalling the number of errors in a line and writing it in the margin).

The more direct methods of feedback do not produce results commensurate with the amount of effort required of the teacher to draw the student's attention to surface errors. Practice in writing over time resulted in gradual increases in the mean scores of all four groups, regardless of which type of feedback they received. Time spent on providing elaborate feedback is probably better spent on forcing the writers back to the initial stages of composing.

86–493 Singh, Rajendra. Immersion: problems and principles. *Canadian Modern Language Review* (Toronto), 42, 3 (1986), 559–71.

An immersion programme is a means for introducing a non-native language and culture. It raises questions regarding the nature of bilingual education and second-language learning in general. Bilingual education programmes vary widely from one sociolinguistic context to the next. Differences in contexts are examined by breaking down contextual variables into categories: linguistic, social or psychological, educational, political, and cultural. Sociological variables are particularly important as these programmes are the result of societal factors. A proper evaluation of an immersion programme must include an assessment of the attitudes of parents, children, and educators. The assessment of parents is perhaps the most problematic as it involves the public/private self dichotomy and more complex sociological issues. The prime importance of immersion for linguistics is the structure of immersion grammars, which represent a halfway point between first language acquisition and second language learning. Either immersion children use strategies not used by children acquiring the grammar of their native language, such as language transfer, or they learn it as a parallel system. Although the structure of immersion programmes compounds the difficulty of establishing the correct analysis, the linguistic perform-

ance of immersion children can provide clues for analysing the qualitative change in cognition between ages 7–12.

86–494 Taylor, Karl K. (Illinois Central Coll.). Summary writing by young children. *Reading Research Quarterly* (Newark, Del), **21**, 2 (1986), 193–208.

The purpose of this study was to examine how fourth- and fifth-grade students wrote summaries of both expository and narrative prose and to see where the process was breaking down. In the first investigation, protocol analysis was used individually with 17 children; in the second, 52 subjects were examined in a group setting. Some of the principal findings were that these subjects had no more difficulty summarising expository than narrative prose, that performance on a standardised reading test did not predict accurately their ability to find and state the main idea in their written summaries, that their written responses were somewhat vague for a general audience to understand, and that no more than 25% of the subjects could find and explain the moral in the narrative. In fact, inability to find and express the main idea in both rhetorical modes was judged to be the chief deficiency in the students' work. They had a rather superficial understanding of the difference between expository and narrative prose, and exhibited few skills in notetaking or text marking. The article includes a list of eight qualities possessed by the successful summarisers.