
Language learning and teaching – theory and practice

Theory and principles

87–1 Anderson, Noel G. Structured language study: a new approach to language teaching in schools. *Journal of Russian Studies*, **50** (1986), 3–14.

The approach to teaching science and technology in schools is proposed as a model for a new approach to teaching languages: structured language study (SLS). The components of the approach will be theory, practice and ‘experimental’ work. Theory will entail the study of how languages develop, what we mean by grammar, etc. Practice will involve study of how translators and lexicographers work, for example. Theoretical and practical work will be combined to illustrate how to learn pronunciation and how to master the grammar of a

foreign language, and to enable conclusions to be drawn from previous practical studies and applied to further studies.

The major advantage of such an approach is the emphasis on the practical and professional applications of linguistic knowledge. SLS will, however, require the development of a new syllabus, teacher training, and recruitment of teachers with a knowledge of language other than the traditional Western European ones.

87–2 Balcom, Patricia. Should we teach grammar? Another look at Krashen’s Monitor Model. *Bulletin of the CAAL* (Montreal), **7**, 1 (1985), 37–45.

Krashen’s Monitor Model has gained wide currency among second-language teachers. One of the basic ideas of his model is that grammar should not be taught because ‘learning’ does not become ‘acquisition’. However, the evidence that learned material cannot be used to generate utterances is weak. Given the conceptual framework of the Monitor Model, it is argued that grammar not only can, but should be taught. Teaching grammar can: (1) make input

more comprehensible, i.e. enable learners to organise the language they are exposed to; (2) help learners segment the incoming speech signal into more efficient units of comprehension; and (3) confirm or disconfirm learners’ current hypotheses on the grammar of the target language. General guidelines as to how grammar should be taught, based on current learning theory, are also presented.

87–3 Billy, Lise. Peut-il y avoir une nouvelle problématique concernant la question des besoins en didactique des langues secondes ou étrangères? [Can there be a new problem concerning the question of needs in the teaching of second or foreign languages?] *Bulletin of the CAAL* (Montreal), **7**, 1 (1985), 21–6.

In this article, the notion of need is not envisaged solely in a linguistic perspective, but rather in the context of a combination of elements stemming not only from linguistics, but also from politics, economics and psychology. Considering the number of parameters that must be examined and the intermingling of the fields and methodologies in which

the notion of need plays an important role, it is necessary to reconcile two trends, the European and the American. The intent is not to present a new definition of need, but rather a basis for thought conducive to the formulation of several definitions, each one adapted to the political, social and cultural contexts in which needs analysis is employed.

87–4 Crowther, Shirley (formerly Cheadle Hulme High Sch., Stockport). Language and literature for life. *British Journal of Language Teaching*, **24**, 1 (1986), 46–52 and 55.

The criterion of communicative competence has brought the aims and methods of foreign-language learning more into line with those of the English (as mother tongue) classroom. Many teachers of English are having to teach English as a second language to

the children of immigrants. Yet there is a danger that ‘communication’ may be interpreted only in terms of oral communication; reading and writing skills are being undervalued, and this is a dominant factor in the general decline in literacy. Far too little



attention is paid to pupils' own choice of reading matter after the primary stage of education. In foreign-language learning, reading should be taught: the child already has the skills for reading and writing, so it is artificial to ignore them. The imaginative use of language is undervalued: 'practical applications' are emphasised over literature and personal creativity with language.

An investigation into the language experience of young learners from age 10 to adult was carried out by means of questionnaires. It tended to support the observations made above. It is concluded that all language should be taught with an emphasis on

similarities rather than differences, in order to promote increased awareness of language as a whole. Pupils should be taught to read as well as speak from the outset. Reading fluency in foreign languages should be acquired before the end of the third year of secondary schooling. Texts should be 'real books' such as Agatha Christie or Enid Blyton rather than genuinely French or German, etc., so that initially the language itself is the only unfamiliar aspect of the material. This gives a foundation on which to build when approaching foreign literature at A-level.

87-5 Garret, Nina. The problem with grammar: what kind can the language learner use? *Modern Language Journal* (Madison, Wis), **70**, 2 (1986), 133-48.

In recent years a pedagogical dilemma has emerged as to whether grammar should be an integral part of communicative competence when learning grammatical rules does not promote communicative competence. Much of the dilemma has resulted from confusion surrounding the term 'grammar', still seen as referring to form, correctness, and the abstract system of language. The theorist's concept of grammar is no longer appropriate to the needs of the foreign-language teacher, especially now that students are required to communicate rather than describe and analyse the language system. The term 'competence' no longer refers to the system of rules underlying a language (as in the distinction between competence and performance) but to the ability to do something well; to know, for example, whether an utterance is grammatical or not. The belief that pragmatic rules can bridge the gap between grammatical knowledge and actual performance is misguided. Just as knowledge of the abstract rules which describe the system of a language does not necessarily lead to correct production, so knowledge

of pragmatic constraints does not necessarily lead to appropriate production. The real problem concerns knowing how the productive and receptive mental processes of a native speaker work, processes, that is, which occur between meaning and utterance – and psycholinguistic theory does not include cross-linguistic differences.

What is required is a major change in our understanding of grammar, with the emphasis not on traditional but on processing grammar. The teaching of this grammar would involve instruction in the basic principles of language and its relation to thought, and in the organising principles of a language, with reference to English and other languages. Various topics would be included: division of time and aspect, influence of discourse grammar or sentence grammar, kinds of meaning conveyed by grammatical form, etc. Clearly, however, to implement such a radical change would require teacher training, new materials and syllabuses.

87-6 Hymes, Dell H. (U. of Pennsylvania). Towards linguistic competence. *A/LA Review* [formerly *A/LA Bulletin*], **2** (1985), 9-23.

This article traces the evolution of the term 'communicative competence' in widely differing types of material. Though diverse, certain tendencies have emerged in relation to 'competence', e.g. Chomsky's changing attitude towards it, and objections to it based on Chomsky's initial conception of it.

The notion of communicative competence was the product of the association of transformational-generative grammar and the ethnography of communication, both of which are concerned with the abilities of users of language. The term was later used more widely as other kinds of competence were distinguished: literary, sociolinguistic, pragmatic, pedagogical, etc. The expression 'communi-

cative "incompetence"' was used to refer to the inabilities of users of language.

Linguistic competence is in some degree affected by knowledge of other languages, themselves influenced by other forms of communication. In addition, as users of a language we participate in a community, and in order to communicate we combine linguistic ability with our command of paralinguistic features such as gestures, etc. When we are dealing with language, therefore, 'communicative' competence is an essential term and concept. It is hoped that communicative grammars will ensure the inclusion of the full range of devices involved in communication.

87-7 Königs, Frank G. and Hopkins, Edwin A. (Ruhr-U. Bochum).

Observations on observing learner language: a contribution to the discussion about the relationship between second-language acquisition research and foreign-language teaching and learning. *IRAL* (Heidelberg, FRG), **24**, 2 (1986), 89–121.

There are fundamental differences between FLT (foreign-language teaching) and SLA (second-language acquisition) studies, particularly in terms of setting, research perspectives, attitudes to error, the treatment of contextual variables and epistemological interests. A simple transfer, or drawing of pedagogical inferences between the two areas, would be invalid, though they are in some ways seen to be complementary. SLA analysis deals, for example, with long-term linguistic data collection in order to build up hypotheses about the mechanisms of acquisition; on the other hand, FLT research favours a more integrative, short-term approach through consideration of such factors as the influence of the textbook and student/teacher expectations on the structure of classroom interaction [annotated examples]. FLT studies also focus on ‘surface

oriented’ and ‘concept of learning’ levels (i.e. a consideration of the linguistic quality of utterances versus an analysis of teaching methods, learning goals and authentic classroom interaction); moreover, whereas errors are seen as indicators of internal learning states by SLA researchers, in FLT they quite simply underscore learner failure to reach specific goals and the resultant need for specific remediation. In any case, researchers are severely limited by the technical conditions of their observations (e.g. whether or not the data were recorded or transcribed) and their own theoretical bias.

Linguistic interaction in the classroom is bound by the learning context, and is not therefore a valid object of SLA analysis, especially if the intention would be to infer generalised assumptions about ‘natural’ L2 acquisition.

87-8 Pawley, Andrew (U. of Auckland). On speech formulas and linguistic competence. *Lenguas Modernas* (Santiago, Chile). **12** (1985), 84–104.

‘Knowing’ a language has much to do with handling speech formulas, i.e. conventional ways of talking which are associated with commonplace, culturally determined subjects. Such utterances play a central part in maintaining the coherence and ‘fluency’ of discourse, as perceived by members of particular speech communities. Native speakers are able to deploy a variety of other skills, including a productive awareness of grammatically, chunking utterances into fluent units, inferring conversational implicatures and the ability to manipulate syntactic/semantic creativity.

Conventional utterances can be, for example, realised as lexicalised or schematic linguistic formu-

las; in the former case, the syntactic elements consist of a string of particular morphemes or words (e.g. *Easy does it*), whereas in the latter the shape of the formula is paramount (e.g. NVP like NP: *She danced like an angel*). Using examples from English and from his own study of Kalam, the author concludes that structural linguistics, which is restricted to a grammar–lexicon description of language, is inadequate to cope with real communication, especially in regard to the operation of speech formulas; linguistics has no technical construct which can accommodate vernacular conceptions of ‘idea’ or ‘subject matter’.

87-9 Quasthoff, Uta M. Nichtsprachliches und „semisprachliches“ Wissen in interkultureller Kommunikation und Fremdsprachendidaktik. [Non-linguistic and ‘semi-linguistic’ knowledge in intercultural communication and foreign-language teaching.] *Die Neueren Sprachen* (Frankfurt am Main, FRG), **85**, 3 (1986), 230–53.

Several types of non-linguistic and ‘semi-linguistic’ knowledge are explained on the basis of a schema for the production of discourse units in conversation. The categories used for the description of these types of knowledge stem from cognitive psychology and artificial intelligence. It is shown that communication is not possible without the use of ‘knowledge of the world’ and that this knowledge to a large extent is culture-specific. Intercultural

misunderstandings very often are due to the fact that the participants are not aware of the existing differences in assumed knowledge. Consequently, foreign-language teaching has to focus on intercultural differences as much as on interlingual differences and has to provide the communicative means of dealing with discrepant knowledge structures in verbal interaction.



87-10 Spada, Nina (McGill U.). The interaction between type of contact and type of instruction: some effects on the L2 proficiency of adult learners. *Studies in Second Language Acquisition* (Bloomington, Ind), **8**, 2 (1986), 181–200.

This paper reports the results of a study which investigated (a) the separate effects that differences in learners' contact can have on various aspects of proficiency, and (b) the combined effects that differences in informal contact and instructional variation can have on improvement in proficiency. Forty-eight adult learners from three intermediate-level ESL classes participated in the study.

To measure differences in learners' informal contact, a language-contact questionnaire was administered. The results revealed both quantitative and qualitative differences in learners' out-of-class contact with the second language. When these differences were examined in relation to learners' performance on seven proficiency measures, correlational analysis revealed that while learners' performance on some measures was related to differences

in amount of contact, it was related on other measures to differences in type of contact.

To determine whether differences in contact interacted with instructional variation to produce differences in improvement in proficiency, learners' pre- and post-test scores were examined in relation to contact and class in an analysis of covariance. The results indicated that learners' informal contact interacted with differences in instruction to produce variation in improvement on two proficiency measures.

The findings are discussed in relation to the need for more classroom-centred research to investigate both the separate and combined effects of learner and instructional variables on second-language proficiency.

87-11 Swallow, Tom (Warwick U.). Modern languages in post-16 education: a Midlands survey of the preferences and expectations of students. *British Journal of Language Teaching*, **24**, 1 (1986), 5–16.

This article reports the conclusions of a 1985 survey of second-year sixth modern languages students in secondary schools, sixth-form colleges and colleges of further education in the Midlands. All were doing at least one language to A-level and were planning to take degree courses involving a foreign language; 22 per cent of respondents were male and 78 per cent female. It appears from the survey that students are making hard-nosed choices of where to study, based on information provided and visits. The vast majority are not looking for single-subject degrees in a foreign language; those who are, are almost exclusively looking for French. The single-subject market is dominated by the older universities. The newer 'technological' universities have established themselves as providers of the second/third FL degree, the European/International

Studies degrees and the cross-faculty degrees in the business studies field. Polytechnics attract students who want a European/International Studies degree or to combine FLs with a subject in the Business Studies field.

Students seem to want FL courses to equip them with practical FL skills, particularly oral skills. They are not interested in literature, reading, grammar lessons or cultural studies. This reflects the non-literary basis of courses prior to A-level, but A-level and university courses still retain a strong literary element, which does not build on what students have been trained to do. An A-level course whose assessment was entirely devoted to language skills would probably meet with the approval of the majority of students.

87-12 Van Patten, Bill (U. of Illinois). The ACTFL Proficiency Guidelines: implications for grammatical accuracy in the classroom? *Studies in Second Language Acquisition* (Bloomington, Ind), **8**, 1 (1986), 56–67.

The author discusses one of the main pedagogical inferences drawn from the ACTFL guidelines by those who are part of the 'Proficiency Movement', i.e. who believe that grammatical accuracy needs to be stressed from the beginning of instruction as an integral part of communicative development. Such a premise should be viewed with caution, since papers promoting emphasis on accuracy lack a

credible database and misconstrue the implications of current second-language acquisition research; moreover, they ignore the influence of affective variables. With regard to the latter, there is a dynamic (as opposed to causal) relationship between the degree of cultural integration and variations in learner concern for grammatical accuracy. Such phenomena as pidginisation may be due to socio-

cultural distance and motivation rather than a lack of systematic instruction in grammar.

Because current error-correction studies have not so far used real-life speech samples showing genuine attempts at communication between native/non-

native speakers, they are an invalid basis on which to make the case for the importance of structures in interaction. The true role of explicit grammatical instruction will only be discerned as adequate SLA theories are developed.

Psychology of language learning

87-13 Bowey, Judith A. (U. of Queensland). Syntactic awareness and verbal performance from preschool to fifth grade. *Journal of Psycholinguistic Research* (New York), **15**, 4 (1986), 285-308.

Children from preschool to fifth grade were given two independent series of language tasks. The first tested aural sentence memory and was designed to assess children's ability to exploit syntactic structure and semantic cohesion to facilitate sentence recall. The second tested children's syntactic awareness, as reflected in their ability to correct grammatically deviant sentences. Results showed increases with grade level both in children's syntactic awareness and in their use of linguistic structure in sentence

recall. Further, syntactic awareness increased with age, independently of vocabulary age. Syntactic awareness was significantly related both to reading achievement and to the use of syntactic structure and semantic structure to facilitate sentence recall, even with the effects of vocabulary age and grade statistically controlled. Although strongly correlated with verbal ability, syntactic awareness appears to constitute a higher-order language skill that is associated with other aspects of verbal performance.

87-14 Gass, Susan M. (U. of Michigan). An interactionist approach to L2 sentence interpretation. *Studies in Second Language Acquisition* (Bloomington, Ind), **8**, 1 (1986), 19-37.

Knowledge of a second language includes knowledge of syntax, phonology, lexicon and so forth. While there is no *a priori* reason to assume that abilities in these areas develop independently of one another, most studies dealing with the acquisition of L2 grammars treat each of these components singly. In fact, Long and Sato (1984) call for more studies investigating the ways in which grammatical components interact in the acquisition of a second language. This paper deals with the complex issue of sentence processing in an L2, showing how L2 learners resolve the problem of competing factors of

syntax, semantics and pragmatics in the processing of L2 utterances. The results are presented of a study involving sentence interpretation of complex sentences by 111 L2 learners of English and it is suggested that the acquisition of syntax, semantics and pragmatics is an interactive phenomenon. Part of learning the syntax of a language is not only learning the word-order configurations of the language, but also learning the importance of word order in a given language in relation to semantic and pragmatic factors.

87-15 Hilles, Sharon (U. of California, LA). Interlanguage and the pro-drop parameter. *Second Language Research* (Utrecht), **2**, 1 (1986), 33-52.

There is a relatively stable period in child L1 acquisition during which surface subjects can be omitted. This period is also characterised by the absence of modals and expletives. With the emergence of modals and expletives, absent subjects disappear. This sequence has been attributed to the constraints of Universal Grammar (UG), a para-

meterised system with various settings depending on the language. The same sequence has also been observed in the interlanguage of a Spanish speaker learning English, suggesting that UG might also constrain interlanguages, and that a major part of L2 learning may be resetting the values of UG parameters.

87-16 Horwitz, Elaine K. and others. Foreign language classroom anxiety. *Modern Language Journal* (Madison, Wis), **70**, 2 (1986), 125-32.

Many foreign-language learners have an anxiety reaction which impedes their ability to perform successfully in class. If the anxiety is limited to the

language-learning situation it is 'specific anxiety'. Most teaching methods put the learner in a defensive position; language learning is unsettling because it

threatens an individual's self-concept and world view. Researchers have found that more anxious students tend to avoid attempting difficult or personal messages in the target language. Only one instrument has been specifically designed to measure foreign-language anxiety, but there were small negative correlations between this scale and four measures of achievement. Counsellors find that anxiety centres on the two basic task requirements of foreign-language learning: listening and speaking, particularly speaking in class. Anxiety shows up in test situations where students who 'know' certain points of grammar 'forget' them during a test. Anxious students may 'overstudy' or skip classes to avoid the problem. Certain beliefs about language learning contribute to tension, for example that nothing should be said unless it can be said correctly, and that guessing is not permitted. According to Krashen, anxiety contributes to an affective filter which makes the student unreceptive to language input. Parallels are drawn between foreign-language anxiety and (1) communication apprehension (shyness), (2) test anxiety (fear of failure) and (3) fear of negative evaluation.

A support group was set up for foreign-language students at the University of Texas at which students could discuss their concerns and difficulties. Sessions were held on effective language-learning strategies, and anxiety-management exercises were suggested. A Foreign Language Classroom Anxiety Scale (FLCAS) was developed. Results to date suggest that students with debilitating anxiety can be identified, and share various characteristics. A third or more of students surveyed supported 19 out of 33 statements reflecting foreign-language anxiety.

Teachers can help anxious students either by helping them to learn how to cope with the existing situation or by making the learning context less stressful. Approaches such as community language learning and suggestopedia are explicitly aimed at reducing learners' anxiety. Specific techniques which teachers can use include relaxation exercises, advice on effective strategies, behavioural contracting and journal keeping. Students with really severe anxiety reactions should receive help from outside specialists.

87-17 Lee, James F. (U. of Illinois). On the use of the recall task to measure L2 reading comprehension. *Studies in Second Language Acquisition* (Bloomington, Ind), **8**, 2 (1986), 201-12.

The free written recall task is used in much current L2 reading research. An examination of the work using this task as a measure of comprehension reveals variation in design and findings: measurement of quantity recalled, method of textual analysis, the language used to recall, the level of the learners, and pre-reading instructions given. The purpose of this paper is: (1) to elaborate the differences between studies using a free written recall task to measure L2 reading comprehension; and (2) to report the results

of experimentation that attempts to test the significance of the language of recall (native versus target) and the effect of knowing, prior to reading, that the subjects would be required to recall the passage. Results showed that passage recall is significantly better when done in the subjects' native language than in the target language. Also, a significant interaction was found for pre-reading instructions and level of the learner. Implications for research design are discussed.

87-18 Lehtonen, Jaakko (U. of Jyväskylä, Finland). Sprehangst und Fremdsprachenunterricht. [Fear of speaking and foreign language teaching.] *Finlance* (Jyväskylä, Finland), **4** (1985), 141-51.

The ability to communicate is often wrongly equated with ability in foreign languages. The author defines a social illness called 'fear of speaking', i.e. even if a person is knowledgeable and wanting to speak about a certain subject, whether in public or on a one-to-one basis, he/she is unable to do so (communication apprehension).

The implications of this fear in relation to language teaching are considered in a study carried out amongst Finnish university students. This showed that the main causes of fear are a reluctance to make

mistakes and a lack of 'communication satisfaction'. Certain personality traits, such as shyness or a sense of inferiority, often go together with the fear of speaking. On the other hand, some people who say little do not have a fear of speaking, but are simply naturally taciturn; they should be distinguished from those with a real fear of speaking. It is too much to expect that a foreign language can be learned perfectly at school; the aim should rather be to give the student a positive experience in communication.

87-19 Levine, Adina and Reves, Thea (Bar-Ilan U., Israel). What can the FL teacher teach the mother tongue reader? *Reading in a Foreign Language* (Birmingham), **3**, 1 (1985), 329–39.

An experiment was carried out to determine whether reading skills acquired in L2 reading would be transferred to L1 reading. Two groups were tested twice in the L1 (Hebrew). In the intervening period, the experimental group were given an intensive reading skills course in the L2 (English). Both

groups' performance improved on the second L1 test, but the experimental group's performance was strikingly greater than the control group's. Students' reports of their performance suggested that they had transferred efficient strategies acquired in the L2. The implications are discussed.

87-20 Nation, Robert and McLaughlin, Barry (U. of California, Santa Cruz). Novices and experts: an information-processing approach to the 'good language learner' problem. *Applied Psycholinguistics* (Cambridge), **7**, 1 (1986), 41–56.

It is hypothesised that strategies and techniques employed by 'expert' language learners differ from those of 'novice' learners. In this study, the performance of multilingual subjects was contrasted with that of bilingual and monolingual subjects on two tasks that involved learning a miniature linguistic system. Under 'implicit' learning conditions multilingual subjects showed superior performance

to that of the other two groups, but under 'explicit' conditions there was no difference. The results were interpreted in information-processing terms as indicating that multilingual subjects have strategies that help them allocate processing resources more efficiently than other subjects in formulating informal rules of limited scope under implicit conditions.

87-21 Nowak, Ulrich and Kößling, Birgit (U. of Leipzig, GDR). Semantische Informationsintegration und fremdsprachige Textverarbeitung. [The semantic integration of information and the processing of foreign language text.] *Deutsch als Fremdsprache* (Leipzig, GDR), **23**, 2 (1986), 72–8.

The semantic integration of information is held to be a central factor in text comprehension and retention in the foreign language (FL). The effectiveness of this strategy is dependent on the degree of mastery of the FL the learner has achieved. These two assumptions were tested in an experiment. Three test groups of English learners (10th grade pupils, 2nd year students and 4th year students) listened to a tape-recording in English. After this, the groups were given Esser's iconic integration test (SEMIN). The testees were shown a series of geometric forms which they then had to mark on a sheet of paper, thus showing which they had 'learned'. Immediately following this the three groups were required to reproduce the content of the English recording.

The performance on the non-verbal task varied

according to the age of the testees; the younger groups performed relatively less well than the oldest group. The results of the English reproduction task similarly varied. The authors found a significant correlation between the two test results only in the case of the third group, but still believe the connection to have been underpinned by the tests. They conclude that similar cognitive foundations underlie both the processing of the iconic material and the content-processing and reproduction of the foreign-language text. Working with texts in English can be improved through training in the use of cognitive strategies such as cluster formation and information compression, or the utilisation of images to aid the retention of whole paragraphs or even the whole text and not just of individual items.

87-22 Pavesi, Maria (U. of Edinburgh). Markedness, discursal modes, and relative clause formation in a formal and an informal context. *Studies in Second Language Acquisition* (Bloomington, Ind), **8**, 1 (1986), 38–55.

Typological markedness has been suggested as a possible explanation or a means of predicting the development of interlanguage (IL) syntax. More specifically, the Accessibility Hierarchy (AH) of

Keenan and Comrie (1977, 1979) has been used to predict the acquisitional order of relative clauses in a second language (Hyltenstam, 1984). No research, however, has been conducted to investigate the

possible influence of learning context on relative clause formation. In this study, English relative clauses were elicited from two groups of Italian learners. The first group was composed of 48 formal learners and the second group of 38 informal learners. It was hypothesised that the order as predicted by the AH would be yielded by both groups, with the formal group's IL exhibiting more marked structures than the informal group's. The type of discourse – planned versus unplanned – to which learners were mostly exposed was thought to have an effect on the level of linguistic elaboration achieved.

Both groups' results agreed with the order of acquisition predicted by the AH. The formal group produced a greater number of marked forms than the informal group (i.e. formal learners proceeded to the most marked NP positions on the AH, whereas the informal learners did not). Also, the two groups varied in the type of strategies used when the correct formation of the relative clause was not achieved. The similarities and differences between the two groups' relative clause production are discussed in terms of linguistic markedness and discourse features.

87-23 Riley, Philip (CRAPEL). 'Strategy': conflict or collaboration? *Mélanges Pédagogiques* (Nancy, France), 1985, 91–116.

A vague, uncritical use of the word 'strategy' gives rise to a view of human relationships which is both limited and debatable. Its sociopolitical implications relating to aggression and a struggle for power are examined here, including the writings of Clausewitz (*On War*), Games Theory and psychology. The term is used very loosely in linguistics. Some

statements towards a definition of strategy which is independent of these connotations are offered. [Appendix gives a taxonomy of communicative strategies, some recent definitions, some suggestions for classroom activities for developing communicative strategies, and a selective bibliography.]

87-24 Schachter, Jacquelyn (U. of Southern California). In search of systematicity in interlanguage production. *Studies in Second Language Acquisition* (Bloomington, Ind), **8**, 2 (1986), 119–34.

This study evaluates a working hypothesis held by a number of second-language researchers that second-language learners progress in their acquisition of target language structure by observing regularities in their input, implicitly forming hypotheses, testing those hypotheses against further input, and revising some while dropping others as a result of their fit with the input. The study considers four possible sources for variability encountered in learner language: (1) the situation(s) in which par-

ticular forms are produced; (2) the learner's encoding and decoding capabilities; (3) the target language itself, whereby systematicity at one level may leave variability at another; and (4) the analysis and procedural decisions that may effect the perception of variability. The study concludes that the analyst's task must match in complexity that of the language learner if the fullness of the learner's accomplishments is to be captured accurately.

87-25 Schneiderman, Eta I. and Wesche, Marjorie B. (U. of Ottawa). Right-hemisphere processing and foreign-language aptitude. *ITL* (Louvain), **71** (1986), 43–64.

In this paper, the authors attempt to link three research areas in the field of second-language acquisition: cerebral lateralisation for language, language aptitude and success in inductive versus deductive approaches to language teaching. On the basis of findings from these three areas, it is argued that right- as well as left-hemisphere-type processing may play a role in language acquisition at any age. Furthermore, individuals vary in their ability to use the characteristic processing modes of the two hemispheres, and these individual differences may partially underlie differences in performance on

language-aptitude measures as well as success in different language-teaching approaches. A study of English-speaking adults is reported. The study tests the hypothesis that different components of language aptitude, as measured by subtests II and IV of the Modern Language Aptitude Test (Carroll & Sapon, 1959) may represent functions which are differentially lateralised. Specifically, subtest II, Phonetic Coding, is hypothesised to require at least some right-hemisphere processing, whereas subtest IV, Words in Sentences, is hypothesised to rely more on left-hemisphere processing. MLAT subtest scores

are correlated with scores on an English dichotic listening test. Evidence is found to support the hypothesis that right-hemisphere-linked abilities may underlie some aspects of language aptitude.

These findings are discussed in the light of other studies relating MLAT scores and hemisphere preference to success in deductive versus inductive second-language courses.

87–26 Wenden, Anita L. (City U. of New York). What do second-language learners know about their language learning? A second look at retrospective accounts. *Applied Linguistics* (Oxford), **7**, 2 (1986), 186–205.

This study sought to investigate and classify learners' storable knowledge about their language learning: what aspects of their language learning could learners talk about, other than their strategies? What light does this throw on their use of strategies? A group of 25 adult ESL students were selected and interviewed to report on recurring events in their language-learning history. They were first given a list of questions and asked to compile a grid of daily activities, indicating what social settings they typically found themselves in, and the language used in each one. Interviews were tape-recorded, transcribed and analysed. It was found that interviewees were capable of considering retrospectively the following five dimensions of their language learning: the language, their proficiency in it, the outcome of their learning endeavours, their role in the language-learning process, and how best to approach the task of language learning. Statements about these aspects were categorised as 'designating', 'diagnosing', 'evaluating', 'self-analysing' and

'theorising'. The statements were then analysed to find out what insights they might provide on the learners' use of strategies. It was found that interviewees engaged in strategies when noting an unfamiliar item of language, experiencing a 'communication gap', or suffering inhibiting feelings such as fear, embarrassment or uncertainty. Participants' knowledge of their proficiency and their beliefs about how best to learn a language led them to concentrate their strategies on a particular language skill, such as pronunciation. When strategies were judged ineffective, they could be changed.

Retrospective accounts such as these need to be interpreted cautiously, but are valuable as a source of insight into interviewees' metacognitive knowledge, i.e. what they know and can report about their language learning. Teachers are urged to provide activities which allow students to examine their own beliefs about their learning, and how these beliefs can affect their approach to learning.

87–27 Wilss, Wolfram (U. of the Saarland). Zur Produktion und Rezeption von Wortbildungserscheinungen. [On the production and reception of word-formation phenomena.] *Zeitschrift für Germanistische Linguistik* (Berlin, FRG), **13**, 3 (1985), 278–94.

Two choices are available to the language user when it comes to word formation. He can refer to mentally fixed structures, and either copy these structural patterns, transfer them in a modified form to new objects and thus systematically extend the given structural pattern by means of serial production; or else he can combine stored information in an 'innovative' fashion and thus prepare the ground for the development of new structural patterns. The recipient is always disadvantaged *vis-à-vis* the producer by having to decode what might be unusual or novel coinages. After Kirstein the author distinguishes between 'rule-governed creativity' for

dynamic serial production and 'rule-changing activity' for novel production of structural patterns. The syntactic, semantic and pragmatic aspects of word formation mean that a maximum amount of communication is possible with a minimum of linguistic signs. At the same time it should be noted that language users – at least in everyday communication – tend to make their forms understandable to their fellow language users. Hence they have recourse to the less creative but more user-friendly phenomena of serial production, since they are based on internalised rules and hence easier to comprehend.

Error analysis

87-28 Major, Roy C. (Washington State U.). Paragogue and degree of foreign accent in Brazilian English. *Second Language Research* (Utrecht), **2**, 1 (1986), 53-71.

This study examined global foreign accent in the English of 53 native speakers of Brazilian Portuguese and a specific measure of segmental articulation: errors due to transfer and developmental factors. The findings were: (1) the frequency of total errors was positively correlated with degree of foreign accent; (2) the frequency of developmental errors was greater than transfer errors; (3) as degree of

foreign accent decreased, the frequency of transfer errors decreased more rapidly than developmental errors; (4) the frequency of total errors and the ratio of the two types of errors varied with the speaking task. The results of this study pertain to the question of whether transfer processes or developmental processes disappear more rapidly during the course of L2 acquisition.

87-29 Piétropaulo-Saura, Brigitte and Roffé, Mary (U. of Quebec at Montreal). Analyse différentielle et analyse des erreurs: un nouveau regard. [Differential analysis and error analysis: a reconsideration.] *Bulletin of the CAAL* (Montreal), **7**, 1 (1985), 47-55.

This article concerns error analysis of hispanophone adults learning French as a second language. The main aim was to determine the proportion of errors that are attributable to interference, or to developmental factors, as well as ascertaining if the source of the errors is itself dependent on the type of error made. An oral database was constituted on the basis of interviews obtained at an Immigrant Guidance and Training Centre (COFI). Although all lexical,

morphosyntactic and phonetic errors were analysed using a new system of classification, the present report is limited to the more frequent morpho-syntactic errors. The analysis produced some quite surprising results, contradicting, at the same time, both the differential analysis and the error analysis schools of thought. In effect, the authors concluded that 49.1 percent of morphosyntactic errors are interlingual, while 48.7 percent are intralingual.

87-30 Voss, Bernd. Perception of first-language and second-language texts – a comparative study. *Bielefelder Beiträge zur Sprachlehrforschung* (Bielefeld, FRG), **13**, 2 (1984), 131-53.

Twenty-seven German students (with 7 to 9 years of English) were asked to transcribe two audio-taped passages, one in English with straightforward content, the other in German including apparently absurd content. Examples of errors are quoted and classified. The main discussion is of substitution errors, which are sub-categorised as follows: (i) 'paraphrase' – the meaning is captured correctly; (ii) 'word (group) errors' – syntactically acceptable, but do not make sense in larger context; (iii) 'bizarre errors' – make no sense even in immediate context; and (iv) 'coinages' – invented words. These types

represent a continuum from successful speech perception (type (i)) with active reconstruction applying top-down processing strategies, to unsuccessful speech perception (type (iv)) using acoustic information alone and giving up on meaning. Types (iii) and (iv) are seen as 'breakdown signals'.

Surprisingly, all error types are fairly frequent in both languages, although exact frequencies differ. The results support the top-down theory of listening and indicate the usefulness of transcription as language practice as well as for the study of perception.

Testing

87-31 Currall, Steven C. and Kirk, Roger E. Predicting success in intensive foreign language courses. *Modern Language Journal* (Madison, Wis), **70**, 2 (1986), 107-13.

This article begins by reviewing traditional methods of placing students in appropriate foreign language

courses, which mostly involve the use of standardised tests and scrutiny of predictor variables such as

general intelligence, attitude and motivation. It is felt that aptitude batteries such as the MLAT and PLAB have an uneven predictive track record, and are in any case not practical evaluative tools for classroom applications.

The authors describe a project wherein 46 participants on a college intensive French course were scrutinised in terms of ten predictor variables (e.g. sex, reason for taking the course, experience of

previous French courses), by means of interviews, tests and continuous assessment [tabular data]. It is inferred from the findings that overall college GPA (Grade Point Average) is the best indicator of success, though previous L2 exposure as well as overall motivation also has a discernible influence. The use of such readily defined predictors is a genuine alternative to standardised test batteries.

87–32 Flynn, Suzanne (Massachusetts Inst. of Tech.). Production vs. comprehension: differences in underlying competences. *Studies in Second Language Acquisition* (Bloomington, Ind), **8**, 2 (1986), 135–64.

In this paper empirical data are presented that demonstrate significant differences in the manner in which two commonly used experimental tasks evaluate developing linguistic competence in adult second language (L2) learners. Results indicate that production tests principally evaluate a learner's developing structural competence in the L2. On the other hand, comprehension tests provide a less direct measure of structural competence and are significantly influenced by pragmatic context.

Fifty-one adult Spanish speakers at three levels of ESL ability were tested in both their elicited imitation (production) and act-out (comprehension) of complex sentences that were structurally identical. The stimuli varied in terms of the pre- and post-

posing of a subordinate adverbial *when* clause and in terms of the direction of pronoun anaphora (forward and backward). Results from the production test indicate a significant effect of directionality, i.e. a preference for forward pronouns in post-posed clauses at the intermediate level. Results from the comprehension test did not show a significant directionality constraint at any level. They did, however, demonstrate a significant effect due to the use of a biasing pragmatic lead. Such findings are comparable to those found in early first-language acquisition (Lust, Loveland & Kornet, 1980). Implications of these findings for experimental methodology are discussed.

87–33 Powers, Donald E. (Educational Testing Service, Princeton). Academic demands related to listening skills. *Language Testing* (London), **3**, 1 (1986), 1–38.

A literature review was conducted in order to identify various parameters underlying listening comprehension. The results of this review were used as a basis for a survey of faculty in six graduate fields as well as undergraduate English faculty. The purpose of the survey was to (a) obtain faculty perceptions of the importance to academic success of various listening skills and activities, (b) assess the degree to which both native and non-native speakers experience difficulties with these skills or activities, and (c) determine faculty views of alternative means of evaluating these skills.

Faculty perceived some listening skills as more important than others for academic success. These included nine skills in particular that were related primarily to various aspects of lecture content (e.g. identifying major ideas and relationships among

them). As might be expected, faculty perceived that non-native students experience more difficulty than native students with all listening activities, and that non-native students have disproportionately greater difficulty with some activities, such as following lectures given at different speeds and comprehending or deducing the meaning of important vocabulary. With respect to measuring listening comprehension, some general approaches and specific item types were judged to be more appropriate than others. These included tasks that entail answering questions involving the recall of details as well as those involving inference or deductions.

The results of the survey are used to suggest further research on the construct validity of the Listening Comprehension section of the TOEFL.



87–34 Sang, F. and others (Max Planck Inst. for Human Development and Education, Berlin). Models of second-language competence: a structural equation approach. *Language Testing* (London), **3**, 1 (1986), 54–79.

Starting with a critical discussion of the consensus reached concerning the structure of second-language competence, the unitary competence hypothesis as advocated especially by Oller (1976) is confronted with new evidence supporting a multidimensional model of foreign-language ability. In order to question the plausibility of the general (unitary) factor hypothesis, its central claim, that of universal validity, is put to the test. This claim implies at least two assumptions: (a) the invariance of the general factor, regardless of differences in the populations studied, and (b) the invariance of this factor irrespective of the conditions under which language acquisition takes place. By showing divergent structures in subgroups of high and low first-language ability, the first assumption would be falsified. By demonstrating specific influences of two teaching styles on different language components, the second assumption could be disproved.

The analyses are based on data from a sample of 14,000 seventh-grade students and their teachers from 427 secondary schools (*Gymnasien*) being highly representative for West Germany and West Berlin. The hypotheses were tested using confirmatory factor analysis (LISREL). The results obtained show the appropriateness of the three-factor model proposed (ELEMENTARY, COMPLEX, COMMUNICATIVE), which is theoretically meaningful and best fits the data. Moreover, the expected effects of first-language ability grouping and of teaching strategies on the structure of second-language competence clearly emerge. In spite of the limitations of the data set analysed, these results can all be interpreted as strong and further evidence against a single-factor model (and its educational implications) and in favour of a multiple-factor model as outlined above. Didactic consequences of these findings are discussed.

87–35 Scott, Mary Lee (U. of California, Los Angeles). Student affective reactions to oral language tests. *Language Testing* (London), **3**, 1 (1986), 99–118.

Many factors influence student reactions to tests, including format, length time constraints, testing environment, familiarity with test format, perceptions of test validity and student anxiety. The present study assessed the affective reactions of native Brazilian students to different oral EFL test formats (group and pair) in an achievement-testing situation. Each student participated in both the group and the pair test formats and completed an affect questionnaire after each test. A principal-factor analysis of student responses to the questionnaire revealed two major factors. The first appeared to involve cognitive judgements about the validity of the test and how

well students liked the test. The other factor seemed to be emotive, and involved student reports of the anxiety they felt both before and after the test. Similarly, a qualitative analysis of student responses to open-ended items on the questionnaire found that students were mostly concerned about their emotional state, test content and time constraints in the testing situation, while comments about test administrators accounted for only a small percentage of the total responses. A multivariate analysis of variance based on the results of the factor analysis showed no significant difference among student reactions to the different test formats.

87–36 Shohamy, Elana and others. Introducing a new comprehensive test of oral proficiency. *ELT Journal* (London), **40**, 3 (1986), 212–20.

The study reported in this article attempted to experiment with and develop a new oral proficiency test which could replace the existing EFL Oral Matriculation test administered by the Ministry of Education in Israel. The deficiencies of the existing Oral Matriculation test are specified, and the components of the experimental test are described.

The analysis of the data showed that the experimental test had better linguistic, educational and

testing qualities than the existing Oral Matriculation test; namely, it produced a better distribution of scores, showed reasonable rater-reliability, tested a broader range of speech styles, and produced favourable attitudes on the part of the test-takers.

The recommendation to replace the existing test by the new experimental test has since been accepted by the Ministry of Education.

87–37 Zeidner, Moshe (U. of Haifa). Are English language aptitude tests biased towards culturally different minority groups? Some Israeli findings. *Language Testing* (London), **3**, 1 (1986), 80–98.

The major aim of this study was to examine the validity and crosscultural generalisability of the test bias contention as applied to English language aptitude test, routinely employed for student selection and placement functions within the Israeli academic scene. The bias analysis was based on the English language aptitude test scores of $n = 1778$ Jewish and $n = 1017$ Arab student candidates applying for admission to a major campus in northern Israel, who were administered the test as part of the scholastic aptitude test battery used for college admissions purposes. The psychometric properties of the English language aptitude test were compared for Jewish and Arab subgroups, respectively, via a variety of internal (e.g. factor loading, reliability,

standard error of measurement, etc.) and external (e.g. predictive validity, homogeneity of regression, standard error of estimate, etc.) criteria. The test scores show significant but slight intercept bias, tending to overpredict the overall first-year GPA of Arab student candidates. Also, test scores appear to be somewhat less reliable measures for Arab compared to Jewish student candidates. On the whole, however, our data provide only marginal evidence for differential construct or predictive validity of English language aptitude test scores as a function of cultural group membership, thus lending a greater amount of generality and crosscultural validity to the findings of much previous research negating the cultural bias hypothesis.

Curriculum planning

87–38 Selby, David (Lancashire Local Education Authority). The development of modern languages in West Lancashire. *Adult Education* (Leicester), **59**, 1 (1986), 26–32.

Since 1975, Lancashire Education Authority has become involved in the International Certificate Conference, which provides a programme of certificate courses designed initially for mature students studying part-time. A parallel but separate development was that of a programme of graded tests for languages developed by the Institute of European Education at St Martin's College, Lancaster. These increase motivation and lead more adults to stay in classes into a second or third year.

In order to combat the problems of large beginners' groups which rapidly dwindled by Christmas,

and of 'O'- and 'A'-level students being put in the same class, it was decided that all courses would last a full year; all courses in one language would be held in one centre, on one night; all courses would be graded; graded tests would be introduced; a part-time co-ordinator for languages would be appointed. A dramatic improvement in enrolment and attendance resulted. Other benefits have been the arranging of special events, a language magazine, and the introduction of Russian and Modern Greek. Future developments might include study days and language circles.

87–39 Trim, J. L. M. Modern language and the Council of Europe 1971–81. *Kontaktblad for Norsk som andrespråk/fremmedspråk i Norge* (Oslo), **1/2** (1985), 12–21.

This paper reviews the establishment of the Council of Europe in 1949 and the setting up of the project in modern languages which lasted from 1963 to 1973, and which aimed to familiarise teachers with modern methods of language teaching and with the findings of applied linguistics, and also to develop working relationships across national boundaries among teachers. In 1971 a group of experts was asked to investigate the feasibility of a unit credit system for modern languages in adult education. The group formulated the 'Council of Europe approach', of which the most important principle is

that of learner-centredness. This shift of emphasis from the subject to the learner affected notions about the nature of the subject itself. Attention was focused less on the characteristics of language as a formal system, and more on giving a systematic account of the way in which it is used. This functional/notional approach was first applied by van Ek in *The threshold level* (1975), a realistic operational objective for learners who wish to carry out the business of everyday life and to communicate with speakers of the language in question.

The threshold-level model has been extremely

influential and has been used as the basis for curricular reforms and materials development in many countries. It specifies the situations, roles and activities in which the learner is likely to participate, and the language activities in which he is likely to engage (largely conversational). This is followed by lengthy recommendations concerning the language forms which the learner would need. The final category relates to the degree of skill with which the learner will be able to perform. The same approach has been followed in many other countries and comparable models have been developed for different audiences, levels and languages. An intermediate objective, which could be reached in a relatively short period of study, was *Waystage* by van Ek and Alexander, a heavily pruned version of van Ek (1975). It was used as the basis for the Anglo-German multi-media English course *Follow Me*, which has had a huge viewing audience. A French threshold level, *Un niveau seuil* by Coste, appeared in 1976, incorporating the same categories but

adding a substantial categorisation of speech acts together with a semantically based grammar. Spanish, German, Italian and Swedish versions followed, together with a pre-threshold version for adult migrants in France, and versions for Danish, Catalan and Dutch.

These documents are not a universal panacea but a basis for discussion, negotiation and planning. The movement for graded objectives in modern languages (GOML) has encouraged teachers, advisers and examining boards to look in detail at their objectives and methods. Their work has influenced a new generation of courses and examinations. The energy now being displayed by the language-teaching profession is in striking contrast to the gloom permeating so many official pronouncements on the current state of modern languages in the United Kingdom. Educational innovation is laborious and hazardous, but can be achieved by a sustained effort, provided the political will is there.

Materials design

87-40 Oliver, Louis A. Using 'off-air' television broadcasts from non-U.S. sources – some practical suggestions. *Studies in Language Learning* (Urbana, Illinois), **5**, 1 (1985), 45–52.

Authentic video documents produced for an audience of native speakers can provide a valuable complement to traditional, 'packaged', teaching materials. Although the use of such documents requires careful selection and a substantial amount of preparation, foreign-language teachers will find the task both enriching and less demanding by working in teams. The article suggests practical

ways the teacher can more effectively use 'off-air' materials, including information about how to select excerpts, the operation of playback equipment, and the creation of lesson units. Two specific uses of off-air video are outlined: a one-hour class based on a commercial spot, and a week-long unit which uses an eight-minute excerpt from a French-Canadian documentary.

87-41 Rings, Lana (U. of Texas at Arlington). Authentic language and authentic conversational texts. *Foreign Language Annals* (New York), **19**, 3 (1986), 203–8.

Although there is a trend to advocate the use of authentic texts in the foreign-language classroom, a consensus regarding the criteria determining textual authenticity has not been reached. Instead, researchers often provide varying, sometimes conflicting definitions as to what comprise authentic materials.

This paper draws on research in discourse analysis in an attempt to determine text authenticity through text-type authenticity and provide implications for classroom materials. A text may be considered a spoken or written verbal unit, and a text type may

be described as a specific type of spoken or written unit. Thus, for example, the text-type 'textbook conversation', written by textbook authors for the purpose of teaching specific structures, can probably not be defined as the text-type 'authentic conversation', in which native speakers engage in speaking for purposes other than to teach their language. In addition, a ranking of types of conversational texts, from most to least authentic, provides a scale by which to judge the value of materials used in the classroom.

87–42 Thompson, Laurie (St David's University Coll., Lampeter, Wales). Pitfalls and prospects: some thoughts on computers in language teaching. *The Linguist* [formerly *Incorporated Linguist*] (London), **25**, 2 (1986), 69–73.

The paper considers some of the main criticisms of computer-assisted language learning (CALL). (1) Too many other skills are needed – a degree of keyboard skill is required, also a certain maturity and concentration. (2) CALL software is too gimmicky – effective software is likely to leave much computer potential unexploited, words being the most important things. (3) CALL material is too mechanical – the programmer must realise that CALL is a supplement to, not a substitute for, the teacher. For the practice of set patterns, CALL is as effective as any other method, but it is best if CALL forms part of an integrated course. (4) CALL programs encourage the crossword-puzzle mentality – CALL exercises should require the typing-in of whole sentences or complete phrases. (5) CALL programs often contain words and constructions beyond the competence of users – this is almost

inevitable with 'off the peg' programs; the solution is for the CALL program to be one element in an integrated course. (6) Creating CALL material is beyond the average teacher – not with some knowledge of computer programming and the use of 'author packages' (a skeleton design for exercises, etc.). (7) CALL places excessive emphasis on the written word – CALL programs can now combine visual display with sound: Audio-Enhanced Computer Assisted Learning (AECAL) is described, as is a project to incorporate it in language courses in Swedish. Two main kinds of software are being developed: programs to introduce new points of grammar and exercises to practise them. AECAL's most useful attribute is that of instant correction and individualised correction of errors [examples are given].

Teacher training

87–43 Newland, Michael (British Council, London). A model of a course for the training of teachers of English as a foreign language. *Rassegna Italiana di Linguistica Applicata* (Rome), **18**, 1 (1986), 97–116.

Teachers on training courses must be 'helped to learn how to help students to learn'. Teachers should be familiarised with the many variables of their situation and with the theory, methods and materials which are available. Discussion of general points will be of greater value when accompanied by demonstration and experimentation actively involving course participants. The foreign-language teacher is teaching something much wider than just language. Obsolescent ideas will have to be 'unlearned'. No one objective will be common to all teachers; the course should help them to transfer theory into practice. The lecturer must allow pauses for discussion and activities. The team of course instructors should include an experienced teacher, a psycholinguist, a sociolinguist, a linguist, a teacher experienced in using audio-visual aids, one or more assistants and, if appropriate, specialists in technical terminology.

In preparing the course syllabus, one method is to send out questionnaires asking participants what they require, what problems they are encountering, etc. The course will benefit if the teachers can air their own views. The scheduling of the course should allow teachers to return to their schools in mid-course for at least one day to permit experimentation in a familiar setting. A reference room for materials, books, realia, machines, etc. should be established if possible. Opinion questionnaires can be used to obtain feedback and evaluation. Lectures on theory, linguistics, etc. should be given in the student's first language. Demonstrations can include plenty of the second language. A third, unfamiliar language can be used to remind students what it feels like to be starting a new language.

Teaching methods

87–44 Altman, Rick. Access to international television. *Studies in Language Learning* (Urbana, Illinois), **5**, 1 (1985), 17–24.

While access to international television and video tapes would provide important support to foreign-

language curricula, unlike films, radio broadcasts and printed texts, foreign television (with some

exceptions) cannot be received, recorded, duplicated or even played on American equipment due to differences in standards and norms. Problems that may be encountered in attempting to play imported tapes are discussed, as are several possible solutions, including acquisition of multi-standard playback

equipment and standard transfers. The Project for International Communication Studies at the University of Iowa has been formed to provide assistance and access to reasonably priced standard transfers, and eventually to provide an archive of international video tapes for scholarly purposes.

87-45 Besse, Henri (CREDIF, ENS de Saint-Cloud). Enseignement/apprentissage des langues étrangères et connaissances grammaticales et linguistiques. [Teaching/learning of foreign languages and grammatical and linguistic knowledge.] *Langues Modernes* (Paris), **80**, 2 (1986), 19-34.

Foreign-language teachers in France rarely receive specific instruction in language methodology. They do learn general linguistics and the grammar rules of the target language, but direct use of this knowledge in teaching is surprisingly ineffective, whether the method involves explicit grammar (explanations) or implicit grammar (multiple examples of the same surface form). The author mentions his own earlier proposals for 'conceptualisation exercises' based on 'grammar needs' stemming from the learners' current interlanguage state; these, he claims, are a way

out of the implicit/explicit dilemma, but are also subject to limitations and difficulties. On the other hand, the 'natural' methods of Krashen and Terrell are found wanting on three counts: their inapplicability to writing, the danger of pidginisation, and institutional expectations of formal learning and correction. The author concludes that a teacher should have a solid knowledge of L2 grammar, but instead of transmitting it should seek to re-interpret it in accordance with the conditions and objectives of the classroom.

87-46 Billant, Jacqueline, and Fade, Pascale. Lire et comprendre un texte informatif. [Reading and understanding a factual text.] *Mélanges Pédagogiques* (Nancy, France), 1985, 3-31.

Students at the University of Nancy, coming from a wide variety of disciplines, need to read, understand and retrieve information from written materials in English. To do so they have to be able to identify quickly the overall subject of a text as well as the various topics it deals with and to find the information in question without having to translate. This article describes different aspects of the teaching of written comprehension and in particular the approach to reading methodology which has been

developed. This consists of (1) reading the first paragraph (possibly a bit more as well) to find the subject of the text, (2) reading the first phrase of each paragraph to determine the structure of the text and the different aspects tackled, and (3) reading the text in an 'active' way, i.e. checking the details which belong to each aspect. This approach seems to work with all kinds of non-specialist texts, and would probably work as well with more specialised ones, though this has not yet been tried out.

87-47 Chaudron, Craig and Richards, Jack C. (U. of Hawaii at Manoa). The effect of discourse markers on the comprehension of lectures. *Applied Linguistics* (Oxford), **7**, 2 (1986), 113-27.

The authors discuss 'top-down' and 'bottom-up' information processing in listening comprehension, with special reference to the use of micro/macro markers in lecture discourse. Top-down processing is distinguished from bottom-up processing in that it involves listener prediction and inference on the basis of rhetorical structure, propositions and expectations, not on a minute analysis of incoming linguistic data. Some micro markers, such as *so*, *now* and *well*, are seen as filled pauses allowing listeners more time for bottom-up processing, whereas others, like *eventually*, *because* and *but* signal inter-sentential connections. Macro markers, on the other

hand, provide metastatements about the structure of the lecture itself; these include *What I'm going to talk about today is* and *You can imagine what happened next*.

Three lecture types are identified (Reading, Conversational, Rhetorical), with the research described concentrating on the first. Different versions of a single lecture, with various micro/macro marker combinations, were presented to L2 students [tabular data]. It was found that macro markers assisted better recall of text material than micro markers, and indeed that a solely macro version was more effective than a micro/macro mix. It is

concluded that a lecture which uses macro markers will be easier to follow, but that too many micro markers can actually detract from lecture coherence. The authors believe that macro markers are vital to

the processing of listening, yet have not been sufficiently focused upon in published EAP materials.

87-48 Cook, V. J. (U. of Essex) **and Fass, D.** (New Mexico State U.) Natural-language processing by computer and language teaching. *System*, (Oxford), **14**, 2 (1986), 163-70.

Many commonly used computer teaching techniques fall into three limited categories: word-guessing games, traditional techniques such as structure drills, grammatical explanation and grammatical correction and discussion stimulation. The computer can contribute more directly to modern teaching methods, if we exploit its unique ability to handle natural language. In the area of research known as Natural-Language Processing (NLP), computer programs have been developed that describe

the structure of sentences, that answer questions about selected subjects, and that engage in extended dialogue with humans. This capacity of computers to process human language has, however, had little influence on the use of computing in language teaching. This article outlines some applications of existing NLP work to language teaching, looking first at syntactic parsing and then at more semantically based processing.

87-49 Cummins, Jim (Ontario Institute for Studies in Education). Cultures in contact: using classroom microcomputers for cultural interchange and reinforcement. *TESL Canada Journal* (Montreal), **3**, 2 (1986), 13-31.

The question about how computers should be used in schools is a question not about computers but about educational philosophy and the psychology of learning and teaching. When microcomputers are applied within an appropriate pedagogical framework, they have the potential to improve radically the quality of education children receive. They can make the 'global village' a reality by allowing students around the world to interact directly.

Two broad sets of assumptions can be identified with respect to the use of computers for promoting language and literary development. They reflect the 'transmission' and 'reciprocal interaction' models of teaching. The transmission model is based on behaviouristic psychology and views the computer

as a 'tutor' which takes over the role of teacher to transmit information, knowledge or skills. The interactional model views the computer as a tool for students to use to achieve some goal that they are motivated to achieve. Most current pedagogical applications of microcomputers reflect transmission rather than interactional assumptions. If this trend continues, microcomputers will have only a minimal impact on our educational systems. However, their potential within an interactionist framework is so much greater than within a transmission framework that their increasing use in schools is likely to bring about a gradual change in favour of pedagogical models that liberate students from dependence on instruction.

87-50 Daniels, Henry and others (U. of Lyon 2). Playing it by ear: things that happen inside a silent period. *System* (Oxford), **14**, 1 (1986), 47-57.

Research has suggested the desirability of introducing foreign languages to beginners via a silent period, during which time and effort are devoted almost exclusively to aural comprehension. The organisation of one particular course is described here; it was run for 14 learners of English (adult beginners and false beginners) and consisted of 27 four-hour lessons at the rate of 12 hours per week, the teachers being British native speakers of English. The learners were frequently invited to comment on their reactions; most reported subjective feelings of progress in understanding and were not worried by lack of any overt measures of progress. Most learners were consciously aware of trying to segment

most of what they heard for the first 20 hours or so, but then abandoned this in favour of more relaxed 'top to bottom' processing.

Reading was introduced early on, as an aid to aural understanding. Students could speak what language they liked during the silent period; short vocalising activities were introduced after 60 hours. There was no pattern practice, so the only measure of speaking competence was the fairly ungrammatical and syntactically limited strings the learners produced while trying to communicate freely: this is, however, a realistic goal for beginners. Writing played only a small part in the course.

It was concluded at the end of the course that a

silent period of about 60 hours, followed by a gradual onset of speaking, was satisfactory. The approach was seen as generally positive, enjoyable, even surprising. Most learners found the course too short (108 hours). The group's skill in aural comprehension was impressive, and compared favourably with other groups. Pronunciation was better than average. Some learners felt things were too vague

and insecure. The post-silent period needed to be about 20–30 hours longer, to allow time to develop all-round better performance. [Description of teaching activities.] Students received a great deal of personal attention, and were at all times the addressees of the material, not merely 'eavesdroppers'. The atmosphere was relaxed and uncritical. The teaching was extremely demanding for the teachers.

87–51 Delforno, Maddalena. Reciprocal language courses. *Lingue del Mondo* (Florence), **5/6** (1985), 419–21.

'Reciprocal' courses are so called because participants who are native speakers of two different languages are paired for certain learning activities, and act on alternate days as learners and teachers. Short, intensive courses are the most feasible, from two to five weeks, usually in the summer holidays. Pupils are paired according to proficiency levels and language needs. Objectives need to be clearly defined: they are usually aimed at developing confidence and spontaneity. The teacher should create a relaxed atmosphere. The most mentally tiring work (i.e. memorising) comes at the beginning of the day; grammatical and lexical learning and aural

comprehension are carried out in small groups, followed by reading comprehension. During lunch, learners keep talking in the target language. The afternoon begins with oral practice in pairs, with stress on pronunciation, then in small-group discussions. Pairs then meet again to review earlier grammar work; comparative work can be carried out. Relaxed activities follow, e.g. records, radio, television and films. The variety of learning activities means that there is no tension or boredom on the course, despite the long hours of study. Provided learners realise they cannot assume a passive role, they should benefit greatly from the experience.

87–52 Dunkel, Patricia A. Developing listening fluency in L2: theoretical principles and pedagogical considerations. *Modern Language Journal* (Madison, Wis), **70**, 2 (1986), 99–106.

Listening comprehension should be the focal methodology in foreign/second language teaching, particularly at the beginning. This is because language rules are best acquired by inference, acquisition being an unconscious or implicit process. Speaking will develop given sufficient training in comprehension. In decoding speech, the listener goes through several mental steps and engages in specific cognitive strategies to discover the intended meaning. The basic steps or strategies include (1) knowing the reason for listening, (2) predicting what information will be included and assessing how much will be new (pre-listening), (3) deciding how much of the message is relevant (while listening) and (4) checking understanding, by asking or answering questions, carrying out a task, etc. (post-listening). Teachers should promote the development and use of these strategies.

Students may learn best from scripted, rather than fully 'authentic', materials, which tend to cause frustration and demoralisation in the early

stages. Listeners should be provided with the background information ('knowledge framework') needed to understand the message before listening, so as to develop 'script competence'. Teachers should also clearly identify the purpose of listening and set a relevant task for students to do while listening. The students' response should demonstrate understanding and maintain their attention. Simple responses should be sought to complex output. Response tasks should be success-oriented and should focus on training, not testing, listening comprehension. Teachers should create listening tasks which encourage students to predict or anticipate (hypothesis-forming), to ignore or select information (e.g. note-taking). Students should be given time to organise the incoming information and make sense of it (perceptual reorganisation). To assist learners to check comprehension, feedback activities should be given promptly: not just quizzes, but physical responses to commands, drawing, filling in maps or charts, jigsaw listening exercises.

87-53 Gale, Larrie E. and Brown, Bruce L. A theory of learning and skill-acquisition applied to interactive video: activities at the David O. McKay Institute, Brigham Young University. *Studies in Language Learning* (Illinois), **5**, 1 (1985), 105-14.

A broadened approach to learning theory is described and illustrated through particular application to the problem of second-language acquisition. This view of learning and skill acquisition grows out of more general tradition within psychology that emphasises the functional and holistic aspects of human perception and action. An integration of these views is referred to by Brown, Warner and Williams (1985) as 'transparency theory'. This approach emphasises the tacit skill aspects of language acquisition, and the functioning of language as a tool

of social interaction, in addition to the more traditional language learning concerned with explicit instruction in grammar and vocabulary. Interactive video is particularly well suited to this broader theory of second-language acquisition. The interactive video approach taken at the David O. McKay Institute is contrasted with ways in which language has typically been taught, and a brief report is given of the interactive video programs that have been produced at the McKay Institute.

87-54 Hahn, Sidney (U. of Nebraska). Prioritising selected modern language teaching skills. *Foreign Language Annals* (New York), **19**, 2 (1986), 123-30.

A research study was carried out into teachers' priorities to assess whether their attitudes were compatible with the notion of oral proficiency as the organising principle in modern language teaching. Eleven statements about teachers' behaviour were tabled and a 55 parallel-item questionnaire was developed, and sent to 200 modern language teachers in Nebraska, of whom 102 replied.

Results showed that the teachers were most concerned with creating an optimum classroom climate. The top-ranked priorities included recognising and providing for individual differences in

ability, learning style and interest; promoting skills in language and cultural acquisition; improving oral communication skills; teaching about the target culture; improving pronunciation, fluency and intonation; and teaching pupils how to manipulate and internalise oral target language structures. Low priority was given to assessment, constructing test items and specific listening practice, and to the use of the target language for instruction. The teachers' priorities were compatible with oral proficiency as the organising principle, though further attention will need to be paid to testing.

87-55 Hamp-Lyons, Liz (U. of Edinburgh). Two approaches to teaching reading: a classroom-based study. *Reading in a Foreign Language* (Birmingham), **3**, 1 (1985), 363-73.

The purpose of this study was to explore the influence of teaching EFL reading on the progress of students in academic reading classes of a university preparation course. Two approaches were investigated: a 'traditional' and a 'text-strategic' approach. The same text-book was used as the basis for both treatments, and a matched groups pretest/post-test design was used. The study looked at pretest/post-test gain scores for the sample as a whole and for each group, and compared the performances of the groups.

Although the sample was small, and – as expected in a classroom-based study – the full range of variables could not be controlled for, the results of the study indicate that a 'text-strategic' approach to the teaching of reading in a foreign language may be superior to the more 'traditional' approach. It is suggested that classroom-based studies such as this, though their findings must be tentative, have a useful role.

87-56 Hermanns, Fritz (U. of Lausanne). Lesen als intelligentes Lernen. Ein Plädoyer für die kursorische Lektüre im fremdsprachlichen Unterricht. [Reading as intelligent learning. A plea for extensive reading in foreign-language teaching.] *Bulletin CILA* (Neuchâtel), **43** (1986), 171-88.

A reading-based methodology, in which learners are encouraged not to balk at unknown words but

to make and test hypotheses, is preferable to drills, rote learning and the use of vocabulary lists. It treats

learners as human beings, involves their intelligence, can be enjoyable, and fosters language acquisition and autonomy from the teacher. Furthermore, such hypothesis testing corresponds exactly to real-life language use, both written and oral, L1 and FL. Zipf, Walter and others have written materials to lead students into using this approach: unknown

words have footnotes which do not usually give the meaning, but help the reader to guess.

A further advantage of extensive reading is that it can introduce worthwhile content, and thus real communication, in contrast to the impoverished diet of everyday situations now often associated with communicative methods.

87-57 Holec, Henri. Vers une prise en compte pédagogique de la non-assiduité. [A pedagogic answer to a lack of assiduity]. *Mélanges Pédagogiques* (Nancy, France), 1985, 53-68.

What can be done about learners whose attendance is irregular or inadequate? An analysis of the effects which a lack of assiduity has on teaching, the teacher, the learners themselves and the institution in question makes it possible to restate the problem in terms conducive to practical solutions rather than to a fatalistic acceptance of the *status quo*. These terms reflect a pedagogic practice where learning is seen as a variable individual process and not simply as the direct and uniform result of being taught, and

where the existence of a group of learners is not regarded as necessitating a lock-step approach. An essential ingredient in such a practice is a repertoire of activities which help and encourage learners to self-direct their learning programmes, to become better learners. Such activities can go a long way towards counteracting the negative effects resulting from a lack of assiduity and may sometimes even solve the problem by tackling it at source.

87-58 Horwitz, Elaine K. Adapting communication-centred activities to student conceptual level. *Canadian Modern Language Review* (Toronto), **42**, 4 (1986), 827-40.

The purpose of this paper is to help teachers make communication-centred foreign-language instruction accessible to all students. It applies David Hunt's matching model of education to foreign-language instruction. According to Hunt, students differ in conceptual level, or the degree of abstractness of their conceptual systems. Students at lower conceptual levels tend to be more 'concrete' while

those at higher conceptual levels tend to be more 'abstract'. Several studies have established that students benefit from differential levels of structure in educational environments based on their conceptual level. This paper suggests ways that teachers can vary the amount of structure in foreign language instruction – particularly communication-centred activities – to match student conceptual level.

87-59 Johns, Tim (U. of Birmingham). Micro-concord: a language learner's research tool. *System* (Oxford), **14**, 2, (1986), 151-62.

Micro-concord is a simple interactive KWIC (key-word-in-context) concordancing program that runs under a variety of configurations on the Spectrum home microcomputer. Based on the proposition that CALL (computer-assisted language learning) should, if it is to make maximum use of the possibilities opened up by the new technology, involve more than simply making the computer a

sort of surrogate teacher or trainer, it offers both language learners and language teachers a research tool for investigating 'the company that words keep' that has hitherto usually been available only on mainframe computers to academic researchers in such fields as computational linguistics, lexicography and stylistics.

87-60 Marshall, Terry. In-situ methodology comes home: the native-speaking community in language learning. *Foreign Language Annals* (New York), **19**, 3 (1986), 237-42.

This article proposes that 'in-situ exploration', a methodology adapted from field-based learning of unwritten languages, has useful applications in the

American foreign-language classroom. Based on learner independence and community involvement, in-situ exploration utilises native-speaking mentors

who, using a five-step learning cycle, help guide learners in defining their language-learning needs, and in drawing effective language from the local community. In the process of learning the basics of

the new language, students learn the skills needed to continue self-directed learning once formal training has been completed.

87-61 Miner, Nancy (CRAPEL). Institutional self-direction: ten years on. *Mélanges Pédagogiques* (Nancy, France), 1985, 69-77.

A self-directed scheme for learning English at the School of Mines in Nancy has been in operation for some 10 years. In 1985-6, the numbers using the scheme rose from one-third to almost all the 180 students, due to increased interest in the scheme.

Students have access to a wide variety of media, including video cassettes, audio cassettes and written materials. Students are given a catalogue of the materials and can get access during opening hours (or outside them by arrangement). Students can record themselves on video if they wish, or make their own copies of audio cassettes. Written materials include magazines, books and newspapers; there are also prepared activities for small group or individual work. Students can work on their own or in twos

or threes. Teachers have regular interviews with them (9 minutes per individual, 18 minutes per pair per week, assuming a two-hour slot for English, double that time for a four-hour slot). During the interviews there is discussion of objectives, techniques, evaluation and problems. They provide a basis for a termly evaluation of each student's work and progress (continuous assessment). Students are not assessed on the basis of their knowledge of English, but on the basis of objectives set, work done and progress accomplished. They are also trained in group sessions in basic business skills (telephoning, public speaking, writing telexes and CVs).

87-62 Moulden, Harvey (CRAPEL, Nancy). A computer program for individualised vocabulary learning. *Mélanges Pédagogiques* (Nancy, France), 1985, 79-89.

The article describes a computer program devised as a stimulating aid to individualised English vocabulary learning by French students of engineering and data processing. The learners are able, by means of a keyboard, to key in their own words and translations and then practise them by means of a menu of eight games and an option test. The keyed-in vocabulary can be retained and added to for later use. It appears from two months' observation of

trials in the facilities for individualised English work that the computer program succeeds in motivating self-directed students to do a task normally regarded as thankless (and consequently avoided), namely learning vocabulary. The rates of vocabulary learning achieved by the students were only a little inferior to those obtained when learning is teacher-directed, but they can most probably be improved in due course as the project continues.

87-63 Paramskas, Dana (U. of Guelph). The role and place of CAL in the teaching of second languages. *Bulletin of the CAAL* (Montreal), **8**, 1 (1986), 33-8.

Computer-assisted language instruction (CALI) programs have now acquired an established, if somewhat controversial, place in the arsenal of tools for language learning. This article examines the three basic functions of CALI software: stimulation,

simulation and research. It gives descriptions of programs for each category, discusses their effectiveness, and describes the role of artificial intelligence in the production of more 'communicative' software.

87-64 Phillips, Martin K. (British Council, Mexico). Approaches to the design of software for language teaching. *CALICO Journal* (Provo, Utah), **3**, 4 (1986), 36-48.

Since the experimentation programs designed to develop computer-assisted language learning (CALL) are of a diverse and individual nature, a framework is needed to establish criteria for priorities, enable individual developments to be related

to the curriculum, and suggest lines on which standards can be elaborated.

Detailed examination of Letter-shoot and Finder, two CALL programs, has provided information upon which such a framework can be based. Letter-

shoot has a game format and involves practising letter-recognition, spelling and vocabulary building; Finder has a problem-sharing objective which entails practising the use of comparatives and syntactic structures. Categories for the framework are defined in terms of the differences between Letter-

shoot and Finder: types of activity and points practised, degree of learner involvement, program difficulty and linguistic input. It is quite possible that other categories will emerge and that a conceptual framework could suggest logical program types which will serve effectively in the classroom.

87-65 Polli, Marco (Coll. Voltaire, Geneva). Faut-il brûler le vocabulaire de base? [Should we burn the basic vocabulary book?] *Bulletin CILA* (Neuchâtel), **43** (1986), 56-63.

The progress of French students learning German using modern communicative courses often falters at the late secondary school stage, and they remain limited to 'station-buffet clichés'. The author favours re-introducing the explicit teaching of vocabulary, and other 'old-fashioned' ideas such as verb

conjugation, to supplement rather than replace communicative methods. Basic vocabulary is defined with reference to usefulness in the maximum number of everyday situations. Also advocated is an insistence on extensive reading, and training in the comprehension of compounds and derived forms.

87-66 Schuster, D. H. (Iowa State U.) The effect of background music on learning words. *Journal of the Society of Accelerative Learning and Teaching* (Des Moines, Iowa), **10**, 1 (1985), 21-42.

The purpose of this experimental study was to investigate the influence of background music on the learning and memory of vocabulary words away from SALT (Society for Accelerative Learning and Teaching) classroom learning. The literature reviewed claimed that baroque and classical music are effective in helping students learn classroom material. This study investigated under controlled laboratory, rather than classroom, conditions these seven types of music: baroque, classical, dissonant, Japanese, march, meditative, rock and no music as a control, for their facilitation with students learning vocabulary words. A mixed analysis of variance design was used with between-subject factors of type of music, music selection replication, suggestion, order of lists learned and subject gender. The two cognitive dependent variables or criteria were acquisition and retention of the meaning of 25 vocabulary words per list, and four affective criteria

were pleasantness, alertness, concentration and liking-music ratings while studying the lists. Subjects were 256 college students from introductory psychology classes who randomly assigned themselves to treatments without knowing in advance to what type of music they would be exposed.

Neither the acquisition nor the retention scores for vocabulary learning showed any effect of music type, contrary to previous research. However, there were significant differences among the 16 different music selections for acquisition scores. The two music selections used for classical, dissonant and Japanese music produced rather disparate results on vocabulary learning. The remaining types of music were rather consistent in their effects on acquisition, but as a group were not significantly different from learning in the control treatment groups without any music.

87-67 Thume, Karl-Heinz. Die Technik am falschen Platz? Grundtypen der Computerprogramme im sprachlichen Bereich und ihre Verwendbarkeit. [Technology out of place? The main types of computer program for languages and their usability.] *Die Neueren Sprachen* (Frankfurt am Main, FRG), **85**, 2 (1986), 150-64.

If one reviews the selection of currently available computer programs, specifically with a view to their use in schools today, and if one bears in mind the present didactic-methodological conception of language teaching, it can be said that the technology is often being put to the wrong use: more emphasis is placed on structuring the work and on statistical applications than communicating the actual contents of the material to be learned. Programs often fail to

include error diagnosis and/or explanations; the experience gained in the development of programs for language teaching in the 1970s seems to have been ignored.

Computer applications are only worthwhile in schools if they actually serve to promote the learning process, if what is learned justifies the time, effort and expense involved, and if the program is suited to the learning situation at hand. As computer

programs are in any case designed with the individual user in mind, they are more suitable for remedial applications or other types of contact situations rather than in the classroom.

87–68 Titone, Renzo. A crucial psycholinguistic prerequisite to reading – children's meta-linguistic awareness. *Rassegna Italiana di Linguistica Applicata* (Rome), **18**, 1 (1986), 1–13.

The development of pre-reading skills is essential: these include the analysis of speech sounds, early production and discrimination of writing, inter-modal relations and cognitive factors. The crucial factor is 'language awareness' or 'meta-linguistic awareness', i.e. 'the ability to think about and reflect upon the nature and functions of language'. Whereas language awareness is the outcome of mere cognitive maturation, and may be present before schooling begins, meta-linguistic awareness or consciousness appears to be the intended effect of formal education or systematic instruction, mainly through learning to read and through the teaching of grammar, and is not acquired until about the age of 12 or 13 years. The factor most directly involved in learning to read seems to be 'metacognitive control'. This helps the child to discover those properties of the spoken language which are central to the correspondences between its written and spoken forms.

Three developmental stages of language aware-

ness levels can be differentiated: (1) unconscious perception or automatic use of language, (2) actual awareness, i.e. the ability to abstract the language from the action and context, and (3) conscious awareness, which is dependent on formal instruction about language, enhanced by the acquisition of reading and writing. Meta-linguistic consciousness includes much more than cognition: it demands the active participation of deep psychological factors rooted in one's ego-consciousness.

The author's 'holodynamic' model of language behaviour involves the total personality of the learner. It postulates the interaction of three operational levels – tactic, strategic and ego-dynamic – which correspond to three degrees of language control – language performance, language awareness and meta-linguistic consciousness. Reading is complex and demands the co-operation of all three levels.

87–69 Trompette, Charles. Quand les apprenants seront au centre... [When the learners are at the centre...] *Mélanges Pédagogiques* (Nancy, France), 1985, 117–25.

Attempts to make foreign-language courses more learner-centred are sometimes resisted or misunderstood by the learners themselves. This article describes and discusses the reactions of a mixed-nationality group of learners of French as a second language to a course based on the communicative

approach which aimed at introducing a certain degree of self-direction. Crucial factors in forming positive or negative attitudes to self-direction are cultural background, representations of the teacher's role and of the language-learning process, and strength of integrative motivation.

87–70 van Berkel, Ans and others. Anders werken met een leergang, waarom en hoe? [Alternative ways of working with a textbook: a practical approach.] *Levende Talen* (The Hague), **410** (1986), 211–19.

A practical guide for teachers faced with textbooks which are unsatisfactory in some way. Section One offers a framework for assessing the strengths and weaknesses of a course based on a detailed analysis of the texts it contains, and the types of skills it makes use of. Once these have been identified, glaring gaps can be supplemented from other more authentic sources and specially devised exercises. Section Two

identifies the features which make exercises easy or more difficult: the forms they require learners to manipulate; the size of the task; the level of support material; the clarity of the instructions; the speech rate (for aural exercises); and the time available for completing the task. Section Three discusses the advantages and disadvantages of having students work in small groups.