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# Language learning and teaching – theory and practice

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## Theory and principles

**91–394 Baker, Colin** (University Coll. of North Wales, Bangor). The effectiveness of bilingual education. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **11**, 4 (1990), 269–77.

The recent growth of the school effectiveness research movement is analysed in relation to research on bilingual education. Following a portrayal of school effectiveness studies and an outline of the development of hierarchical linear regression, the article examines ways in which bilingual education research may develop. An argument is made for the adoption of research designs which incorporate a multi-level model of pupils, classrooms and schools, a wide variety of cognitive and non-cognitive outcome variables which concentrate on the pro-

gress made by children rather than on absolute attainment and a careful selection of input variables particularly so that initial differences between schools can properly be taken into account. It is suggested that bilingual education research moves away from the question of whether or not bilingual education is more or less effective than monolingual education to focusing on the optimal circumstances under which a variety of forms of bilingual education should operate.

**91–395 Buttjes, Dieter.** Interkulturelles Lernen im Englischunterricht. [Intercultural learning in the teaching of English.] *Der Fremdsprachliche Unterricht* (Stuttgart, Germany), **25**, 1 (1991), 2–9.

The history of intercultural education from its origins in the USA around 1935 is briefly reviewed. A distinction is made between the conjunction of host and migrant cultures and that of two foreign cultures: paradoxically, understanding is often easier in the second case. In the host/migrant situation, early intercultural approaches often involved covert racism and pressure to conform; now the aim is that the migrants should continue to value their culture whilst understanding that of their hosts, whereas the latter should 'relativise' their culture, recognising that its values are not universal. Applying this to language teaching entails modifying the usual notion of communicative competence, as it demands

conformity and excludes the non-native cultural background.

A four-stage approach to intercultural English teaching is suggested. Stage 1 entails motivating learners by convincing them that they can use English to make contact with real people; Stage 2 highlights the relativity, and hence variability between English and German, both of language elements (lexis, syntax) and of behaviour (telephoning, argument); Stage 3 looks at differences in daily life both between and within cultures; Stage 4 uses historical and literary texts and seeks to foster empathy and solidarity.

**91–396 Donmall, Gillian** (King's Coll., U. of London). 'My word!' The learner, the modern foreign language and language awareness. *Language Learning Journal* (Rugby), **3** (1991), 2–5.

The working group for Modern Foreign Languages in the National Curriculum recognises strides made in the teaching of MFLs in recent years, but makes little mention of language awareness (LA). LA, defined as 'a person's sensitivity to a conscious perception of the nature of language and its role in human life', was being taught in some form in approaching 10 per cent of all English secondary schools by the mid-1980s. LA teaching sets out from the learners' own high competence in language, of which they are at the start largely unaware. The methodology is that of pupil exploration, not teacher exposition.

What benefits are to be gained for MFL learning from an association with LA work? Understanding the relationship between languages can help learners to understand their learning of a new language, and can help bilingual pupils to be proud of, rather than inhibited by, their different language backgrounds. Understanding how the first language is learnt in early childhood can help learners to be clear about what they are doing in learning an MFL. Language itself is a topic of great interest to pupils.

MFL teachers appreciate learners' desire to comment on the insights they have gained into the functioning of the MFL, but prefer such comments

to be made in the target language, something which pupils are not competent to do in the early stages of learning. Initial LA work could therefore take place in a separate lesson conducted in English, and later become an integral part of the learning programme. Many of the linguistic acts learners are at present encouraged to pursue in MFLs are of the purely transactional kind, e.g. speaking in order to find out what time the bus leaves. The learner must be offered more opportunities to say things his/her way to express him/herself as a person. Pupils must

be allowed to appreciate that there is not one standard format for conveying a given message, and that in any situation the reaction of individuals will be different. Being sensitive to language and linguistically aware does not, however, mean carrying out a process of analysis of each speech act. LA work may initially be separate from, though directly supportive of, an MFL learning approach which facilitates immediacy of access and fluency of use, but it should later be incorporated into the MFL programme.

**91-397 Girard, Denis.** L'Europe dans toutes ses langues. Vingt ans d'actions au Conseil de l'Europe. [Europe and all its languages. Twenty years of actions by the Council of Europe.] *Français dans le Monde* (Paris), special number Feb/Mar (1991), 62-76.

The Council of Europe was founded in 1949. A Council for cultural co-operation was established in 1962 and 28 countries, mainly from Western Europe, are now participants. Its work is described from 1971, when a group of experts was formed to study adult foreign language learning. The period 1971-81 was a decisive stage for the teaching of languages, which were considered the key to all forms of European co-operation. A symposium in 1971 produced a general theoretical framework. The final report of the group of experts concerning the years 1971-81 dealt mainly with language teaching in service industries, adult education and school teaching. From 1982 to 1988, language interests

were catered for by Project Number Twelve. The general objectives (the learning and teaching of languages for the purposes of communication) remained similar to the preceding project, but an innovation was the creation of 37 workshops, to help train language teachers. The languages most discussed were French and English. Visits also took place to consider language teaching in different countries. A new project (1990-5) now continues previous ideas and methods, but also institutes subjects such as teaching languages at primary school. Workshops will be divided into two parts, separated by two years.

**91-398 Grenfell, Michael** (Southampton U.). Communication: sense and nonsense. *Language Learning Journal* (Rugby), **3** (1991), 6-8.

Communication is generally regarded as the key to an effective teaching methodology, yet success in learning languages is proving elusive. Communicative techniques constitute an approach and a series of guiding principles, such as intention to mean, personalisation and authenticity. But too often learners do not feel personally involved in the language they are learning. Successful learning involves re-creating oneself in and through the target language. This in turn involves self-identity,

getting things done, personal involvement and creativity – being rather than having. Learners must be able to generate their own communicative needs. A new perspective on syllabus design is proposed based on the processes of language learning. Work is organised around cycles such as introduction, orientation and specialisation. This will help break the barriers of topic-based coursebooks and allow more freedom for personal identity.

**91-399 Hurman, John** (U. of Birmingham). Teachers' responses and approaches to aspects of the National Curriculum. *Language Learning Journal* (Rugby), **3** (1991), 41-4.

At a recent conference, five issues currently causing concern to language teachers in schools were pinpointed for consideration. (1) Reading extensively for pleasure is an essential part of learning an FL, but GCSE problem-solving exercises based on intensive reading excerpts have discouraged ex-

tensive reading. Reading for pleasure must be an integrated part of the learning process from the first year, and progress in reading must be monitored to give pupils a sense of achievement. Self-monitoring using reading cards, mini-reviews or evaluations is appropriate. (2) Promotion of maximal use of the

target language is highly desirable, and good practice should be shared. The aim should be the natural use of the FL as the normal means of communication between teacher and pupil, and between pupils. The shortage of specialist teachers with good oral skills in the FL is a very salient obstacle to the achievement of this aim. The use of English for testing purposes in GCSE has overflowed into allied tasks in the classroom. This trend should be counteracted by systematic departmental planning of FL use, controlled use of the FL assistant, introduction of activities requiring productive use of the FL in relevant real-life contexts, and compilation of a detailed cumulative list of target language expressions matching classroom functions. Emphasis should be placed more on using language to express personal views and feelings, and less on transmitting content already decided for the learner. (3) Learning through group work is a new concept in language learning and one which teachers felt should be introduced gradually with carefully planned experiments in a few classes. A lot of time and extra

finance is needed for planning group activities and devising mixed-skill tasks and material for group use. Few teachers have experience of group work with low-ability pupils and those with special needs, all of whom may in future be required to study an FL until 16. (4) Autonomous learning is a desirable education target, but still confined to a few experimental teachers. Pupils' collaboration with this learning style is important, and they accept it more readily if it is common to all subjects. The teaching of grammar could suffer, and there will always be an important place for teacher-led learning. Eleven-year-olds could profit from continuity if flexible learning methods used in primary schools were studied. (5) Teachers have serious reservations about the teaching of one FL for five years and its effects on course availability and learner motivation. The national curriculum is in danger of drastically reducing the range of languages taught in schools and the number of pupils learning them. Diversification should be promoted urgently to counteract the predominance of French.

**91-400 Kumaravadivelu, B.** Language-learning tasks: teacher intention and learner interpretation. *ELT Journal* (Oxford), **45**, 2 (1991), 98-107.

Recent explorations in task-based pedagogy have pointed out that learning outcome is the result of a fairly unpredictable interaction between the learner, the task, and the task situation. From the teacher's perspective, achievement of success depends largely on the degree to which teacher intention and learner interpretation of a given task converge. The narrower the gap between teacher intention and learner interpretation, the greater are the chances of achieving desired learning outcomes. It is thus important that we understand potential sources contributing to the mismatch between teacher intention and learner interpretation. The present

study attempts to identify potential sources of mismatch by exploring the learner's and teacher's perceptions of the nature, the goals, and the demands of selected language-learning tasks, and comes out with a list of ten sources: cognitive, communicative, linguistic, pedagogic, strategic, cultural, evaluative, procedural, instructional, and attitudinal. It is argued that a knowledge of potential sources of mismatch between teacher intention and learner interpretation will help us sensitise ourselves to interpretive density of language-learning tasks and help us facilitate desired learning outcomes in the classroom.

**91-401 Rodger, Liam** (Edinburgh U.). UG, SLA, and language teaching – the future of an illusion? *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **1** (1990), 12-24.

This paper discusses the recent use of the theory of UG in SLA studies. The development of the current linguistic theory of UG (Universal Grammar) is first considered, and then there is some discussion of the nature of the idealisations under which it is postulated. The problems created for UG-based SLA research are illustrated in a discussion of two pieces of such research: White's (1985) investigation of 'pro-drop' transfer by Spanish learners of English,

and Hilles' (1986) study of the acquisition of correctly analysed modals. A close analysis is made of this latter case where, it is argued, misapplication of the theory has led to misleading claims of relevance to the practice of language teaching. Finally, in a discussion of the use and misuse of metaphors in the linguistic theory, an explanation for the confusion is advanced.

**91-402 Schulz, Renate A.** Second language acquisition theories and teaching practice: how do they fit? *Modern Language Journal* (Madison, Wis), **75**, 1 (1991), 17-26.

The author's daughter is functionally trilingual yet her psychological test profile indicates little talent for FL learning. Why this inconsistency? Five current theories of second-language acquisition are described: Acculturation/Pidginisation, Linguistic Universals, Discourse Theory, Cognitive Theory and the Monitor Model. None of these offers a complete and coherent explanation of language learning but they contain three major pedagogical implications. Firstly, input involving authentic and comprehensible use of language and frequent

recycling; secondly, interaction involving content and problem-solving approaches with grammar playing a supportive role; thirdly, motivation which should arise spontaneously if input and interaction are interesting and relevant. For the author's daughter, motivation was clearly the main factor in her Spanish proficiency and insufficient input for her arrested proficiency in German. Motivation, language input and communicative interaction are probably the most important factors in FL learning.

**91-403 Tyacke, Marian.** Strategies for success: bringing out the best in a learner. *TESL Canada Journal* (Montreal), **8**, 2 (1991), 45-56.

Faced with the inadequacies of models of language teaching, researchers and practitioners have moved to models of language learning. Within this framework, many have attempted to characterise student learning styles and strategies. It is assumed that raising awareness of such styles and strategies will facilitate language development, by providing a basis on which a principled choice of activities can be made, and encouraging learners to take on more 'ownership' of the process.

This article argues that, even though we may not

be able to change an individual's basic cognitive style, we may be able to make the learning process more transparent. It also suggests that strategy training can be useful, providing principles for such training, and practical suggestions for teacher training courses and classroom practice. It proposes that syllabus design should take individual differences into account, and that such differences have to be carefully diagnosed and analysed by the classroom teacher in collaboration with the learner.

## Psychology of language learning

**91-404 Adamson, H. D.** (U. of Arizona) and **Regan, Vera M.** (University Coll., Dublin). The acquisition of community speech norms by Asian immigrants learning English as a second language: a preliminary study. *Studies in Second Language Acquisition* (Bloomington, Ind), **13**, 1 (1991), 1-22.

The authors investigate Vietnamese and Cambodian immigrants' acquisition of the variable (ing), which occurs in progressive tenses, participles, noun phrases, etc., and which can be pronounced [ɪŋ] or [ɪn]. A VARBRUL 2 program analysis of native speaker speech shows that the production of (ing) is constrained by phonological, grammatical, stylistic, and social factors. An analysis of the non-native speakers' acquisition of these norms shows that [ɪn] is more frequent before anterior segments (reflecting

ease of articulation), and that males use [ɪn] more frequently than females, especially in monitored speech (perhaps reflecting their desire to accommodate to a male native speaker norm rather than to an overall native speaker norm). The analysis also shows evidence of grammatical constraints which are different from those in the native speakers' speech. This difference may reflect the fact that it is easier to acquire the [ɪn] variant in 'frozen forms,' such as prepositions, than in productive rules.

**91-405 Al-Arishi, Ali Yahya** (King Saud U., Saudi Arabia). Quality of phonological input of ESL- and EFL-trained teachers. *System* (Oxford), **19**, 1/2 (1991), 63-74.

This paper reports a study designed to measure the quality of phonological input of 20 Saudi Arabian teachers of English as a foreign language. Its purpose

is to determine the extent to which their pre-teaching (training) environment and their teaching environment affected the quality of their phono-

logical input in the classroom. Ten of the subjects were trained in an ESL environment and 10 in an EFL environment. Five in each group were subsequently assigned to Saudi Arabian intermediate schools in either a rural or an urban environment. For each subject, two English-teaching classes were audio-taped. The following types of phonological errors are analysed: phoneme addition, phoneme omission, phoneme substitution and incorrect stress.

The results of this study indicate (1) that teachers who were trained in an ESL environment showed far fewer incidences and types of phonological error than those trained in an EFL environment, and (2) that those who returned to teach in an environment where there was little opportunity for English reinforcement outside the classroom made the same incidences and types of error as those based in an environment where there was such an opportunity.

**91-406 Alford, Randall L. and Strother, Judith B.** (Florida Inst. of Tech.). Attitudes of native and non-native speakers toward selected regional accents of US English. *TESOL Quarterly* (Washington, DC), **24**, 3 (1990), 479-95.

Although some research has been done on the attitudes of native speakers of English toward various regional varieties of US English, few studies have been done on non-native speakers' reactions to regional accents. This empirical investigation sought to determine the attitudes of both L1 and L2 listeners toward specific regional accents of US English and to compare and/or contrast those attitudes. The subjects were 97 university students from Florida Institute of Technology, half of whom were L2 listeners (advanced ESL students) and half of whom were L1 listeners. Through the use of a

modification of the matched guise technique, the students listened to tapes of the same passage read by a male and female native speaker from each of the following accent groups: (a) southern (South Carolina), (b) northern (New York), and (c) midwestern (Illinois). Respondents then recorded their attitudes about each of the readers using a Likert scale. The results indicated that the judgments of L2 subjects differed from those of L1 subjects and that L2 subjects were able to perceive differences in regional accents of US English.

**91-407 Benson, Cathy** (U. of Edinburgh). 'Ser ou não ser?' A study of Spanish-Portuguese cross-linguistic influence. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **1** (1990), 124-38.

This paper describes part of an experiment designed to investigate the influence of an L2 on the learning of an L3, specifically the influence of previous knowledge of Spanish on the learning of Portuguese by L1-English speakers. One issue in particular is

focused on here, namely the question of whether there is a difference between the type of transfer which occurs between the L1 and a foreign language, and that which occurs between two foreign languages.

**91-408 Broselow, Ellen and Finer, Daniel** (State U. of New York). Parameter setting in second language phonology and syntax. *Second Language Research* (Utrecht, The Netherlands), **7**, 1 (1991), 35-59.

This paper reports on studies of second language acquisition in two domains, phonology and syntax. The phenomena investigated were the acquisition by native speakers of Hindi, Japanese, and Korean of two areas of English: in phonology, the mastery of particular syllable onset clusters, and in syntax, the acquisition of the binding patterns of reflexive anaphors. Both these areas are ones for which multi-valued parameters have been posited to account for the range of variation across natural languages. The

paper presents evidence that acquisition in these two areas is quite similar: at a certain stage of acquisition learners seem to arrive at a parameter setting that is midway between the native and the target language settings. This effect occurs both when the target language employs a less marked setting than the native language and when the target language setting is more marked than that of the native language.

**91-409 Brown, Raymond** (Ain Shams U., Cairo). Group work, task difference, and second language acquisition. *Applied Linguistics* (Oxford), **12**, 1 (1991), 1-12.

This article is based on a study which attempted to find evidence of factors influencing the kind of interaction found in small group work in language learning among young adult English teacher trainees in a developing country. The particular factors studied were the degree of 'tightness' or 'looseness' of the tasks, the degree of 'openness' or 'closedness' of the tasks, and the degree to which the tasks could be described as 'procedural', meaning that they led to discussions about what decisions to make, or 'interpretive', meaning that they led to the participants having to interpret data according to their understanding and experience. The study follows earlier studies, and examines the data, using mostly similar categories but adding two new categories – instructional input and hypothesising – in an attempt to characterise features of learner output. The data itself consists of task-based, small-group dis-

cussions set as part of their normal work to three small groups of trainees with the purpose of developing their language ability. The task types differ in objective and demand and the study tries to see how these differing task types may influence the kind of interaction that results.

The study found no significant differences in the level of modification occurring in the three task types but found significant differences in the levels of hypothesising and of instructional input between the interpretive tasks and the task requiring decisions about procedures. The study suggests that the level of challenge of a task, measured by its procedural or interpretive nature, may be an important variable in ensuring that the learners are pushed into framing their ideas in more novel language and thus have opportunities to 'learn' and not only to 'practice'.

**91-410 Carrell, Patricia L.** (U. of Akron). Second language reading: reading ability or language proficiency? *Applied Linguistics* (Oxford), **12**, 2 (1991), 159-79.

The extent to which reading in a second language is a function of the transfer of first language reading abilities or of language proficiency in the second language has been a matter of debate for some time. Although studies of this question have been carried out, a major problem in the design of these studies has been their failure to gather sufficient information. What has been missing is sufficient information on reading ability in the first language, reading ability in the foreign or second language, and information about the foreign or second language proficiency of the same individuals.

The study reported in this article investigated the first and second language reading comprehension of adult native speakers of Spanish and English who were foreign or second language learners of the other language at different proficiency levels. Results, reported in terms of second language reading as a function of first language reading ability, and second language proficiency, show both to be statistically significant factors. Of particular interest is the difference in the relative importance of each factor for each group of readers.

**91-411 Gaonac'h, D.** (U. of Poitiers). La gestion des ressources cognitives dans les activités de langage en langue étrangère. [Management of cognitive resources in foreign-language activities.] *Revue de Phonétique Appliquée* (Mons, Belgium), **95/7** (1990), 165-84.

Numerous studies have compared performance in first and second language on tasks such as distinguishing real words from nonsense words, crossing out certain letters or memorising words. Often these tasks can be done in both languages, sometimes even equally well, but they require more cognitive resources in the second language, as shown for example by the disruptive effect of noise, or problems when two simultaneous tasks are set. In the second language, subjects (especially under pressure) pay more attention to the lower levels of language (e.g. phonetic), less to the semantic level, whilst for native speakers the lower levels are automatised and more resources are available for problem solving. The effect is found even with

bilinguals, who reveal under pressure the dominance of one language. Other studies, comparing performance in more natural tasks of listening, reading and writing, have produced comparable results: non-natives often fail to use strategies which might have been thought universal – e.g. using information from the title of a text, or from topic markers in speech, or providing such markers themselves – presumably because all their attention is given to low-level cognitive activity.

To sum up, language users deploy strategies – some amenable to conscious control, some not – which entail devoting limited cognitive resources to those levels which seem, from moment to moment, most profitable in relation to the task in hand.

**91-412 Gardner, R. C. and MacIntyre, P. D.** (U. of Western Ontario). An instrumental motivation in language study: who says it isn't effective? *Studies in Second Language Acquisition* (Bloomington, Ind), **13**, 1 (1991), 57-72.

The major purpose of this study was to investigate the effects of integrative motivation and instrumental motivation on the learning of French/English vocabulary. Integrative motivation was defined in terms of a median split on scores obtained on subtests from the Attitude/Motivation Test Battery, while instrumental motivation was situationally determined in terms of monetary reward for doing well. The results demonstrated that both integrative motivation and instrumental motivation facilitated learning. Other results indicated that instrumentally motivated students studied longer than non-instrumentally motivated students when there was an opportunity to profit from learning, but this distinction disappeared when the incentive

was removed. Both integratively and instrumentally motivated students spent more time thinking about the correct answer than those not so motivated, suggesting that both elements have an energising effect. A secondary purpose of this study was to assess the consequences of computer administration of the Attitude/Motivation Test Battery. In this respect the results were most encouraging. Computer administration appeared not to detract from the internal consistency reliability of the subscales used, and moreover there was an indication that an index of reaction time to individual items might provide a way of identifying social desirability responding.

**91-413 Gradman, Harry L. and Hanania, Edith** (Indiana U., Bloomington, Ind). Language learning background factors and ESL proficiency. *Modern Language Journal* (Madison, Wis), **75**, 1 (1991), 39-51.

Some 101 students on an intensive English programme were interviewed in order to discover which of a set of 44 variables correlated most closely with TOEFL scores. The most significant variable proved to be active exposure to English through individual reading outside the classroom. Other important variables include teachers who were native speakers, English as the medium of instruction, and participation in intensive English study programmes; this last, by enabling learners to

overcome the handicap of a late start, is to be taken as indicative of the importance of motivation in language learning, and of a positive attitude towards English.

Further investigation is required into whether the relative importance of some background factors varies with the learner's level of proficiency or according to language groups. It is also intended to explore the influence of current outside reading on students' progress since joining the programme.

**91-414 Greaney, Vincent** (St. Patrick's Coll., Dublin) **and Neuman, Susan B.** (Temple U.). The functions of reading: a cross-cultural perspective. *Reading Research Quarterly* (Newark, Del), **25**, 3 (1990), 172-95.

This study examined the common functions of reading from a cross-cultural perspective. In the preliminary study, 8-, 10- and 13-year-old students from 13 different countries were asked to write essays on why they liked to read. The authors analysed the content of the 1,216 essays produced and identified 10 separate functions of reading. Statements from the essays were used to construct a 50-item scale. In Study 2, this scale was administered to students in 15 countries to determine whether the 10 functions were independent and whether the functions of reading were similar in different cultural settings. Unfortunately, not enough questionnaires were returned for 8-year-old students to include

these data in the final analyses. An analysis of the pooled data for 10- and 13-year-old students in all 15 countries (3,050 questionnaires) identified three distinct functions or factors: utility, enjoyment, and escape. Factor analyses of each of the national samples identified similar factors, although in some countries there were two utility factors, one educational and one moral. Most of the national samples also showed either two independent factors for enjoyment and escape or a single enjoyment/escape factor. These findings suggest that for 10- and 13-year-olds reading may serve similar functions across a range of cultural settings.

**91-415 Krashen, Stephen D.** (U. of Southern California) and **White, Howard** (Saniku Gakuin Coll.) Is spelling acquired or learned? A re-analysis of Rice (1897) and Cornman (1902). *ITL* (Louvain, Belgium), **91/2**(1991), 1-48.

In this paper, the authors present a re-analysis, or 'secondary analysis', of research results originally published over 80 years ago. A second look at this data is justified because the issues that it addresses are still far from settled: is spelling learned implicitly or explicitly? In other terms: is spelling 'caught' or 'taught'? (Peters, 1985), or is spelling 'acquired' or 'learned'? (Krashen, 1982).

The two research reports re-analysed here provide a good opportunity for shedding some additional light on this question. The original authors addressed a central issue, and, in the authors' view, attempted to deal with this issue appropriately. Subsequent studies have not improved on their methods. Also, in both cases, the authors presented a considerable amount of their data, data that has never been submitted to statistical analysis.

In this re-analysis, common statistical tests were applied to both Rice's and Cornman's data. The analysis, for the most part, confirms both Rice's and Cornman's claims that formal instruction in spelling has limited effects. There are, however, some surprises, some instances in which statistical analysis reveals somewhat different results from those claimed by Rice and Cornman.

In the final section of this report, the authors attempt to account for the results of their re-analysis in terms of two central hypotheses, claiming that both implicit and explicit learning of spelling take place, but that the former is much more powerful. They also attempt to relate their hypotheses to more current studies of spelling.

**91-416 Meinhof, Ulrike.** Verständnisstrategien für fremdsprachige Fernsehnachrichten. [Comprehension strategies for foreign language television news.] *Die Neueren Sprachen* (Frankfurt am Main), **89**, 6 (1990), 597-610.

The variety of ways in which television news presents information through both visual and oral channels demands complex comprehension strategies even from native speakers, such as the dynamic interaction of top-down and bottom-up information processing, as well as inferencing across channels. A theoretical analysis of these processes leads to an assessment of the types of strategies

which non-native speakers outside the target culture must develop. To assist the non-native speaker in the development of these strategies, a computer program is being developed to enable the viewer to analyse broadcasts in terms of format (e.g. studio voice-over, interview) and content (e.g. who is striking, against whom, why, etc.)

**Pritchard, Robert** (California State U., Fresno). The effects of cultural schemata on reading processing strategies. *Reading Research Quarterly* (Newark, Del), **25**, 4 (1990), 273-95.

The purpose of this study was to examine how cultural schemata influence students' reported strategies and their reading comprehension. Sixty proficient 11th-grade readers – 30 from the U.S. and 30 from the Pacific island nation of Palau – read culturally familiar and unfamiliar passages in their own language. The students were asked to give verbal reports of their reading strategies as they read, and to retell the passage after the reading. From the verbal reports the author compiled a taxonomy of 22 processing strategies in five categories: (A) developing awareness, (B) accepting ambiguity, (C) establishing intrasentential ties, (D) establishing intersentential ties, and (E) using background knowledge. Students were found to use strategies in Categories A and C significantly more often for the culturally unfamiliar than for the familiar passage, and strategies in Categories D and

E significantly more often for the culturally familiar than for the unfamiliar passage. The Americans used a wider range of strategies than the Palauans. An examination of the individual protocols revealed differences related to cultural familiarity in the rate and sequence of the connections that readers made between individual propositions in the text. In their retellings, students recalled significantly more idea units and produced more elaborations, as well as fewer distortions, for the culturally familiar than for the unfamiliar passage. Cultural schemata thus appear to influence readers' processing strategies and the level of comprehension they achieve. Furthermore, students who lack background knowledge of the topic of a text appear to use comprehension monitoring strategies as scaffolding for their construction of meaning from the text.

**91-418 Saskai, Yoshinori** (U. of Illinois, Urbana-Champaign). English and Japanese interlanguage comprehension strategies: an analysis based on the competition model. *Applied Psycholinguistics* (Cambridge), **12**, 1 (1991), 47-73.

In an experiment based on the competition model, 12 native Japanese speakers (J1 group) and 12 native English speakers studying Japanese (JFL group) were requested to report sentence subjects after listening to Japanese word strings which consisted of one verb and two nouns each. Similarly, 12 native English speakers (E1 group) and 12 native Japanese speakers studying English (EFL group) reported the sentence subjects of English word strings. In each word string, syntactic (word order) cues and lexical-

semantic (animacy/inanimacy) cues converged or diverged as to the assignment of the sentence subjects. The results show that JFL-Ss (experimental subjects) closely approximated the response patterns of J1-Ss, while EFL-Ss showed evidence of transfer from their first language, Japanese. The results are consistent with the developmental precedence of a meaning-based comprehension strategy over a grammar-based one.

**91-419 Schachter, Jacquelyn and Yip, Virginia** (U. of Southern California). Grammaticality judgments: why does anyone object to subject extraction? *Studies in Second Language Acquisition* (Bloomington, Ind), **12**, 4 (1990), 379-92.

Grammaticality judgments reflect a compound product of both grammatical and processing factors. But because they interact in a symbiotic way, very often grammatical and processing constraints are difficult to separate. According to generally accepted grammatical theory (a) *Who do you think John told Mary he fell in love with?* and (b) *Who do you think John told Mary fell in love with Sue?* are equally grammatical. The authors observe, however, that native speakers strongly accept sentences like (a) as grammatical but react quite variably to sentences

like (b). A possible explanation is that native English speakers exhibit a processing preference, in searching for the extraction site for the *wh-* word, for object position over subject position. Proficient non-native judgmental data offer additional support for a processing account. Non-natives whose L1 grammars do not bias them toward objects also show preferences similar to those of natives. A processing account is offered, based on Frazier's Minimal Attachment principle.

**91-420 Thorp, Dilys**. Confused encounters: differing expectations in the EAP classroom. *ELT Journal* (Oxford), **45**, 2 (1991), 108-18.

This paper discusses the idea of culturally specific norms of interaction and argues that where there is a mismatch between students' expectations and those of the staff, the students are likely to be judged negatively. Fred Erickson's ethnographic research on problems of cross-cultural interaction in school classrooms is considered with relevance to the 'invisible culture' of higher education. The paper

then discusses particular examples of such problems drawn from students on Access and EAP courses and suggests some possible solutions. It is argued that staff need to become aware of their own cultural norms and then accommodate to the interactional styles of the learners. At the same time, they should be explicit about the interactional demands of their classes.

**91-421 Verhoeven, Ludo T.** (Tilburg U.). Acquisition of reading in a second language. *Reading Research Quarterly* (Newark, Del), **25**, 2 (1990), 90-114.

The purpose of this longitudinal study was to investigate differences in reading acquisition processes between children learning to read in their native language and children learning to read in a second language. The author studied Dutch children and Turkish children as they learned to read in Dutch during the first two grades of primary school in the Netherlands. The children were given a number of tasks to test the efficiency of both word recognition (for words of varying familiarity and

complexity) and comprehension processes (including text coherence, anaphoric reference, and inferences). The Turkish children were found to be less efficient in various reading processes in Dutch than their monolingual Dutch peers. However, there was evidence from both word recognition and reading comprehension tasks that Turkish and Dutch children rely on highly comparable strategies. The results from both series of tasks as well as data on the Turkish children's oral proficiency in Dutch

and their sociocultural orientation were combined into a structural model to examine the interactions between the various reading processes in Dutch. During the first two grades, both word recognition and reading comprehension appear to be most strongly influenced by children's oral proficiency in

the second language. This finding suggests that children learning to read in a second language should be helped to build up their oral skills, and that reading instruction should be matched to those skills.

**91-422 Wolff, Dieter.** Zur Bedeutung des prozeduralen Wissens bei Verstehens- und Lernprozessen im schulischen Fremdsprachenunterricht. [On the significance of procedural knowledge in comprehension and learning processes in school foreign language teaching.] *Die Neuren Sprachen* (Frankfurt am Main), **89**, 6 (1990), 610-25.

The discrepancy between extensive knowledge about the second language and poor performance when it comes to using that language in communication, may partly be due to the fact that foreign language teaching does not adequately focus on procedural knowledge (i.e. the psychological strategies and processes of language processing in the classroom). There are at least three reasons why this knowledge should be taught: (1) the unique

nature of foreign language learning in the school learning context; (2) the unique nature of the foreign language learning context; (3) the complexity of foreign language learning. The various methodological proposals currently being put forward for the teaching of procedural knowledge may be grouped under the headings of introspection, discursivity and group work.

## Research methods

**91-423 Brusch, Wilfried.** The role of reading in foreign language acquisition: designing an experimental project. *ELT Journal* (Oxford), **45**, 2 (1991), 156-63.

This article describes the rationale and structure of a research project into the effectiveness of reading in foreign language acquisition. The article focuses on two issues: the initial stages of the project (which has been very much influenced by a similar one carried out by Elley and Mangubhai, 1983); and some aspects of the backgrounds of the pupils involved. In the first stages of the project, pupils in 15 Hamburg schools were provided with class

libraries, and tests were administered to both 'reading' groups and 'non-reading' groups. Both groups will be tested again, in two years' time. The background information about the pupils suggests that reading is, in fact, more popular amongst them than might be supposed, but that the provision and organisation of reading materials in school fall far short of pupils' needs and interests.

## Error analysis

**91-424 Haggan, Madeline** (U. of Kuwait). Spelling errors in native Arabic-speaking English majors: a comparison between remedial students and fourth year students. *System*, (Oxford), **19**, 1/2 (1991), 45-61.

Spelling errors were collected from the final examination scripts of remedial and fourth year native Arabic-speaking English majors and classified according to the system devised by Bebout (1985). Significant differences between the two groups were found in the frequencies of error types, with certain types of errors becoming less frequent, some remaining unaffected and others becoming more frequent in the advanced students. Each group's errors are discussed in detail and possible reasons for the frequency differences are suggested. The general

applicability of the system is evaluated and it is suggested that it be used in conjunction with a more interpretive approach based on knowledge of Ss' target and native language. When this was applied to the data collected in the present study it showed that, although irregularity in English derivations gave rise to fewer errors in advanced students, spelling words as they are pronounced gave rise to more errors by these students. In addition, it was found that mispronunciation and lack of awareness of spelling rules and regular spelling patterns were

both strong contributory factors underlying spelling errors even by fourth year students. Finally, a comparison is made between the distributions obtained in this study with those obtained by Bebout for Spanish and native English speakers. The

different profiles obtained from this indicate that further cross-linguistic studies should be carried out, with the proviso that appropriate experimental controls be incorporated.

**91-425 Lennon, Paul.** Error and the very advanced learner. *IRAL* (Heidelberg, Germany), **29**, 1 (1991), 31-44.

This article analyses in detail the errors made by four German students of English during a 6-month stay at the University of Reading. It was found that even very advanced students made many errors, especially in handling verbal syntax, vocabulary and prepositions. There were considerable individual

differences between the four students as to type and frequency of errors. Frequency of errors should not be the sole measure of progress in foreign language learning; other aspects, such as fluency and lexical complexity, should be taken into account.

**91-426 Lennon, Paul** (U. of Kassel). Error: some problems of definition, identification, and distinction. *Applied Linguistics* (Oxford), **12**, 2 (1991), 180-96.

This paper provides various procedural criteria for performing error analysis, and introduces two new dimensions of error, 'extent' and 'domain', which serve to differentiate errors systematically. Section 1 examines previous approaches to error analysis, offers a working definition of error, and considers the problems involved in error identification, particularly of a spoken corpus, with regard to both 'global' and 'local' errors. Attention is drawn, too, to the middle ground of advanced learner performance, which is neither fully erroneous nor fully nativelike. Section 2 examines an advanced learner spoken corpus for error; subjects, methods, and

aims are presented; the definition in (1) is applied; error identification by a native speaker panel is reported, and procedural criteria for distinguishing between 'type' and 'token' are developed; the most borderline error cases are scrutinised, and it is suggested that proximate cumulation of infelicity may make for perceived error in some cases. Section 3 introduces and defines error extent and domain, illustrated by examples from the corpus. The concepts are applied to define three distinct types of lexical error, to deal systematically with error embedded within error, and to distinguish between type and token.

## Testing

**91-427 Alderson, J. Charles** (U. of Lancaster). Testing reading comprehension skills (part one). *Reading in a Foreign Language* (Oxford), **6**, 2 (1990), 425-38.

This paper represents an extension of the research reported by Alderson and Luckmani, published in *Reading in a Foreign Language*, **5**, 2 (1989). On this occasion the research focuses on reading tests from the TEEP and ELTS tests. Judges were presented with (a) taxonomies of reading skills common to construction of these tests and asked to decide whether skills were 'High' or 'Low'; (b) asked to decide what skills particular items from the TEEP test were in fact testing; (c) asked to decide whether

items from the TEEP were testing 'high' or 'low' skills. In most cases, there was little agreement between judges. Examination of student performance on TEEP items and on items from the ELTS tests showed little relationship between 'level' of item and difficulty. It is concluded that we should pay more attention to the processes underlying test performance, and this will be the focus of the second part of the paper, to be published in the next issue.

**91-428 Blanche, Patrick** (U. of Tsukuba). Using standardised achievement and oral proficiency tests for self-assessment purposes: the DLIFLC study. *Language Testing* (London), **7**, 2 (1990), 202-29.

While there seems to be enough empirical evidence to substantiate the claim that language learners have the ability to evaluate their own performance, many

researchers still feel that self-assessments are rarely as reliable or valid as standard test results or teachers' estimates of their students' linguistic competence.

This scepticism may well be justified, because a large number of self-assessments are based almost entirely on appraisal questionnaires and the use of such instruments without extensive training or preparation is bound to produce incorrect evalu-

ations. In the DLIFLC study, however, the experimenter used 'conventional' examinations both for testing purposes and for self-assessment purposes. This method yielded interesting results. It also had limitations, but it generally looked promising.

**91-429 Chapelle, Carol A. and Abraham, Roberta G.** (Iowa State U.). Cloze method: what difference does it make? *Language Teaching* (London), **7**, 2 (1990), 121-46.

Considerable evidence suggests that cloze techniques can create tests which measure aspects of students' second language competence. However, it remains unclear how variations in the cloze procedure affect measurement. This study compared results obtained from cloze passages constructed from the same text using four different procedures: fixed-ratio, rational,

(rational) multiple choice, and C-test. The four procedures produced tests similar in reliabilities but distinct in levels of difficulty and patterns of correlations with other tests. These results are discussed in view of theoretically-based expectations for convergent and discriminate relationships of the four cloze tests with other tests.

**91-430 DeKeyser, R.** (U. of Pittsburgh). Towards a valid measurement of monitored knowledge. *Language Testing* (London), **7**, 2 (1990), 147-57.

This paper provides a number of reflections on the difficulties involved in measuring monitored knowledge of second language grammar, and describes the construction and validation of a prototype test for measuring this knowledge. It is argued that a fill-in-the-blanks format is to be preferred over multiple choice, grammaticality judgement or error

correction tasks. Problems in defining the structures to be tested are discussed, and a pragmatic solution is proposed. The psychometric characteristics of three versions of the prototype test are described, based on the results obtained for 62 learners of French as a second language in their last year of high school in Dutch-speaking Belgium.

**91-431 Hall, Ernest.** Variations in composing behaviours of academic ESL writers in test and non-test situations. *TESL Canada Journal* (Montreal), **8**, 2 (1991), 9-33.

While composing process research has revealed great variation among writers and among types of writers, research has largely ignored fluctuation in writing behaviours of a single writer. This study contrasted both texts and behaviours of six ESL writers as they wrote a practice essay test with their texts and behaviours in an actual English composition proficiency examination.

Fluctuations were observed in the complexity of the texts generated, in the allocation of time to various activities, in the writers' pausing behaviours,

and in the type of alterations they made while inscribing. In addition, the six writers displayed six unique profiles.

The findings suggest that assessment practices need to distinguish writing problems from language problems, and that instructional practices need to attend to composing behaviours, accommodating students who are apprehensive about writing or anxious about tests. The findings reiterate the long-standing suspicion about the validity of assessing writing skill through a single text.

**91-432 Heilenman, L. Kathy** (U. of Iowa). Self-assessment of second language ability: the role of response effects. *Language Testing* (London), **7**, 2 (1990), 174-201.

The role of response effects (tendencies to respond to factors other than item content) in the self-assessment of second language ability was investigated through a split-ballot procedure using positively- and negatively-worded questions and graded (i.e. level-specific) questions. Results indicate that both an acquiescence effect (a tendency to

respond positively regardless of item content) and overestimation were present. Although both effects were present at all levels of subjects, they were most evident for less experienced learners. Discussion focuses on explanation of these effects and implications for both test construction and pedagogy.

**91-433 Khaniya, T. R.** (U. of Edinburgh). The washback effect of a textbook-based test. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **1** (1990), 48-58.

This paper describes one aspect of the author's ongoing research, which aims at bringing about changes in ELT at school level in Nepal. Specifically, he is concerned with the washback effect on the teaching and learning of EFL, of a test based on textbooks prescribed for the School Leaving Certificate examination. The first part of the paper reviews the literature on washback effects and on the use of a test for external examination purposes. It distinguishes a class progress test from a final achieve-

ment test which takes the form of an external examination. The second half of the paper deals with a current empirical study. The preliminary data show that a textbook-based test can have a negative influence on teaching. Finally, the paper suggests that, since examinations are unavoidable, at least in the Nepalese context, it would be useful if they could be used as a resource for enhancing the way English is taught.

**91-434 Li Xiaoju** (Guangzhou Inst. of Foreign Languages, Guangzhou, China). How powerful can a language test be? The MET in China. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **11**, 5 (1990), 393-404.

The MET is the English test for entrance to all universities in China. It claims an annual test population of 3 million and by sheer size can well be called a test of great power. The article opens with the proposition that the official authority and gigantic population size of the MET constitute only its extrinsic power, which by itself can be a negative force. For a test to be truly and positively powerful its extrinsic power needs to be combined with an intrinsic power, which lies in its validity and

reliability, and is expressed as a power to inform (provide feedback) significantly and to influence (cause washback) benevolently. The article then gives an account of what has been done in the past five years to enhance the intrinsic power of the MET and, as a result, what feedback and washback have been gained, which, in turn, demonstrates how powerful in the positive sense a language test like the MET can be.

**91-435 Raimes, Ann** (Hunter Coll., City U. of New York). The TOEFL test of written English: causes for concern. *TESOL Quarterly* (Washington, DC), **24**, 3 (1990), 427-42.

Owned and administered by the Educational Testing Service (ETS), the Test of English as a Foreign Language (TOEFL), taken by approximately 600,000 students a year, influences access to or exclusion from colleges and universities in North America. This article provides background information about the TOEFL and ETS; describes the development of ETS tests of composition for native speakers of English and of the most recent addition to the TOEFL testing programme, the Test of Written English (TWE); and explores seven areas of

concern with respect to the TWE: the comparability of topic types; the lack of topic choice; the lack of distinction between graduate and undergraduate students; the scoring system; the question of what the test measures; the question of whether both the TOEFL and the TWE are needed; and the backwash effect of the TWE, including the proliferation of coaching and test-specific instructional materials. The article urges careful scrutiny of new developments in ETS testing as they affect students, and ends with seven recommendations for action.

**91-436 Spolsky, Bernard** (Bar-Ilan U.). Oral examinations: an historical note. *Language Testing* (London), **7**, 2 (1990), 158-73.

A report written by J. O. Roach in 1945 for the University of Cambridge Local Examinations Syndicate appears to have been one of the first discussions in print of the problems of reliability and validity in the testing of oral proficiency in a second language. It describes a number of experiments in

improving consistency in examiner's rating by joint examining and by the use of recorded samples, considers the problems of establishing valid standards in subjective testing, and proposes the development of what is now the standard form of listening comprehension test.

## Materials/syllabus/course design

**91-437 Baddock, Barry** (Gesamthochschule Kassel). Film, authenticity and language teaching. *Language Learning Journal* (Rugby), **3** (1991), 16-18.

To the film enthusiast, an 'authentic' film is one which accurately re-creates a particular period or environment. Cinematic authenticity – the accuracy of general and individual behaviour portrayed – is important from a language-learning perspective too. During the 1970s the emergence of 'communicative competence' as a major objective in language teaching created a demand for 'authentic' materials, i.e. materials produced by native speakers for native speakers' use. Three kinds of authenticity came to be seen as important to language teaching: (a) language material in its original, unsimplified form; (b) language tasks which are 'appropriate', mirroring what the students would want or need to do in real life; (c) a broad picture of the target culture including psychological aspects (how people think) and 'everyday' items which shape and reflect people's habits.

Film use in class is compatible with these three kinds of authenticity. (a) Good films make good 'authentic materials' although they consist of fictional dialogue. Film dialogue is often too difficult or rapid for language students to follow, but it will not lack any of the dimensions of authentic language use. In its ability to portray the communicative environment, film scores heavily over other auth-

entic materials in that it can show the context in which speech acts take place. (b) Which abilities does a viewer authentically use to make sense of a foreign language film? Student viewers will be familiar with gestures and body language, and with film conventions and techniques, but must deal with the lack of background knowledge that the filmmaker shares with the native viewer by contributing something from their own experience or knowledge. This creative effort is essentially internal, but appropriate communicative activities can result if students are encouraged to talk of their feelings about, and personal responses to, the film. Such 'film talk' can provide a 'real life' task. (c) As it is difficult to pinpoint the culture-specific status of national film traditions, it is more helpful to ask whether a film can lead to insights into the behaviour, motives, intentions, desires and interests of people in the foreign culture. Films set in the students' own time and culture are best, and those portraying the character of a particular locality are especially valuable because they are concrete and limited in focus. Since film presents language and behaviour in visible social context, episodes can be used which reveal significant points of difference between two cultures.

**91-438 Clarke, David F.** (U. of East Anglia). The Negotiated syllabus: what is it and how is it likely to work? *Applied Linguistics* (Oxford), **12**, 1 (1991), 12-28.

The so-called 'communicative' era of language teaching has seen enormous development in the area of syllabus design. This paper considers the characteristics of a radical syllabus type known as the Process or Negotiated syllabus. This type, based on designs proposed much earlier in the field of general education, takes the basic principles of communicative language teaching to their logical conclusion. The Negotiated model is totally different from other syllabuses in that it allows full learner participation in selection of content, mode of working, route of working, assessment, and so on. It should by this means embody the central principle that the learner's needs are of paramount importance. The present contention is that the

strong version of the negotiated model, involving full learner participation, would for all practical purposes be unworkable in any other circumstances than with a very small group or in a one-to-one situation. Both learners and teachers would have considerable difficulty in operating such an extreme negotiated model. However, the concept of negotiation is an extremely valuable one and it is therefore here proposed that, rather than rejecting negotiation entirely, a negotiated element might be built into each component of a syllabus. In this way, learners might be allowed a degree of choice and self-expression, unavailable in most existing syllabus types.

**91-439 Foley, Joseph** (National U. of Singapore). A psycholinguistic framework for task-based approaches to language teaching. *Applied Linguistics* (Oxford), **12**, 1 (1991), 62-75.

The Vygotskian hypothesis of regulation offers a psycholinguistic framework which could help us understand more fully some of the principles

underlying task-based approaches to second language teaching. Second language learning is seen here as essentially an internal, self-regulating process

which will vary according to the individual and cannot be specifically controlled by the syllabus or the teacher. However, as with a child's development,

it must be part of a social interaction between the self and more experienced members of the community.

**91-440 Gruneberg, M. M.** (U. Coll. of Swansea) and **Jacobs, G. C.** In defence of 'Linkword'. *Language Learning Journal* (Rugby), **3** (1991), 25-9.

Following the controversy arising from the September 1990 *Which?* report on the *Linkword*/Paul Daniels language courses, the authors set out the experimental and theoretical background to the courses. These consist (in French, German, Spanish and Italian) of an average of 783 words, grammar, and integral sentence translation exercises. Vocabulary is learned through the keyword or linkword technique, in which an English word is linked to another English word which sounds like the foreign word. For example, the German for *bottle* is *Flasche*, and the learner is required to picture for about ten seconds a *bottle flashing* by his or her head. The procedure looks bizarre but is apparently effective, and recent research in cognitive psychology has shown the facilitating effects of the keyword method in the acquisition of foreign vocabulary. Many of the sentence translation examples in the courses are also disconcertingly strange and remote from real life, but this reflects the authors' wish to get away from easy-to-predict word sequences and make the learner translate word by word, thus reinforcing vocabulary acquisition. The surrealistic sentences are also enjoyed by learners.

Four reports of independently assessed or verified field studies of *Linkword* courses in action are reported, along with the results of attitude questionnaires given to the learners. The *Linkword* courses are perceived by many learners to be more suitable for their needs than methods previously experienced, in terms both of requirements for speed of acquisition and of enjoyment of learning. The courses have proved effective in self-instruction and small-group situations, but their effectiveness in larger classes is not yet clear. They appear to answer a need for rapidly acquired vocabulary and basic grammar felt by some business people and holiday-makers. The *Linkword* approach has also proved helpful to adult language learners who have experienced failure at school and now lack confidence. Conventional courses have little to offer such people if they are not skilled in language acquisition, because the take-up of vocabulary and 'serious' grammar is too painstaking. The *Linkword* courses are vocabulary-driven, because in the early stages of learning, vocabulary is more important in communication than grammar.

**91-441 Schneider, Martin.** Deutsch-russische Bildungsgänge am Gymnasium. Konzepte und Probleme eines neuen Typs bilingualer Züge in Nordrhein-Westfalen. [German-Russian educational approaches at secondary school: conception and problems of a new type of bilingual track in North Rhine-Westphalia.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **90**, 1 (1991), 39-46.

In order to meet the requirements of a unified Europe and the ongoing expansion of global contacts, new concepts of foreign language teaching have to be developed. Bilingual education is one approach. The German state of North Rhine-Westphalia, which has established course curricula in German-French, German-Spanish and German-

Italian, has now also introduced German-Russian tracks in two schools. Planning activities, student exchange programmes, further training for teachers and the development of teaching materials are under way in co-operation with the Soviet Republic of Russia, which is introducing corresponding Russian-German tracks.

**91-442 Sussex, Roland** (U. of Queensland). Author languages, authoring systems and their relation to the changing focus of computer-aided language learning. *System* (Oxford), **19**, 1/2 (1991), 15-27.

There are a number of advantages from computer-assisted language learning available to the teacher/author: programs to assist in materials creation, lesson presentation and, in addition, more complex programs for advanced curricula and syllabuses.

There are options to suit most authoring needs which enable lesson structuring, materials grading, adapting of existing materials and graded acquisition of authoring skills. Certain constraints are, however, inevitable. One deterrent to a new author is the use

of obscure terminology. Some programs provide a fixed system in which creative authoring is limited.

Progress is being made in expert systems authoring, which involves the transfer of teaching expertise and subject knowledge to the computer, so that it can become a more helpful and flexible aid. Learning materials can be separated into modules,

and existing materials can be adapted to other learning techniques and exercises just as existing techniques and exercises can be applied to other materials. Such advances represent an important development in the integration of computer resources in language learning.

## Teacher training

**91-443 Milk, Robert D.** (U. of Texas at San Antonio). Preparing ESL and bilingual teachers for changing roles: immersion for teachers of LEP children. *TESOL Quarterly* (Washington, DC), **24**, 3 (1990), 407-26.

With increased emphasis on integration of language and content-area instruction, the roles of bilingual and ESL teachers are becoming increasingly inter-related—a situation that calls for development of common training experiences in the preparation of ESL and bilingual personnel. This article describes a teacher training course designed to meet both the differing language proficiency needs of bilingual and ESL teachers, as well as the common needs of teachers learning to implement content-based strategies for teaching language. Specifically, (a) ESL specialists receive an immersion experience in Spanish, (b) bilingual specialists are provided oppor-

tunities to enhance their proficiency in academic Spanish, and (c) both ESL and bilingual specialists receive intensive simulated classroom experiences in small-group, content-based instruction following a cooperative learning approach. A rationale for following an integrated approach in the preparation of language educators for limited English proficient (LEP) children is presented, and data collected from participants in the course are discussed in relation to the potential effectiveness of this type of teacher training format as a vehicle for attaining important teacher preparation goals.

**91-444 Woodward, Tessa** (Pilgrim's Language Courses and Hilderstone Coll., Kent). Styles of EFL teacher trainer input. *System* (Oxford), **17**, 1 (1989), 95-100.

A small informal survey was conducted to discover the amount of EFL teacher trainer awareness of input styles. It was found that many trainers did not think consciously about their teaching techniques. They have a limited range of techniques, which tend to be those they experienced themselves as students or have seen others using. Almost half

admitted not having thought about input styles since they first adopted one. Some trainers were not comfortable with the method they were using. The questionnaire is offered as a tool for trainer self-awareness and for trainer-to-trainer attitude change. Some guidelines are given for its application and its potential value is discussed.

## Teaching methods

**91-445 Burke, Edmund** (Kingston Poly.). Calling the register: the logical case for teaching classical grammar. *Language Learning Journal* (Rugby), **3** (1991), 21-4.

Modern grammar is an inheritance from classical languages, and is used in speech as well as writing. When an educated native speaker talks to a foreigner or when the language teacher selects the most suitable register to teach in the classroom, both use the formal register of the standard language.

Similarly, in visits abroad learners will meet the standard language when spoken to by parents in the exchange family. In other words, the ordered system of the standard language and, by implication, an ordered system of grammar, are found in various

situations such as the learning environment of the classroom or with the foreign host family.

Adult learners acquire foreign languages by learning grammatical rules, and these can be illustrated through use of audio-visual aids, computers, and by means of the communicative activities of the modern syllabus. There is, moreover, no reason why grammar should not be taught in the mother tongue and, when appropriate, using traditional terminology.

**91-446 Capelle, Guy.** Changement de cap. [Change of direction.] *Français dans le Monde* (Paris), **239** (1991), 44-7.

Foreign language teaching, after three decades of new approaches, is now in a period of uncertainty. Some supposedly communicative ideas have proved vacuous, and some older ideas should be revived in a different form. The approach advocated is that of the author's own French course, *Espaces*: this uses written texts which give real information and have a plausible communicative purpose (e.g. science manual, ecological manifesto), followed by tape-filmstrip presentations with a believable story-line illustrating speech acts and conversation strategies. The main difference from older approaches is that

the dialogues are not intended for learning by heart and dramatisation, but for open-ended exercises in observation, discussion, prediction, role-play, etc.

Contrary to recent beliefs, reading and especially writing are often more communicative than oral exercises, providing opportunities for genuine information transfer, for problem-solving strategies, and for deciding what the addressees know, what they need to know, and how to inform or persuade them. Problems of grammar can be resolved with the aid of written texts before oral tasks are attempted.

**91-447 Chambers, Gary N.** (U. of Leeds). A-level literature in the '90s: a fresh start. *Language Learning Journal* (Rugby), **3** (1991), 34-40.

The article examines the position of literature on the A-level syllabus for modern languages, and discusses why it has sometimes been considered by students to be one of the less attractive aspects of the course. Research shows that most pupils would rather take a course that does not have a literary element. Many teachers feel that post-GCSE students are less able than their post-O-level counterparts, and that time spent on literature would be better spent improving the accuracy of writing skills.

Literature represents the most authentic material the teacher can provide, and for which the authentic task of reading for enjoyment can be encouraged. Literature, unlike journalism, can arouse a personal response, which can in turn lead to creativity. With its extensive vocabulary and complex syntax, literature can expand all the language skills. It can also contribute to the student's personal development,

and offers access to the foreign culture. The ability to understand a text and analyse it concisely is an essential vocational skill for management, administration and law.

Choice of A-level texts has tended to be determined by the range of texts on offer, almost invariably reflecting the needs of the universities. The approach of 'reduction and regurgitation' is detrimental. Reading texts in English should not be necessary: the language of the original should be accessible enough for the student to be able to read fluently, likewise the characters and situations in the text should be something with which the student can identify, i.e. something which young people in the target country would read for pleasure. Giving the students a selection of extracts from possible texts and letting them make the choice has worked well.

**91-448 Flanigan, Beverly Olson** (Ohio U.). Peer tutoring and second language acquisition in the elementary school. *Applied Linguistics* (Oxford), **12**, 2 (1991), 141-58.

In earlier studies of classroom second-language learning, attention was focused on teacher-pupil interaction. However, it is evident that learners learn in many ways, and studies of 'group-fronted' classes suggest that pupil-pupil interaction may lead to more comprehensible linguistic input and more productive and 'negotiated' output. At the level of child second language acquisition, such interaction has been studied primarily as language-in-play, with the focus on learner output, but research on caretaker language and foreigner talk has also led to studies of whether, and how, children simplify, repeat, and expand utterances as they speak with less proficient interlocutors.

The present study reports on the 'tutor talk' used in two typical peer situations within a local elementary school: (1) in teacher-directed NNS-NNS (non-native speaker) pairings in the ESL classroom, and (2) in pupil-initiated pairings as native or more proficient non-native English-speaking children help LEP (low English proficiency) children in content-based lessons. It is concluded that, while little sentence-level simplification is used by the tutors, extensive use is made of conversational and tutorial strategies similar to those used by native and non-native adults. Samples and tabulations are given of the 'tutor talk' used in the six dyads observed.

**91-449 Garrett, Nina** (Cornell U., Ithaca, NY). Technology in the service of language learning: trends and issues. *Modern Language Journal* (Madison, Wis), **75**,1 (1991), 74-101.

Although still limited in their support role, technological resources such as videos, videodiscs and computers, which are currently available to language teachers, are making rapid progress. There is, for example, satellite transmission of video programmes, in-house production, and advances in hardware and software for the computer. Also, different technologies such as the computer and the video-machine can be linked and used together. Sound digitalisation, a process which records music on compact discs for home stereo sets, is being used in education. The process involves converting voice recording into a digital code which is read by the computer and reconverted into sound. Another advance is hypertext, by means of which a collection of various text materials can be used through cross-referencing. Thus, for example, when reading a literary text, a student can retrieve information on the author, symbolism, social and political contexts, critical theory, etc. A range of authoring systems is also available, and these may be either adaptable, or provide fixed commercial materials, or offer a combination of the two.

**91-450 Garza, Thomas J.** (U. of Texas). Evaluating the use of captioned video materials in advanced foreign language learning. *Foreign Language Annals* (New York), **24**, 3 (1991), 239-58.

As increasing numbers of foreign language programmes begin to integrate video materials into their curricula, more attention is being focused on ways and means to optimise the student's comprehension of the language of film and television segments. This article reports on the results of research conducted to evaluate the use of captioning (on-screen target language subtitles) as a pedagogical aid to facilitate the use of authentic video materials in the foreign language classroom, especially in advanced or upper-level courses. Using Russian and

But attempts to assess software encounter various problems: the large amount of literature that is available, constraints imposed by requirements of different groups of learners, difficulties with software design features. Further limitations are met in testing with computers when the student may not be proficient in using the keyboard, or when material produced commercially has already been practised.

As far as research is concerned, the computer enables extensive data analysis, but much work is needed on the effectiveness of the technology, and on the learner's language processing. In terms of professional recognition, innovative materials in the field are not rewarded, but the new technology offers major opportunities for teachers and the possibility of integrating language with literature, pedagogically devised materials with authentic natural language, research with teaching. [A list of organisations, publications and workshops concerning use of the new technology in foreign language acquisition is provided.]

ESL as target languages, the data collected strongly support a positive correlation between the presence of captions and increased comprehension of the linguistic content of the video material, suggesting the use of captions to bridge the gap between the learner's competence in reading and listening. The paper includes a detailed description of the research methodology, implementation, data analysis, and conclusions. A discussion of the results and suggestions for further research are also included.

**91-451 Godfrey, Ian** (Wirral Metropolitan Coll.). A modern languages workshop. *Language Learning Journal* (Rugby), **3** (1991), 14-15.

The article describes a supported self-study facility for language learning, with flexible hours of attendance, at a large further education college. The impetus for change from the existing language class provision came from a new core curriculum, which offered to all students the opportunity to learn a language. The new system had to include much greater flexibility in attendance patterns and greater accommodation of individual needs, as well as an increased range of language options. Based on the

success of existing open-learning 'workshops' in other subjects, two languages workshops have been opened on an individual supported self-study basis. Opening hours are complementary and range from 8.30 a.m. to 8.30 p.m., Monday to Friday. Students buy a number of hours of study and use these as they wish, working at their own pace. Some 15 to 20 students can be accommodated at any one time. The workshops are equipped with audio-active-comparative cassette recorders and headphones. In-

dividual tutorial time is for reviewing progress and for face-to-face language practice. Learning needs are assessed and goals defined on the first visit, and a suitable programme chosen.

Languages on offer at present with full tutor support are French, German and Spanish. Options

include short taster/survival courses, GCSE Basic and Higher levels, and a Language for Business course. Additional languages are offered in short courses only: Arabic, Chinese, Dutch, Greek, Italian, Portuguese and Russian.

**91-452 Hawkins, Barrie.** Back to back: drama techniques and second language acquisition. *Die Neueren Sprachen* (Frankfurt am Main, Germany), **90**, 2 (1991), 119-36.

Educational drama has been taught in British primary and secondary schools since the 'sixties and is now an acceptable subject for public examinations. During the 'seventies drama was introduced into tertiary education and today is offered at degree level in 20 institutions. The pioneers of the 'fifties were Slade and Way, followed by Heathcote in the 'seventies. The two current methodologies are the exercise method, involving short games, small groups and open-ended outcomes, and the topic method, involving fact-gathering and stepped pro-

gress. Role play is useful for second-language acquisition in that it gives ample opportunity for practice uninhibited by error correction and develops pragmatic, discursive and strategic skills, thereby raising motivation. The following drama techniques for language acquisition are discussed, beginning with the easiest. Games, functional/transactional exercises, personal interactions, story-making and extended problem-solving such as simulations, and finally full-scale drama, frequently inviting audience participation.

**91-453 Jones, Francis R.** (Newcastle U.). Mickey-mouse and state-of-the-art: program sophistication and classroom methodology in communicative CALL. *System* (Oxford), **19**, 1/2 (1991), 1-13.

This article looks at the relationship between CALL software's programming sophistication (in terms of graphics, language-handling ability, etc.) and its methodological sophistication within the framework of communicative approaches to classroom FL learning. Many CALL materials fail to deliver the classroom-language goods because they are designed according to computing criteria (sophisticated programming = superior), instead of general FL materials-design criteria (effectiveness/efficiency in achieving pedagogic aims = superior); moreover, an arcade-game type of motivation may actually inhibit student language use rather than promote it. It follows that the student language

generated by a minimalist, 'micky-mouse' program can be as valuable as, or more valuable than, that generated by a 'state-of-the-art' program. Moreover, this occurs at a fraction of the programming time/cost, which has important implications for CALL materials development. The author concentrates on the third role Jones and Fortescue assign to the computer, that of 'stimulus' to classroom interaction: hence he does not examine in any detail their other two paradigms, the computer as 'knower-of-the-right-answer' (knowledgeable self-access programs), and the 'computer as work-horse' (the use of databases, word-processing programs, etc. in FL learning).

**91-454 Landolfi, Liliana** (U. of Southern California, Los Angeles). A macro-study on the impact of 'method' on second-language acquisition. *Rassegna Italiana di Linguistica Applicata* (Rome), **22**, 1 (1991), 99-112.

This is a study of 483 children in bilingual elementary classes (grades 1 to 3) of schools in Los Angeles, and compares the institutional test scores of two similar groups, six years apart, taught by different methods. The first (1980-1) group used a method described as grammar-based and audio-lingual, whilst the second group (1986-7) received 'an integrated type of natural approach... Total physical response... and language experience approach'. The 1986-7 learners did less well in the tests in the first two years but had caught up by the third, and their reading grades

were increasing whilst those of the 1980-1 group were decreasing.

The author is highly critical of the institutional tests used, the Comprehensive Tests of Basic Skills: they are judged unsuitable for ESL students, and also grammar-based, and therefore, contrary to their writers' claims, biased against classes taught by newer methods. The success of the 1986-7 students, in spite of this bias, suggests the superiority of methods which emphasise comprehension rather than the mechanics of language.

**91-455 Leki, Ilona** (U. of Tennessee). The preferences of ESL students for error correction in college-level writing classes. *Foreign Language Annals* (New York), **24**, 3 (1991), 203–18.

The work of researchers like Zamel and Krashen on the effectiveness of teacher feedback on second language writing does not support a focus on surface error to help students improve their writing. However, students of English as a Second Language (ESL) may come to US institutions of higher education with a notion different from that of their teachers about what kind of teacher responses will help them improve their writing. This paper presents the results of a survey of 100 ESL students in freshman composition classes, asking the students to analyse their sense of what kinds of paper marking techniques help them the most to improve their writing, which kinds of corrections they even read,

which corrections they feel they retain best, and what reactions they have to positive and negative comments on both the form and the content of their writing.

The results of this preliminary study suggest that these students equate good writing in English with error-free writing and, therefore, that they want and expect their composition teachers to correct all errors in their written work. A given teacher and class of students must agree about what constitutes improvement in writing and suggests that students' expectations may need to be modified if students are to profit from teacher feedback on their compositions.

**91-456 Lightbown, Patsy M.** (Concordia U.) and **Spada, Nina** (McGill U.). Focus-on-form and corrective feedback in communicative language teaching: effects on second language learning. *Studies in Second Language Acquisition* (Bloomington, Ind), **12**, 4 (1990), 429–48.

The developing oral English of approximately 100 second language learners (four intact classes) was examined in this study. The learners were native speakers of French (aged 10–12 years) who had received a five-month intensive ESL course in either grade 5 or grade 6 in elementary schools in Quebec. A large corpus of classroom observation data was also analysed.

Substantial between-class differences were found in the accuracy with which students used such

English structures as progressive *-ing* and adjective-noun order in noun phrases. There was some evidence that these differences (which were not correlated with performance on listening comprehension tests) were due to differences in teachers' form-focused instruction. These findings are discussed in terms of current competing views of the role of form-focused instruction in second language learning.

**91-457 Minert, Roger P.** (Ohio State U.). The language bowl: theory and practice. *Foreign Language Annals* (New York), **24**, 3 (1991), 183–91.

The popularity and frequency of academic competitions in foreign languages (language bowls) is increasing. This article discusses the theory behind language bowl competition and demonstrates its value for students and instructors alike. The creation of question banks is described via sample questions. Various methods of question presentation are shown

and their relative merits discussed, fairness to the competitors being the underlying standard. Suggestions are made for the efficient administration and conduct of all aspects of the language bowl, such as guidelines for organisers, participants, and moderators.

**91-458 Mutet, Sylvie.** Kommunikation ist überall. [Communication is everywhere.] *Fremdsprachenunterricht* (Berlin, Germany), **35/44**, 3 (1991), 134–8.

Communication is ubiquitous, inevitable and deliberate. We can avoid verbal, but not non-verbal, communication. The implications for language teaching are that teacher talk must be clear and unambiguous; direct and indirect speech acts should be differentiated. Axioms of communication are

that it is impossible not to communicate, and that one's communicative act is always conditioned by the person one is addressing. In classrooms, communication is best promoted by non-teacher-centred learning, room arrangements in the form of a circle and group work. Pupils should be allowed to

express their utterances without being interrupted by correction. High expectations lead to high achievements. Communication implies a method-

ology of word games, creativity, role plays, mime and fun, free of constraint and prohibition.

**91-459 O'Sullivan, Tony** (Christ Church Coll., Canterbury). Foreign language coursebooks: ask your pupils! *Language Learning Journal* (Rugby), **3** (1991), 10-13.

Some 503 pupils from 20 secondary schools in Kent were asked what they thought about their 'new generation' coursebooks for French (*Tricolore, Action!*) and German (*Deutsch Heute*). The questionnaire was divided into three sections, First Impressions, Using the Course and Final Impressions. Respondents were required to tick one of

three choices except for the last question asking what they had enjoyed most/least about the course. In summary, learners favoured illustrations, explanations in English, quizzes and games, tapes, dialogues and role-play in everyday situations. They did not like exercises, grammar and tests.

**91-460 Renard, R.** (U. of Mons-Hainaut, Belgium). Structuro-global et verbo-tonal au niveau avancé. [Structural-global and verbal-tonal approaches at advanced level.] *Revue de Phonétique Appliquée* (Mons, Belgium), **95/7**(1990), 299-313.

The structural-global and verbal-tonal approaches, intended to be used together, have been developed by Guberina, Rivenc and others and extensively tried at lower levels. Their features include multi-sensory input, educating the perceptual systems, learner-centred and humanistic principles and the primacy of reception over production, oral over written, unconscious over conscious learning.

The present article considers how to extend this approach to advanced levels, including the teaching of translators and interpreters. Factors previously

de-emphasised – intellect, constraint, rigour, science, objectivity – must now be given due attention. [Summary of features of scientific writing]. The two guiding principles should be (i) balance of oral and written activities – scientists still need to talk; (ii) strategies of immersion – texts should be kept completely authentic, but made easier by providing redundancy of information. Suggested activities include note-taking, summary, editing, debates, analysing videos, consecutive interpretation and translation.

**91-461 Ross, Nigel J.** Literature and film. *ELT Journal* (Oxford), **45**, 2 (1991), 147-53.

This article looks at teaching modern literature with the use of film versions of the works studied. A special course that was organised around this concept is described. The course began by identifying and analysing aspects of the writer's art in general, with reference to a number of short stories. The next stage involved a brief survey of the film-maker's art.

Finally, novels and film versions of the novels were studied and compared, both as complete works, and in great detail for selected sections. The results of the course are discussed, and suggestions are made for ways to use film versions of literary works in general literature courses and other contexts.

**91-462 Terrell, Tracy David** (U. of California). The role of grammar instruction in a communicative approach. *Modern Language Journal* (Madison, Wis), **75**, 1 (1991), 52-63.

Foreign language learners tend to focus on key words and context, and link meaning to a new form. They also tend to produce forms in a linear string on the model of their mother tongue. The ability to generalise patterns to new forms and contexts is not so much due to the learner's formulating a rule, but to having associated meaning and form. Explicit grammar instruction (EGI) is probably beneficial in the learning process at a

certain point during acquisition, in the case of adult learners.

EGI can contribute in the following ways: (1) EGI can focus on key graded grammar elements, e.g. German has six forms – *der, die, das, den, dem, des* – corresponding to the English *the*, and these should be remembered until the reasons for selection are encountered; (2) EGI can establish meaning-form relationships, especially, in the case of complicated

forms, by concentrating examples of the same form in a meaningful context, e.g. for the first person present tense ending in Spanish: *me levanto, desayuno, hablo, salgo*...describing a typical Sunday in the writer's life; (3) EGI may act as a monitor for self-correction: a possible problem here is that the

learner's incorrect output may be perceived by the learner as correct.

Support for EGI does not signal a return to a grammatical syllabus in the classroom, but endorses it as an aid in acquisition in key areas and in establishing correct meaning-form connections.

**91-463 Timm, Johannes-Peter.** Englischunterricht zwischen Handlungsorientierung und didaktischer Steuerung. [English teaching between orientation to action and didactic control.] *Die Neuren Sprachen* (Frankfurt am Main, Germany), **90**, 1 (1991), 46-65.

Successful foreign language learning involves the acquisition of the means of communication in realistic and meaningful contexts which will provide learners with the ability to react appropriately in their various private, professional and public lives. But institutional constraints, especially in schools, hinder this process. Attitudes to error correction must also change, whereby teachers should distinguish between form and content errors. The message should take precedence over accuracy: teachers should be receivers of messages first, judges of errors afterwards.

Language learning also involves cognitive and

mental processes which are facilitated where linguistic input is both meaningful and structurally transparent. Practical methods of achieving this are suggested. Borrowing the term 'genetic foreign language methodology', the author proposes that language activities be directed towards everyday experiences reflecting the interests of the pupils, and gives practical examples. Problems may arise when cues are misinterpreted as well as in their quasi-behaviouristic nature. Halliday's functional categories are used to teach subject and object: a practical method is described.

**91-464 Tuffs, Richard and Tudor, Ian** (Free U. of Brussels, Belgium). What the eye doesn't see: cross-cultural problems in the comprehension of video material. *RELC Journal* (Singapore), **21**, 2 (1990), 29-44.

Video is frequently used in second language teaching, the most common reason given being its ability to illustrate language use in context, teachers having assumed that the visual channel provides support for the verbal message. However, little research has been carried out on the relationship of the visual and verbal channels in video material and particularly whether the information available in the visual channel is exploited differently by native speakers and non-native speakers.

This paper reports on an experiment designed to test differences in story comprehension of an ELT video played silent sequence to one group of British native speakers of English and to three groups of

non-native speakers of English from different cultural backgrounds. Comprehension was measured by the use of summary writing and comprehension questions. Results showed that the native speakers were significantly better able to infer the story line and related background information than the non-native speaker groups. The results indicate that although native speakers are able to derive benefit from the visual channel in video, non-native speakers, particularly from cultures further removed from that of the target video material, are less able to recognise and exploit the facilitative potential of the visual cues present in this channel.

**91-465 Wadden, Paul and McGovern, Sean.** The quandary of negative class participation: coming to terms with misbehaviour in the language classroom. *ELT Journal* (Oxford), **45**, 2 (1991), 119-27.

Although negative class participation – the wide range of passive and active behaviours that are detrimental to classroom learning – is a common occurrence in the EFL/ESL classroom, the topic has received scant attention in teacher-training texts and TESOL literature. This article introduces and defines the term; discusses some of the causes of negative class participation; and presents humane and

effective ways of both preventing its occurrence, and of responding to it when it does occur. The seven types of negative class participation considered are: (1) disruptive talking; (2) inaudible response; (3) sleeping in class; (4) tardiness and poor attendance; (5) failure to complete homework; (6) cheating on tests and quizzes; and (7) unwillingness to speak in the target language.