
Language learning and teaching – theory and practice

Theory and principles

95–276 Little, David Learner autonomy: a theoretical construct and its practical application. *Die Neueren Sprachen* (Frankfurt am Main, Germany), **93**, 5 (1994), 430–42.

As a theoretical construct ‘learner autonomy’ provides a uniquely powerful tool for the analysis and reshaping of foreign language pedagogy. The article begins by defining learner autonomy as a general educational goal, then goes on to argue that autonomy is central to the success of developmental

and experiential learning. This argument implies that formal education will succeed to the extent that it manages to exploit the interactive mechanisms by which developmental and experiential learning are achieved. The article concludes by applying the argument to the special case of foreign language learning and sketching general guidelines for the practice of learner autonomy in the foreign language

95–277 Nunan, David (U. of Hong Kong). Closing the gap between learning and instruction. *TESOL Quarterly* (Washington, DC), **29**, 1 (1995), 133–58.

A hypothesis explaining the mismatch between what the foreign language (FL) teacher intends to teach and what FL learners actually learn is proposed. The gap between teaching and learning will be narrowed when learners are given a more active role in the three domains of experiential content, learning process, and language content. In the domain of experiential content, learners should be involved in the creation, selection and modification of goals and content and the content of the classroom should be linked to the world beyond it. In the domain of the learning process, learners should be encouraged to

identify their own preferred learning styles, and to create and modify pedagogical tasks – in short to become their own teachers. In the domain of language content, learners should be given opportunities to explore the relationships between what language is and what it does, and to put language to use in real or simulated contexts. Such a proposal moves towards the implementation of a learner-centred approach in the language classroom and a situation in which teachers and learners collaboratively engage in the co-construction of the learning process.

95–278 Véronique, Daniel. Quel profil d’apprenant? Réflexions méthodologiques. [Which learner profile? Thoughts on methods.] *Aile* (Paris), **4** (1994), 109–29.

This paper is a critical assessment of the notion of ‘learner profile’, put forward to account for the diversity and variability of attainment in the process of second language learning. Analyses of the differential capacities of L2 learners are based mainly on a quantitative approach. They presuppose the definition of a ‘normal’ target language user. A comparison between the TL language learner and the TL user in the quantitative paradigm is fraught with difficulty. This paper advocates that an interactional and comprehensive stance should rather be adopted when examining learner profiles. To support this view, the negative connotations associated with the term ‘profile’ are first described. Then current work on learners’ differences is

surveyed in the light of on-going debates in the field of SLA. This leads to the conclusion that the notion of ‘learner profile’ implies a model of the L2 learner. Some proposed models are discussed. Finally, some hints are given for a ‘critical’ construction of learner profiles. A comprehensive and qualitative approach should take into account the categorising activities of native and non-native speakers involved in exolingual conversations. The paper favours an anthropological perspective for the establishment of learner profiles which includes the observational setting itself, the communicative and learning tasks the learner faces, and his/her place in society as captured through his/her social biography.

Psychology of language learning

95–279 Andersen, Roger W. (U of California, Los Angeles) **and Shirai, Yasuhiro** (Daito Bunka U.). Discourse motivations for some cognitive acquisition principles. *Studies in Second Language Acquisition* (Bloomington, Ind), **16**, 2 (1994), 133–56.

This paper offers an alternative interpretation for what has been called the defective tense hypothesis, the primacy of aspect hypothesis, or simply the aspect hypothesis in the literature on first and second language acquisition of tense and aspect. The aspect hypothesis states that first and second language learners will initially be influenced by the inherent semantic aspect of verbs or predicates in the acquisition of tense and aspect markers associated with or affixed to these verbs. This account focuses

on the observation that adult native speakers also appear to adhere to this primacy of inherent semantic aspect in the relative quantitative distribution of tense–aspect markers in their speech. It is argued that a small set of cognitive operating principles and the notion of prototypicality account for this behaviour in learners. Moreover, these principles are a consequence of how learners and native speakers alike organise information and their perspectives on it in ongoing discourse.

95–280 Bardovi-Harlig, Kathleen and Reynolds, Dudley W. (Indiana U.). The role of lexical aspect in the acquisition of tense and aspect. *TESOL Quarterly* (Washington, DC), **29**, 1 (1995), 107–31.

This article presents the results of a study investigating the acquisition of the simple past tense, identifies areas of difficulty, and presents an acquisitionally based approach to instruction for the problematic areas. The study, a cross-sectional investigation of 182 adult learners of English as a second language at six levels of proficiency, showed that the acquisition of the past tense in English is not a unitary phenomenon, but that it proceeds in stages. These stages are determined by the meaning of verbs as they relate to the expression of action and time, what is termed here ‘lexical aspect’. These findings show that the acquisition of tense by classroom

language learners follows the same sequences of development (with instruction) that have been observed in the acquisition of adult learners and in children without instruction. In early stages, learners often do not use the past tense where it is preferred by native speakers, indicating an undergeneralisation of the meaning of the past in the learner grammar. An approach to instruction is presented which is aimed at increasing the use of the past to balance contextualised examples through the use of authentic text and focused noticing exercises, to encourage the learners toward a more targetlike association of form and meaning.

95–281 Borzone de Manrique, Ana M. and Signorini, Angela (U. of Buenos Aires, Argentina). Phonological awareness, spelling and reading abilities in Spanish-speaking children. *British Journal of Educational Psychology* (London), **64**, 3 (1995), 429–39.

The relationship between phonological awareness, spelling and reading abilities was studied comparing first grade ($N = 39$) Spanish-speaking skilled and less skilled readers’ performance on three measures: phoneme segmentation, word spelling and word reading. Results showed that skilled readers performed at ceiling on the three tasks, whereas less skilled readers had a better performance on spelling than on reading, and most of them reached segmentation criterion in the phonological awareness task. Performance on this task was significantly correlated with word spelling, while no

association was found between phoneme segmentation and word reading. The less skilled readers could spell many words they could not read, and children in both groups spelled most of the words in a conventional way.

It is agreed that certain characteristics of Spanish phonetic structure – small number of vowels, simple syllabic structure – and the relative transparency of its orthography may account for the early development of phonemic segmentation skills and allow the mastery of sound–letter correspondence rules that is reflected in good spelling performance.

95-282 Brock, Mark N. (City Poly. of Hong Kong). Reflections on change: implementing the process approach in Hong Kong. *RELC Journal* (Singapore), **25**, 2 (1994), 51–70.

This paper documents the process of change and resistance to change of eight Hong Kong secondary school teachers as they implemented a process-oriented approach to the teaching of composition in one of their classes. Specifically, it describes the

experiences of these teachers and their students as reflected in diary entries made by the participating teachers during the three lesson cycles completed in the first six months of the two-year research project in which this research was carried out.

95-283 Clément, Richard (U. of Ottawa) **and others.** Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning* (Ann Arbor, Mich), **44**, 3 (1994), 417–48.

Defining the motivational basis of second and foreign language acquisition has been at the centre of research and controversy for many years. This study applied social psychological constructs to the acquisition of English in the unicultural Hungarian setting. A total of 301 Grade 11 students from the region of Budapest answered a questionnaire assessing their attitude, anxiety, and motivation toward learning English, as well as their perception of classroom atmosphere and cohesion. In addition, their teachers rated each of the students on proficiency and a number of classroom behaviours and evaluated the relative cohesion of each class group. Factor and correlational analyses of the results revealed that xenophilic ($M = 4.22$ on a 1–6 scale), sociocultural ($M = 3.96$), instrumental ($M = 3.78$), and media-use reasons ($M = 3.79$) were most strongly

endorsed by the students, whereas an identification orientation ($M = 1.81$) was rejected. Factor analysis of the attitude, anxiety, and motivation scales confirmed the existence of attitude-based (integrative motive) and self-confidence motivational subprocesses and revealed the presence of a relatively independent classroom based subprocess, characterised by classroom cohesion and evaluation. Correlational analyses of these clusters further revealed that, while all subprocesses were associated with achievement, self-confidence and anxiety showed no relationship to classroom atmosphere. These findings are discussed in the context of current theories of second and foreign language acquisition and with reference to their applied implications.

95-284 De Guerrero, Maria C. M. and Villamil, Olga S. (Inter-American U., San Juan, Puerto Rico). Social-cognitive dimensions of interaction in L2 peer revision. *Modern Language Journal* (Madison, Wis), **78**, 4 (1994), 484–96.

Vygotsky's theory of cognitive development is used as a framework for investigating interaction between students talking critically about a piece of writing in a second language (L2). A study of Spanish students of English engaged in peer revision revealed the subtle interplay of collaboration between reader and writer and independent intellectual functioning. The cognitive processes required to complete tasks are exercised during collaboration and then internalised for eventual independent problem-solving. Students in such situations have not only to exercise self-

control over a task but also regulate and be regulated by the other, being provided with strategic behaviour that they can later apply on their own. Peer revision is thus beneficial in allowing for interchangeability of roles and varying degrees of regulation. It is thus recommended that L2 writing teachers provide students with opportunities to interact with a variety of peers, thus offering access to strategic forms of control in accordance with task demands.

95-285 Dewaele, Jean-Marc. Variation synchronique des taux d'exactitude: analyse de la fréquence d'erreurs morpholexicales dans trois styles oraux d'interlangage française. [Synchronic variation in accuracy rates: analysis of the frequency of morpholexical errors in three oral styles of French interlanguage.] *IRAL* (Heidelberg, Germany), **32**, 4 (1994), 277–302.

This paper examines the effect of formality in 3 different situations on the oral production of advanced French interlanguage. An analysis of the morphological and lexical systems of 39 Dutch-

speaking students revealed that, contrary to predictions (Tarone, 1988, 1992), the more formal situation does not lead to higher accuracy rates. On the contrary, a small but significant decrease in

global morpholexical accuracy rates was observed in the extracts produced in the more formal situation. This rather surprising pattern was explained using Levelt's (1980) monitor theory.

An ANOVA allowed for the identification of the sociobiographical factors that determine interindividual variation in accuracy rates.

95-286 Ellis, Rod and others (Temple U., Japan). Classroom interaction, comprehension, and the acquisition of L2 word meanings. *Language Learning* (Ann Arbor, Mich), **44**, 3 (1994), 449-91.

There are substantial theoretical and empirical grounds for believing that opportunities to negotiate meaning through interaction facilitate comprehension. However, although there are theoretical grounds for believing that meaning negotiation aids second language acquisition, these are not supported by any empirical evidence. This article reports two classroom studies, based on the same design, which investigated the effects of modified interaction on comprehension and vocabulary acquisition among 79 and 127 high-school students of English in Japan. The main results were: (a) interactionally modified input resulted in

better comprehension than premodified input, (b) interactionally modified input led to more new words being acquired than premodified input, (c) learners who actively participated in negotiating meaning did not understand any better than those simply exposed to modified interaction, and (d) the active participators did not learn more new words. These results are discussed in terms of the 'interaction hypothesis' (Long, 1981). The dual-study method in classroom research is a useful way of establishing which results are generalisable and which are subject to situational variation.

95-287 Ferris, Dana R. (California State U., Sacramento). Student reactions to teacher response in multiple-draft composition classrooms. *TESOL Quarterly* (Washington, DC), **29**, 1, (1995), 33-53.

Research in L1 and L2 student writing has suggested that teacher response to ESL student compositions is most effective when it is given on preliminary rather than final drafts of student essays. One area of research in L1 and L2 composition is the assessment of student reactions to the feedback they receive from their teachers. However, most previous studies have been undertaken in single-draft, rather than multiple-draft, contexts.

students pay more attention to teacher feedback provided on preliminary drafts (vs. final drafts) of their essays; that they utilise a variety of strategies to respond to their teachers' comments; that they appreciate receiving comments of encouragement; and that, overall, they find their teachers' feedback useful in helping them to improve their writing. Responses also showed that students had a variety of problems in understanding their teachers' comments, suggesting that teachers should be more intentional in explaining their responding behaviours to their students.

In this study, 155 students in two levels of a university ESL composition programme responded to a survey very similar to the ones utilised in single-draft settings. The results of the survey indicated that

95-288 Giersche, Britta (Sheffield Hallam U.). Business people and foreign language learning. *Language Learning Journal* (Rugby), **11** (1995), 64-6.

This article outlines some experiential observations regarding the various (and sometimes contradictory) motivational factors affecting business people learning foreign languages for occupational purposes. For example, business learners are more confident than non-vocational adult learners, apparently because they perceive themselves as part of a large enterprise that is encouraging and supporting their endeavours. However, such learners can also be demotivated if there is a disjuncture between their goals and the aims of their company; in such a scenario, learners give up easily and feel the undertaking to be irrelevant. This is especially so if the company has unrealistic expectations about likely progress and exit

level skills, especially with regard to short courses.

In addition, though business learners have a substantial fund of work-related experiences with the target foreign culture which can be exploited in the classroom, these may not always be sufficiently meaningful to the teacher. In effect, the teacher becomes a learner who depends on the responses of his/her students in order to interact properly. Such learners also have clear preconceptions about how foreign languages should be learnt, and are likely to impose a mechanistic view on the FL learning process; these expectations ultimately derive from the business learners' professional subject specialisation.

95–289 Graham, Suzanne (U. of Bath) **and Rees, Felicity** (King's Coll., London). Gender differences in language learning: the question of control. *Language Learning Journal* (Rugby), **11** (1995), 18–19.

Girls still far outnumber boys in examination entries for modern foreign languages at all levels. The authors' recent studies of the two sexes' response to oral work showed girls expressing a more negative attitude to class oral work and fearing the negative evaluation of their classmates, while very few boys expressed any such apprehension. Previous research has already suggested that anxiety related to peer-group judgement is more common among girls, while boys tend to manifest a desire to 'compete for the floor'. Encouraging smaller group work might allow both sexes to participate in an environment suited to their needs. Boys' participation in the classroom seems heavily dependent on their having the opportunity to pursue their own personal agenda. They are reluctant to 'work hard at things that seem a waste of time', and highlight boredom as a demotivating factor. Girls too are motivated by enjoyment, but anxiety plays a much greater role.

Many girls deal with anxieties about progress by 'working harder', i.e. learning by rote, checking completed work and generally investing a lot of time in their studies. What both sexes seem to be striving for in their language learning is an element of control, and teachers should provide students with opportunities to exercise such control in positive ways, by organising the classroom so that boys can pursue their independent agenda within the framework of the programme of study, while girls are relieved of the pressure to 'perform' to a large audience. If pupils are helped to perceive a link between the strategies employed and the resulting outcomes, their sense of control over their own learning could be heightened, and this is a powerful source of motivation. Keeping a diary of learning strategies and of personal perceptions of achievement in various language activities helps to reduce learners' anxiety.

95–290 Hashim, Rosna Awang and Sahil, Sharifah Azizah Syed (U. Utara Malaysia). Examining learners' language learning strategies. *RELC Journal* (Singapore), **25**, 2 (1994), 1–20.

A number of researchers have examined variables/factors that affect the choice of language learning strategies. Some of the variables, such as language teaching method, language learning level, field of specialisation and national origin are claimed to correlate with learners' choice of language learning strategies. This paper aims to investigate the types of language learning strategies used by students at tertiary level and discusses whether variables such as sex, race and programme of study influence the choice of language learning strategies. The

instrument for data collection was the SILL (Strategy Inventory for Language Learning) adapted from Oxford SILL version 7.0. It was found that the students used all six of the strategies listed in the SILL, albeit at a moderate level. Race had a profound effect with regard to 'managing emotions', Malay students favouring strategies in this area while Indian students disliked using them; Chinese students did not reveal their stance. No significant evidence was found concerning the effect of the variable 'programme of studies' on strategy choice.

95–291 Hulstijn, Jan H. L'acquisition incidente du lexique en langue étrangère au cours de la lecture: ses avantages et ses limites. [Incidental learning of foreign language lexis while reading: advantages and limitations.] *Aile* (Paris), **3** (1994), 77–96.

This paper discusses recommendations to teach FL learners to infer the meaning of unfamiliar words, encountered in an FL text, from contextual information. A distinction is made between two modes of reading: reading for text comprehension (recreational and professional purposes) and reading to increase FL proficiency and FL vocabulary knowledge (instrumental purposes). A corresponding distinction is made between two modes of learning: incidental and intentional learning.

A brief report is then made of two studies. In both studies, FL learners were asked to read an FL text and answer a number of text comprehension questions. The first study investigated to what extent

FL learners actually did look up the meaning of four types of unknown words (words relevant and irrelevant for text comprehension, and easy or difficult to infer from context). The second study assessed the effectiveness of various types of cues (provided in the text margin) as to the meaning of some unknown words in the text.

From these two studies conclusions are drawn pertaining to the effectiveness of inferring activities for text comprehension as well as for vocabulary learning. The paper ends with a list of practical recommendations for FL reading and vocabulary learning.

95-292 Klein, Elaine C. (City U. of New York). Evidence for a 'wild' L2 grammar: when pps rear their empty heads. *Applied Linguistics* (Oxford), **16**, 1 (1995), 87-117.

Researchers in second language acquisition have argued for a constraint against 'wild grammars'. This mandates that each stage in a learner's interim grammar corresponds to a natural language system, predicting that errors outside UG will never occur. This paper provides counter-evidence to such generally accepted claims. An illicit L2 grammar appears in data from several studies which show that L2 learners who have subcategorisation knowledge of verbs for their prepositions often omit those same propositions in relative clauses and questions requiring pied-piping or preposition stranding. An analysis of this 'null-prep' phenomenon in adult natural languages shows that it is found in some

languages of the world, but is severely constrained by UG. As a natural language phenomenon, null-prep is restricted to non-movement relative clauses and is prohibited from occurring in interrogative constructions. From such linguistic and acquisition data, it is shown that the occurrence of null-prep in L2 questions, particularly represents a wild interlanguage grammar, not sanctioned by UG principles. Considering this evidence and the acquisition problem, the author argues for a relaxation of the constraints on non-conformist grammars in the developing L2 without negating the role of UG in second language acquisition.

95-293 Lardiere, Donna (Georgetown U.). L2 acquisition of English synthetic compounding is not constrained by level-ordering (and neither, probably, is L1). *Second Language Research* (Utrecht, The Netherlands), **11**, 1 (1995), 20-56.

This article investigates the acquisition of English synthetic compounding by native Spanish and native Chinese speakers. Data are presented which contradict the claim by Gordon, Clahsen and Clahsen *et al.* that morphological level-ordering is universally, innately available to language learners to guide their acquisition of compounding constraints. Empirical arguments are given which show that compounding, at least, cannot be universally subject to the particular inflectional constraints – namely, a restriction on plurals in compounds – imposed by the level-ordering models cited in the above

acquisition studies. Additional experimental results are also presented which demonstrate that L2 learners of English freely violate this restriction, and that such violations reflect particular L1 influence.

An alternative approach to analysing the role of Universal Grammar in the acquisition of compounding is suggested, which better accounts for both the L1 and L2 English data, by considering (1) the interaction of syntactic principles with lexical derivation; (2) the parametric differences between the L1 and L2; and (3) the language-specific nature of morphological affixation.

95-294 Laufer, Batia (U. of Haifa). The lexical profile of second language writing: does it change over time? *RELC Journal* (Singapore), **25**, 2 (1994), 21-33.

The paper examines changes in the productive lexicon of advanced second language learners' writing over a period of one academic year. Sets of compositions of the same learners were analysed in terms of lexical profile and lexical variation at three points of time. The analysis was performed by LFP (lexical frequency profile) measure, which classifies the vocabulary of an essay into frequency levels using a public domain computer program developed

for this purpose. Results indicate that there was some progress in lexical richness, but not in lexical variation. There was no correlation between the progress on the two variables. The results are discussed in terms of productive vocabulary development in a second language. Some teaching implications are suggested which relate to explicit vocabulary teaching as opposed to incidental vocabulary learning.

95-295 McCafferty, Steven G. (Cornell U.). Adult second language learners' use of private speech: a review of studies. *Modern Language Journal* (Madison, Wis), **78**, 4 (1994), 421-36.

This article examines apparent support in the SLA literature (and a research project carried out by Lantolf and Frawley involving a sequenced picture

narration by native/non-native speakers), for the Vygotskyian approach, whereby cognitive growth in childhood is highly dependent on social contexts:

children develop their thinking skills through interaction with others, and only then become 'self-regulating'. Private speech and 'thinking aloud' is a strategy used by children to identify appropriate courses of action and to conclude tasks.

Private speech can relate to both social and internal planes and utterances can evince full or condensed syntactic forms (in the former case, for example, when the thinking process is not oriented to the solution of an immediate problem). Private speech can be classified in terms of object-, other- and self-regulation. Instances of 'other-regulation' would be comments on the clarity of a photograph (rather than its content), or task performance ('I can do this in Spanish, but not English'). The article also

describes perspectival and affective markers, which accommodate the temporal standpoint of the interviewee and his/her response to the task (e.g. sighs, frustrated laughter, etc.).

Seven key SLA studies are then summarised and reviewed. In addition to lending support to a Vygotskyian perspective, they imply that the linguistic forms/features identified in private speech are context-dependent. The authors call for further research into how learners 'self-regulate' in relation to different contexts and tasks, and argue that discourse processing models which do not recognise the importance of private speech in deciphering text need to be reconsidered.

95-296 Pica, Teresa (U. of Pennsylvania). Research on negotiation: what does it reveal about second-language learning conditions, processes, and outcomes? *Language Learning* (Ann Arbor, Mich), **44**, 3 (1994), 493-527.

This article reviews insights into second-language (L2) learning that have been revealed through over a decade of research on the social interaction and negotiation of L2 learners and their interlocutors, beginning with the seminal work of Hatch and Long, and with reference to a corpus of informal, experimental, and classroom data from published studies. This research illustrates ways in which negotiation contributes to conditions, processes, and outcomes of L2 learning by facilitating learners' comprehension and structural segmentation of L2

input, access to lexical form and meaning, and production of modified output. The research points out areas in which negotiation does not appear to assist L2 learning, especially with respect to the learner's need to access L2 grammatical morphology and to strive toward accurate production of L2 morphosyntax. Directions are suggested for future research on negotiation and L2 learning through longitudinal study, experimental design, and task-based collection of data.

95-297 Piper, Alison (U. of Southampton). 'Ecología': the assumptions, expectations and strategies of modern languages students working in a self-access learning environment for the first time. *Language Awareness* (Clevedon, Avon), **3**, 1 (1994), 11-27.

Against a background of growing interest in self-access language learning and considerable investment in the resources which support it, the paper briefly examines claims and theories about learning strategies, with particular reference to modern languages. It reports on a short study of 29 second-year undergraduate students of Spanish working in a self-access learning environment for the first time and, using data mainly from their learner diaries, presents evidence of their assumptions and expectations about language learning and their learning strategies. Results show

that even as modern languages students, the group possessed a model of language and strategies for learning both of which were significantly limited, although there is some evidence for development of learning strategies over the period. The conclusion drawn is that the successful implementation of self-access learning within the undergraduate curriculum is dependent on a well-structured environment, appropriate pedagogical support, and adequate time and opportunity for learning strategies to develop. Suggestions are made as to how this might be made possible.

95-298 Robinson, Peter (U. of Queensland). Universals of word formation processes: noun incorporation in the acquisition of Samoan as a second language. *Language Learning* (Ann Arbor, Mich), **44**, 4 (1994), 569-615.

This study examines the influence of a proposed implicational hierarchy (Mithun, 1984) and constraints of Universal Grammar (Baker, 1988) on

the acquisition of noun incorporation processes by 29 adult learners of Samoan, compared to the performance of a control group of 11 native Samoan

speakers. The methodology involved reaction time, grammaticality judgment and response certainty measures of the processing difficulty and acceptability of examples of noun incorporation for

English speaking learners of Samoan, with the latter measure giving the clearest support for two hypothesised orders of difficulty.

95-299 Verhoeven, Ludo T. (Tilburg U., The Netherlands). Transfer in bilingual development: the linguistic interdependence hypothesis revisited. *Language Learning* (Ann Arbor, Mich), **44**, 3 (1994), 381-415.

This study aimed to find empirical evidence for the linguistic interdependence hypothesis, which states that in bilingual development, language and literacy skills can be transferred from one language to another. Ninety-eight 6-year-old Turkish children, living in The Netherlands since infancy, were selected prior to their entrance into the first grade of primary school. A longitudinal design monitored the development of lexical, morphosyntactic, pragmatic, phonological, and literacy abilities in the children's

first and second languages. To minimise test-bias, linguistic tasks were developed, which required minimal instruction, and interdependence relationships in bilingual development were analysed with LISREL techniques. The results clearly show that at the level of lexicon and syntax, language transfer was quite limited. At the level of pragmatic, phonological and literacy skills, however, positive evidence appeared for interdependence in bilingual development.

95-300 Zobl, Helmut (Carleton U.). Converging evidence for the 'acquisition-learning' distinction. *Applied Linguistics* (Oxford), **16**, 1 (1995), 35-56.

Krashen's 'acquisition-learning' distinction has encountered criticism and, on occasion, harsh attacks since its introduction. This paper argues that the epistemological theory he proposed merits a more sympathetic reappraisal. Contrary to what has been claimed, the theory is not insulated against attempts to disconfirm it. Recent studies examining the effects of explicit positive evidence and/or negative evidence in formal learning provide an important test of the theory. The results of these studies, which postdate the formulation of the theory, are not inconsistent with it. The theory in fact elucidates several aspects of their findings. Recent work on the

acquisition of functional categories lends new significance to the existence of the common morpheme orders in English L2. The morphemes can now be seen to relate in central ways to Universal Grammar and the functional theory framework is able to provide a principled account of the L2 hierarchy in relation to the L1 hierarchy. Lastly, research has also made it possible to begin to outline major dimensions on which processes and products of the 'acquired' and 'learned' systems differ. Principles of markedness and differences in computational complexity represent two diagnostic dimensions which promise to discriminate between the two systems.

Contrastive/error analysis

95-301 Diehl, Erika. Probieren geht über Studieren. Individuelle Varianten im Fremdsprachenerwerb. [The proof of the pudding. Individual variation in second language acquisition.] *Deutsch als Fremdsprache* (Leipzig, Germany), **3** (1994), 138-47.

Errors of gender and case endings were studied in the written German (homework and class tests) of 12 Swiss-French university students over a period of two years. The same learners had been studied as schoolchildren in 1991. Despite at least seven years of school German, all learners made basic errors with endings, though over two-thirds of endings were correct. The data seem to support the idea of a natural sequence of interlanguage development, internally driven and not changeable by formal grammar teaching – in fact over five years behind – and of zones of sensitivity where a given learner is improving at a given time. For example, consistently correct case endings are never found until the 'verb comes second' rule is mastered, and singular endings

are largely mastered before plural ones are tackled at all. Analysis is complicated by 'chunk learning', where forms learned by heart do not follow the developing rules, and by 'regression', where even advanced learners may produce stretches of language without any case markings, even in prepared homework. When improvement occurs, it is sometimes by a sudden leap, e.g. for the first markings of case, sometimes by slow development, e.g. correct gender marking, cases after prepositions, adjective endings.

The author seeks to identify individual differences, due to (largely unconscious) strategies in recognising pattern in input. She finds three groups among her 12 subjects: the 'chaotic', who seem to

give up in the face of the complex data, the 'experimenters', who improve fairly steadily, and the 'grammarians', whose error rate is low but changes little. This last group seem able to use formal

grammar learning in their highly monitored written output, though they too probably went through an interlanguage phase, of which some traces remain.

95-302 Granger, Sylviane and Monfort, Guy. La description de la compétence lexicale en langue étrangère: perspectives méthodologiques. [The description of lexical competence in a foreign language: methodological approaches.] *Aile* (Paris), **3** (1994), 55-75.

Error analysis can be an extremely useful tool to describe learners' lexical competence, providing psycholinguists and researchers with a much-needed empirical base. The methodological approach put

forward here is a combination of lexical error analysis and semi-automatic processing during which lexical interlanguage data are analysed using frequency and concordancing software.

95-303 Kachru, Yamuna (U. of Illinois, Urbana-Champaign). Contrastive rhetoric in World Englishes. *English Today* (Cambridge), **11**, 1 (1995), 21-31.

The claims, assumptions and conclusions of contrastive rhetoric (CR) are challenged. CR involves a comparison of the writing conventions of various languages as they differ from the perceived norm of writing in American, Australasian or British English. The assumption that there exist identifiable norms of writing English is called into question, and it is suggested that CR studies have compared writing in other languages with what is merely an idealised notion of writing in English. Employing methodologies based essentially on the Western rhetorical tradition, they result in devaluing other rhetorical patterns which do not conform to this

putative monolithic ideal. A discussion of research into the acquisition of language and literacy suggests that two claims – that Western rhetoric emerged from the development of writing and that literacy contributes to logical thought – need to be reexamined. It is therefore suggested that CR researchers should be more sensitive to writing conventions and genres different from their own. By basing CR on a theoretical framework which takes into account the total social meaning of texts, it will be possible both to legitimise the multiple voices of speakers of English and aim to arrive at a set of universal rhetorical patterns.

Testing

95-304 Chambers, Francine (U. of Southampton) and **Richards, Brian** (U. of Reading). The 'free conversation' and the assessment of oral proficiency. *Language Learning Journal* (Rugby), **11** (1995), 6-10.

This article questions the usefulness of the 'free conversation' as defined in the National Criteria for French at Higher Level, on the basis of a research project focusing on the differences between native/non-native speaker interview performance. The sample included 28 short audiotaped conversations with GSCE candidates and with 25 French 15-year-olds, and the discussion topics included details about family and home life/leisure activities.

Some of the GSCE topics were found to be inappropriate for French teenagers and might even be deemed an invasion of privacy. The interviews with native speakers had a different thrust from the interviews with GSCE students in that they involved the elicitation of unknown information (GSCE students, on the other hand, are interviewed by their teacher and there is thus no real information exchange). The occurrence of 'complex' grammar

such as finite verb forms and relative clauses in the interviews [tabular data] revealed differences between native and non-native performance. In the latter case, candidates are perhaps encouraged to produce more complex structures because they are valued by teachers (rather than because they are communicatively appropriate). The GSCE requirement that two or three topics should be covered appeared to be inadequate in the native-speaker interviews, as more topics (up to 7 in some cases) had to be introduced to keep the interactions going.

The authors conclude by calling for changes to the GSCE oral interview (e.g. the appropriacy of 'complex' forms should be reconsidered), in the light of further research into the actual performance characteristics of native/non-native speakers at different proficiency levels.

95-305 Howard, Sara (U. of Sheffield) **and others**. The changing face of child language assessment: 1985–1995. *Child Language Teaching and Therapy* (London), **11**, 1 (1995), 7–22.

The paper considers the theoretical and practical advances in speech and language therapy which have influenced the development of language assessment over the past ten years. It focuses on three areas: what is assessed; how it is assessed; and why it is assessed. There have been increases in the scope of

what is involved in language assessment, and theoretical advances along with new methods of speech and language therapy service delivery have motivated changes in the methods by which assessment takes place.

95-306 Lynch, Brian K. (U. of Melbourne) **and Davidson, Fred** (U. of Illinois, Urbana-Champaign). Criterion-referenced language test development: linking curricula, teachers, and tests. *TESOL Quarterly* (Washington, DC), **28**, 4 (1994), 727–43

In discussing the use of both criterion-referenced measurement and norm-referenced measurement techniques for item analysis, Brown has called for strengthening the relationship between testing and the curriculum. Alderson and Wall have pointed out the need for actual studies on the existence of 'washback', or the influence of tests on teaching. This article answers those calls by presenting criterion-referenced language test development (CRLTD) as a means for linking ESL curricula, teacher experience, and language tests.

CRLTD focuses on the generation of 'test specifications', as adapted from Popham (1978), and

their refinement following the production of items or tasks from those specifications. Sample specifications are presented from university ESL/EFL programmes at the University of Illinois, Urbana-Champaign, and the University of California, Los Angeles. CRLTD is elaborated further in the form of a workshop designed to translate curricular goals into test instruments with the active participation of teachers. The article concludes by examining data from teachers who have used CRLTD and with a discussion of its benefits as a proactive process for teaching and assessment.

95-307 Marisi, Paulette (Moeller) (U. of Regina, Canada). Questions of regionalism in native-speaker OPI performance: the French-Canadian experience. *Foreign Language Annals* (New York), **27**, 4 (1994), 505–21.

The Oral Proficiency Interview (OPI) has been submitted to external scrutiny and has been accepted by many foreign language educators as an accurate method of assessing speaking competence of foreign language learners. Recognising, however that every test has its limitations, and that the nature of all good systems of evaluation is to evolve in order to meet growing needs, an OPI is here examined in the context of evaluating native speakers. A 1991 workshop in Quebec City and a 1989 Canadian Study on French regional speech provide the framework for an honest discussion of sociolinguistic competence and the suitability of the OPI for testing native speakers. An invitation for further dialogue on this issue follows a list of recommendations that

(a) ACTFL should further define the role of the sociolinguistic element of accuracy; (b) ACTFL testers should be sensitive to the issue of regional variants when testing native speakers in order to distinguish a 'pattern of errors' from bona fide regionalism; (c) Canadian testers should beware of the danger of overlooking errors of high frequency usage that appear acceptable by virtue of the common occurrence; and (d) ACTFL needs to reexamine the notion that all compensation ceases at the superior level.

Canadian French is to European French as American English is to British English, and hence should be accepted in a North American context, as a bona fide variant of the language.

95-308 Sciarone, A. G. A fully automatic homework checking system. *IRAL* (Heidelberg, Germany), **33**, 1 (1995), 35–46.

Research in the field of language testing has greatly improved our insights into the effectiveness of tests designed to measure the final product of the foreign language education process. Little attention has been paid, however, to the quality of all sorts of informal tests that foreign language teachers use to check if students really carry out the learning tasks they have

been set – the type of test that is meant to monitor student's progress towards the final goal. There are at least two reasons why this lack of attention is unfortunate. (1) To get a good learning *product*, it is important to closely monitor the learning *process*. (2) To evaluate properly the effectiveness of our foreign language education methods and the theories

underlying them, we must be sure that students really have performed the learning tasks required by a particular method. With individual students, monitoring the learning process has always been relatively easy. With groups, however, systematic and effective monitoring has only become possible with the widespread availability of computers.

This paper presents the findings of an experiment involving almost 200 foreign students of Dutch in

which their individual performance on a variety of learning tasks were automatically and systematically checked and rechecked using personal computers. These findings show that with the help of a relatively simple monitoring tool – an uncomplicated computer program that can be used by any teacher – the learning product can be improved substantially in comparison with that produced by groups of students monitored in more traditional ways.

95–309 Sendlmeier, Walter F. and Stock, Dieter. Zur phonetisch/phonologischen Ausbalanciertheit sprachlicher Testmaterialien: Grundsätzliche Überlegungen und Korpusanalysen. [Phonetic and phonological representativeness in language testing materials.] *Deutsche Sprache* (Berlin, Germany), **21**, 4 (1993), 355–65.

There is no test material which allows for the assessment of phonetic receptive proficiency in German as a foreign language. Existing speech tests developed in the fields of telecommunication technology and audiology for assessing word recognition do not adequately represent the phonetic characteristics of the German language. In this paper, criteria for a representative selection of test items on the basis of the phonetic structure of a given language – exemplified

here by the German language – are outlined and discussed. By means of comparative corpus analyses the impact of word types and their frequency and the impact of text types is demonstrated for the parameters of syllable number and syllable structure. In conclusion, guidelines for the development of phonetically/phonologically balanced verbal test materials are specified.

Curriculum planning

95–310 Zydatiś, Wolfgang. Sinnggebung in der Politik und Sinnangebote im Fremdsprachenunterricht? Die Krise des modernen Sozialstaats als Thema des fortgeschrittenen Englischunterrichts: Versuch einer Begründung [A 'politics of meaning' and a pedagogy of meaning in foreign language teaching? The crisis in the modern welfare state as a theme in the progressive teaching of English: in search of a meaning.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **93**, 4 (1994) 354–74.

This article presents the aims and ideas underlying the conception of a recently developed curricular module for advanced learners of English which tries to combine the general pedagogic objective of education for citizenship and the subject-specific objective of the development of sociocultural competence as an integrated part of foreign language competence. By highlighting both the crisis in the British welfare state and the attempts to overcome its long-term structural problems, the module induces

students to build up a certain amount of consciousness and familiarity with existential experiences in a sociocultural domain (i.e. the welfare state) which figures prominently in the communicative behaviour, attitudes and value systems of British people. What we are faced with and have to come to terms with, then, is – in the political field of activity – a 'politics of meaning' (Lerner) and accordingly – in foreign language teaching – a 'pedagogy of meaning'.

Course/syllabus design

95–311 Goldstein, Laurence (U. of Hong Kong) **and Ngar-Fun Liu** (Chinese U. of Hong Kong). An integrated approach to the design of an immersion programme. *TESOL Quarterly* (Washington, DC), **28**, 4 (1994), 705–25.

In 1991 the Government of Hong Kong approved an English immersion programme on a massive scale for children entering secondary school at age 12: it is targeted at 30% of that group. Called a 'Bridge Programme', it aims to provide a bridge between primary schooling in the medium of Chinese and

secondary schooling in English. The programme teaches English through content subjects. The long-term target is a young adult population at least 30% of which is genuinely bilingual. Both authors have been engaged in designing and writing this programme, and they report from the perspective of

syllabus designers and materials writers informed by theory and guided by particular institutional and pedagogical needs. Unique aspects of their work, which may be of value to L2 teachers and researchers elsewhere, are elaborated. The article starts by describing the background to the programme and investigating the gap to be bridged. It then takes a critical look at the role of

communicative language teaching in content subject teaching. The article then reviews different theoretical assumptions of the Canadian immersion programme and the Bridge Programme; outlines the linguistic, content, and task components of the Bridge Programme design; and documents some of the research problems that developed in this project.

95-312 Salkie, Raphael (U. of Brighton). Language awareness in higher education: one strategy. *Language Awareness* (Clevedon, Avon), **3**, 1 (1994), 29-43.

Language awareness has often been discussed in relation to primary and secondary education, but rarely in relation to higher education. The BA in Applied Language at the University of Brighton is an undergraduate course which combines second language learning with linguistics. In trying to integrate these two strands the course team have

developed an innovative approach to linguistics which shares many of the aims that advocates of language awareness have put forward. Course objectives, content and teaching methods have all changed as a result of this new thinking. The new approach to linguistics has its drawbacks, but it also has many things in its favour.

Teacher training

95-313 Borg, Simon (U. of Malta). Language awareness as methodology: implications for teachers and teacher training. *Language Awareness* (Clevedon, Avon), **3**, 2 (1994), 61-71.

This paper focuses on language awareness (LA) as a methodology in foreign language teaching and analyses its implications for teachers and teacher training. An outline of the characteristics of LA as methodology, derived from the work of Wright & Bolitho, is first given, and the demands which this methodology makes on language teachers is then discussed. It is shown that LA as methodology presumes not only linguistic awareness on the part of teachers, but also an understanding of the learning and teaching processes this methodology promotes.

The implications of these demands for LA-oriented teacher training are then addressed in terms of appropriate training content and training methodology. It is argued that training content needs to be educationally, rather than linguistically, oriented, and that a reflexive training methodology is an effective means of developing in teachers the kinds of awareness LA as methodology presumes. A sample activity is provided to illustrate this approach to LA-oriented teacher training.

95-314 Kenning, Marie-Madeleine (U. of East Anglia). Foreign languages and special needs: implications for teacher support. *British Journal of Special Education* (Oxford), **21**, 4 (1994), 152-5.

Recent developments in modern language teaching for pupils with special educational needs (SEN) are reviewed. Given that the majority of teachers in special schools lack the linguistic proficiency to teach a foreign language, the equipping of such teachers with appropriate language skills is seen as the best solution to the shortage of suitably qualified teachers. It is suggested that Local Education Authorities (LEAs) should provide the support that general courses and available resources cannot. A French course mounted by Suffolk LEA for SEN teachers gave the participants the opportunity to share expertise and work together in constructing a syllabus, defining objectives and identifying methodology needs.

The introduction of a modern language into an SEN curriculum has, in one special school, led to increased confidence among the pupils and unexpected progress across a range of other subjects. Indeed, such benefits are beginning to be acknowledged by both publishers, with the development of SEN language learning materials, and LEAs, who have supported collaboration between mainstream and special schools. The importance of central bodies such as LEAs and the Centre for Information on Language Teaching (CILT) in fostering links between SEN teachers and acting as resource banks is underlined

95-315 Lee, James F. (U. of Illinois at Urbana/Champaign). Toward inclusivity: consciousness-raising activities for TA orientation. *Foreign Language Annals* (New York), **27**, 4 (1994), 498–504.

Awareness, sensitivity, tolerance, acceptance, and celebration are all issues of concern in expanding curricula to be more inclusive. The term 'inclusive' does not so much emphasise cultures, classes of people, and curricular choices as it emphasises the individual and the individual's contributions to the whole. In educational settings, inclusivity is discussed in terms of creating and maintaining a classroom environment in which each individual has equal access to learning opportunities. Inclusivity is important in teaching for two unrelated reasons: one pedagogical and the other legal. Pedagogically, the

aim is to create an affectively positive environment in which to promote optimal learning. Legally, the rights of the individual must be addressed. Teaching assistants, and in particular international teaching assistants, may not be familiar with, or in agreement with, university antidiscrimination policies, particularly with regards to sexual orientation. Those who have responsibilities for training TAs must be aware of these issues and address them proactively rather than reactively. Three activities that have been used for three years in a preservice TA orientation are presented.

95-316 McKenna, Natalie (U. of Liverpool). Setting off: holiday French in a school for pupils with special needs. *Language Learning Journal* (Rugby), **10** (1994), 42–3.

A course in spoken French is described which is run by the University of Liverpool Department of Education for local special needs pupils planning a trip to France. The success of the course resulted in plans to integrate the experiment into the PGCE programme, incorporating active and sustained special needs language teaching into the initial teacher education of the new PGCE intake.

Six lessons were planned for the trip and included the areas of signs, telling, asking, eating, counting, acting and sounds. The fundamental principles informing the methodology included the objective,

an emphasis on spoken and heard language, the context, task-based lessons, progression, resources and monitoring. The learners, all pupils with moderate learning difficulties, absorbed and applied far more language and information than had been anticipated, though some tasks proved difficult, impossible or intimidating. Teacher educators and language specialists have much to learn from their experienced colleagues in the special needs sector. Special needs experience must become an integral element in new models of teacher education.

Teaching methods

95-317 Aljaafreh, Ali (U. of Delaware) **and Lantolf, James P.** (Cornell U.). Negative feedback as regulation and second language learning in the zone of proximal development. *Modern Language Journal* (Madison, Wis), **78**, 4 (1994), 465–83.

Three EFL learners on an elementary writing and reading course at the University of Delaware were given individual tutorials in which their written work was corrected. The article consists largely of transcript extracts from and commentary on these tutorials. The principle followed was that learners should self-correct as far as possible: the tutor first asked them if they could find errors themselves, then if necessary gave gradually increasing guidance, finally, if all else failed, gave the correct form. The focus was on errors of tense marking, articles, prepositions and modals.

The assumption underlying the method – and, it

is claimed, supported by the results – is that feedback on errors does help language development, but only if negotiated with the learner and keyed to the learner's current needs. This in turn derives from Vygotsky's idea of a 'zone of proximal development', where a learner is ready to change, and his 'genetic law of cultural development', which asserts that 'every function in a child's development appears twice, first on the social level, and later on the individual level'. Two learners who seem to be at the same level, as judged by the language they produce, may in fact be at very different stages if one is more responsive to correction.

95-318 Barbour, Sheila (Godalming Coll.), Teaching A-level literature in the target language: some suggested approaches. *Language Learning Journal* (Rugby), **11** (1995), 36–8.

The new Oxford Board A-level syllabus calls on teachers to approach the book in the target language

using a monolingual dictionary. Unlike any 'traditional' syllabus, however, close textual

knowledge is not required. As individual texts are not prescribed, essay titles are less precise and the teacher has some freedom in deciding which aspects of a book to emphasise. In introducing students to literary registers, it is useful to use the same methods of discovery of the text that they have already employed in non-literary work. Inviting students to offer their views, in the target language, on the opening passages of several novels, and stressing authors' deliberate exploitation of reader curiosity and the pleasure of active discovery helps to impress upon students the naturalness of not understanding at the beginning of a book. They may then accept not understanding rather than seeing it as a failure.

With a long novel, it is essential for the teacher to have a clear idea of what he/she wishes to achieve, identifying main aims such as arousing the desire to

know what happens, encouraging appreciation of character, and giving insight into use of language and imagery. Simple collation of all the information gleaned from the first chapter is essential for reference. Technical vocabulary needs to be recognised, and students should be encouraged to select vocabulary items independently and intelligently if their word lists are to be manageable. Time constraints and the need for thoroughness on the early chapters make it necessary to provide a summary of the rest of the book, in the target language, containing key quotations and references, for use in reading the rest of the text. Reading the novel in translation as well should be positively encouraged. Equipped with such study aids, students should then be able to analyse the text in reasonable depth.

95-319 Bell, Steve. Storyline as an approach to language teaching. *Die Neueren Sprachen* (Frankfurt am Main, Germany), **94**, 1 (1995), 5-25.

Over the past decades the Scottish primary school system has seen a remarkable change in its curriculum towards a more holistic pattern. It was suggested that the subject areas of history, geography, maths and science should be integrated to form environmental studies. Teachers needed help in re-structuring their curricular planning and in designing 'topic work' which would fit into the curricular area of environmental studies. For this

purpose a new methodology now known as 'Storyline' was developed to provide a structure for the teaching of integrated subject studies. The author, who has been involved in promoting the 'Storyline' approach among teachers in several European countries and in the United States, describes in detail the methodology as applied in mother-tongue teaching and with special reference to the language teaching aspects of its use.

95-320 Caré, Jean-Marc. Inventer pour apprendre – les simulations globales. [Invention for learning – global simulations.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **94**, 1 (1995), 69-87.

Simulations globales (SG) were developed in the late 1970s. While no longer in the experimental phase, they are still suitable for any kind of experiment. *Simulations globales* are used in the widest variety of learning situations and groups, either extensively or intensively, but also in a combination of the two

methodological approaches to supplement the textbook. Over the last 20 years, various reports, publications and research projects have led to a more refined definition of the concept of *globalité*, an expanded canon of subjects and a clearer picture of the role of *invention* in the simulations.

95-321 Crystal, David (U. of Wales, Bangor). Postilion sentences. *Child Language Teaching and Therapy* (Cambridge), **11**, 1 (1995), 79-90.

A pragmatic perspective in language intervention requires that we look critically at the kind of language we teach, to ensure that it is useful outside the teaching situation. However, many sentences introduced in teaching seem to have little or no chance of ever being used in real life 'Postilion sentences', at least not without taking careful account of their contextual restrictions, and sometimes modifying their prosodic form. Their

role is chiefly to instil a structure, and their pragmatic value is negligible. The contextual differences are illustrated from several sentences, to make the point that the goal of carryover is likely to be problematic when there is no pragmatic equivalence. If teaching and therapy is to be efficacious, generalisation of skills from classroom and clinic to the outside world is essential, and this is possible only within a pragmatic frame of

95-322 Dörnyei, Zoltán (Eötvös U., Budapest). On the teachability of communication strategies. *TESOL Quarterly* (Washington, DC), **29**, 1 (1995), 55–85.

Because a significant proportion of real-life L2 communication is problematic, L2 learners might benefit from instruction on how to cope with performance problems. Such instruction could include the specific teaching of communication strategies, which involve various verbal and nonverbal means of dealing with difficulties and breakdowns that occur in everyday communication. Opinions on the teachability of such strategies, however, vary widely, and several researchers have questioned the validity of strategy training. This

article first describes what communication strategies are and provides an overview of the teachability issue, discussing the arguments for and against strategy instruction, and suggests three possible reasons for the existing controversy. After this the results of a study aimed at obtaining empirical data on the educational potential of strategy training are presented. The findings point to the possibility of developing the quality and quantity of learners' use of at least some communication strategies through focused instruction.

95-323 Ellis, Rod (Temple U., Japan). Interpretation tasks for grammar teaching. *TESOL Quarterly* (Washington, DC), **29**, 1 (1995), 87–105.

Grammar teaching has traditionally consisted of giving learners opportunities to produce specific grammatical structures. Such an approach may prove ineffective because it does not take into account of how learners acquire grammatical structures. This article examines an alternative approach to grammar teaching – one based on interpreting input. This

approach emphasises helping learners to notice grammatical features in the input, comprehend their meanings, and compare the forms present in the input with those occurring in learner output. The rationale for the approach is discussed as are the principles for designing interpretation tasks for grammar teaching.

95-324 Garrett, Peter and others (U. of Wales, Bangor). Use of the mother-tongue in second language classrooms: an experimental investigation of effects on the attitudes and writing performance of bilingual UK schoolchildren. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15**, 5 (1994), 371–83.

Controversy continues to surround the use of the mother-tongue in second language classrooms. While some argue that learning a second language is like learning the first, and that the mother-tongue therefore has no place, others claim it has an important and positive role to play. The study reported here was conducted in primary schools in two different UK bilingual settings: North Wales (Welsh/English) and Lancashire (Mirpur Punjabi/English). During a three-month experimental period, teachers did parallel pre-writing activities with comparable pairs of classes. Some

classes had Punjabi or Welsh (the mother-tongue) as the language of their pre-writing activity, and the others had English (the second language). Pre- and post-tests included writing tasks and an attitude inventory. although some of the attitudes (to writing, self, ethnic identity, school, and Britain) grew significantly more favourable in the mother-tongue groups over this period, these changes were not matched by any recorded improvements in writing performance, where there were some signs that the second language preparation was the more beneficial.

95-325 Grauberg, Eva (formerly Dawn House Sch., Nottingham). Language and early mathematics – ten years on. *Child Language Teaching and Therapy* (Cambridge), **11**, 1 (1995), 34–49.

During the last 10 years some publications have appeared which may prove helpful in dealing with the difficulties encountered by language-impaired children in learning early mathematics. A brief account is given of these publications, and some general trends are identified: changed attitudes to Piaget; interest in crosscultural studies; debate on

counting; emphasis on the problems of symbolic understanding; value given to informal methods, and awareness of the role of language in mathematics. some implications for teaching are drawn, and three books from the mainstream literature on mathematics are recommended.

95-326 Herrmann, Josef. Datengewinnung in der Zweitsprachenforschung: Einige empirische Befunde zur Effizienz verschiedener Verfahren. [Data collection in second language research: empirical findings with regard to the efficiency of different procedures.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **93**, 6 (1994), 564-87.

This paper represents the initial result of a research project being conducted to investigate possible effects of computer-assisted learning on the approaches and end-products of students writing business letters in English. It was first necessary to determine the optimal data-collection procedure

from the standpoint of the main investigation, and four methods were subjected to an efficiency analysis for that purpose. The investigation indicated that by far the best qualitative and quantitative data were obtained if the test subjects were allowed to work on a text together in small groups.

95-327 Klapper, John (U. of Birmingham). Germany's 'bilinguale Züge'. *German Teaching* (Rugby), **10** (1994), 29-34.

Bilinguale Züge (bilingual streams) are classes within German secondary schools where some subjects, notably Politics, Geography, History, Biology, are taught partly through the medium of a foreign language. These streams always optional, began in 1970 but became common only in the late 1980s. In 1993-4 there were 211 such streams, in 204 schools, mostly in Nordrhein-Westfalen, Rheinland-Pfalz and Niedersachsen, and mostly in *Gymnasien* (grammar schools). Of these, 140 used English, 54 French, 17 other languages. They are unlike 'immersion programmes' in that teaching is not

entirely in the FL, even the chosen subjects, but the aim is to increase pupils' FL mastery and cultural competence over the nine-year secondary period. Assessment is based on subject-matter performance but with some credit for language level, and is mainly oral up to Class 10 (about age 16), written thereafter. Teachers are usually not native-speakers of the target language, but Germans with appropriate subject qualifications. Despite some problems with teacher-training and materials, the author considers these classes very successful.

95-328 Kowal, Maria and Swain, Merrill (Ontario Inst. for Studies in Ed.). Using collaborative language production tasks to promote students' language awareness. *Language Awareness* (Clevedon, Avon), **3**, 2 (1994), 73-93.

This paper presents data of 13- and 14-year-old intermediate and advanced learners of French working collaboratively to complete a text reconstruction task. The task was designed to focus the students' attention and discussion on the form of the message they were constructing. It was hypothesised that this kind of opportunity to produce language would promote their language learning by (1) making them aware of gaps in their existing knowledge which they would subsequently seek to fill; (2) raising their awareness of the links

between the form, function and meaning of words as they worked to construct their intended message; and (3) obtaining feedback that they would receive from their peers and their teacher as they completed the task. The results support the hypothesis and also provide rich insights for teachers, researchers and curriculum planners into the language learning process in a collaborative setting; the students' understandings of how language 'works'; and the effects of certain grouping patterns in the ensuing student talk.

95-329 Llorca, Régine. Techniques de travail oral pour l'intégration sensorielle d'une langue étrangère. [Oral techniques for sensory integration of a foreign language.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **93**, 6 (1994), 588-606.

The article advocates sensory integration of the foreign language by activating a musical retention of gestures during the learning process. These language components are usually neglected in favour of intellectual memory skills when a language is learned in the classroom. For this reason, oral work with the language as described in the article is presented as a

language-learning classroom activity as well as an activity that helps to develop sensory memory skills in general. Working with the language in this way includes various techniques based on variations between the levels of expression within communication and playfully employed in series of exercises, in scenes and improvisations.

95-330 Mendonça, Cássia O. and Johnson, Karen E. (Pennsylvania State U.). Peer review negotiations: revision activities in ESL writing instruction. *TESOL Quarterly* (Washington, DC), **28**, 4 (1994), 745–69.

The purpose of this study is to describe the negotiations that occur during ESL students' peer reviews and the ways these negotiations shape students' revision activities. Twelve advanced ESL learners enrolled in a writing course participated in peer reviews. Audiotaped transcripts of the peer reviews and the students' first and revised drafts were analysed, and postinterviews were conducted. During these peer reviews, students asked questions, offered explanations, gave suggestions, restated what their peers had written or said, and corrected grammar mistakes. Reviewers generated most types of negotiation. Moreover, certain

patterns of negotiation occurred more frequently in peer dyads from different fields of study than in dyads from the same field. Although students used their peers' comments to revise their essays, the incorporated those comments in their revision selectively, deciding for themselves what to revise in their own texts. Finally, the postinterviews supported students' rationale for their revision activities and revealed that overall they found peer reviews useful. The findings of this study support the need to include peer reviews in L2 writing instruction and underscore their value in providing feedback on students' essays.

95-331 Miles, T. R. (U. of Wales, Bangor). Dyslexia: the current status of the term, II. *Child Language Teaching and Therapy* (London), **11**, 1 (1995), 23–33.

This paper reports on some of the more important developments in the dyslexia field which have taken place in the last ten years. These include the growth of public awareness of dyslexia on a worldwide scale, advances in knowledge of its anatomical basis, and increased understanding of dyslexics' strengths and

weaknesses in mathematics and music. The 'phonological deficit' theory is briefly discussed, and some more speculative ideas are then considered. An important development has been the recognition that, despite their literacy difficulties, dyslexics may sometimes possess distinctive talents.

95-332 Morgan, Carol (U. of Bath). Creative writing in foreign language teaching. *Language Learning Journal* (Rugby), **10** (1994), 44–7.

The article considers the writing of poetry in the context of foreign language teaching. The register of pupils who have not lived abroad is based on classroom language. Creative writing can reveal a wider and richer spectrum of language use. A key benefit of creative writing is the personal nature of the exercise. This opens up channels, benefiting pupils and increasing pupil–teacher understanding, but such revelations may prove unexpectedly painful. Pupils can also display wit and create an aesthetically pleasing product. School magazines, wall displays and national competitions can provide

extra incentives.

The author allowed students to choose the subject and form of their poems and to work alone or with a partner. Even low-ability students can produce something attractive with a minimal range of vocabulary. The use of language exercises, IT, and music or art can be fruitful for creative writing. By taking 'creative writing' as the focus, emphasis is shifted away from the product (their acceptable poem) to the process (the enjoyment of a new way of writing).

95-333 Pino-Silva, Juan (U. Simón Bolívar, Caracas, Venezuela). Untutored vocabulary acquisition and L2 reading ability. *Reading in a Foreign Language*, (Oxford), **9**, 2 (1993), 845–57.

While vocabulary knowledge is often recognised as necessary for successful reading in a foreign language, research on the procedures appropriate for the systematic teaching of vocabulary in an EFL reading program is still lacking. This article describes a self-instruction procedure designed to provide students of science and technology at tertiary level

with a basic vocabulary of around 1000 items. In general the technique, known here as 'untutored vocabulary acquisition' appears to be an efficient method for bridging the gap between the vocabulary which beginning L2 students possess and that required to read L2 scientific and technical texts with ease.

905–334 Rattunde, Eckhard. Offene Lektionseinheiten im Französischunterricht – Materialien und Möglichkeiten. [Non-traditional lesson planning in the teaching of French: materials and methods.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **94**, 1 (1995), 88–111.

As long as textbooks with a rigid, pre-determined format of grammatical progression continue to be the overriding medium in foreign-language teaching, there will never be a fundamental change in the established learning environment. The article discusses the problems involved in the linear conception of course books for language teaching and presents ways of preparing lessons which do not rely on the textbook, taking French as an example.

The suggestions are supported by results of applied linguistic analysis in learning, recent research in the field of education and educational psychology as well as inputs from the *simulation globale* approach. They can be used to design a set of creative, content-oriented lessons on the selected aspects and used as learning modules to replace the traditional textbook approach.

95–335 Samely, Ursula (Manchester Metropolitan U.). Foreign language needs for future legal practitioners. *Language Learning Journal* (Rugby), **11** (1995), 57–60.

A questionnaire was sent to legal practitioners throughout England and to law lecturers and students at Manchester, seeking opinions on the language needs of legal trainees. Most respondents thought at least three foreign languages should be known, giving first place to French (51%) or German (37%). For entrance to a combined law and foreign language degree, 82% considered an A-level in the relevant language to be necessary, and 72% were against mixed-level teaching. As for objectives, 51% gave the highest rating to grammatical and

cultural correctness, and 58% thought that legal practitioners should be able to communicate at all levels, in both legal and everyday contexts. It was felt that reading skills should be taught more in relation to specialist texts, whereas writing, listening and speaking were more highly rated for general communication. Several respondents, and the author herself, warn against being over-ambitious: one should not try to negotiate or practise law in a foreign language unless one is truly proficient.

95–336 Wichmann, Anne (U. of Central Lancashire). Using concordances for the teaching of modern languages in higher education. *Language Learning Journal* (Rugby), **11** (1995), 61–3.

The principle behind the use of concordances for teaching is that they can provide examples of target language usage from naturally occurring text, as opposed to language which has been created specifically for pedagogical purposes. The step from dealing with textbook language to understanding naturally occurring language is one which students find daunting, and one way of smoothing this transition is to provide sets of authentic examples, in the form of a concordance, which can be analysed systematically. By far the largest body of existing text-corpora is in English, but there are ways of using these, where English is the source language or language of instruction, for the teaching of modern languages (in this case German at undergraduate level). Concordances typically provide a context of approximately six words on either side of the item

chosen, rarely a complete sentence but providing adequate contextual information. Students can be set the task of deciding what would be the appropriate German equivalent for the English word given, using reference works to help them. Such exercises make students much more aware of shades of meaning in their own language and improve their subsequent use of dictionaries. Even cases where it is not possible to decide on the most appropriate German equivalent are valuable to the learning process, as students begin to question the idea that there is usually a one-to-one lexical equivalence and a clear 'right' and 'wrong' answer. English corpora can provide frequency information on English usage and enable textbook writers and teachers to anticipate the most common learner problems.