

Language learning and teaching – theory and practice

THEORY AND PRINCIPLES

86–145 Gremmo, Marie José (CRAPEL). Influences d'un enseignement de langage maternelle sur l'apprentissage d'une langue étrangère réflexions à partir du discours d'apprenants. [Influence of mother tongue teaching on foreign language learning.] *Mélanges Pédagogiques* (Nancy), 1981 [publ. 1985], 83–94.

A group of 15 adults aged between 25 and 50 learning English under CRAPEL's self-directed learning scheme revealed themselves well aware of their needs in terms of communicative competence but were incapable of translating these into teaching objectives. Influenced by the way their mother tongue (French) had been taught them at school, they adopted strategies which ran counter to their needs and were concerned above all with grammar and vocabulary.

By its nature mother tongue teaching is a matter of structuring a language which the child already knows, hence the emphasis on grammar, on correctness and on the written language. Foreign language teaching in schools tended to model itself on the mother tongue in these respects and also in its emphasis on literature. However, whereas foreign language teaching in France has evolved in recent years, the teaching of French has remained static, stressing 'good' French and rigid rules. If mother tongue teaching differentiated more clearly in its objectives between its language and literature, fostering greater linguistic awareness in pupils, the adult learner's habit of referring to the mother tongue would no longer prove a hindrance in teaching foreign languages.

86–146 Lothar Hoffmann. On the place of LSP research in applied linguistics. *Fachsprache* (Leipzig, FRG), 1/2 (1985), 2–11.

This article presents LSP research within the framework of applied linguistics. As a corollary to this approach the relationships to other disciplines of applied linguistics become evident: automatic processing of linguistic data (formatting, automatic text analysis, automatic text synthesis), research pertaining to the teaching and learning of languages (contrastive linguistics, error analysis, textbook theory, teaching strategy) as well as psycholinguistics, pragmalinguistics, sociolinguistics, ethnolinguistics and terminology work. LSP research proper is considered an interdisciplinary branch of linguistics offering a large number of possibilities for specific applications. This field of study covers special texts of different types including their macrostructure as well as their complete inventory of linguistic means within a communicative scope determined by a specific subject field. LSP research aims at optimising special communication by means of systematic analysis and description.

86-147 Henri Holec. Une Forme d'éducation globale: l'éducation inter-culturelle. [A form of global education: intercultural education.] *Mélanges Pédagogiques* (Nancy, France), 1984, 87-97.

This article considers the pedagogic implications of intercultural education. In planning any such programme, a number of different points related to the nature of 'culture' need to be kept constantly in mind, since they bear directly on choices and decisions concerning objectives, syllabus and methodology. These include: (1) the notion of culture is indissociable from the individual; (2) the individual's culture is not a monolithic block, but something he shares in varying degrees with others; (3) the acquisition of a culture is creative and progressive. The aim of intercultural education should therefore be the acquisition of an 'intercultural culture'. This is not a 'subject' to be taught, but a set of values and attitudes to be put into practice by teachers and learners alike.

86-148 Königs, Frank G. Der Einfluß interimsprachlicher Systeme auf die Norm im Fremdsprachenunterricht. [The influence of interim language systems on the norm in foreign language teaching.] *Linguistik und Didaktik* (Munich, FRG), 41 (1980) [publ. 1985], 37-55.

American research in language teaching has increasingly focused on scientific concern with the language of the learner. A similar development is taking place in Germany. In the course of this discussion the central terms *Lernersprache* (learner language) and *Interimsprache* (interim language) have been developed conceptually alongside Selinker's notion of 'interlanguage'.

The German terms *Interimsprache* and *Lernersprache* are contrasted with each other and discussed with regard to their utility for FLT, while the issue of norms in FLT is taken up from the vantage point of the linguistic discussion of norms.

The article attempts to develop a four-part model of norms for FLT; it links up with the interim language discussion and the resulting theoretical discussion of language acquisition, on the one hand, and the norm discussion in theoretical linguistics on the other. The starting point is the assumption that foreign language acquisition proceeds in natural sequences. What is of importance to the evaluator of utterances is the extralinguistic framework of the utterances. This is the case for the teacher. Hence a distinction is made between quasi-didactic, acquisitionally didactic, situationally didactic and system-linguistic errors.

86-149 Leitner, Gerhard (Free U., Berlin). English grammaticology. *IRAL* (Heidelberg), 23, 3 (1985), 199-215.

Several major traditions can be discerned in contemporary grammars: the classical tradition where emphasis was placed on the study of words and their role in the sentence, a second which involved a shift of emphasis to the sentence, a third which accepted the primacy of the sentence and insisted that even the most complex structures had to be fully described and adequately accounted for. A fourth 'tradition'

has recently emerged, influenced by sociolinguistics, pragmatics, text linguistics and the communicative approach in language teaching.

Innovative effects of these traditions were that the attentions of grammarians were focused on syntactic elements of a higher order than words, that is, on noun and verb phrases, for example; an ordering principle of simple/complex syntactic constituents was observed; deep and surface structure distinctions were applied to the analysis of grammatical phenomena; new linguistic theories influenced the writing of grammars.

Linguistic theorising has had a greater influence on grammar writing than applied factors; in relation to linguistic theories and developments grammars have been conservative rather than innovative. The traditions survive and co-exist because they meet a demand – the older traditions, for example, fulfilling the requirements of certain groups such as educational institutions.

The traditions are flexible enough to incorporate new data. This flexibility derives from the fact that grammars are a text type composed of various textual levels whose main purposes are to explain linguistic items and list their properties and functions. Efficient use of grammars requires skills involving a degree of knowledge of (a) the interaction of the three structural levels, (b) the different grammatological traditions, and (c) linguistic theories, in order to discern the common ground rather than the differences between them.

86–150 Parks, Gerald (U. of Trieste). Teacher talk and social relations in the classroom. *Rassegna Italiana di Linguistica Applicata* (Rome), 17, 1 (1985), 51–60.

Teacher talk is here subdivided into (1) classroom management utterances and (2) talk about language. The first part of the paper proposes possible pedagogical exploitation of such talk, and the second part examines how such talk may reveal the nature of social relations in the classroom, studied in terms of the three dimensions of status, solidarity and emotion.

The hypothesis has been put forward that teacher talk, while often taken for granted, may actually be more important in the teaching–learning process than the explicit language samples. Two practical consequences ensue: (1) all teacher talk should be in the language being studied; (2) teacher talk should be as structurally varied as possible, and consciously exploited as a pedagogical device.

Teacher talk, at least, is a practical instance of language being used for communication – perhaps the only real case of this in the typical language classroom. But it can be made a more integral part of the teaching/learning process, and the introduction of elements of solidarity and emotion would facilitate both learning and social relations in the classroom.

86–151 Rutherford, William E. (U. of Southern California) and **Sharwood Smith, Michael** (Rijksuniversiteit, Utrecht). Consciousness-raising and universal grammar. *Applied Linguistics* (Oxford), 6, 3 (1985), 274–82.

Despite a recent shift away from the idea that formal linguistics are useful in a teaching context, and contrary to many current assumptions, it is suggested that formal

grammar teaching (consciousness-raising) can contribute to the development of linguistic competence in a second language. This could be more effective than attempting to create for the learner 'natural' circumstances, where his attention to form may not be constant or sufficient.

Pedagogical decisions have to be made concerning the following: whether grammatical features should be taught explicitly or implicitly, through exposure to pre-selected data, or whether grammar should be ignored altogether.

The decisions should be made in relation to a 'model' of the grammar in which one of the components derives from linguistic theory. If one accepts the existence of a set of universal, and hypothetical, constraints operating in the mother-tongue, it may be assumed that this set, or 'core-grammar', possibly also operates in second-language acquisition. These would not therefore be included in the grammar model. Nor would features which are identical in similar languages, e.g. certain features in Spanish and Italian. But where variations which are language-specific occur, these should form part of the grammar model. Some areas of grammar should be given an explanation that is full and explicit, for example in the case of Spanish learners and the obligatory pronoun subject in English. Some areas should be acquired implicitly and given a lesser degree of explanation, for example in the case of English learners and the optional pronoun subject in Spanish.

It is not suggested that formal grammar teaching is a substitute or alternative for communicative language teaching, but that it does facilitate the acquisition of linguistic competence and might therefore be usefully included in a syllabus designed for second-language acquisition.

86–152 Schilder, Hanno (U. of Duisburg). Reformsbestrebungen und Wendepunkte in den Grundlagen und Methoden des Fremdsprachenunterrichts. [Attempts at reform and turning points in the foundations and methods of foreign language teaching.] *Englisch Amerikanische Studien* (Münster, FRG), 1 (1985), 54–67.

The article reviews the history of language teaching in Germany, concentrating particularly on the period since Vietor's 1882 contribution led to a reform of English and French teaching in German schools. The principles guiding the reform are discussed, as are the teaching procedures which Vietor recommended — in particular, his advocacy of the direct method to further the pupil's individual, inductive powers. The criticisms of the reform proposals are documented, as is a proposal for a 'middle way' in the final decade of the nineteenth century. The twentieth century saw the emphasis being placed on the practical, especially phonetic side of foreign-language learning. Otto's stressing of the functionality of the foreign language in the twenties drew attention to the need to activate pupils to use language meaningfully. The period of the Third Reich is mentioned in passing. The post-1945 controversy concerning language- or content-oriented foreign-language teaching is briefly summarised. A historical perspective on language teaching allows the teacher to assess more soberly the claims for 'new' methods. Each 'step forward' can be seen more realistically as an element of continuity when situated against the background of the historical record.

Knowledge of the traditions of one's field can be an advantage in assessing present and future practices.

86–153 Vielau, Axel. *Spracherwerb, Sprachlernen, Sprachlehrmethodik.* [Language acquisition, language learning, language teaching methodology.] *Englisch Amerikanische Studien* (Münster, FRG), 1 (1985), 9–30.

The article considers an ideal–typical model of natural L2 acquisition on the one hand, and L2 learning in an instructional setting on the other. An information-processing analogy is employed to illuminate so-called ‘natural’ acquisition. The notions of ‘input’, ‘intake’ and ‘output’ are focused upon. The differing emphases laid on these factors in both the direct method and the cognitive method (viewed as ideal types, that is) are summarised. It is demonstrated how these emphases relate to the differing psychological theories of learning underlying the approaches.

There is no simple solution to the question of methodology and no single correct method exists. The complexity of the teaching situation needs to be acknowledged. Only then can precise questions be asked which the methodologist can address. Hence, one might expect a methodology to be able to say something about the possible ways in which input can be organised, about the principles involved in controlling intake or the techniques for checking output. A methodology which fails to face up to these issues is not worthy of the name. Moreover, a ‘communicative’ methodology implies the prior existence of a didactic theory which provides the framework for the methodology; this will entail conceptualising language as a form of social action and placing the learner at the centre of the theory. Methodological decisions cannot be made in a vacuum and cannot be justified purely on the basis of theories of language learning. Hence many of the so-called ‘new methods’ currently in fashion are to be rejected on didactic grounds.

PSYCHOLOGY OF LANGUAGE LEARNING

86–154 Bialystok, Ellen (York U., Ontario). *The compatibility of teaching and learning strategies.* *Applied Linguistics* (Oxford), 6, 3 (1985), 255–62.

The article discusses the relationship between L2 teaching and learning strategies, excluding those involved in communication, discourse, language perception and language production. The question ‘Who controls the learner?’ is posed in terms of the compatibility or interference between the two strategic sets. Learning strategies do not differ from learning processes or operations. Though they can be consciously controlled, there are many learners and teachers who can use unconscious methods either to analyse the linguistic knowledge relevant to the foreign language, or to improve the control of procedures for selection/application of such knowledge in specific situations.

Knowledge structuring and application are examined as central strategic elements, as they provide the necessary framework for both learning and teaching. Disparities between teaching and learning strategies will reduce the potential benefits of instruction.

Learner receptivity is vital; adult learners, for example, have clear preferences, which need to be catered for. The actual training of students in the conscious development of learning strategies is effective only under specific, limited conditions, and is influenced by such factors as learner maturity and experience of relevant problem types.

86-155 Bruck, Margaret (McGill-Montreal Children's Hospital Learning Centre). Predictors of transfer out of early French immersion programs. *Applied Psycholinguistics* (Cambridge), **6**, 1 (1985), 39-61.

This study examined the factors that best predict which elementary schoolchildren will ultimately transfer out of a French immersion programme. At the end of one school year, French immersion teachers nominated poor-achieving students who might transfer to an English stream and who might elect not to leave the programme. All of the children were immediately tested and parents and teachers were interviewed. The status of the project children was monitored over the next year to determine which children transferred to an English stream. Analysis of the pre-transfer data indicated that although cognitive-academic variables may be necessary conditions for transfer, they are not sufficient conditions. Specifically, while the children who transferred experienced academic problems, these were no more severe than those of children who did not transfer. Rather, the transfer children were unique in terms of their poorer attitudes, motivations and non-academic behaviours. This pattern of results was found for the teacher, parent and child data. The analyses suggest that attitudinal and motivational factors are of primary importance to the continuation of second-language study by young learners.

86-156 Brutten, Sheila R. and others (Southern Illinois U.). Music and memory: predictors for attained ESL oral proficiency. *Language Learning* (Ann Arbor, Mich), **35**, 2 (1985), 299-313.

This article presents the results of an empirical concurrent validation study in which measures of musical ability (pitch, loudness and rhythm), auditory discrimination and memory were used to account for variance in attained ESL oral proficiency. Memory was a significant, though tenuous, predictor of variance in the dependent variable. In addition, significant differences were noted for the different language groups and for the different tests. The article concludes with a proposed research programme to determine whether training in musical abilities might be a profitable adjunct to ESL instruction.

86-157 Cividanes, Carmen J. (Mt. Holyoak Coll.) and **Valian, Virginia** (Columbia U.). *Language Learning* (Ann Arbor, Mich), **35**, 2 (1985), 165-80.

High school and college students of French recalled French sentences which varied two types of negation. Half the sentences used affirmative syntax and half negative syntax (*ne...pas*); half used positive verbs (e.g. *manger*); and half used negative verbs (e.g. *oublier*). One to two weeks later students performed the same task with English translations. In French, sentences with affirmative syntax and positive verbs were

remembered best; either form of negation depressed performance. In English, only verb negation depressed performance. In French, students sometimes inserted *ne* into affirmative sentences and omitted *pas* from negative sentences, an error a native speaker would not make. Amount of prior education in French affected how much students remembered but did not differentially affect the influence of syntactic and verb negation. The results suggest that there is an interaction during learning between the foreign language learner's native language and foreign language.

86-158 Conrad, Linda (Michigan State U.). Semantic versus syntactic cues in listening comprehension. *Studies in Second Language Acquisition* (Bloomington, Ind), 7, 1 (1985), 59-72.

Studies have shown that less fluent non-native readers cannot make full use of semantic-level cues. Non-natives direct proportionately more attention than natives to syntactic and graphophonic information. This study asked whether a similar difference would be found between native and non-native listeners. Three groups were tested: native English-speakers and advanced and intermediate non-natives. After hearing a text, subjects were given a 55-item cloze test. It was hypothesised that with a subject's increased proficiency in the language, processing would show progressively greater attention to semantic than to syntactic or phonological cues. The cloze test was scored using a diagnostic scoring procedure developed by Clarke and Burdell (1977). Results confirmed the hypothesis. Semantically acceptable responses increased progressively for intermediate, advanced, and native groups, while responses based on syntactic structure decreased.

86-159 Dickinson, David K. (Tufts U., Medford, MA). First impressions: children's knowledge of words gained from a single exposure. *Applied Psycholinguistics* (New York), 5, 4 (1984), 359-73.

Two experiments examined factors affecting the initial phase of word learning. Four- to 11-year-olds heard new words in three presentation conditions: a conversation, a story, and paired with a definition. Overall the results indicate that children at all ages could identify the new words as 'words', were sensitive to correct usage, and could acquire a partial semantic representation from a single exposure. Older children benefited more than younger ones from explicit definitions, suggesting that metalinguistic awareness and memory strategies affect word learning. Evidence also suggests that meanings for new words are better learned if the exemplar is peripheral to previously named categories than if the word is central to a previously named category.

86-160 Felix, W. Sascha and Hahn, Angela (U. of Passau, FRG). Natural processes in classroom second-language learning. *Applied Linguistics* (Oxford), 6, 3 (1985), 223-38.

Two German high school classes (age 10-12) learning English as a second language were continuously observed for a period of 11 months. This paper describes how the students acquired knowledge of the English pronominal system. Three major results were obtained: (a) the students internalised the various pronominal structures in a

highly systematic way which does not reflect teaching methods or material; (b) the students acquired pronouns on the basis of individual features rather than individual morphemes; (c) tutored learners appear to employ strategies which are also typical of naturalistic language acquisition.

86-161 Flege, James Emil (U. of Alabama in Birmingham) and **Davidian, Richard D.** (Northwestern U.) Transfer and developmental processes in adult foreign language speech production. *Applied Psycholinguistics* (New York), **5**, 4 (1984), 323–47.

This study tested the hypothesis that factors that shape children's production of their native language (L1) will also influence adults' pronunciation of sounds in a foreign language (L2). The final stops in CVC English words produced by 12 adult native speakers each of English, Polish, Spanish and Chinese were phonetically transcribed. The frequency with which these stops were devoiced, deleted or fricativised was tabulated. The Spanish subjects (unlike the Chinese or Poles) showed the effect of a transfer process, producing word-final /b, d, g/ as fricatives. Subjects in all three non-native groups (but not the native English subjects) resembled English-learning children in devoicing word-final /b, d, g/. Subjects whose L1 does not have word-final stops (i.e. the native speakers of Chinese and Spanish) showed another process commonly observed in English L1 acquisition: final stop deletion. A number of language background variables (e.g. age of arrival in the United States) were found not to be significantly correlated with the accuracy of final stop production. These findings suggest that, in addition to transfer processes arising from L1/L2 phonetic and phonological differences, developmental processes similar to those affecting child L1 speech production also influence adult L2 speech production.

86-162 Gardner, R. C. and others (U. of Western Ontario). The role of attitudes and motivation in second-language learning: correlational and experimental considerations. *Language Learning* (Ann Arbor, Mich), **35**, 2 (1985), 207–27.

This study investigated the multitrait-multimethod validity of the Attitude/Motivation Test Battery and in addition made use of laboratory procedures to examine the role of language aptitude and attitudinal/motivational attributes on the rate of learning French vocabulary. Subjects were 170 volunteers from an introductory psychology course. The results indicated that all but two measures adapted from the Attitude/Motivation Test Battery evidenced acceptable convergent and discriminant validity and that they were largely independent of social desirability. Indices of language aptitude and integrative motivation were independent correlates of indices of French achievement.

The effects of language aptitude, integrative motivation and mode of presentation on the rate of learning 25 French/English vocabulary pairs were investigated using a paired associate learning paradigm. The results demonstrated that all three factors influenced rate of learning. Subjects high in language aptitude learned faster than those who were low, those high on integrative motivation learned faster than those who were

low, and the rate of learning was more rapid under visual/written conditions as compared with aural/oral ones. Other results indicated that subjects' perceptions of their effort and interest on each trial were influenced by their level of integrative motivation but not by language aptitude, suggesting the different roles these two factors play in second-language learning.

86–163 Gibbons, John (U. of Sydney). The silent period: an examination. *Language Learning* (Ann Arbor, Mich), **35**, 2 (1985), 255–67.

This paper deals with three widely accepted propositions: (1) that children learning a second language will remain silent for a period of one or more months if they are not pressured to speak, (2) that this period of silence is a result of a need for intake and acquisition before speaking, and (3) consequently the second-language curriculum should include an initial period of silence before speaking begins. The database for propositions 1 and 2 is examined and is found to be based on inadequate research with contradictory findings. Consequently a survey of children ($N = 47$) learning English as a second language in Sydney primary schools was undertaken. It revealed a period of silence with a mean of just over two weeks, with very great individual variation. A survey of the literature on children entering mother-tongue education also revealed that a period of withdrawal is common. The conclusions drawn were that: (1) the initial silent period probably begins as a period of silent *incomprehension*, (2) if the silent period is prolonged this may be a result of psychological withdrawal rather than language-acquisition processes, and (3) consequently initial silence in the language curriculum is not necessarily desirable. The early use of routines and patterns is also examined, and it is suggested that these might play a much more significant role in the early stages of the second-language curriculum.

86–164 Huebner, Thom (Stanford U.). System and variability in interlanguage syntax. *Language Learning* (Ann Arbor, Mich), **35**, 2 (1985), 141–63.

Inherent in the interlanguage hypothesis is the assumption that the language of second-language acquirers is systematic. This article reviews the notions of system and variability as applied to interlanguages, especially in the area of syntax. The article summarises the findings of Huebner (1983) with respect to variability over time in the forms used to mark referential status of discourse participants, using Bickerton's (1981) proposed universal features for referentiality. It then examines, from the same perspective, new data from the same informant collected approximately 20 months after the end of the initial study. Finally, the new corpus is examined in the light of Givón's (1982) Quantity Universal. Three measures are applied to those data to determine topic continuity: degree of referential distance, degree of topic persistence and degree of importance in discourse. Data from the original study reveal the nonlinear nature of linguistic change in an interlanguage. Both the original and the new data support claims made about the primacy of the specific referent/nonspecific referent distinction (Bickerton, 1981). The study also suggests that degree of topic continuity can explain residual data.

86-165 Liu Na (Jilin U., China) and **Nation, I. S. P.** (Victoria U. of Wellington, New Zealand). Factors affecting guessing vocabulary in context. *RELC Journal* (Singapore), **16**, 1 (1985), 33-42.

Low-frequency words at two different densities in a text were replaced by nonsense words. The subjects were asked to guess the meanings of these words by using context clues. The results were analysed to see what factors affected difficulty of guessing. Words in the low-density text (1 unknown word in 25) were easier to guess than words in the high-density text (1 word in 10). Verbs were easier to guess than nouns, which were easier than adverbs and adjectives. The subjects were divided into proficiency levels according to their success at guessing. Groups of learners at high proficiency levels could successfully guess 85-100 per cent of the unknown words. The group of learners at the lowest proficiency level tested guessed between 30 and 40 per cent of the unknown words.

From the results, it seems that learning the word-guessing skill is best done by the class as a whole rather than individually. At first learners should work on verbs and nouns with plenty of understandable context. Research needs to be done on the effects of repetition on guessing, the types of words that learners need to guess, and the effect of teaching on improvement of the guessing skill.

86-166 Moore, Phillip J. and Skinner, Michael J. (U. of Newcastle, Australia). The effects of illustrations on children's comprehension of abstract and concrete passages. *Journal of Research in Reading* (Leeds), **8**, 1 (1985), 45-56.

This study investigates the effects of illustrations on 11-year-olds' comprehension of abstract and concrete passages. For half the subjects, illustrations were provided and these subjects were instructed to utilise the illustrations in comprehending each of the stories. Results for the concrete passage revealed no significant effect due to the illustration, although ability effects were found for literal, inferential and total comprehension. Similar ability effects were found for the abstract passage. In addition, for the abstract passage significant effects attributable to the illustration were revealed for inferential and total comprehension. A more detailed analysis of this facilitative effect showed that both text-based and script-based inferences were significantly enhanced when an illustration accompanied the abstract passage.

86-167 O'Malley, J. Michael and others (InterAmerica Research Associates). Learning strategy applications with students of English as a Second Language. *TESOL Quarterly* (Washington, DC), **19**, 3 (1985), 557-84.

Recent research on cognition has indicated the importance of learning strategies in gaining command over second-language skills. Despite these recent advancements, important research questions related to learning strategies remain to be answered. These questions concern (1) the range and frequency of learning strategy used by students learning English as a second language (ESL), and (2) the effects of training in learning strategies on English-language skills. This study, which was conducted

with high school ESL students, was carried out in two phases corresponding to the two research questions. In Phase I, ESL students and their teachers were interviewed to identify strategies associated with a range of tasks typically found in ESL classrooms and in other settings. Results indicated that students used a variety of learning strategies but typically used more familiar strategies and applied them to discrete-point rather than integrative tasks. In Phase II, ESL students were randomly assigned to receive learning strategies training on vocabulary, listening, and speaking tasks. Results varied depending on the task but generally indicated that strategy training can be effective for integrative language tasks. Results are discussed in terms of implications for teaching and future research.

86–168 Pica, Teresa (U. of Pennsylvania). The selective impact of classroom instruction on second-language acquisition. *Applied Linguistics* (Oxford), **6**, 3 (1985), 214–22.

A study was conducted to compare subjects acquiring English outside the classroom and those learning English in an exclusive classroom environment. It was believed that this research design could shed light on whether classroom input, in which grammatical forms and functions are isolated for presentation, then organised according to gradations of linguistic complexity, affects the development of grammatical morphology in English L2.

This cross-sectional study compared the production of 18 adult native speakers of Spanish acquiring English through either (1) classroom instruction exclusively, (2) input solely from everyday social interaction, or (3) a combination of (1) and (2). Results of the study showed that classroom instruction had a selective effect on the learners' production, accelerating the development of accuracy for linguistically simple plural *-s*, but retarding the attainment of target-like use for the more linguistically complex progressive *-ing*. For highly complex grammatical morphology such as article *a*, instruction appeared to have little impact, as all three groups followed a similar developmental sequence, unaffected by their conditions of exposure to English L2.

Findings of the study suggest that complex areas of target grammar might be excluded from direct instruction in the second-language classroom, so that increased attention can be given to items more responsive to classroom presentation and practice.

86–169 Seright, Linda (Canadian Forces Language Sch. St. Jean, Quebec). Age and aural comprehension achievement in Francophone adults learning English. *TESOL Quarterly* (Washington, DC), **19**, 3 (1985), 455–73.

The study reported in this article examined the relationship between age and second-language (L2) achievement of adults in an instructional setting. Older (aged 25 to 41) and younger (aged 17 to 24) learners were compared with respect to short-term development in aural comprehension. The adult subjects, native speakers of Quebec French with limited L2 proficiency, were military personnel learning English in an intensive programme. A pretest/post-test procedure was used to assess gains made

by subjects in listening and to compare groups. In analysing gains, two matched-pair samples were used, each comprising 18 pairs of older and younger subjects matched on five variables: informal exposure, pretest score, nonverbal IQ, education and previous ESL instruction. In both samples the mean gain was significantly greater for younger subjects than for older subjects. In addition, stepwise regression analysis showed age, along with pretest score, to be an important predictor of post-test (achievement) score; other variables were not significant. The study suggests that in adult L2 learners rate of achievement in aural comprehension decreases with increasing age. Implications of this finding for adult L2 instruction are discussed.

86–170 Vijchulata, Boosakorn and Lee, Gan Siowck (U. Pertanian Malaysia). A survey of students' motivation for learning English. *RELC Journal* (Singapore), 16, 1 (1985), 68–81.

A survey of students' motivation for learning English in Universiti Pertanian Malaysia (UPM) was carried out in the second semester of the 1982/83 academic year. The subjects of this study were approximately a thousand students from all the different faculties who were taking the five English proficiency courses and one special English course. The students' responses were analysed in terms of frequency distributions; and where appropriate, cross-tabulation, Pearson's product-moment correlation, *t*-test and multiple-range test were also used to establish relationships among some of the factors under study.

It was found that UPM students are both integratively and instrumentally oriented in the English language-learning task. In terms of motivational intensity, students from the more advanced English courses seem to be more motivated than those from the lower-level or more basic courses. In general, UPM students expressed a strong desire to learn English. Overall, the majority of the students perceived their lecturers as encouraging towards their English language-learning task, as compared to their perception of their parents in the same respect.

RESEARCH METHODS

86–171 Carton, Francis M. Le discours oral en élaboration: directions de recherche. [Oral interactive discourse: research developments.] *Mélanges Pédagogiques* (Nancy, France), 1981, 49–68.

The research described here aims at showing how oral interactive discourse (i.e. discourse which is produced by several participants working in collaboration) is organised at several different levels of structure (acts, sequences of acts, interactive structure, propositional content, formal realisations). Instead of regarding discourse as static, a finished product, the aim is to describe it as something dynamic and to analyse its ongoing syntagmatic development. The analysis is carried out on 'argumentative' discourse, situations in which the participants are in disagreement or at odds, where they try to pursue their personal objectives whilst at the same time being obliged to take into account the interactive constraints imposed by the other

participants' interventions: to do this, they use the shorter- or longer-term discursive strategies which the author hopes to describe and which, together with the more generally recognised rules of organisation, give discourse its coherence.

From the pedagogical point of view, this type of analysis (several examples of which are included) should enable those practising the communicative approach to go beyond paradigmatic lists of ready-made expressions to be learnt by heart, by providing learners with appropriate discursive strategies which they can use to intervene in discourse.

86-172 Carton, Francis and others. Les enfants de migrants et leur situation langagière: outils d'observation. [The children of migrants and their language situation: observation tools.] *Mélanges Pédagogiques* (Nancy, France), 1984, 41-77.

The aim of the research project reported on here was to develop and evaluate tools and techniques for the description of the linguistic circumstances of the children of immigrant families in France. What languages do these children use, with whom, when and what for? However, this was not an ethnographic survey in the technical sense, since the observational methods in question had to be of use by and of practical use to primary school teachers wanting to know more about their pupils' linguistic backgrounds. The methods used, which included different kinds of interviews, questionnaires and direct observation, are described and discussed and their relative reliability evaluated.

86-173 Chisholm, David. Computer-assisted research in German language and literature since the mid-seventies. *German Quarterly* (Philadelphia, PA), 58, 3 (1985), 409-22.

This survey reports on some of the most recent computer-assisted projects in the field of German language and literature. The discussion focuses on databases of machine-readable German texts, program libraries for literary and linguistic computing, major journals, associations and recent conferences in Europe and North America. Various applications of the computer, including concordances and dictionaries, prosodic and phonological investigations, semantics and content analysis are also discussed. Major institutes and centres of instruction for literary and linguistic computing in Germany are mentioned, new methods of data entry are suggested, and sources of further information are given.

86-174 Descout, Raymond (Centre National d'Etudes de Télécommunications, Lannion - Cedex, France). Speech technology applications in France. *Speech Communication* (Amsterdam), 3, 4 (1984), 371-8.

This article is exclusively concerned with speech technology. Speech processing is now 50 years old in France and has concentrated on analysis and coding, synthesis and recognition systems, and databases for the French language. Various commercially available software programs so far developed are described along with continuing

experimental ventures intended to test the usefulness and ergonomic efficiency of speech input/output systems, designed to replace push-buttons and screens.

These systems are useful for the handicapped, but many problems that at first seemed simple are still unresolved. Techniques have been developed of potential advantage to man without taking into account human reactions to the dialogue procedures. More attention needs to be paid to the psychology of the user.

86-175 Simensen, Aud Marit (U. of Trondheim). Observasjon av undervisning i fremmedspråk. [Observation of foreign language teaching.] *Språk og Språkundervisning* (Oslo, Norway), **1** (1984), 25-36.

Classroom observation provides more reliable information about the foreign language teaching process than do surveys of textbooks and examinations, or teacher and pupil questionnaires. Participant observation (as opposed to indirect observation by means of tape and videorecordings) is, however, susceptible to the 'control effect' on teacher behaviour. Open (unstructured) observation is contrasted with that which employs a formal observation instrument. The aims and methods of previous research projects in this field in a number of countries are reviewed. The development of the lesson analysis scheme used by Mitchell, Parkinson and Johnstone is described in detail, and Moskowitz's checklist of features found in the classroom interaction of outstanding foreign-language teachers is reproduced. The author's own project to observe the teaching of French and German is then described. An evaluation instrument is being devised to generate descriptions of foreign-language classroom processes. The instrument is ultimately intended for use as an aid in teacher training. The views of teachers and educationalists about the fundamental features of the language-teaching process have been sought, and will be incorporated into the observation instrument, which will then be tested for reliability in the classrooms of teachers who have volunteered to participate in the project.

86-176 Tsui Bik-may, Amy (Chinese U. of Hong Kong). Analysing input and interaction in second language classrooms. *RELC Journal* (Singapore), **16**, 1 (1985), 8-31.

Current theories of language input, interaction and second-language acquisition have claimed that the kind of language input that has been made available to the learners and the kind of interaction that they have been involved in have important effects on the language acquired. It has been hypothesised that input which is comprehensible and interaction which has been modified best facilitate second-language acquisition. Since the classroom is one of the few places where comprehensible input and modified interaction are made available, and since the teacher is an important source of input, this paper suggests that it is essential for ESL teachers to analyse what has actually gone on in their own language classrooms. It proposes a system for analysing input and interaction in the classroom which draws upon three existing systems of classroom observation, by Flanders, Barnes and Sinclair and Coulthard. The author's system has 17 categories; it perceives a lesson as being a series of 'exchanges' between teacher and pupils, each exchange consisting of a series of 17 'acts'. Classroom talk is

classified into 'teacher talk' and 'pupil talk', and further classified into 'initiate' and 'respond' to give an estimate of the balance of talk between the teacher and the pupils. The system can be used by researchers and practitioners alike. [Details of the 17 categories.]

This system was applied to two English lessons in secondary schools in Hong Kong. It was found that for both lessons teacher talk took up the major portion of all talk, half to two-thirds of teacher talk was 'teacher initiate', and 'pupil-initiate' was completely absent in both cases. Modifications to facilitate comprehension occurred very frequently, and can be classified into (a) repetition and (b) simplification, the latter being perhaps the more effective. The analysis demonstrates that these classrooms lacked the variety of comprehensible input and meaningful interaction necessary for L2 acquisition. The inactive role of the pupils restricted their chance to put the target language into use, and also denied the teacher knowledge of what had been understood. Teachers should transcribe what happens in a few of their lessons and take a look at what actually happens. Only then can they begin to realise the potential of the classroom for meaningful communication.

86–177 Willig, Ann C. (U. of Texas at Austin). A meta-analysis of selected studies on the effectiveness of bilingual education. *Review of Educational Research* (Washington, DC), **55**, 3 (1985) 269–317.

A meta-analysis of selected studies on the efficacy of bilingual education was conducted and the results were compared with a traditional review of the same literature. When statistical controls for methodological inadequacies were employed, participation in bilingual education programmes consistently produced small to moderate differences favouring bilingual education for tests of reading, language skills, mathematics and total achievement when the tests were in English, and for reading language, mathematics, writing, social studies, listening comprehension and attitudes toward school or self when tests were in other languages. The magnitude of effect sizes was influenced by the types of programmes compared, language of the criterion instruments, academic domain of the criterion instruments, random versus non-random assignment of students to programmes, formula used to calculate effect sizes, and types of scores reported in the studies. Programmes characterised by instability and/or hostile environments were associated with lower effect sizes. The synthesised studies contained a variety of methodological weaknesses which affected the magnitude of the effect sizes. Initial group differences – in language dominance, in environmental language exposure, in need for the bilingual programme – were not uncommon. In some cases, comparison groups contained bilingual programme 'graduates'. In others, experimental groups changed in composition during the study through the exiting of successful students and their replacement with newcomers subsequent to pretesting and prior to post-testing. Although the technique of meta-analysis allows for statistical control of methodological inadequacies, the methodological inadequacies in the synthesised studies render the results less than definitive and highlight the need for quality research in the area of bilingual education. Problems inherent in conducting research on bilingual programmes are discussed in relation to the outcomes of this synthesis, and guidelines for future research are proposed.

ERROR ANALYSIS

86–178 James, Allan R. Syntagmatic segment errors in non-native speech. *Linguistics* (The Hague), 22, 4 (1984), 481–505.

A corpus of Dutch English is examined for the occurrence of segment substitutions and exchanges, with a view to establishing the structural conditions which are conducive to the syntagmatic association and interaction of segments to produce errors. Analysis of the data reveals the presence of a number of phonological constraints which (a) account for the positions in the string at which segments interact; (b) determine the types of segments that interact; and (c) determine the form relative to each other that interacting segments take in the produced foreign-language utterance. While the positions at which segments interact, the features which appear to be present in segmental interactions, and the resulting form of interacting segments relative to each other may be related to universal phonological properties and characteristics of syntagmatic structure, the general types of segments that interact to produce error are constrained by cross-linguistic phonemic differences between the native and foreign language. The results of the analysis are shown to shed light on (i) the nature of phonological representation; (ii) the relationship between linguistic competence and performance descriptions; (iii) the relationship between native-language and foreign-language speech production; and (iv) the description of segmental variation in foreign-language speech.

86–179 Legenhausen, Lienhard. Typische Fehler im Bereich der englischen Satzkomplemente. [Typical errors in the area of English sentence complements.] *Der Fremdsprachliche Unterricht* (Stuttgart, FRG), 73, 2 (1985), 184–96.

A total of 859 errors involving the wrong type of sentence complement were found in 1,212 compositions (retold stories) by German pupils. The incorrect form was an infinitive construction in 62.5% of cases, a gerund construction in 24.5%, a *that*-clause in 10.7% and an indirect question in 2.1%. Some errors can be systematised into groups (verbs of saying and thinking, of permitting and commanding, of wanting and wishing), others concern single verbs of irregular syntactic behaviour. Explanations for errors may be multi-layered, involving (i) different construction with equivalent German verb; (ii) different construction with other semantically similar English verb; (iii) different construction with the same verb in different circumstances.

There is evidence to suggest that spontaneous correction of individual errors is not useful, but this does not imply no error treatment; instead, errors should be discussed and treated on a general level, on the lines of the above analysis, without referring or drawing attention to specific instances occurring in the classroom.

86–180 Lightbown, Patsy M. (Concordia U., Montreal). Input and acquisition for second-language learners in and out of classrooms. *Applied Linguistics* (Oxford), 6, 3 (1985), 263–73.

This paper interprets the findings of research into second-language acquisition by French-speaking learners who have had both informal exposure to English and formal instruction. Research has shown that real second-language competence is not possible

for students who have been exposed to a 'distorted' classroom variety only. 'Pseudo'-acquisition of forms may result from frequent practice of the forms. In addition to errors arising from classroom factors, interference or transfer resulting from similarities in the two languages may occur. For example, *I have 12 years old* did not occur until *have* was introduced. The fact that *have* had not been introduced during 2–3 years' instruction is in itself a reflection of the unreality of the classroom variety. It was also found that one teacher tended to overuse *have*, and this was reflected in its frequent occurrence in the learner's language. A further fact that emerged was the inability of native-speakers to account adequately for their own use of language, e.g. the disappearance from spoken French of the pre-verbal *ne*.

Both classroom varieties and previously learned languages contribute to the emergence and establishment of distorted forms and patterns in the target language.

TESTING

86–181 Antier, Maurice. M'entendez-vous bien? – peut-on mesurer la compréhension auditive? [Do you understand? Can listening comprehension be measured?] *Langues Modernes* (Paris), **78**, 4 (1985), 313–23.

Language teachers have become increasingly interested in listening comprehension during the last 15 years. From a review of the literature during that period (with particular reference to English) it is concluded that: listening comprehension and comprehension of written texts call for different skills and abilities, though there appears to be some correlation between listening comprehension and rapid reading; specialised language should be avoided in testing listening comprehension; and some so-called comprehension tests are really memory tests. Points of special difficulty to francophone learners are identified.

The tester should use authentic language spoken in a natural way, check different aspects of listening comprehension separately (stress, intonation, segmental phonemes, grammatical structures, vocabulary) as well as checking overall comprehension. A variant of the cloze test with key words omitted is suggested.

86–182 Arnaud, Pierre J. L. (U. of Lyon 2). La place de la dictée dans une batterie d'entrée. [The place of dictation in an entrance test battery.] *Langues Modernes* (Paris), **78**, 4 (1984), 281–91.

In the present era of integrative tests and under the impulse of Spolsky and Oller, dictation has enjoyed a revival and stands, with cloze, as a valid and reliable test of underlying language proficiency. As practised by Spolsky against a background of noise, it is a reduced redundancy test quite different from the classic dictation, in which sound conditions are optimised. High correlations between cloze, dictation and TOEFL are reported, but it is clearly not a communicative test.

The author describes the entrance test he administered at the University of Lyon and correlates dictation scores with those on the other three elements – vocabulary, grammar and essay. While the dictation correlated at 0.71 with the total score on the other tests, none correlated highly enough with any of the others to justify its sole

use and the predictive validity of the whole test can be assessed only after the students' sessional results are known.

86-183 Bachman, Lyle F. (U. of Illinois at Urbana-Champaign). Performance on cloze tests with fixed-ratio and rational deletions. *TESOL Quarterly* (Washington, DC), **19**, 3 (1985), 535-55.

Although research on the cloze test has offered differing evidence regarding what language abilities it measures, there is a general consensus among researchers that not all the deletions in a given cloze passage measure exactly the same abilities. An important issue for test developers, therefore, is the extent to which it is possible to design cloze tests that measure specific abilities.

Two cloze tests were prepared from the same text. In one, different types of deletions were made according to the range of context required for closure, while in the other a fixed-ratio deletion procedure was followed. These tests were administered to 910 university and pre-university students, including both native and non-native speakers of English, with approximately half assigned at random to take the fixed-ratio test and the other half taking the rationally deleted test.

While both tests were equally reliable and had equal criterion validity, the fixed-ratio test was significantly more difficult. Analyses of responses to different types of deletions suggest that the difficulty of cloze items is a function of the range of syntactic and discourse context required for closure. The study also provides practical and empirically supported criteria for making rational deletions and suggests that cloze tests can be designed to measure a range of abilities.

86-184 Chavez-Oller, Mary Anne (Dept. of Personnel, City of Albuquerque) and others. When are cloze items sensitive to constraints across sentences? *Language Learning* (Ann Arbor, Mich), **35**, 2 (1985), 181-206.

This article reviews the continuing controversy about whether cloze items in general are sensitive to constraints beyond 5-10 words on either side of them. It is concluded that some are sensitive to constraints that reach even beyond 50 words on either side of a blank. The research shows that this sort of context sensitivity is inaccessible to rank beginners, but becomes increasingly accessible to more proficient language users. In addition to reviewing several successful replications of these findings together with several failed attempts, this article gives an item-by-item analysis of the experimental data from Chihara *et al.* (1977). It is demonstrated that about 10 per cent of the items in each of the two texts examined are highly sensitive to constraints ranging across sentence boundaries. The basis for this sensitivity is discussed and the sensitive items are contrasted with non-sensitive ones.

86-185 Green, Peter S. (U. of York) and **Hecht, Karlheinz** (U. of Munich). Reliability assessment of written communicative skills. *Finlance* (Jyväskylä, Finland), **3** (1984), 1-23.

Reporting a joint research project in the U.K. and Germany conducted by the universities of York and Munich respectively, the authors show how an essay-type task - writing a letter of elicitation between penfriends - was marked differentially

by teams of German and British markers. Sources of the low inter-marker reliability were: (a) disagreement as to what constituted an error, (b) disagreement as to the gravity of errors agreed upon, (c) the penalising of pseudo-errors by German markers, (d) the heavier penalisation of grammatical errors by German markers, (e) the heavier penalisation of vocabulary and style errors by British markers.

Re-marking using a more explicit marking scheme improved intermarker-reliability, but it is suggested that a radical improvement could only be secured if the ideal target behaviour for candidates is redefined as what would be acceptable native-speaker performance among pupils of the same age and ability in equivalent U.K. schools, not that of an educated adult native-speaker. The methodology and results are described in detail, with analysis tables and discussion.

86–186 Klein-Braley, Christine. (U. of Duisburg). A cloze-up on the C-test: a study in the construct validation of authentic tests. *Language Teaching* (London), 2, 1, (1985), 76–104.

Cloze tests and C-tests are both tests of reduced redundancy based on the theory of general language proficiency. This paper presents the theory and shows first why cloze tests are unsatisfactory operationalisations of the theory and the ways in which C-tests are technically superior. It then reports the various investigations which have been performed in the construct validation of C-tests and discusses their relevance to the original theory. Four hypotheses are set up relating to linearity, parallelism, prediction of difficulty and processing strategies. The results obtained with the C-tests support these hypotheses.

86–187 Olshtain, Elite (Tel Aviv U.) **and Blum-Kulka, Shoshana** (Hebrew U. in Jerusalem). Crosscultural pragmatics and the testing of communicative competence. *Language Testing* (London), 2, 1 (1985), 16–30.

Since inducing communicative competence is the aim of many language programmes, and tests for entry to such programmes should focus on the intended outcomes, means should be found for testing across cultures on the basis, not of grammar and lexis, but of speech acts and how these are differentially realised from one language to another. This is the field of crosscultural pragmatics.

Various data-collection techniques are reviewed in terms of their relative authenticity and their potential validity for studying intracultural, crosscultural and individual variability in speech-act performance: recording authentic exchanges, role play, open-ended questionnaires and discourse completion tests. The above are speaker-performance tests. However, there are also tests of acceptability from the hearer's point of view, e.g. the authors' judgement test, whereby various ways of rendering requests and apologies are measured on a 3-point scale of appropriacy.

Devising tests of communicative competence requires the establishment of norms within a range of variability in terms both of production (performance) and reception (acceptability). It also requires a decision on the place of grammar and functions in such measurement.

86-188 Riley, Philip. The communicative approach and the French CAPES oral examination. *Mélanges Pédagogiques* (Nancy, France), 1981 [publ. 1985], 149-67.

The CAPES is a French postgraduate teaching qualification roughly equivalent to the British PGCE/Dip. Ed. with a complex competitive examination including both oral and written elements; but it is questioned whether this test measures efficiently a candidate's linguistic proficiency or teaching ability. It may be so deep rooted in the French social psyche as to be unsuitable for testing teachers of English.

The linguistic, pedagogic and psychological presuppositions of the CAPES system are critically examined in turn. Teaching is seen as a narcissistic process, modelling a future elite on a present elite, which holds up an Oxbridge accent as the norm and equates academic virtues with teaching abilities, ignoring most of the sociolinguistic and technical advances of the last generation, e.g. the tape recorder. Its whole purpose is to exclude, not to train.

A revised CAPES should not be discipline- or content-based but should introduce students to applied linguistics, educational psychology and philosophy and a range of teaching concepts and techniques, with classroom practice opportunities to improve one's language. The oral examination should then only test the candidate's language-listening comprehension, oral expression and interaction.

86-189 Shohamy, Elana (Tel Aviv U.) and Reves, Thea (Bar-Ilan U.). Authentic language tests: where from and where to? *Language Testing* (London), 2, 1 (1985), 48-59.

The authors survey test developments, particularly in assessing oral performance, from the statistical emphases of the psychometric-structuralist era to the present-day interest in authenticity. Indirect testing, wherein linguistic competence is sampled artificially, is contrasted with direct testing procedures, which are aimed at duplicating as closely as possible real-life communicative situations. Indirect tests have the disadvantage that they yield no diagnostic information; testees may aim at coping with the peculiarities of the test, not at practising the linguistic traits that the examiner wishes to uncover. Direct tests seem to be more trustworthy and humane but they can produce unstable, unreliable results and also display an artificiality of their own. Because real-life interaction necessarily differs from the communicative patterns found even in direct assessment, authentic tests are themselves capable of eliciting a 'test language', rather than samples of genuine performance. Such tests therefore need to be interpreted cautiously by users. The ideal testing situation would entail unobtrusive observation of everyday communication, though this might well be impossible in practice.

86-190 Spolsky, Bernard (Bar-Ilan U.). The limits of authenticity in language testing. *Language Testing* (London), 2, 1 (1985), 31-40.

Setting authenticity as a criterion raises important pragmatic and ethical questions in language testing. Lack of authenticity in the material or method used in a test weakens

the generalisability of results. Any language test is by its very nature inauthentic, abnormal language behaviour, for the task is not to give so much as to display knowledge. With examinees who do not know or who are unwilling to play by the rules of the game, the results of formal tests will not be an accurate and valid account of their knowledge. Only part of this difficulty can be overcome by authentic-seeming tasks. Observation of authentic behaviour (even allowing for the observer's paradox) is another partial solution. Long, patient and sympathetic observation by observers who care to help seems the only full solution.

SYLLABUS DESIGN

86–191 Cook, Vivian J. (U. of Essex). Language functions, social factors and second language learning and teaching. *IRAL* (Heidelberg, FRG), **23**, 3 (1985), 177–96.

The concept of language functions – the purposes for which people use language, such as requesting and greeting – has been highly influential in both syllabus design and teaching materials. Yet it has been supported with surprisingly little evidence. Two experiments are reported concerning social factors. The first took the two language functions of thanking and requesting in conjunction with the two social factors of age and sex of addressee. Two groups of subjects were used: native speakers of English and adult learners of EFL. The method used was a questionnaire which asked what they would say in various circumstances to various characters portrayed by stereotype cartoons. The results showed that foreign learners were able to use the functions of thanking and requesting with a high degree of accuracy, widely deviant though many of their responses were in grammar and lexis. They varied their responses according to the age of the addressee in the case of age, though not of sex. Their differences of usage from that of native speakers may reflect their limited exposure to English and the reliance of their textbooks on certain forms.

The second experiment reported here was concerned with greeting and taking leave. It consisted of a written questionnaire asking what subjects would say in a particular situation. The questions tested time of day, degree of familiarity between participants, and special occasions. Subjects were adult foreign learners of English studying in England. Results showed that the learners were able to use the functions of greeting and leavetaking. Very few responses were inappropriate, though some were rather strange.

The second-language learner has to learn (i) a set of functions for use in the second language, (ii) a set of ways of realising and interpreting language functions, and (iii) a set of sequential and situational factors influencing the choice of function and realisation. The chief learning problem is the interaction between functions, realisations and situational factors. How do actual syllabuses measure up to these requirements? The Threshold Level does not include *Thanks*, a frequent form in the responses. Nor are the interrelations between functions, realisations and situations specified. Most functional syllabuses describe the destination but provide no transport for getting there. Conventional teaching techniques such as 'functional' drills are familiar but not ideal methods to demonstrate variation or longer sequences.

TEACHER TRAINING

86–192 Soulé-Sousbielles, Nicole (U. of Paris VIII). L'observation/analyse des 'pédagogies nouvelles'. [Observation and analysis of the 'new teaching'.] *Langues Modernes* (Paris), **78**, 2/3 (1984), 193–200.

Observation and analysis (OA) is commonly used in teacher training. The class is recorded and events analysed according to a system of categories. However, OA was devised for more traditional forms of language teaching and seems unsuitable for the 'new' teaching, e.g. The Silent Way, Suggestopaedia, Community Language Learning. For these the 'ethnographic approach' (which does not rely on predetermined categories but simply describes everything that happens in the class in as much detail as possible) seems more appropriate. For the purpose of analysis, a linear grid is proposed consisting of eight parameters: source, content, function, linguistic means, non-linguistic means, materials used, mental activity required of learner, quality of language. Additional parameters may be required according to the method being analysed.

To date OA has proved too complex and lengthy. A simplified and less time-consuming version of the procedure is needed and would be of great value to teachers. [Table of parameters.]

86–193 William, David (Ahmadu Bello U., Nigeria). Listening and note-taking. *Language Learning and Communication* (New York), **3**, 2 (1984), 203–13.

A listening and note-taking component in a course for Nigerian BEd students is described. The aim is to improve the students' own skills and to encourage them to pass these on to their future pupils. A written 'lecture outline' is used to give a lecture relevant to the students' programme, then handed out for the students to compare with their own notes.

The writer also gives general advice on teaching listening and note-taking skills. Teaching points can include listening for the main idea, listening for supporting detail, eliminating excess information and outlining.

TEACHING METHODS

86–194 Abe, Danièle and Gremmo, Marie-José. Apprentissage auto-dirigé: quand les chiffres parlent. [Self-directed learning: when figures talk.] *Mélanges Pédagogiques* (Nancy, France), 1981 [publ. 1985], 3–32.

A survey of the functioning of the SAAS (semi-autonomous learning system) at the CRAPEL during the year 1980/1981. Detailed data were collected about the learners (their aims, their language level and their assessment of the SAAS) and about the way in which they actually used the system (meetings with helpers, type of documents borrowed, conversations with native speakers).

After a short description of the way in which the SAAS works, the data is analysed and discussed in detail, giving information about the behaviour of learners in an

unfamiliar learning environment and also about the burden of such a system upon the institution.

86–195 Apelt, Walter. Theoretische und praktische Positionen zur Realisierung einer angemessenen Veranschaulichung im Fremdsprachenunterricht. [Theoretical and practical perspectives towards the achievement of an appropriate use of illustration in foreign language teaching.] *Deutsch als Fremdsprache* (Leipzig, GDR), **22**, 3 (1985), 162–8.

Lively illustration is important in the acquisition of knowledge of a language and in the development of linguistic activity in the learner. A distinction is made between graphicness and illustration. Graphicness can play an important role in foreign language teaching (FLT). It is a characteristic of images which can be used to present concepts and linguistic phenomena in such a way that they are both accessible to the senses and comprehensible intellectually to the learner. Illustration, on the other hand, is to be understood in a more general way: it is a prerequisite for the process of language acquisition as a whole. Illustration in FLT links concrete with abstract knowledge and brings together the emotional and rational aspects of learning and teaching. Illustration in FLT is more complex than the orthodox visual-situational approach allows for. The audio-visual aspect of illustration should not be overemphasised.

Instead, the different functions which illustration may fulfil are accentuated. The first is that of motivating communication in the FL. The visual component can play an important part in beginner's courses, but the auditory and the audio-visual aspects can also be used as illustration. The second function of illustration is that of creating a situation or context. In adherence to the didactic principle of proceeding from the whole to the individual elements and then back to the whole in language communication, situational embedding is central; the verbal situation needs complementing by visual, audio-visual or, better still, video illustration. The third function of illustration is to provide an objectifying or cognitive focus to counteract the subjective tendencies of young adolescents' perceptions when faced with the FL. The fourth function is the emotional-activational one. The final function is the pedagogical one. Illustration should be harnessed in the pursuit of objectives such as developing the personality of the learner.

86–196 Arnaud, Pierre J. L. and others (U. of Lyons). A quoi sert le programme lexical? [What is the use of the lexical syllabus?] *Langues Modernes* (Paris), **79**, 3/4 (1985), 72–85.

A random sample of 300 pupils near the middle of their class 2 year (age about 17), from five schools in the Lyons area, were tested on 149 randomly selected English vocabulary items from the official 'minimum obligatory' syllabus for up to the end of the previous (class 3) year. The average score was 43 per cent, which allowing for uncertainties suggests knowledge by the average pupil of at best 830 of the 1,561 items in the complete syllabus, about 53 per cent. Possible reasons for this failure are discussed under the headings of method (including textbook), learner and teacher.

86–197 Baldwin, R. Scott and others (U. of Miami). Effects of topic interest and prior knowledge on reading comprehension. *Reading Research Quarterly* (Newark, Del.), **20**, 4 (1985), 497–504.

Although recent research indicates that children have better comprehension when they read material on topics which are highly interesting to them, the cause of this interest effect is unclear. The issue is whether or not the apparent impact of topic interest on reading comprehension is in reality a result of the fact that people tend to have more prior knowledge about topics in which they are especially interested. The purpose of this study was to separate the effects of prior knowledge and topic interest on reading comprehension. Subjects were 41 high-achieving seventh- and eighth-grade students who completed a 10-item interest inventory and took a 100-item prior knowledge test. Based on these measures, each subject read passages and took multiple-choice comprehension tests for which they had various combinations of high and low prior knowledge and topic interest. There were significant main effects for both prior knowledge and topic interest, $P < 0.001$. Results also revealed that boys were more influenced by topic interest than girls.

86–198 Billant, Jacqueline and Fade, Pascale. Enseignement individuel vs. enseignement de masse. [Individual teaching v. mass teaching.] *Mélanges Pédagogiques* (Nancy, France), 1984, 5–23.

Is it possible to provide individual attention to the learner in institutional settings where there are large numbers of students? In this report, a team of teachers working at the University of Nancy II describe how they transformed a traditional university teaching course in reading comprehension, in which placement tests were used to establish large groups which met for two hours once a week, into a partly self-directed system where students work independently for three weeks at a time, with counselling sessions in small groups every fourth week. The development and organisation of this new system is outlined and its advantages and disadvantages for both learners and teachers discussed and evaluated: the selection, presentation and use of materials will form the subject of a later article.

86–199 Bourguignon, Christiane (Centre de Didactique des Langues, Grenoble) and **Candelier, Michel** (U. of Paris V). Réflexion guidée sur la langue maternelle et apprentissage d'une langue étrangère. [Guided reflection on the mother tongue and learning of a foreign language.] *Langues Modernes* (Paris), **78**, 2/3 (1984), 147–65.

Does the explanation and practice, in lessons devoted to the L1, of a semantic distinction in that language – specifically, the stative and dynamic uses of *être* in the French passive – improve the correctness of students' output in a foreign language where a similar distinction is encoded in surface form – *sein* and *werden* in German, *ser* and *estar* in Spanish? Several experiments addressed to different aspects of this question are reported. Improvement was found only when the connection between the L1 and FL work was made explicit, overcoming normal student assumptions of

compartmentalisation. Furthermore, students asked to analyse a French sentence and translate it on the same sheet of paper did far better than others asked to do this on different sheets; the effect was strongest for lower-ability students, precisely those often thought incapable of benefiting from metalinguistic reflection.

86–200 Carver, Ronald P. (U. of Missouri–Kansas City). How good are some of the world's best readers? *Reading Research Quarterly* (Newark, Del), **20**, 4 (1984), 389–419.

The reading rate and comprehension of superior readers were investigated. A total of 16 individuals represented four superior reading groups: speed readers, professionals, college students, and people who score exceptionally high on tests. Reading tests were administered individually during 8.5 hours spread over three testing sessions. All four groups tended to read relatively easy material at rates around 300–600 words per minute when at least 75 per cent comprehension was required. The speed-reading group had the best score for writing a 100-word summary of a 6,000-word book administered under a 1,500 word per minute condition. However, the speed-reading group did not write the best summaries at any of the other rates, 375, 6,000 or 24,000 words per minute, and they were the worst at recalling the book's important details at all four rates. Speed readers seem to be quite similar in ability to other superior readers except that they typically choose to skim at rates higher than 1,000 words per minute and accept the lowered comprehension that accompanies skimming.

86–201 Fitch, Kristine L. Teaching nonverbal communication patterns in the ESL classroom. *Cross Currents* (Odaware, Japan), **12**, 1 (1985), 15–25.

Nonverbal and paralinguistic cues together account for 55–65 per cent of the meaning of spoken messages. Although nonverbal cues are exchanged subconsciously, they can be brought to students' attention in the classroom. Nonverbal cues carry meaning on three dimensions simultaneously – potency, affiliation and responsiveness. Potency refers to the power relationship between interlocutors, affiliation to liking/disliking and commonality/separation. Some research findings about the nonverbal patterns of North Americans are discussed for the following categories: haptics (communication through touch), proxemics (distance between interlocutors), kinesics (body movements, eye contact, gestures), artifacts (communication through objects, i.e. clothing, hairstyle) and paralanguage (vocal qualities, silence, accents, laughter, sighs, etc.). In every culture, definable norms exist which are affected by age and sex.

Suggestions for classroom activities are grouped according to level of competence. They include imitation, charades, touching, pictures which tell a story, role-playing, conveying nonverbal messages, and speaking in public. Teaching the facets of nonverbal behaviour should be an integral part of language learning at all levels.

86-202 Guberina, P. (U. of Zagreb, Yugoslavia). The role of the body in learning foreign languages. *Revue de Phonétique Appliquée* (Mons, Belgium), 73/5 (1985), 37–50.

The verbo-tonal system recognises that the whole body is involved in the production and perception of speech sounds, not only the brain and speech organs. For example, even the rhythm of a child's earliest steps is a source of rhythm in speech, and research shows that when a speaker produces individual sounds, a corresponding tension can be felt in various parts of the body; hence each sound has its own concentration points of tension. From these premises and the accompanying research is derived the SGAV methodology for teaching foreign languages. Rhythmic body movements (macro-motorics) result in the corresponding level of tension in the speech organs (micromotorics) and hence the former can improve the latter. This method has been tried on the rehabilitation of the deaf to produce the phonic correlates of body tensions and movements. A sentence is repeated with the right rhythm and intonation and the individual sounds within it are learned better.

86-203 Harding, Edith and Tealby, Amanda. Counselling for language learning at the University of Cambridge: progress report on an experiment. *Mélanges Pédagogiques* (Nancy, France), 1981 [publ. 1985], 95–120.

A report of an experimental counselling service organised in Cambridge in 1981–2 to meet the needs of non-specialist language learners. Previously, the only resource open to them was the open-access audiovisual library [see abstract 83–54], which catered only for those learners who wanted to learn a language on a private study basis in a language laboratory. The aim of providing the counselling service was to offer alternative suggestions and resources (thus 'opening' a closed system). The trial run proved successful, attracting many users and revealing the existence of a previously overlooked population of foreign postgraduates working in the university whose lack of English was causing them severe problems. [Detailed description of the work of the counsellor.]

86-204 Hendricks, Harold and others. Technology and language learning at BYU. *CALICO Journal* (Provo, Utah), 1, 3, (1983), 23–30 and 46.

This article summarises the efforts to apply high technology to the teaching and learning of languages at Brigham Young University. These efforts are largely centred on three separate departments. These are: (1) the Learning Resource Center which, in addition to the normally expected audio and visual equipment, courseware and other resources also offers courses on the TICCIT Computer System in English, ESL, French, German, Spanish and Italian; (2) the David O. McKay Institute of Education which did pioneer research work and now also does development work in the area of videodiscs and associated technology, and (3) the Humanities Learning Resource Center which offers several facilities for the language student including an Apple language laboratory.

86–205 Kelly, Rena (Regional English Language Centre, Singapore). Video and language learning: an approach to viewing comprehension. *RELC Journal* (Singapore), **16**, 2 (1985), 52–67.

The three main uses of video in the language learning/teaching process are (1) as a modelling device to demonstrate target-language performance skills, (2) as input for viewing comprehension, to develop listening comprehension skills, and (3) as a stimulus for discussion, for creative writing and for drama techniques. This article focuses on the second category, developing listening comprehension skills (including non-verbal signals) – a better term for this might be ‘viewing comprehension’. The verbal element of a message is conveyed in a discourse package which includes paralinguistic features of intonation as well as visual features. Even in an academic setting where the verbal message would seem to be paramount, visual features are essential for meaningful communication.

The most easily available video programmes are off-air recordings: talks, documentaries, interviews, etc. Monologues and other types of expository discourse are ideal, since the speaker can be seen. Home-made recordings can also be used. The sequence must be comprehensible to students without too much in the way of bridging work being necessary.

Once the sequence has been chosen, it should be reviewed several times and ‘chunked’ into digestible units. The use of a viewing worksheet helps to structure and guide the learners’ response to the video sequence. A sample worksheet incorporates search questions, keynote questions, information organisation tasks, and paraphrase and summary-type tasks. [A methodology for viewing comprehension is offered in the form of a grid with two headings ‘Procedure’ and ‘Why?’ Appendix gives the worksheet ‘The way we drive’.

86–206 Legrand, Jean-Claude (Coll. René Cassin, Chanteloup-les-Vignes). Privilégier l’intégralité de l’activité langagière de l’enfant apparemment aux dépens de la langue que l’on enseigne. Aberration? Bons sens? Ou innovation? [Is it an aberration, innovatory or simply common sense to favour the child’s own language activity even apparently at the expense of the language being taught?] *Langues Modernes* (Paris), **79**, 1 (1984), 41–52.

For children who may have learning problems and feel rejected by, and hostile to school, the computer is more than a way of capturing their attention. It affords them a feeling of being in control. They are able to manipulate at will the words on the screen without experiencing the difficulties and frustration that writing causes them. The right to make mistakes is restored to them.

The errors the children make and the tenacity with which they cling to their misconceptions are illuminating for the teacher, as the experience of the author’s own English class at a school in the Paris region shows.

86–207 **Lerot, Jacques** (U. of Louvain-la-Neuve). Zur Wortstellungsnorm im Deutschen. [On normal word order in German.] *Deutsche Sprache* (Berlin, FRG), 2 (1985), 137–42.

The problem of ordering elements in the sentence is not one of the linear catenation of grammatical functions like subject, object, indirect object, prepositional object, etc., but is influenced by numerous other factors such as illocutionary force, the communicative marking of theme and rheme, definite and indefinite deixis, plus considerations of component hierarchy (main and subordinate clauses), phrase structures (NP, VP, etc.) and grammatical functions. The difficulty of handling the subject stems from the relative workings of these factors and the ways they are expressed in surface structure with reference to linguistic and situational context. So what place should such issues enjoy in foreign-language teaching?

Some teachers, following the contrastive hypothesis, try to teach L2 word order through transformation rules applied to L1 surface structures. Others, opposing this, try to teach them as derivatives of certain principles of speech organisation. Such conflict suggests that no reduction to rules is possible, and in any case the rules seem to apply only to unmarked forms. These regularities cannot be regarded as rules in isolation since they can be disrupted by marked versions, marking being possible along several axes: prosodic, syntactic, communicative, referential and semantic. Each deviation from the unmarked form, however, can be explained by the effects of markedness under one or other of these labels, and grammar books should list the conditions under which marked forms are permissible or obligatory.

86–208 **Long, Michael H.** (U. of Hawaii at Manoa) and **Porter, Patricia A.** (San Francisco State U.). Groupwork, interlanguage talk, and second language acquisition. *TESOL Quarterly* (Washington, DC), 19, 2 (1985), 207–28.

In addition to the pedagogical arguments in favour of L2 group work, there is also a linguistic rationale revealed by new research. Particular emphasis is given to the part played by comprehensible input in second-language acquisition, and the extent of negotiation in 'interlanguage talk'. The latter relates to conversation between non-native speakers. Five pedagogical arguments are reviewed in detail, including the proposition that group work improves the quality of student talk. Group work is contrasted with traditional 'lockstep' methods, wherein a teacher controls the pace, content and nature of the language practice provided.

A comparison is made between the features of NS (native speaker) as opposed to NNS (non-native speaker) speech when addressed to L2 learners; the authors cite five main studies in support of their claims. Basically, it is argued that interlanguage talk is as effective as NS speech, in terms not only of quantity, but quality and negotiative potential as well. Though non-native speakers do not provide accurate input, they are nevertheless able to peer-correct using a variety of strategies. The findings suggest that there are advantages in mixed-ability and multilingual classroom situations. More research is needed into such issues as optimum group size and the most effective methods of task structuring.

86–209 McKeown, Margaret and others (U. of Pittsburgh). Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words. *Reading Research Quarterly* (Newark, Del), **20**, 5 (1985), 522–35.

Two components of a successful vocabulary programme, the nature of the instruction and the frequency of instructional encounters, were examined to determine their relative contribution in improving verbal processing skill. Fourth-grade children received one of three types of instruction: traditional instruction requiring only associations between words and definitions, rich instruction presenting elaborated word meanings and diverse contexts, or extended/rich instruction which added activities to extend use of learned words beyond the classroom. Frequency was manipulated by providing either 12 or 4 encounters with each word. Outcomes were measured on tasks of definition knowledge, fluency of access to word meanings, context interpretation, and story comprehension. High frequency yielded better results on all measures. As to type of instruction, extended/rich showed an advantage over rich in fluency of access and story comprehension, while rich showed an advantage over traditional in context interpretation and story comprehension. The interpretation of this pattern and its instructional implications are discussed.

86–210 Nunan, David (S. Australia Coll. of Advanced Ed.). Content familiarity and the perception of textual relationships in second language reading. *RELC Journal* (Singapore), **16**, 1 (1985), 43–51.

This paper examines the effect of content familiarity on the perception of certain textual relationships by second-language learners. Research relating to schema theory is presented and an empirical study involving one hundred second-language students is described. The results of the study support the notion that such subject factors as content familiarity and background knowledge have an important effect on levels of comprehension.

Pedagogical implications are that teachers must do more than simply provide a knowledge of the linguistic elements of the target language. They must also provide the learner with opportunities for using the language communicatively in meaningful and interesting contexts. Content-based courses where the linguistic input is derived from the content rather than determining it will result in a more efficient internalisation of the linguistic system in the long run.

One of the most interesting insights provided by schema theory is that teachers can facilitate acquisition by teaching new linguistic forms in texts whose experiential content is either already familiar to the learner or which is made familiar through non-text means of presentation. Given the interaction between experiential and linguistic knowledge, increasing content familiarity may assist second-language learners to compensate for gaps in linguistic knowledge when processing written texts. Increased comprehension may, in turn, provide insights into the operation of previously unfamiliar aspects of the grammatical system.

86-211 Phillips, Martin (British Council, London). Intelligent CALL and the QWERTY phenomenon: a rationale. *System* (Oxford), **13**, 1 (1985), 1-8.

There is a danger that the novelty value of microcomputers in language teaching and the excitement aroused by their introduction is resulting in more attention being paid to the tactics of software design than to strategies for the exploitation of the new technology. The use of computers has to be justified and rational. Two fundamental questions are asked in this paper as a first step towards arriving at a rationale. What can computer-based techniques do that cannot be done by any other technique? Is it desirable or necessary to do it? Discussion of these questions leads to the conclusion that there is a powerful justification for the use of computers to the extent that they are capable of creating learning environments with which the learner can interact. One problem, however, is that the current generation of microcomputers is capable of embodying only a restricted model of reality and hence can create only limited learning environments. This problem is likely to be solved by improved technology if an appropriate level of professional software development can be achieved.

86-212 Pica, Teresa. Communicative language teaching as an aid to classroom second language acquisition: some insights from research. *Anglo-American Studies* (Spain), **5**, 1 (1985), 5-13.

The effectiveness of two current communicative teaching methods in second-language acquisition are evaluated in this paper: discussion-orientated, problem-solving tasks and student group work.

Certain conversational modifications are used by non-native speakers to facilitate acquisition of a second language: repetition, paraphrasing, seeking clarification or confirmation of correctness, etc. These were examined in audiotaped recordings of various groups of students who had been exposed to a communicative language-teaching environment and who had worked on problem-solving tasks and in groups. It was found that tasks which involved decision-making (in which the exchange of information is optional) contained fewer modifications than tasks with an information gap (in which the exchange of information is essential, if the task is to be completed successfully). The former requires less interaction and student production. This was also the case when the teacher was absent.

It was concluded that (a) the information-gap task is considerably more effective than the decision-making task, and that (b) group work alone is not necessarily an effective aid to classroom learning. A combination of information-gap tasks and group interaction appears to be essential if greater competence and performance are to be achieved by the learner in the classroom environment.

86-213 Richards, Jack C. (U. of Hawaii at Manoa). Conversational competence through role-play activities. *RELC Journal* (Singapore), **16**, 1 (1985), 82-100.

Learners in conversation classes need opportunities to participate in the collaborative aspects of conversational interactions (e.g. how to take turns appropriately). Some

role-play activities are described; they were designed for a group of foreign (mainly Japanese) students enrolled in an ESL course in Hawaii. Role play is a fluency activity which focuses on using language and conversational resources to make oneself understood and to accomplish a task. A range of representative topics and transactions was first selected, based on the needs of the target group: they included health, shopping, meals recreation, plans, etc.

A preliminary activity introduces the topic, the situation and the 'script', generating vocabulary and related language. Learners then read a dialogue on a related topic. Next they perform a role play, with minimal language support provided on role cards. They then listen to recordings of native speakers performing the same role play spontaneously. Feedback and follow-up activities consist of listening for conversational forms used by the native speakers (idioms, routines, etc.), and gist-listening exercises. The same procedure is followed subsequently using a less structured format, allowing for more creativity. Evaluation data are currently being collected. It seems from pilot activities that learners are able to maintain important features of conversational discourse when they perform role-play tasks. The activities are not difficult to prepare or implement.

86-214 Riley, Philip (CRAPEL). Coming to terms: negotiation and intercultural communication. *Mélanges Pédagogiques* (Nancy, France), 1984, 117-40.

This article investigates the need to teach communicative strategies and to sensitise learners to pragmatic differences in the target language. Intercultural communication involves the sharing of knowledge. This is achieved by means of certain types of discourse, which are used to negotiate what we mean and what we want. A third type of discourse concerns sociolinguistic conventions and interpersonal factors, such as role-relationships. This third type is illustrated by means of a checklist of reasons for intercultural communication failure, such as various forms of pragmatic error, e.g. sociolinguistic behaviour that is inappropriate in terms of the rules and norms of different groups.

Just as negotiation of meaning is necessary if interlocutors are to establish the common ground fundamental to all communications, so negotiation is required in decision-making processes in order that the outcome will be acceptable to both sides.

86-215 Sauer, Helmut. Sequentialität und Erfolg im Fremdsprachenunterricht. [Sequentiality and success in foreign-language teaching.] *Praxis des Neusprachlichen Unterrichts* (Dortmund, FRG), 3 (1985), 282-91.

A foreign language is a cumulative subject in which slower learners can fall further and further behind, and there is evidence that such failure is common in all types of German secondary school. There is thus a need for a mastery learning strategy, in which teachers insist that all students learn the material of a given unit before going on to the next unit. The language practice and transfer phases, envisaged in current methodology but often omitted due to pressure of time, should be expanded to allow for remediation and catching up. Textbooks should be modified to include 'plateau

units' with little or no new vocabulary or structures, and projects and class readers can also serve a 'plateau' function. As in the old *Volksschule*, the tempo of work must be fixed not by external demands but by the pupils' tempo of learning.

86–216 Weil, G. (ENNA, Lyon). La concertation pédagogique interdisciplinaire. [Interdisciplinary team teaching.] *Langues Modernes* (Paris), **79**, 1 (1985), 53–66.

Teachers derive support and gain renewed energy and enthusiasm from interdisciplinary team teaching, while pupils benefit from being treated as responsible partners, when their wishes are taken into account and they are encouraged to work independently. Teacher–teacher and teacher–pupil relationships are improved.

All – or at least two-thirds – of those teaching a given class should be involved; they should meet regularly, share common aims, and work together on a common project, with one of the group acting as '*animateur*'. A moderator from outside the group (and possibly from outside the school) who monitors the work done, analyses and evaluates, makes suggestions and helps to clarify aims and objectives, is essential to the success of this kind of teaching.