

Language learning and teaching – theory and practice

THEORY AND PRINCIPLES

83–405 Maley, Alan (British Council, Beijing). Foreign-language learning and the search for a new paradigm. *Language Learning and Communication* (New York), 1, 2 (1982), 123–33.

A discussion of some aspects of language learning and teaching under the headings of language acquisition, views of language, programme design, methodology, the learner, the teacher, and socio-economic factors. At all levels, it is concluded, there is a division between open and closed systems. Open systems induce risk-taking, doubt, freedom, initiative and experimentation, and existential insecurity – they must develop or perish.

PSYCHOLOGY OF LANGUAGE LEARNING

83–406 Anderson, Anne H. and others. Hearers make better speakers: hearer-effects on speaker performance in oral communication tasks. *Work in Progress* (Edinburgh), 15 (1982), 1–11.

In the research reported in this paper, the authors investigated the effect on a subject's performance in giving instructions on whether he had (a) previously given instructions in a similar task (i.e. had practice) or (b) previously received and acted upon a set of instructions in a similar task (i.e. participated in the hearer's role), with the amount of feedback in both conditions held constant. The research investigated the 'role-taking effect' in teenage speakers who are considerably older than the age at which 'egocentric' performance as described by Piaget might be expected to occur. The aim was to observe whether fairly mature and comparatively competent communicators could be made more aware of their hearers' requirements in a communication task, first by having the hearer physically present during the task and secondly by having previously taken the role of hearer themselves. As part of this research, the authors investigated the ability of speakers to give instructions to a hearer which would enable the hearer to reproduce accurately either a diagram, or an arrangement of pegs and elastic-bands on a pegboard. The speaker produced his instructions on the basis of a drawing which only the speaker could see.

Experiment 1 investigated the effect on speakers' performance in these tasks in terms of (i) level of academic ability, (ii) the difficulty of the task involved, and (iii) the physical presence of a hearer during the task. Subjects were 52 Scottish schoolchildren in their fourth year of secondary education (aged 14 to 16). Some were studying for academic examinations, others were not.

The results suggest that if speakers take the hearer's role in a communication task, their subsequent performance on the same type of task will improve more than if they

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are only given practice in the speaker's role. This is particularly marked, if, in the subsequent performance, a hearer is present who is attempting to follow the task instructions provided by the speaker. Even relatively mature speakers can improve their oral communication by concentrating on their hearer's requirements. This occurs in speakers across a wide range of academic ability, particularly in fairly difficult communication tasks. The presence of a hearer encourages speakers to concentrate in this way. Another way of highlighting the hearer's requirements to less academically able speakers is to provide an opportunity to take the hearer's role. This leads to a further improvement in subsequent performances in similar tasks and is obviously a useful training model for communication skills, whereas merely speaking to a microphone is far less effective.

83-407 Campbell, Ruth (University Coll., London). Writing down nonsense. *Working Papers of the London Psycholinguistics Research Group* (London), **4** (1982), 31-7.

In writing down nonsense words that they hear, UCL undergraduates showed strong evidence of lexical influences – both in the effects of words heard earlier (priming), and of component word-part spellings (parsing). A surface dyslexic patient showed no such effects. These results shed light on theories of spelling.

83-408 Lauerbach, Gerda. Assoziative Bedeutung und Semantik der Lerner-sprache. Anmerkungen zu R. M. Müller: 'Entbehrliche Forschung' in *DNS* 80: 6 (1981). [Associative meaning and the semantics of learners' language: some remarks on R. M. Müller: 'Dispensable research' in *DNS* 80: 6 (1981).] *Die neueren Sprachen* (Frankfurt am Main), **81**, 5 (1982), 476-88.

The article deals with criticism levelled at the method of free verbal association as an instrument of foreign-language learning and teaching research. The relation between associative meaning and dictionary meaning is discussed; word associations can yield psycholinguistic criteria for the structuring of foreign-language vocabulary, allow conclusions as to the core and peripheral meaning of words, and can be used to uncover factors influencing the semantic development of learners' language and to discover fossilisable structures therein. The method can be employed to trace socio-cultural meaning implicit in learner language concepts.

83-409 Ringeling, J. C. T. Recognising words under reduced redundancy in native and foreign language. *PRIPU* (Utrecht), **7**, 2 (1982), 3-29.

In earlier experimental work, it was found that Dutch advanced learners of English were less successful in English than in Dutch when exposed to a word-repetition task and a lexical decision experiment involving CVC words and non-words.

Technically speaking, these experiments did not make use of reduced redundancy. Even so rather substantial effects were disclosed using time-pressure. In this report the influence of a reduction in redundancy on the recognition of words is investigated, using the same material. There are basically two ways in which redundancy can be reduced: 'external reduction' (distortions of the acoustic signal by means of, e.g.

noise, filtering) and 'internal reduction' (the signal is distorted by the speaker himself, as in careless articulation, gradation, whispering, etc).

The experimental data lead to the conclusion that in this test application of linguistic expectancy proved a very powerful aid to word recognition. In particular, frequency of occurrence of a word is an important determinant of the measure in which recognition will be sensitive to reduction of the signal. It appeared that low frequency words are far more sensitive to reduction of redundancy than high frequency words, even to such an extent that low frequency words may be recognised less well than non-words under certain comparable circumstances. Furthermore, it was shown that reduction of redundancy is far more detrimental to the correct recognition of words in a foreign language than in the native language. A fully specified acoustic signal is not a prerequisite for correct understanding. Since isolated CVC words were used in this test – whose internal redundancy is relatively low as compared to longer words – we may expect that in ordinary speech, where many other linguistic aids are available to facilitate recognition of the speech material, acoustic specification of the signal may be quite incomplete without notable effects on success of recognition.

83-410 Schachter, Jacquelyn E. and Hart, Beverly Kauble (U. of Southern California, Los Angeles). An analysis of learner production of English structures. *Georgetown University Working Papers on Languages and Linguistics* (Washington, DC), **15** (1979) [publ. 1981], 18–75.

This article describes in detail the production of English embedded sentences by 375 adult ESL students, and assesses their command in terms of both frequency and accuracy at three different levels of English proficiency, as assessed by the USC English Placement Test.

It is concluded that learners begin to acquire complex constructions long before they have total control over simple sentences and their transforms, and that their rate of acquisition is related to their mother tongue. As learners become more proficient, their spontaneous production of complex syntactic constructions becomes more frequent; this is the first data available on the order of such acquisition. The data suggests there is a natural or developmental order of acquisition. Error types do not differ across proficiency levels but error is more frequent in the lower than the higher levels. The five different language groups each produced a different pattern of avoidance and error, more avoidance resulting in less error. Very few error types, however, appear to be unique to speakers of particular mother tongues. Conversely, individuals of similar mother tongues can produce different patterns of both avoidance and error.

83-411 Scovel, Thomas. Questions concerning the application of neuro-linguistic research to second-language learning/teaching. *TESOL Quarterly* (Washington, DC), **16**, 3 (1982), 323–31.

Some recent neurolinguistic studies are cited which may encourage language teachers to overextrapolate their findings. Brain research cannot provide easy answers to teaching problems because (1) the subjects of research studies are usually competent bilinguals or L2 learners examined cross-sectionally rather than longitudinally. Language teachers are generally dealing with a quite different population. (2) The

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nature of the experimental task determines hemispheric response, as can be seen in studies of the right hemisphere in processing information about human faces; and (3) almost all the research has concentrated on only one neuro-anatomical dimension – differential lateralisation of either hemisphere – ignoring the up/down and front/back directions, possibly because these latter are harder to measure.

Even if we were able to quantify what happens to a learner's brain when studying a second language, what practical benefits would accrue? Language teachers should certainly keep abreast of neurolinguistics research developments, but should be very wary of using them to justify classroom techniques.

83-412 Seliger, Herbert W. On the possible role of the right hemisphere in second-language acquisition. *TESOL Quarterly* (Washington, DC). **16**, 3 (1982), 307–14.

Extrapolating from many recent research studies, we may distinguish between language processing and acquisition abilities of the RH (right hemisphere). Many functions performed by the RH could conceivably play an important role in second-language acquisition. Two abilities which remain to be tested empirically within a second-language acquisition context are the ability of the RH to form primitive hypotheses and the role of the RH in providing listener/learner feedback to the native speaker while providing information to the LH regarding stress patterns and perhaps concomitant grammatical information.

ERROR ANALYSIS

83-413 Warren, Beatrice. Common types of lexical errors among Swedish learners of English. *Moderna Språk* (Saltsjö-Duvnäs, Sweden), **76**, 3 (1982), 209–28.

The author has found four major classes of errors in students' writing: equivalence errors (interference errors, the most common type), conceptual confusions (not interference, not frequent), derivational errors (not interference, fairly common) and phonetic confusions (not interference, rare in relaxed situations). Another way of categorising lexical errors is to divide them into words that have the wrong content and words that have faulty expression. We give expressions meanings that they do not have (*a*) because we transfer without modification the content of a word in our mother tongue to an expression in a foreign language, or (*b*) because we fail to distinguish between contiguous concepts, or (*c*) because we incorrectly transfer some sense of a base to one of its derivatives, or (*d*) because we confuse the base of a derivative with some other base. We produce faulty expressions (*i*) because we compose morphemes in an unacceptable manner or violate wordformation constraints or (*ii*) because we cannot accurately remember the composition and/or the nature of the phonemes of a word.

Advanced students need help not only with the acquisition of vocabulary but with the correct use of words. Teaching them under what circumstances they are likely to make mistakes is a useful start.

TESTING

83–414 Bensoussan, Marsha (Haifa U.). Testing the test of advanced EFL reading comprehension: to what extent does the difficulty of a multiple-choice comprehension test reflect the difficulty of the text? *System* (Oxford), **10**, 3 (1982), 285–90.

This paper examines the faulty assumption that the difficulty of a multiple-choice comprehension test depends mainly on the difficulty of the text. Instead, the basic assumption stated in this paper is that the difficulty of a multiple-choice test depends on two components, a text and questions, with results varying according to the level of English proficiency of the students tested. Two multiple-choice comprehension tests on the advanced level were administered: one based on a relatively easy text, the other on a more difficult one. The difficulty of the texts was measured by teacher evaluation and by discourse analysis. For each text, nine multiple-choice questions are examined. Test 1 was administered to 178 candidates, and Test 2 to 132. The two tests show no significant differences in scores, despite the fact that one of the texts is clearly easier. The results indicate that teachers/test-constructors cannot assume that a text of a particular level of difficulty will automatically yield questions reflecting the level of the text.

83–415 Bolz, Norbert and others. Die Gestaltung remedialen Grammatikunterrichts auf der Oberstufe mit Hilfe von Diagnostetests. [The role of diagnostic tests in the remedial teaching of grammar in upper secondary education.] *Die neuen Sprachen* (Frankfurt am Main), **81**, 4 (1982), 377–85.

Teachers of English often have difficulty in determining their pupils' mastery of English grammar. In this article, experiments with a Diagnostic English Grammar Test are reported. This test, which covers 16 areas, was given to eleventh form pupils. A computer output provided the teacher with exact information about each pupil's level of knowledge. Based on this information, a therapy programme was carried out in an attempt to correct the pupils' weaknesses.

83–416 Böttcher, Karl-Heinz. Neue Formen der mündlichen Abschlußprüfung im Fach Englisch – entwickelt und erprobt an der Realschule Lauenburg (Schleswig-Holstein). [A new type of oral exam for the school-leaving examination in English – developed and tried out at the 'Realschule' in Lauenburg (Schlewsig-Holstein).] *Englisch* (Berlin, FRG), **17**, 3 (1982), 87–91.

The oral examination represents an important hurdle for many candidates for the *Realschulabschluss* (secondary-school leaving qualification). In order to give the weaker pupil a chance, however, the oral should test his communicative ability in English and not his ability to talk in abstractions about the language, as in the written examination. Moreover, the pupil should be prepared for the oral by being given the opportunity to speak English in class, and the form of the examination should allow him to draw on what he has learnt and 'stored'.

A model oral which meets these criteria, was developed and tried out in Lauenburg

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under the auspices of the ISPT (Schleswig-Holstein schools research institute). Here, pupils not only engaged in question and answer with the teacher/examiner, but also conversed among themselves. An example of the model is set out here and details of the procedure, stages and content are given, as well as suggestions for alternative approaches. Also provided are marking schemes based on (A) linguistic competence, (B) communicative competence. It is the examiner's job to decide how the marking should be weighted.

83-417 Cziko, Gary A. Improving the psychometric, criterion-referenced, and practical qualities of integrative language tests. *TESOL Quarterly* (Washington, DC), **16**, 3 (1982), 367-79.

This research was conducted to determine whether modifications of existing integrative testing procedures could be made to improve the psychometric, criterion-referenced, and practical qualities of those tests which involve text presentation and reconstruction. For this purpose, a dictation test constructed of 14 segments varying from 2 to 21 words in length was administered to three groups, one of foreign university students taking ESL courses, another of foreign students succeeding at graduate studies, and a third of native English-speaking students. In addition, a 'copytest' was created by presenting the same text on a computer-controlled visual display screen in a manner directly analogous to that of the dictation test. The copytest was administered to a smaller group of foreign and native English-speaking university students.

Results of the dictation test indicated that scoring the protocols by segment using an exact-spelling criterion provided an integrated measure of language proficiency with improved psychometric criterion-referenced, and practical qualities. Of particular interest was the finding that the 14 dictation segments scored in this manner formed a Guttman scale of high reproducibility and scalability. The implications of these findings as well as those of the copytest are discussed.

83-418 Dryden, Norman H. Written text comprehension speed and accuracy: a response recording and timing system using a PDP11/40 computer. *Work in Progress* (Edinburgh), **15** (1982), 19-25.

A technique is described for presenting informants with written text, and testing the speed and accuracy of their comprehension. The aim was to present a series of sentences, each of which was split into three phrases. Each sentence was to be followed by a relevant question to elicit a *yes/no* response. Timing was to be under the control of the informant, with each phrase or question replacing the previous one, so that there could be no referring back. The experiment was implemented on a PDP11/40 DECLAB computer, using a video-display unit incorporating a graphics mode for the presentation of text. The time parameters were measured using the LPSKW real-time clock, which is programmable. [Programming method.] The results for each informant were held as a file on the computer disk for later listing and analysis. The whole procedure worked reliably when used by informants and was used to test comprehension of written German by native and non-native readers.

83-419 Jasmin-Demers, Louise. (U. of Montreal). Des tests pragmatiques et multi-fonctionnels pour une évaluation objective de la compétence à communiquer. [Pragmatic and multi-functional tests for an objective evaluation of communicative competence.] *Bulletin of the CAAL* (Montreal), 4, 2 (1982), 115-24.

Addressing the basic question of the possibility of authenticity in language testing, the article describes two out of seven new tests of French as a second language, derived from Canadian research into the elements that compose authentic oral communication. The first is based on a silent cartoon film called 'Balablok' which the candidate has to explain to a 'naïve' speaker of French. The second (Rallye test) is an interaction game between the candidate and a twinned native speaker.

Numerical results are set out and analysed. Because of the small test population results must be accepted with caution, but it appears that both tests, though very different, intercorrelate and discriminate well and give a reliable measure of communicative competence. While the Balablok interview test, stressing the discourse component of competence, appears the more reliable of the two, the Rallye test seems more authentic, because of the multiplicity of tasks to be performed, and explores more deeply the illocutionary component. One hypothesis confirmed is that reaction time is affected by many more factors than mere knowledge of the language. Each test analyses linguistic competence, which varies as a function of the discourse or illocutionary act of which observations are taken.

83-420 Kaiser, Christian. Leistungskontrolle und Fehlerbewertung an Hauptschulen. [Assessment of language performance and error at 'Hauptschulen'.] *Englisch* (Berlin, FRG), 17, 3 (1982), 81-7

A survey was carried out on English teaching in three Berlin *Hauptschulen* (non-academic secondary schools) to find out how language performance and errors were assessed. The survey concentrated on defining the areas of language being covered, finding out what types of tests were being used, and ascertaining the distribution of language areas and skills being tested.

The results showed a general imbalance between the approaches of the schools in question, and some evidence of subjective marking. They also raised considerable doubt as to whether the aim of *Hauptschule* English was being achieved, namely, to promote the pupils' communicative ability in everyday situations.

83-421 Low, Graham D. (U. of Hong Kong). The direct testing of academic writing in a second language. *System* (Oxford), 10, 3 (1982), 247-57.

This paper attempts to derive, use and partially validate, for one small area of language use, a theoretical approach to the design of language-use tests, called 'explicit direct testing'. A 'direct test' is a test where all significant aspects of a task and the conditions under which it is performed are present. Complete directness is an ideal position; the need for precise assessments of ways in which a test is not direct is the basis of explicit direct testing.

The argument is restricted here to the writing of university tutorial papers or short essays and to considerations of what is called the design criterion, rather than scales

of anticipated testee performance, which could be labelled performance criteria. Applying the ideas suggested to the construction of an actual test produced two features which are of general interest to language test designers; the first is the idea of a controlled reduction in directness and the second that of exploiting a developing context. If the concept of explicit direct testing is to have any real value, however, it must be possible not just to construct tests which have high validity, but to do so without losing all control over the relevant variables. Some results are cited from an evaluation study of the test that was used as the example, which suggest that, on the whole, the approach is feasible for language-use testing.

83-422 Marsden, Robert (EF Language Schools) and **Underhill, Nick** (International Language Centres). A comparison of some common types of language tests. *Journal of Applied Language Study* (Weybridge, Surrey), 1, 1 (1982), 29-39.

The aim of the study was to compare the reliability and validity of five common types of language tests, and to evaluate alternative marking schemes for two of them. The five tests administered were: (1) A 100 question multiple-choice test, of which most questions were structural but with separate aural comprehension and vocabulary sections. (2) A conventional written cloze test with every fifth word deleted, giving a total of 50 blanks. (3) A 100 word taped dictation based on University of California material. (4) A short essay with a given title: An Eyewitness Report of a Crime. The students had to write 6-8 sentences, as if for the police. This particular subject was chosen as being a fairly realistic written task. (5) A teacher's assessment: each teacher, of which there were three to four per course, awarded each student a mark out of 50 on the basis of the student's overall proficiency in English. The tests were marked by six trained and experienced EFL teachers. The students were attending four-week holiday courses, were 12-18 years old, and came from Italy, Sweden, Germany and Finland.

The multiple choice test, cloze test and dictation all had high correlations with each other and with the battery. The teachers' assessments did not correlate quite so well and the essay had low correlations with individual tests and with the battery. Alternative marking schemes were tried for the cloze and essay; with the cloze, exact word marking gave only a slight gain in objectivity but reduced marking time considerably. It was thought justifiable only for large numbers. With the essays, it was better if a batch of essays was marked by a single marker. Two or three markers should mark each script if possible. There was no great difference in reliability or validity between the impressionistic and analytic marking systems. For up to 50 or so papers the best method was sorting papers into five piles (from diabolical to very good), then ranking the papers in each pile by direct comparison.

In terms of the overall aim of comparing different test types, the single most important result of the re-marking was that the correlations using the new essay scores were as high as those of any other test.

83-423 Monfils, Gérard. Étude de la validité du MLAT comme prédicateur du succès aux tests de rendement des fonctionnaires fédéraux canadiens dans l'apprentissage du français, langue seconde. [Study of the validity of MLAT as predictor of the success rate of Canadian civil servants learning French as a second language.] *Médium* (Ottawa), 7, 2 (1982), 21-46.

Aptitude has been defined as the degree to which an individual has mastered the skills requisite for a learning task. According to Carroll, the components of language learning aptitude (which he assumes to be innate) are: Phonetic Coding Ability, Grammatical Sensibility, Memory Ability and Inductive Learning Ability. The battery of tests which constitute the Modern Language Aptitude Test (MLAT) devised and published by Carroll and Sapon in 1959 – Number Learning, Phonetic Script, Spelling Clues, Words in Sentences, Paired Associates – test the first three components. Other researchers have questioned whether language learning aptitude is innate, or have stressed the greater importance of learners' motivation. In the United States, however, MLAT has generally proved to be a reliable predictor of success in foreign-language learning.

In 1977, MLAT's validity was tested in Canada in a different kind of language-learning situation where social and psychological factors outweighed innate ability; MLAT was shown not to be a reliable predictor of success in the case of the group being studied, Canadian civil servants needing competence in French for their work. MLAT did, however, prove reliable in predicting the length of time students took to learn and in distinguishing fast and slow learners.

83-424 Murray, D. E. (Macquarie U., Australia). Diagnostic testing of the intelligibility of Thai and Japanese speakers of English as a foreign language. *Working Papers of the Speech and Language Research Centre* (North Ryde, NSW), 3, 4 (1982), 1-21.

The aim of this study was to explore testing devices which could be used to diagnose objectively which aspects of a learner's segmental phonology cause lack of intelligibility. A brief preliminary study of suprasegmental factors showed that separate diagnostic tests are necessary to evaluate student performance at both the segmental and suprasegmental levels, and that there is a need for objective testing (teachers are not necessarily good judges of oral performance). Two secondary studies investigated the nature of the errors of Thai and Japanese speakers' performances which caused them to be unintelligible. For Thai speakers, it was found that, word-initially, fricatives and affricates, both voiced and voiceless, contribute most to lack of intelligibility, while word-finally, bi-labial and velar plosives are least intelligible. For the Japanese, word initially, the fricatives and affricates were also least intelligible but word-finally the picture is not so clear as there is considerable variation between the results from two versions of the test, due to differences in auditory discrimination. Both groups were found to be least intelligible in their articulation of word-final consonants.

The results from this study were compared with contrastive studies of both Thai and Japanese. This clearly showed that language transfer does not provide a complete explanation of contribution to lack of intelligibility. Many misarticulations predicted

from these contrastive studies were in fact intelligible to the judges. For example, /l/ and /r/ do not contribute strongly to lack of intelligibility word-initially for Japanese while Thai articulation of /b/ word-finally is less intelligible than of /d/, but a contrastive study does not indicate this.

83-425 Willig, Peter. Assessment of oral performance in modern languages at Ordinary Level. *Modern Languages* (London), **63**, 4 (1982), 237-46.

Complex problems are involved in the assessment of oral performance, previously the subject of vague, impressionistic marking. Although various tests have been devised to quantify specific areas of oral performance, the most effective (in the hand of a skilled examiner) is still the 'general conversation' or question/answer sequence. It is essentially flexible, probing and wide-ranging, and can develop according to an individual candidate's needs. The oral examination is unique in that it is conducted on a one-to-one basis and interactive elements play a vital role. The examiner is not only diagnostically testing the candidate but simultaneously assessing the performance. Assessment criteria must lend themselves to quick, reliable and consistent application as well as being theoretically sound.

Three broad categories of oral performance skills are: (a) the receptive, i.e. comprehension, (b) the active, subdivided into response, accuracy and range, and (c) the mechanistic (production and intonation). A cross-reference grid can be devised which reflects the performance of individual candidates and a profile can be drawn up. [Use of a picture for diagnosing oral proficiency, both with an 'open approach' and with a set of graded structure-specific questions.] Role-play is best suited to A-level or beyond. A new device is a data sheet (e.g. about activities on a particular day) which candidates prepare beforehand and then relate as a continuous narrative.

CURRICULUM PLANNING

83-426 Kramer, Alon (Min. of Ed., Israel). Proposal for the English curriculum in special classes for gifted children. *English Teachers' Journal* (Jerusalem), **27** (1982), 37-42.

The aim in educating gifted children should be to provide an intellectual framework within which each student can develop to the limit of his potential. Basic objectives are: (1) extending the knowledge and skill for each subject area, (2) developing the interrelationships between areas of knowledge, (3) extending intellectual skills to higher cognitive levels (abstraction, synthesis, etc.), (4) emphasising the student's intellectual production (i.e. what he can do with what he knows), (5) developing the student's realistic sense-of-self, and making him realise the responsibilities of being gifted, and (6) developing an active, critical, intellectual independence.

The specific objectives of English instruction will be an active command of the spoken and written language as an international means of communication, and as access to scientific, technological, literary and humanistic developments. The appropriate methodology will be systematic, sequential and flexibly paced, with a core curriculum (vocabulary, grammar, etc.) and a supplementary curriculum (teacher-directed units and activities to be used flexibly as required).

83-427 Stern, H. H. French core programmes across Canada: how can we improve them? *Canadian Modern Language Review* (Toronto), **39**, 1 (1982), 34-47.

This article, based on the keynote address of the 12th annual conference (1982) of the Canadian Association of Second Language Teachers (CASLT), makes a plea for interprovincial co-operation in renewing the French core curriculum by widening its scope so that the French core curriculum becomes a viable alternative to the popular French immersion programmes. The paper outlines a multidimensional language curriculum which consists of four 'syllabuses': (1) language, (2) culture, (3) communicative activities, and (4) general language education, and suggests that interprovincial 'Task Forces' be set up to develop these syllabuses. The curriculum proposal has implications for other languages, and these are not confined to language teaching at the school level.

MATERIALS DESIGN

83-428 Gaies, Stephen J. (U. of Northern Iowa). Linguistic input in formal second-language learning: the issues of syntactic gradation and readability in ESL materials. *TESOL Quarterly* (Washington, DC), **13**, 1 (1979) [publ. 1982], 41-50.

A preliminary report on a study of ESL readers which aimed to determine whether a range of syntactic gradation can be observed, and the degree to which readers intended for the same level of proficiency are of equivalent difficulty. Particular emphasis is placed on the relationship between overall syntactic complexity, which is computed for each of the selected readers, and vocabulary range, which, as already stated, is the most frequently used index of readability in ESL.

In this study, 20 ESL readers were analysed in terms of overall syntactic complexity. In addition, statements by the author or editor about the audience for whom a reader was intended (the level of proficiency for which the reader was deemed appropriate) and the stated vocabulary range of the reader were noted. Six university textbooks were also analysed for comparison. Syntactic analysis proceeded by segmenting samples of text into T-units (defined as 'one main clause plus any subordinate clause or non-clausal structure that is attached to or embedded in it'). Differential mean length of T-unit appears to reflect the degree to which writers exploit the transformational resources of English, hence longer T-units would presumably be more difficult for the reader to decode and/or process.

Results confirm what can be sensed intuitively. There was relative consistency in measurements on the three variables of syntactic complexity in the case of academic textbooks, but the ESL readers represented a broad range of overall syntactic complexity. Eight of the readers had a mean T-unit length characteristic of academic textbooks, others were far less complex than the language a student would encounter in his/her course work reading. Only nine readers state the vocabulary range and intended audience. In no case did any empirical measurement of the readability of

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the material appear to have been made by writers or publishers, although the cloze procedure could be used for this purpose.

83-429 Kenning, M. J. (U. of Essex) and **Kenning, M. M.** (U. of East Anglia). EXTOL: an approach to computer-assisted language teaching. *ALLC Bulletin* (Cambridge), **10**, 1 (1982), 8-18.

A computer language, EXTOL, designed to facilitate the writing of computer-aided instructional material by non-specialist teachers, is proposed. The language, which incorporates a number of features of interest to the teacher of foreign languages, and which is intended to be easy to learn and easy to use, is defined in detail. An illustrative example lesson on adjectival word order in French is presented both as the text of the lesson and as a sample run, and is discussed comprehensively. Some comments on current experience of the use of EXTOL are made.

83-430 Laforge, Lorne (U. Laval). Les variations linguistiques dans les documents authentiques. [Linguistic variation in authentic documents.] *Bulletin of the CAAL* (Montreal), **4**, 2 (1982), 59-81.

Between 1970-80 research into the ethnography of speaking and related work has given prominence to the use of authentic documents in language teaching. Authenticity is an exchange between speakers and for the learner indicates a need to integrate with the target speech community and undergo the new socialisation required to become a member of it. This suggests a recreation of the community dynamic within the classroom and realistic motivation for communicating. This will entail acquiring those varieties of language that enable the native speaker to switch codes under constraints of the communication situation.

The introduction of authentic documents forces the teacher to take cognisance of sociolinguistic variables and can open the door to those living forces that stretch, enrich and ambiguate languages. The research of Noël in Québec shows how far linguistic variables are essential to a speaker's evaluation of a language. This affects his attitude as a learner and hence his learning.

83-431 Lee, William R. Some points about 'authenticity'. *World Language English* (Oxford), **2**, 1 (1983), 10-14.

'Authenticity' usually refers to the use of a language by its native speakers (in the case of English, British, American, etc.) and is a quality of teaching materials. It is negatively defined as language which has not been spoken or written specifically for language teaching, though it may be used as teaching material. Native speakers, in trying to communicate with each other, adapt and modify the English they use, and sometimes 'translate' from one kind of English to another. It is arbitrary to assume that the English they use to communicate with non-native speakers is unauthentic. Textbooks are the main source of English for many learners. For immigrants the need is to listen and read the English used in their everyday life, including the English used by native speakers in communicating with non-native speakers. This may well be more relevant for immigrants than materials dealing with native speakers talking to native

speakers. Some learners (i.e. doctors) may need to communicate on more or less equal terms with native speakers. Other learners rarely communicate with native speakers but with other non-native speakers who do not speak their language (e.g. occupational or tourist English). Judgements on the 'authenticity' of coursebook texts are therefore often irrelevant for many learners.

TEACHER TRAINING

83-432 Bruschi, Wilfried. Die Videoaufzeichnung als Mittel der Lehrerbildung und Unterrichtsforschung. [The use of the video recording in teacher training and teaching research.] *PRAXIS* (Dortmund, FRG), 29, 3 (1982), 227-37.

The recording of lessons on video is still something new in the field of teaching, even though the technical conditions for it are better than ever before. In the 1960s and 1970s, teachers and pupils had to find studios where they could watch and make video recordings. Nowadays, there are reliable and portable cameras, recorders and microphones which can be quickly set up for classroom use. A set of video equipment can be bought for 5,000-6,000 D.M. and can be used by the trainee teacher to record his instructor teaching, and vice-versa. This opens up new horizons in teacher training and empirical teaching research. Video technology makes it possible to see the interaction within a lesson repeated as often as desired. This, in turn, offers the opportunity for much better analysis of practical teaching than ever before.

The article examines some of the basic problems of empirical teaching research in the light of video technology, and outlines a Hamburg teacher training and teaching research project in which video was used to record teachers in action.

83-433 Serena, Silvia. Sedici incontri di preparazione professionale per insegnanti di lingue: riflessioni e proposte. [Sixteen professional upgrading seminars for language teachers: reflections and proposals.] *Scuola e Lingue Moderne* (Modena), 20, 9/10 (1982), 120-9.

Italian law 27 of 20 May 1982 envisages an in-service upgrading programme for unqualified senior teachers leading to examinations (written and oral) and a formal qualification. Instruction will be in sixteen seminars totalling 30 hours in phase one and 18 hours in phase two. The examination will be independent of the instruction as it is appreciated that not all teachers will be able to attend all sessions.

This article outlines the aims, methods and content of the course and concludes with a detailed breakdown of each. It is therefore a prospectus clarifying needs and objectives of the likely participants. Broadly they should be made aware of the numerous variables (personal, social, psychological, anthropological, didactic, etc.) bearing on the teaching situation and be able to appreciate their interdependence. Mastery of the target language as form and as behaviour is also required and at the end the teachers should be able to make and justify choices of course content and methodology to meet the practical teaching situations in which they will find themselves.

83-434 Wegener, Heide. Gruppengespräche im Deutschunterricht für Ausländer – Zur Strukturierung von Konversationskursen nach Sprechintentionen. [Group conversation in German as a foreign language – the structuring of conversation courses according to functions.] *Zielsprache Deutsch* (Munich, FRG), 3 (1982), 12–20.

This article describes a conversation-course concept used with advanced French students of German, aiming to be teachers. Account was taken of their learning background and their obvious desire for some cognitive content in the course. The course here described is based on speech functions and avoids the failings of thematically-based conversation courses (details given), while providing for such aspects as the natural repetition of structures already acquired. Its cognitive phases allow for reflection on the language and the conscious internalisation of utterances as steps towards linguistic competence. The cognitive element also serves to bridge the gap between the theoretical and practical sides of university language teaching today.

Each course unit is based on one language function and has four stages: (a) *Sammeln* – students suggest expressions appropriate to the chosen function; these are written on the board and supplemented by the teacher (b) *Ordnen* – the expressions are ordered according to socio-linguistic, formal, and linguistic-analytical criteria. (c) *Arbeiten* – students do exercises based on transformations. (d) *Übungsphase* – students engage in e.g. dialogues, group work, role play. [Appendix describes the phases of such a unit based on the function 'bezweifeln' (expressing doubt).]

TEACHING METHODS

83-435 Breen, Michael P. (U. of Lancaster). Authenticity in the language classroom. *Bulletin of the CAAL* (Montreal), 4 (1982), 7–23.

The language teacher is daily confronted by four requirements for authenticity which are in continual inter-relationship with one another during any language lesson. There may be tension or contradiction between the different criteria which guide what may or may not be authentic. The four types of authenticity in language teaching are: (1) authenticity of the texts which we may use as input data for our learners; (2) authenticity of the learners' own interpretations of such texts; (3) authenticity of the tasks conducive to language learning; (4) authenticity of the actual social situation of the language classroom.

Three pedagogic proposals are made: (a) authentic texts for language learning are any sources of data which will serve as a means to help the learner to develop an authentic interpretation. (b) Perhaps the most authentic language learning tasks are those which require the learner to undertake communication and meta-communication. Genuine communication during learning and meta-communication about learning and about the language are both likely to help the learner to learn. (c) The authentic role of the language classroom is the provision of those conditions in which the participants can publicly share the problems, achievements and overall process of learning a language together as a socially motivated and socially sustained activity.

83-436 Cummins, Jim and Swain, Merrill (Ontario Institute for Studies in Education). Analysis-by-rhetoric: reading the text or the reader's own projections? A reply to Edelsky *et al.* *Applied Linguistics* (Oxford), 4, 1 (1983), 23-41.

The authors rebut criticisms by Edelsky *et al.* of their recent research on bilingual education in Canada on the grounds that the criticism is based on rhetoric and misreading rather than careful analysis, and on blanket use of the undefined term 'deficit'. Their research showed that for both majority and minority students academic outcomes are a function of the interaction between educational treatment and what the child brings to school from his societal and linguistic background. Far from being a deficit theory that assumes inherent/genetic learning deficiencies in ethnic minorities, it offers a framework for offsetting differences between majority and minority students. Limitations notwithstanding, the value of standardised tests is reaffirmed, especially when tempered by the distinction between cognitive/academic language proficiency (CALP) and basic intercommunication skills (BICS), constructs to which Edelsky *et al.* object. Experience has shown that the higher order language and cognitive performance of CALP cannot be predicted from the everyday social fluency represented by BICS. The 'deficit' label is re-examined, and redefined as those immutable attributes which lead to the under-achievement of a group *despite* optimal educational provision.

83-437 Deyes, Tony (Catholic U. of São Paulo, Brazil). Eclecticism in language teaching. *World Language English* (Oxford), 2, 1 (1983), 15-18.

The shift away from 'method' is healthy because it means that the teacher is less likely to neglect the learner in favour of the strategy. Instead the teacher often turns to an eclecticism of techniques, and, if his choice is an informed one, based on his overall course objectives and on what is available, this should lead to more effective teaching. Such eclecticism is demanding, but offers greater flexibility, bringing the teacher into contact with a wider range of materials, which in turn will become more realistic.

83-438 Donahue, Meghan and Parsons, Adelaide Heyde (Ohio U.). The use of roleplay to overcome cultural fatigue. *TESOL Quarterly* (Washington, DC), 16, 3 (1982), 359-65.

Cultural fatigue arises from students' frustrations in trying to adjust to a new environment. Teachers can help by offering a safe, secure learning environment for testing the students' observations about English and American culture, which will help students acquire the language and cultural subtleties needed for appropriate social behaviour. Roleplay is useful for developing transcultural dialogue, in which (1) the teacher accepts students' negative feelings; (2) teachers and students exchange information about their cultures, and students realise that they are not being asked to change their identity but to express it in a different form; (3) explanations about American culture are given.

Roleplay provides a setting for teaching both the technical rules of the language and the appropriate rules of conversation. Students work as a group and learn to view others objectively in situations. Topics should be relevant to students' current and

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future experiences. The recommended method encompasses the following stages: warm-up, selecting the participants, audience preparation, the roleplay, discussion, re-enactment with new players, further discussion, summary.

83-439 Erdmenger, Manfred. Hörerstraining durch Aufgabenstufung im fortgeschrittenen Englischunterricht. [Training in listening comprehension at advanced level by means of graded tasks.] *PRAXIS* (Dortmund, FRG), **29**, 4 (1982), 347–57.

The aim of listening comprehension should be to train students to understand standard English and its individual and regional varieties spoken at a normal rate in everyday situations, broadcasts, lectures and plays. To achieve this, students must be equipped with certain linguistic skills. Preliminary knowledge of the situation and content of a listening text aids prediction and understanding, while such features as rate of speech, bad articulation and noise disturbance affect the level of comprehension. To cope with the various degrees of understanding necessary for different situations in everyday English, students must be trained in global, selective and intensive listening. In a listening comprehension course, exercises must be graded by gradually increasing the difficulty of the texts themselves and/or of the accompanying exercises or tasks. By listening to the same text several times, students learn to predict, and develop a feeling for the language; by means of graded tasks accompanying the text, they progress from global, through selective, to intensive listening. Three examples of listening texts are given and for each text there are detailed examples of exercises to train students in global, selective and intensive listening.

83-440 Harlech-Jones, Brian (Acad. for Tertiary Ed., Windhoek, Namibia). ESL proficiency and a word frequency count. *ELT Journal* (London), **37**, 1 (1983), 62–70.

Vocabulary teaching has long languished in neglect. Departments of education and examining bodies seldom specify standards and controls, and teachers seldom employ these. In an investigation into the vocabulary proficiency of a group of ESL teacher-trainees in South Africa, the *General Service List of English Words* (West, 1953) was used as a control. The question arose of whether the GSL was an effective control: did it meet the needs of the learners? Its validity was examined by means of tests which, besides testing general proficiency, also investigated the relationship between proficiency and frequency recorded in the GSL; and by comparison of target items in a lexical error analysis with the contents of the GSL. The tests showed a differentiated or 'sporadic' mastery of the vocabulary of the main parts of speech, and a correlation between frequency in the GSL and proficiency, in the cases of other features. The comparison of the target items in the lexical error analysis showed that over 80 per cent of these were included in the GSL. Thus mastery of the GSL would, in theory, provide for the greatest part of the vocabulary needs of the test group. [Recommendations as to the practical uses of word frequency counts.]

83-441 Higgins, John (British Council, London). Listening scales. *World Language English* (Oxford), 1, 4 (1982), 243-8.

A way of accounting for diversity, the fact that listening is done in different ways according to circumstances, is to assign any act of listening to a place on a scale or set of scales, e.g. *intention* (monitoring, receptive, attentive, empathetic), *channel* (scrambled, intermittent, noisy, unobstructed), *feedback* (clandestine, mechanical, group member, face-to-face) [brackets indicate points on the scale]. It is characteristic of most uses of listening that we constantly switch positions on the scales. Constant attention (very rare) would score 4-4-4 but typical 'good' listening in conversation would be 3-4-4. Other activities have different targets: eavesdropping 2-3-1, the cocktail party 2-2-4, the airport announcement 1-3-2, the public lecture 3-3-3.

Learners need to lower their standards and to realise that they can still understand a good deal even if they fail to decode part of an utterance. They need practice in listening in circumstances requiring overt face-to-face signals, not merely quasi-clandestine listening, and need activities blending productive and receptive modes.

83-442 Jung, Udo O. H. Überlegungen zum Stellenwert des Schulfunks im neu-sprachlichen Unterricht. [Some thoughts on the place of radio broadcasts for schools in modern-language teaching.] *Die neueren Sprachen* (Frankfurt am Main, FRG), 81, 4 (1982), 352-77.

Bavaria is the only *Bundesland* where schools radio broadcasts must comply with the syllabus laid down by the Education Ministry. Elsewhere in the FRG, schools broadcasts, consisting mainly of radio plays, are free to cater to incidental listeners such as housewives. Accompanying literature is for the teacher rather than the pupil. Thus, the schools broadcast, once unique in its way, is now hardly distinct from other broadcasts, is insufficiently pupil-orientated, and cannot offer obvious advantages over the textbook-integrated listening material produced by publishers.

Suggestions are made for giving future schools broadcasting its own identity and harnessing its unique advantages: by drawing on a pool of all the lexis in the various textbooks, it could help with vocabulary learning; it could be better used for listening comprehension training and word building; regionally based as it is, it could give attention to, e.g. the particular pronunciation problems of its regional audience; it could be a viable medium for *Landeskunde* (background studies); phone-in programmes would provide for two-way communication. At present, English has pride of place in modern-language broadcasting for schools, but surveys show that there is a call for more concentration on, e.g. French, and for the inclusion of other languages.

83-443 König, Fritz H. and Vernon, Nile D. Translation workshops: an alternative to developing literary insight. *Canadian Modern Language Review* (Toronto), 39, 1 (1982), 63-9.

The most important reason for offering a translation workshop is that many students, when they attempt to continue toward a higher degree, find that they have an acute need for greater literary training. Yet the time for literary training is very limited. It would be of little use to employ a fragmented approach, i.e. to explore one or two

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literary periods or one or two genres. Survey courses are not too helpful either, because they remain superficial and usually there is no basis for a survey. However, literary training becomes palatable and tangible when given in a single (three semester hour) course, combining all languages and taught in English. This translation workshop is very different from any other course which provides training in literature: it explores literature synthetically via translation, rather than analytically as in a more traditional literature course.

83-444 Lapkin, Sharon. The English writing skills of French immersion pupils at Grade 5. *Canadian Modern Language Review* (Toronto), **39**, 1 (1982), 24-33.

Annual evaluations of French immersion programmes have shown that by grade 4, immersion pupils perform as well on standardised English achievement tests as comparable grade 4 regular English programme pupils. This paper examines the English language writing skills of grade 5 immersion and regular programme pupils to explore whether they differ qualitatively. Global ratings of the overall quality of the writing samples along with a detailed analysis of some aspects revealed no differences in the writing ability of the two groups.

83-445 Mangubhai, Francis and Elley, Warwick B. (U. of South Pacific). The role of reading in promoting ESL. *Language Learning and Communication* (New York), **1**, 2 (1982), 151-61.

The role of reading is often played down in ESL. Structures are mastered orally before the learner is exposed to them in print, reading consolidating oral learning. A national survey in Fiji shows that many children were non-readers even after six years of English tuition (English is taught as a second language in the first three years of primary school, then gradually becomes the medium of instruction). The prevailing English programme is essentially oral. The survey also showed, however, that schools with large libraries were producing good readers.

A project was carried out using the 'shared book experience' to test the impact of a 'flood' of interesting story books on the English language skills of typical children in Fiji rural primary schools. The English reading skills of 9 to 11-year-old pupils in 12 rural schools were assessed and the schools divided into three equivalent groups, each of eight classes. The three programmes followed were: (1) the shared book experience, a book-based programme, in which the teacher is provided with 250 high-interest story books of various levels. The teacher introduces a book to the children, reads it aloud and discusses it with them. Later the children also read aloud, individually and in groups. Follow-up activities include drawing pictures, role-play, re-writing. (2) The sustained silent reading method – the children had the same 250 books but no workshop. They were asked to read the books silently for 20-30 minutes per day. (3) The control group had no extra books and followed their usual English programme. Various post-tests were administered. Results showed that both the 'book flood' groups did significantly better, producing 15 months' growth in reading comprehension in 8 months. The control group only improved 6½ months. Follow-up tests on reading and listening skills showed that the shared book group made greater gains than the silent reading group, who in turn made greater gains than the control

group. The findings were consistent for boys and girls and for both Fijian and Indian pupils. The provision of a rich supply of books is a much more feasible policy than general recommendations like raising the quality of teachers.

83-446 Nunan, David. (Sturt Coll. of Advanced Ed., South Australia). Using small groups in the foreign-language classroom. *World Language English* (Oxford), 1, 3 (1982), 187–90.

Specific ways of using small groups in the foreign-language classroom are discussed, covering each of the stages in a typical lesson. (a) Presentation – instead of the teacher confronting the whole group to model a new language item or explain a rule of usage, exercises can be initiated which the learners work through co-operatively in small groups, initiating most of the language themselves. (b) Practice – traditionally exploited in small groups, six being the maximum number for efficient work. (c) Transfer – a particularly useful time for small-group work in which students demonstrate their mastery of forms practiced earlier by engaging in tasks such as problem-solving, role-play or simulation, in which language is a means rather than an end in itself. (d) Feedback – traditionally the teacher's task, but learners can provide much useful feedback, particularly using a video-recorder. Groups must, however, be supportive and non-competitive.

Extrovert students who tend to dominate small-group work should be encouraged to take a leadership role. It is desirable to have a mixture of abilities within groups, since streaming militates against a democratic atmosphere and precludes peer-tutoring. Nearly all teacher-directed tasks can be converted into small group activities, even reading passages for comprehension. Advantages are more opportunity for student talk, increasing learners' independence, and more communicative use of language.

83-447 Ramsaran, Susan (University Coll., London). Poetry in the language classroom. *ELT Journal* (London), 37, 1 (1983), 36–43.

A demonstration of how poetry may be used in language classes to develop the students' knowledge of English. Extracts from various poems are analysed to illustrate different linguistic features: the extracts are chosen to assist with (1) phonological matters of pronunciation, rhythm, and intonation; (2) vocabulary; (3) grammar; and (4) meaning. For more advanced students there are examples of poems which contain interesting colloquialisms or features of style. Teachers choosing poems for classroom study should bear in mind the specific language points that may be illustrated through each. Brief demonstrations are given of the way in which linguistic exercises may be based on a nonsense poem and the way in which close linguistic analysis may contribute to the enjoyment of literature.

83-448 Rinvoluceri, Mario (Pilgrims Language Courses). Writing to your students. *ELT Journal* (London), 37, 1 (1983), 16–21.

The author tried out the Kohl technique (an exchange of letters between teacher and students) on a short intensive EFL course for Western European middle-class adults. Most of the students wrote to him every day, some every other day. He did not correct

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their letters and return them like homework, but replied using simplified language but addressing them as professional adults rather than students. The teacher was thus forced to think about his students as people as well as linguists. In turn, they modelled their replies on his letters, borrowing vocabulary phrases and structures. The technique is time-consuming but more effective than normal methods of correcting homework only to find errors repeated. Writing letters is harder work but much more enjoyable.

83-449 Schnabel, Ora (Municipal High Sch., Herzlin, Israel). Preparing an album as a class project. *English Teachers' Journal* (Jerusalem), **27** (1982), 28–33.

The album is usually prepared as a class project with the aim of introducing Israel, and the individual students, to young people all over the world. The students form groups, each of which chooses its own topic (these later become the different sections of the album). Topics have included letters of introduction to pen friends, a 'dictionary' of Hebrew words, Israeli stamps, views, sports, the Kibbutz. Pupils work independently, no ideas are rejected by the teacher, no corrections or changes are made unless the mistakes prevent comprehension. Each pupil contributes whatever he/she can. Pupils learned a great deal and had a sense of achievement when the album was put together. A duplicate is made to keep as a record at school.

83-450 Solé, Carlos A. The notion of linguistic contrast applied to foreign-language teaching. *Georgetown University Working Papers on Languages and Linguistics* (Washington, DC), **17** (1980), 1–14.

Communicative competence requires practice in communication, either by means of grammatical practice (mastering the formal level first) or communicative practice (free expression in situations from the outset). In adult second-language learning, these approaches should be combined. The nature and function of language itself, a system of contrasts and patterns, can throw light on how to conduct communicative activities. The notion of contrast can be applied within the target language (rather than contrasting source and target languages, as in contrastive analysis). It is by observing contrasting features that speakers of a language actually communicate (this is exemplified in teaching the Spanish tense system as a coherent whole).

83-451 Winfield, Fairlee E. and Barnes-Felfeli, Paula. The effects of familiar and unfamiliar cultural context on foreign-language composition. *Modern Language Journal* (Madison, Wis), **66** (1982), 373–8.

This paper reports on research intended to determine whether easing the cognitive processing load by having writers deal with contextually familiar material improves fluency, grammaticality, and complexity of writing. The research reported is the result of a study examining the effects of contextually familiar material and contextually unfamiliar material on English as a second language composition. The results were obtained by presenting students with thematic material about which some students had a great deal of previous knowledge while other students had little or no knowledge. One group consisted of 10 Spanish speakers, the other of 10 speakers of various

non-Spanish languages. Results showed that non-Spanish speakers were equally fluent when writing about the Spanish book, *Don Quixote*, and about Japanese *Noh* theatre, whereas Spanish speakers, though less fluent on the non-familiar material, outperformed the other group on the familiar material.

Implications for teaching composition are that themes should be taken from contexts known to the students. Familiarisation with aspects of the target culture should precede writing, and can take place initially in the native language.

83–452 **Zamel, Vivian** (U. of Massachusetts). Teaching those missing links in writing. *ELT Journal* (London), **37**, 1 (1983), 22–9.

Cohesive devices are crucial in writing, for they turn separate clauses, sentences, and paragraphs into connected prose, signalling the relationships between ideas, and making obvious the thread of meaning the writer is trying to communicate. These linking devices, however, have been found to be problematic for English language students, perhaps because the methods used to teach them have been misleading. Most composition or writing texts categorise cohesive devices according to function, thus ignoring their semantic and syntactic restrictions, and giving students the erroneous idea that they can be used interchangeably. More effective strategies are suggested for presenting these links, including methods of teaching not only inter- and intra-sentence connections, but the linking of larger units of discourse as well. Strategies include completion exercises and sentence combining [examples].