

Language learning and teaching – theory and practice

THEORY AND PRINCIPLES

85–483 Byram, Michael (U. of Durham). Is language teaching possible? *British Journal of Language Teaching*, **22**, 3 (1984), 131–5.

Criteria for bilingual immersion programmes are similar to those for O- and A-level courses, yet the hours of instruction are far longer. Demands made on O-level candidates are impossibly unrealistic and more than many native speakers could achieve. The principle of communicative language learning is being given too much prominence at the expense of grammar and 'rehearsal'. If our aims are possible to achieve, the minimal conditions for achieving them must be laid down for teachers: this is the responsibility of the profession.

85–484 Cooper, Thomas C. (U. of Georgia). A survey of teacher concerns. *Foreign Language Annals* (New York), **18**, 1 (1985), 21–4.

The ACTFL/SCOLT (Southern Conference on Language Teaching) Task Force on Research in Foreign Language Education recently conducted a national survey of foreign language teachers, chairmen of outstanding high school programmes, and state foreign language co-ordinators and consultants to find out from them what their most pressing questions were regarding foreign language learning and teaching. Of the many issues raised by survey respondents, the top ten were the following: (1) testing and evaluation, (2) promoting and maintaining interest in foreign language study, (3) language learning theory, (4) developing oral proficiency among students, (5) programme development, (6) dealing with multi-level classes, (7) integrating instructional aids (especially videotapes and computers) into the classroom routine, (8) teaching culture, (9) the student as learner, and (10) techniques for including partner and group work in instruction. As a follow-up to the survey, the task force is presently working on a report that will consist of research-based answers to many of the questions posed by the survey respondents.

85–485 Courchène, Robert (U. of Ottawa). The history of the term 'applied' in applied linguistics. *Bulletin of the CAAL* (Montreal), **6**, 1 (1984), 43–78.

Insofar as early linguistics claimed to be scientific in this century, it did so on a positivistic basis and in tandem with behaviourist psychology, to both of which applied linguistics was the handmaid, likewise imbued with a mechanistic–physicalist view of science. As early as the writings of Sweet, Jespersen and Palmer it was identified with language teaching though a nomathetic science like linguistics could hardly apply to such a complex activity.

With the weakening of positivism/behaviourism in the '60s, and the reintroduction of cognition and speculation in science, Mackey and Chomsky detached linguistics from language teaching, bypassing the classic definitions of Politzer and Rondeau and leading to later models of applied linguistics. The Resource Model saw it as a synthesising discipline between research and practice with the teacher as applied linguist. This, along with the Application Model, defined the main task as producing pedagogic grammars, syllabuses, etc. but envisaged tasks outside language teaching, such as lexicography and translation.

All these models are unidirectional, feeding the teacher as consumer and technician. Spolsky, however, replaces the term with 'educational linguistics' and this and subsequent models – Convergent or Common Ground – are bidirectional, in that feedback from the planning and implementation stages is accepted as feeding theory. It is concluded that the term 'applied linguistics' is becoming a misnomer and unless it is radically redefined will have no autonomous subject area.

85–486 Harnisch, Hanna and Michel, Georg. Fremdsprachenunterricht und funktional-kommunikative Sprachbeschreibung. [Foreign language teaching and the functional-communicative description of language.] *Deutsch als Fremdsprache* (Leipzig, GDR), 22, 1 (1985), 8–14.

This article examines the contribution which the functional-communicative description of language has to make to the theoretical foundations of language teaching. It analyses communicative processes, their central importance to functional communicative description of language, and their relationship to topic and the communicative task in hand. Linguistic behaviour is seen in terms of solving problems.

A series of books is being developed in the GDR for the further training of practising non-native teachers of German. It is planned that each workbook in the series will concentrate on one (or more) of the established communicative processes, not in isolation, however, but in their relationship to topics and communicative tasks. The underlying principles and characteristics of the series are described, together with an analysis and content description of the first volume of the series, which is already published and deals with 'questions'.

Further work on functional-communicative language description and the integration of grammar and lexis is the task of linguistic research in the coming years.

85–487 Hawkins, Eric. 100 years of debate – what have we learned? *Modern Languages* (London), 65, 4 (1984), 193–203.

The early reformers of modern language teaching in fact achieved very little. As early as 1880, reformers were saying that the 'dragon to be slain' was 'grammar/translation', and 'trust the ear, not the eye'. Henry Sweet proposed a new kind of grammar whose content would be arranged not under formal but functional categories. But translation and formal prescriptive grammar flourished for another 75 years, probably because the reformers could not propose techniques to replace grammar/translation. They thought that banishing the mother tongue would mean an open road to the Direct Method, but mere immersion is not enough. There must be intake as well as exposure.

Neither the early reformers nor present practice took account of the essential difference between written and spoken language. The 'monitor' needs time to work, but this is not possible with the emphasis on oral work.

The school experience has to be planned to include insight into the way all languages work (courses in 'awareness of language'). The essential feature of spoken language acquisition, person-to-person transactions, must be catered for, for example by exchanging teams of pupils between schools for a term at a time.

85-488 Langner, Michael (U. of Geneva). *Rezeption der Tätigkeitstheorie und der Sprechfähigkeitstheorie in der Bundesrepublik Deutschland*. [The adoption of activity theory and speech activity theory in the Federal Republic of Germany.] *Deutsche Sprache* (Berlin, FRG), **3** (1984), 239-75 and **4** (1984), 326-58.

This comprehensive survey article reviews the West German adoption of Soviet 'activity theory', after A. N. Leontiev, and 'speech activity theory', after A. A. Leontiev. Practically all the linguistic articles dealing with the area in the period from 1973 to 1981 and a large proportion of the work in neighbouring disciplines such as applied linguistics are covered. The adoption of these ideas in psycholinguistics, semantics and linguistic theories of action is highlighted. The article is divided into seven sections after a preliminary section. Section two deals with introductory treatments of the theory. Section three looks at meaning and the work of Geier, Keseling, Schmitz and Giese. Their work on the distinction between symbolic meaning and object meaning and the tool-like way linguistic expressions direct mental processes is reviewed. Section four deals with language teaching and Keseling's adaptation of Galperin's learning theory as well as Haueis' criticism of the over-linear approach practised in the USSR. Vielau's work on vocabulary teaching in foreign language teaching and Baur's applications to Turks learning German are reviewed. A fifth section reviews work on language acquisition and inner speech. Section six reviews various applications of speech activity theory: Ulmann on perception and others on sociolinguistic issues. The seventh section discusses theoretical developments and the work of Holzkamp and Kummer. A final section deals with speech activity theory and theories of action; the author finds Rehbein's work on cooperation and his distinction between 'activity' and 'action' and their connections with 'objectives' and 'purposes' particularly worthy of mention.

85-489 Rivers, Wilga M. (Harvard U.). A new curriculum for new purposes. *Foreign Language Annals* (New York), **18**, 1 (1985), 37-43.

To prepare for the new surge of interest in foreign languages which is rising across the country, classroom teaching needs to be upgraded. However, with the same old content this will not be sufficient. Five directions foreign language programmes can take are outlined with recommendations for classroom teaching: linking foreign languages with international studies; teaching language for career purposes; for inter-community understanding; for an insight into the process of communication; and, finally, as the key to humanistic experiences. Courses must be designed to attract and retain students, according to the needs of particular school districts. Imagination and willingness to innovate are essential.

85–490 Ventola, Eija (U. of Sydney). Orientation to social semiotics in foreign language teaching. *Applied Linguistics* (Oxford), 5, 3 (1984), 275–85.

A sketch of the theory of social semiotics is given. This entails the total meaning potential we have as members of a society (after M. A. K. Halliday). A central feature is 'register', a variety predictable from social context variables. Texts belonging to the same register can be shown to have the same 'generic structure'. The relationship between 'genre', 'register' and 'language' is explicated. The author claims that genre networks capture what cultures consist of. The dynamic and ongoing process character of genres can best be modelled by flow-chart representations.

The model of social semiotics is applied to foreign language teaching in an attempt to capture in a systematic fashion the contrasts between two cultures and their generalised social contexts. It allows the socially valued genres in two societies to be identified. Where there is no overlap extra attention needs to be focussed by the teaching curriculum. Also the relation between genres and registers in the target language can be made more explicit. The foreign language learning task can be approached from the top of social semiotics (top-down) as well as from the linguistic system (bottom-up). The commonalities of service encounters, for example, should provide the starting point. Awareness of certain general indicators should be taught first. Increasingly more delicate choices can then be made as the field is narrowed down; lexis is the most important marker of field. The use of natural data in the classroom is advocated in order to further the approach. It is also claimed that the flow-chart representation of the process can aid the teaching of the ongoing nature of such processes and orientate learners both linguistically and non-linguistically to social situations at the micro-level and at the same time retain a view of total social activity.

85–491 Walmsley, John. The uselessness of 'formal grammar'. *British Association for Applied Linguistics Newsletter*, 23 (1985), 10–18.

'Formal grammar' has traditionally been used to mean teaching the terms of a linguistic metalanguage, and is thus very much a part of linguistics. Opponents of formal grammar teaching in schools have usually based their opposition to it on its ineffectiveness in improving linguistic skills. Since this is one of the main arguments which anyone wanting to teach linguistic terms must expect to face, this paper looks at some of the research which has been devoted to proving the claim. Despite weaknesses in the design of much of the research reported on, no essential reason was found to disagree with the findings. Rather, the direction of the research as a whole seems to be misconceived. If formal grammar is one way of approaching the study of language, there seems no more justification for excluding it from the curriculum than any other study. To demand that it should justify itself in terms of practical results represents an unacceptably materialistic approach to the curriculum. Even those who attack it most virulently say that some kind of metalinguistic terms are necessary for the sensible discussion of language – whether the pupils' own or anyone else's. It is concluded that (1) there is no *a priori* reason why the linguistic study of

language, especially the native language, should not be as legitimate as the study of any other subject; (2) if it is going to be taught fruitfully, then it can not be taught 'on the side' but must be taught on a proper basis by properly qualified teachers using proper methods; and (3) there is still plenty of room for improved definitions of linguistic skills and empirical research into the best ways of developing them.

PSYCHOLOGY OF LANGUAGE LEARNING

85-492 Andersen, Roger W. (U. of California, Los Angeles). The One to One Principle of interlanguage construction. *Language Learning*, (Ann Arbor, Mich), **34**, 4 (1984), 77-95.

Studies of pidginisation have often characterised the minimal non-native linguistic systems that result from the process of pidginisation in negative terms, as the absence of morphosyntactic features of the native target language. Such negative definitions (1) fail to explain what pidgins are like and how they get that way and (2) fail to provide a means for describing and explaining continual linguistic development of non-native interlanguage systems beyond the minimal skeletal systems characteristic of the earliest stage of interlanguage development.

This paper suggests that one important principle of interlanguage construction can account for both minimal 'pidginised' interlanguage systems and more developed interlanguage systems. The One to One Principle of interlanguage construction specifies that an interlanguage system should be constructed in such a way that an intended underlying meaning is expressed with one clear invariant surface form or construction. Evidence for this principle is drawn from recent second language acquisition research on Dutch, English, French, German, Spanish, and Swedish as second languages.

85-493 Chesterfield, Ray and Chesterfield, Kathleen Barrows (Juárez and Assoc.). Natural order in children's use of second language learning strategies. *Applied Linguistics* (Oxford), **6**, 1 (1985), 45-59.

This study examines the extent to which language learning strategies are used by children of different second language proficiencies in bilingual classrooms, and the systematicity in the development of such strategies. The general thesis is that not only do second language learning strategies make up a significant portion of young children's verbal interactions in the target language, but that there is a natural order to the development of these strategies. Fourteen Mexican-American children in bilingual classrooms were tested on measures of language proficiency and observed in first-grade classes. Data were collected by participant observation with fieldnotes and tape recordings of each child. The 12 most common strategies used are illustrated; their use made up a large proportion of all children's discourse in English at all stages. There seems to be a hierarchical order in the development of the learning strategies, with individual variation in the range of strategies employed. Children with greater English language proficiency employed a wider range of strategies than their less

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proficient peers. Language teaching methods should emphasise some of the less elementary strategies, for example by the use of problem-solving exercises.

85–494 Guiora, Alexander Z. and others (U. of Michigan). Is there a general capability to pronounce a foreign language: an experimental inquiry. *Indian Journal of Applied Linguistics* (New Delhi), **9**, 1/2 (1983), 31–41.

Research on the relationship between age and second-language pronunciation is briefly discussed. The author's work grew out of the notion that empathy and pronunciation are somehow related, that both grew from the same presumed underlying process, i.e. 'permeability of ego boundaries.' The construct 'language ego' was conceived as part of self-representation. Pronunciation was viewed as the core of language ego. Ego boundaries were far more flexible in young children in assimilating native-like pronunciation. Empathy, like pronunciation, requires a relaxation of ego boundaries.

A study was carried out to see whether the Standard Thai Procedure (STP) was a useful predictor of pronunciation authenticity in other languages. (In the STP, subjects have to repeat Thai words.) Subjects were also tested by the French Pronunciation Test, which assigns a numerical value to the accuracy of their French pronunciation. It was hypothesised that the STP score, as a measure of a general second language pronunciation capability would predict the score on the FPT at a level beyond chance. This hypothesis was confirmed, supporting the view that there is a general pronunciation ability.

85–495 Harding, Edith (U. of Cambridge). Foreigner talk: a conversational-analysis approach. *York Papers in Linguistics* (York), **11** (1984), 141–52.

Foreigner talk (FT) is contrasted with Baby Talk and Talk to Deaf, and is seen as a local solution to specific communication problems. It can best be studied and described in terms of interactional analysis. The author's preliminary results, based primarily on British Health Visitor data (taped conversations), reveal that the purpose of FT is phatic, and not the exchange of information. It comprises a set of clarification/simplification strategies deployed as a last resort, often in response to recipient misunderstanding.

Examples underpin description of such typical features as lexical/syntactic reduction, loudness (used to select the addressee and signal the turn-taking system), prosodic contrasts, and adjacent pairs (answer echo-phrases embedded in questions). FT linguistic modifications relate to the image of the foreigner that the native speaker develops during the conversation. This point is used to explain contrasts with the other two conventionalised registers, wherein different assumptions are made about the status and linguistic competence of the listener. Further research is needed as to how FT and established pidgins might be linked.

85–496 Holobow, N. E. and others (McGill U.). Pairing script and dialogue: combinations that show promise for second or foreign language learning. *Language Learning* (Ann Arbor, Mich), **34**, 4 (1984), 59–76

With the aim of improving foreign or second language learning, this study tested various ways of combining visual and auditory inputs of messages, using subjects' L1

and/or L2. subjects were English-speaking (L1) elementary school pupils with advanced training in French (L2). Matched subgroups were assigned to particular treatment conditions that ran for a ten-week period. From earlier research, certain combinations were expected to enhance L2 comprehension over control conditions. As predicted, it was found that 'reversed subtitling' (a combination of dialogues in L1 and coordinated printed scripts in L2) and 'bimodal L2 input' (a combination of coordinated dialogues and scripts both in L2) are both especially promising devices for second or foreign language learning and for enhancing comprehension of verbal information. Practical, theoretical, and pedagogical implications of the research are discussed.

85-497 Koster, Cor (Free U. of Amsterdam). *Kontekst en woordherkenning in moedertaal en vreemde taal.* [Context and word recognition in first and foreign language.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **20**, 3 (1984), 7-17.

This survey article discusses the results of research into the influence of context on visual and especially on auditory word recognition. In auditory word recognition the main problem is the lack of phonetic invariance in the realisation of words. Context helps to minimise this problem.

Word recognition appears to be influenced by semantically related words occurring in prior context. There is some evidence that foreign language listeners, like very young native speakers, make more use of context than adult native speakers. Syntax seems to play a role in word recognition, too, as does the context following the word in question.

85-498 Powell, Robert C. and Batters, Julia D. Pupils' perceptions of foreign language learning at 12+: some gender differences. *Educational Studies* (Dorchester-on-Thames, Oxford), **11**, 1 (1985), 11-23.

In the light of recent changes in language teaching methodology which emphasise communicative goals, it is appropriate to re-examine some of the affective variables likely to influence a pupil's progress in foreign language acquisition. Another pressing reason for reassessing the pupil perspective of foreign language learning is the apparent increase in the numbers of pupils, notably boys, who are opting out of languages at the earliest opportunity.

The two year period leading to option choices is considered a crucial stage for the formation of pupil attitudes towards languages. This article reports the first stage of research being conducted in six mixed comprehensive schools all of which operate different patterns of provision and organisation for languages. An attitude survey was conducted involving 953 12-year-old pupils at the beginning of their second year of French or German. More girls than boys expressed a positive preference for foreign languages. The majority of pupils, however, rejected any idea that one sex is more likely to be better at languages than the other. The five constructs measured by the attitude scale were the Importance of languages, Ethnocentricity, Self-image, Attitudes to writing, and Attitudes to oral work. Boys consistently scored less than girls in each

of these sections, the greatest difference being in Importance of languages, the least difference, surprisingly perhaps, being in Attitudes to oral work.

85–499 Sato, Charlene J. (U. of Hawaii at Manoa). Phonological processes in second language acquisition: another look at interlanguage syllable structure. *Language Learning* (Ann Arbor, Mich), **34**, 4 (1984), 43–57.

This study investigates syllable structure in the interlanguages of two Vietnamese learners of English. An analysis of conversational data sampled at three points over a ten-month period shows first language transfer in three areas: (1) a preference for the closed syllable in the modification of English syllable-final consonant clusters, (2) greater difficulty in the production of syllable-final than syllable-initial clusters, and (3) negligible use of vowel epenthesis as a syllable modification strategy. These results are interpreted as disconfirmation of the hypothesised universal preference for the open syllable and of the hypothesised prevalence of epenthesis as a syllable modification strategy in interlanguage speech.

RESEARCH METHODS

85–500 McGregor, Graham. Conversation and communication. *Language and Communication* (Oxford), **4**, 1 (1984), 71–83.

Three possible approaches to the study of conversation are discussed: analysis of the linguistic features of conversation, a decision as to what conversation is not and an explanation of what kind of activity it is.

The article reports on research undertaken with participant and non-participant 'eavesdropper' judges of taped extracts of talk. Six different exchanges were played to eight different eavesdroppers in turn. They were asked to comment on what they heard. The comments containing descriptions of the kind of exchange said to be going on were analysed. There was little agreement among the judges: what was 'not a conversation' for one was 'sort of man's talk' for another. What was 'quite a serious conversation' for one was 'a fairly representative piece of conversation' for another. In view of such disparate perceptions of verbal interaction, the article asks whether 'conversation' is a categorisation of the analyst or of the participant. The author warns against using the term 'conversation', in a technical sense, as if it were self-evident what it meant.

85–501 Meijers, Guust (Katholieke Hogeschool Tilburg). Woordherkenning, de betere onderzoeksmethode voor luistervaardigheid in de vreemde taal. [Word recognition, a better method for research in listening comprehension in a foreign language.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **20**, 3 (1984), 18–28.

This article gives a critical review of some research in listening comprehension in a foreign language. Several important methodological weaknesses are discussed: lack of systematic variation of the input, measurement after the relevant initial listening process and measurement by means of (re)production tasks. These weaknesses lead

to unsatisfactory data if one wants to discover the real problems foreign language learners have when listening to texts in a foreign language. Arguments are given which show that to some extent word recognition research can avoid the above-mentioned weaknesses.

85-502 Schelvis, Marian. The collection, categorisation, storage and retrieval of spontaneous speech error material at the Institute of Phonetics, Utrecht. *PRIPU* (Utrecht), **10**, 1 (1985), 3-14.

Since 1979 Dutch spontaneous speech errors have been collected at the Institute of Phonetics, Utrecht. Since 1982 these speech errors have been categorised and stored. The speech errors (at this moment about 2500) are stored on floppy-disk using a microcomputer. This article deals with the categorisation used, gives some information about storage, together with quantitative details about the corpus. The Institute of Phonetics would like to contact other research institutes where this kind of work is done, to exchange information about their collections of speech errors, their way of storing them, and the kind of research that is performed on them.

ERROR/CONTRASTIVE ANALYSIS

85-503 Broselow, Ellen (State U. of New York at Stony Brook). An investigation of transfer in second language phonology. *JRAL* (Heidelberg, FRG), **22**, 4 (1984), 253-69.

The rules for syllabic structure in the mother tongue are a main source of interference in second language learning, especially at the frontiers between words where both perception and production are disturbed. Word juncture phenomena are a function of syllable structure and this is illustrated in a study of Americans learning Egyptian Arabic. Two pervasive types of error are identified where the learner either attaches a final consonant on to a following word or, conversely, attaches the initial consonant of a following word on to the final vowel of a preceding word. The effects of 'emphasis' in Arabic and 'blending' in English are analysed and interference in production shown to be the result of applying English linkage rules to Arabic. Interference in perception results from the application of the same rules in reverse and persists long after interference in production has been overcome. It is hypothesised that learners alter the second language syllable structure to match their own and this is further borne out by the errors of Egyptians learning English. This contributes to a revised Contrastive Analysis hypothesis in showing that transfer between languages operates in second language acquisition, particularly in syllable structure, but also that universal principles such as markedness affect a learner's choice.

85-504 Esser, Ulrich. Fremdsprachenpsychologische Betrachtungen zur Fehlerproblematik im Fremdsprachenunterricht. [Foreign language psychology and the problem of error in foreign language teaching.] *Deutsch als Fremdsprache* (Leipzig, GDR), 21, 3 (1984), 151-9.

Errors are the result of disturbances in psychologically real mechanisms of speech production and reception and therefore fall within the realm of psychology. Only some 3 per cent of errors can be traced to interference, about 85 per cent relate to the learner's level of language mastery and 12 per cent are isolated instances of no obvious origin. Error is often defined against inadequate theories of linguistic correctness and even a learner's interlanguage is too frequently judged against full native competence. Typical interlanguage phenomena of learners of German are listed but these are so universal that they can hardly be explained by contrastive methods. Their cause must rather be sought in the strategies learners use (largely simplification and over-generalisation) and the clash of strategies to handle the different classes and levels of new linguistic material. These strategies and the resulting errors are listed and discussed. Many of these aberrations are not felt by the learner as such but are functions of the stepwise, problem-solving process of learning a language. To unlearn them is often more difficult than to learn something new; correction has little effect and may be demotivating. A number of more effective and positive ways of correcting are listed. In conclusion, two psychological bases of error are considered – the interlanguage and the deficit hypotheses – and are shown to be interconnected. Teachers should be aware of this background to error and correct in accordance with the functional relativity each hypothesis implies.

85-505 Stevens, Vance. Implications of research and theory concerning the influence of control on the effectiveness of CALL. *CALICO Journal* (Provo, Utah), 2, 1 (1984), 28-33 and 48.

This paper describes a computer-assisted research project into writing errors of ESL college students. Sentences with error types and first language of students are entered in a database and analysed to discover the most common errors for all students, and the most prevalent patterns within each language group, with the hope of more closely individualising error identification and instruction. Results of the research into such areas as prepositions, verb agreement, part of speech, articles, verb tense and the use of *be* are presented.

TESTING

85-506 Blue, Walter and others (Hamline U.). An alternative approach to oral proficiency testing: the practical exam. *French Review* (Baltimore, Md), 58, 2 (1984), 185-90.

The testing of oral proficiency by one-to-one interview is excellent but time-consuming and the article describes a test in French which allows a group of 30 students to be tested in less than half the time needed for interviews, each of them

speaking French for 25 minutes with 5 different examiners. The candidates are given a situation framework and instructions on how they have to act in it. Thus they have to talk their way out of problems that might beset them in France, taking five minutes for each of five tasks. The five examiners' grades are averaged to give a grade for each student. Completion of the task successfully achieves the minimum grade. The exam is popular, practical and a convincing demonstration of ability to cope in France.

85-507 Cross, David (Ain Shams U., Cairo). Testing EFL competence. *British Journal of Language Teaching*, 22, 3 (1984), 173-4.

The EFL world would benefit from adopting graded objectives as used for setting targets and testing modern language performance in many British schools. Examples of tests based on graded objectives are quoted; on these the author has based a test battery for Arabic speakers learning English and it has attracted the attention of the Egyptian Ministry of Education. Course writers, inspectors and teachers in training will all benefit from the clear criteria of learner performance that these tests demand.

85-508 Cziko, Gary A. and Nien-Hsuan, Jennifer Lin (U. of Illinois at Urbana-Champaign). The construction and analysis of short scales of language proficiency: classical psychometric, latent trait, and nonparametric approaches. *TESOL Quarterly* (Washington, DC), 18, 4 (1984), 627-47.

The study reported here used classical psychometric, latent trait, and nonparametric approaches to analyse 13- and 14-item scales of English language proficiency. Tests of English listening comprehension (dictation) and reading ('copytest') were constructed by modifying the standard dictation testing procedure to create items of text segments which varied considerably in both length and difficulty. Both the dictation and copytest were found to be homogeneous, cumulative scales of language proficiency with high reliability and validity. Log ability scores provided by Rasch analysis were found to correlate better with other measures of language proficiency than did the dictation and copytest raw scores. These findings indicate that the two language testing techniques investigated provide a useful, innovative approach to measuring general aspects of language proficiency. The theoretical and practical advantages of this approach over other language proficiency measurement techniques are discussed, as are implications for measuring other cognitive variables.

85-509 Davies, Alan (U. of Edinburgh). ESL expectations in examining: the problem of English as a Foreign Language and English as a Mother Tongue. *Language Testing* (Reading), 1, 1 (1984), 82-91.

This article makes a plea for the recognition, in testing terms, of multiculturalism in Britain today. The status and definitions of ESL and EMT are queried in this light. Points are raised about testing in EFL (basic agreement exists on linguistic sampling and proficiency), EMT (less substantial test provision, goal definition, and no real clarification of what EMT really comprises) and ESL; in the latter case, two operational approaches are propounded. In ESL1, the particular, limited needs of ESL users can be focused upon (e.g. the JMB Test in English Overseas), whereas

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ESL2 involves giving a transactional, general EFL test. O-level English examinations are inappropriate for non-native speakers as they are too literary, and too culturally biased. Moreover, insufficient attention is paid to the contributions made to the development of EMT itself by speakers from minority backgrounds. The bias in favour of the majority culture is discussed. [Appendix: EMT O-level Interpretation Paper and the Test in English Overseas].

It might be appropriate to use O-levels for both EMT and ESL users, providing that discrimination was made on the basis of levels awarded; alternatively, an O-level could be granted on cumulative class work, or a range of overlapping tests could be provided.

85–510 Klein-Braley, Christine and Raatz, Ulrich (U. of Duisburg). A survey of research on the C-test. *Language Testing* (London), 1, 2 (1984), 134–46.

The use of cloze tests is beset with problems. The C-test represents an attempt to develop a measure of general language competence which will avoid these problems. A large number of studies, involving children and adults learning a variety of languages, point to its being a reliable and valid measure of overall language ability. Construct validation has now begun. The principal usefulness of the C-Test is seen to be in selection and placement procedures. It is essential that the test should not be used to make significant decisions without prior statistical evaluation.

85–511 Mason, Victor W. (Kuwait U.) Using multiple-choice tests to promote homogeneity of class ability levels in large EGP and ESP programs. *System* (Oxford), 12, 3, (1984), 263–71.

The paper addresses the problem of excessive heterogeneity of ability levels in the courses of large English-language (EL) programmes as a serious concern to classroom teachers and programme administrators alike. The effectiveness of Kuwait University Language Centre's English Placement Tests in promoting homogeneity within courses of both EGP and ESP programmes is discussed, as is use of the English Norming Tests to diagnose the degree of end-of-semester homogeneity within the same courses.

The question of the appropriateness of using 100 per cent multiple-choice tests of grammar, vocabulary and reading comprehension for placement and diagnostic purposes is given special attention, particularly in reference to ESP programmes following the 'communicative' approach. The study concludes that well-written, comprehensive objective tests and direct-proficiency performance tests are complementary rather than incompatible in assessing student achievement and programme effectiveness, and that such objective tests are indispensable both in helping to form homogeneous classes and in acting as a 'check' on the adequacy of any EL programme in providing the basic linguistic skills essential for the development of true communicative competence in English.

85-512 Nienhuis, L. J. A. Schrijfvaardigheidstoetsen voor hogere niveaus. [Testing writing proficiency at university level.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), 20, 3 (1984), 80-90.

In this article, the quality of two tests of writing proficiency at university level are discussed. The two tests represent two realistic tasks at this level: summary, and short, informative text. The author investigated empirically the practicability of the tests, and the reliability of rating procedures.

Different groups of 30 university students wrote summaries of two texts, and short, informative texts on three subjects. Each summary or text was rated by two raters, who worked independently; they rated, separately with an interval of some days, (a) correctness of language, and (b) content and organisation. In order to improve the reliability of rating, correctness of language was rated per paragraph: raters divided each summary in three, each informative text in four paragraphs of approximately equal length, and scored each paragraph separately; while rating the content and organisation, raters had to discern two, or four different aspects, among them the completeness of the content, and the organisation (of paragraphs and) of text.

Raters did not have to analyse texts thoroughly: for each rating they read a text once or twice. In this way, a summary can be rated in $2 + 3 = 5$ minutes, an informative text in $3 + 5 = 8$ minutes. Correlations between ratings of correctness of language and of content and organisation of the same rater were not very high; they were lowest for the informative text; this suggests the well-foundedness of the separate rating of these two aspects. Rater-reliability was higher for correctness of language than for content and organisation. To ensure satisfactory reliability, two ratings are necessary, but even then two raters disagree in about 30 per cent of the cases: these should be reconsidered. It is possible to reduce rating time: the findings show that if rater A only rates correctness of language, and if rater B rates the same texts for content and organisation, they will agree in about 60 per cent of the cases. Each of them should then rate the other aspect for the 40 per cent of students whose work is to be reconsidered. The time left can be spent reconsidering the most difficult cases not yet agreed on. This reduction of rating time is of particular interest if students are asked to write, for the sake of reliability, two (or more) texts.

85-513 Shohamy, Elana (Tel Aviv U.). Does the testing method make a difference? The case of reading comprehension. *Language Testing* (London), 1, 2 (1984), 147-70.

The paper reports results of a study which examined the effect that various methods used for testing reading comprehension have on the measurement of that trait. The methods investigated in this research were multiple-choice and open-ended questions, each presented in L1 and L2, on the same L2 texts. Results indicated that each of the testing methods produced different degrees of difficulty for the test takers, and that each of the variables – method, text and language – had a significant effect on students' scores in reading comprehension. These effects were strongest on low-level students. Recommendations are made with regard to the use of multiple procedures for testing reading comprehension as well as to the need for further research towards finding the most valid method for testing that trait.

CURRICULUM PLANNING

85–514 Bowley, Barbara A. Ideal foreign language policies in master's level international business programs. *Journal of Language for International Business* (Glendale, AZ), 1, 1 (1984), 9–14.

A study is reported which assessed the status of foreign language study in 244 international business programmes in American collegiate schools of business. In contrast to current policy, 52 per cent believed a foreign language should be encouraged prior to admission and 63 per cent that one should be required for graduation. The areas in which foreign language competence should be required or encouraged or neither were ranked as follows (highest first): international business, area studies, marketing, management, accounting. Almost all (93 per cent) of the respondents believed that some minimum foreign language competence should be defined for students hoping to graduate from an international business programme at master's level; 57 per cent thought that level should be FSI level 3 (professional working competence on the Foreign Service Institute foreign language proficiency scale). In replying to the question of what type of skill should be emphasised in programmes, only 8 per cent of responders thought that reading/writing skills should be emphasised, 30 per cent thought that aural/oral skills should be emphasised, and the majority (60 per cent) wanted both taught with equal emphasis.

SYLLABUS/COURSE DESIGN

85–515 Pica, Teresa (U. of Pennsylvania). L1 transfer and L2 complexity as factors in syllabus design. *TESOL Quarterly* (Washington, DC), 18, 4 (1984), 689–704.

Traditionally, second language syllabus organisation has been based on the assumption that how a language is described is related to how it is processed by learners of that language. This article examines two traditional approaches to syllabus design in terms of how each defines this relationship. Underlying one approach is the assumption that second language (L2) structures which differ most from equivalent structures in a learner's native language (L1) are also the most difficult to learn and should therefore be given greatest emphasis in the syllabus. The other approach is based on the premise that there is a direct relationship between linguistic complexity and learning difficulty and that a syllabus should therefore present target structures to the learner in order of increasing linguistic complexity. These approaches are evaluated from linguistic perspectives on the nature of language and psycholinguistic evidence on the sequence of language acquisition. Recent studies on interlanguage development are cited to argue that syllabus design can be enhanced by attention to both approaches – more specifically, to the issues of first language transfer and target language complexity. The article does not advocate a return to exclusive use of either approach; rather, it emphasises new perspectives which each can bring to the selection and grading of syllabus items.

85-516 Rybak, Stephanie (Brighton Polytechnic). Foreign languages by radio and television. A national support strategy for adult home learners. *British Journal of Language Teaching*, 22, 3 (1984), 151-5 and 159.

Broadcasting is a one-way system, so it is important for a communicative syllabus to incorporate opportunities for two-way communication. Support services supplementing such courses can provide these opportunities and sustain the motivation of learners. Experimental national support services for adults following the BBC beginners French series *Ensemble* included (1) a course-linked magazine, (2) a national network of study groups, (3) a postal and telephone question-and-answer service. With the exception of the latter, the schemes were found to be successful on three levels: they attracted enrolments, they were enjoyed by those who enrolled, and they significantly reduced the drop-out rate among those who enrolled. The problem is that it is not the BBC's sole responsibility to provide a support strategy, and co-operation with outside educational agencies has often proved difficult. Three obvious ways to improve the situation are (a) for colleges running linked classes and short courses to arrange them early enough to be included in the BBC's information sheet; (b) course books should be available well in advance of the series, and (c) publicity is needed which presents support services as an integral part of courses, preferably before the first programme in each series.

TEACHING METHODS

85-517 Baetens Beardsmore, Hugo (Free U. Brussels) and **Swain, Merrill** (Ontario Inst. for Studies in Ed.). Designing bilingual education: aspects of immersion and 'European School' models. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), 6, 1 (1985), 1-15.

This paper is a unique example of a comparison of achievement in second language learning as produced by two fundamentally different models of bilingual education. Canadian immersion programmes, designed primarily for language enrichment, and European School bilingual education, designed primarily for language maintenance, both promote French as a second language using totally different strategies. Test results revealed how such diversified approaches lead to highly comparable achievement scores, highlighting not the superiority of one model over the other but rather the role of the environment and the opportunity to use the target language as decisive factors in determining the nature of the model and the amount of target language input required in school.

85-518 Bamford, Julian (American Sch. of Business, Tokyo). Extensive reading by means of graded readers. *Reading in a Foreign Language* (Birmingham), 2, 2, (1984) 218-60.

This paper is an overview of graded readers. It outlines the characteristics of the graded reader, and its contribution to foreign language teaching. Suggestions are made as to the use of graded readers so that their potential may be maximised. The grading

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systems themselves are analysed, as are the levels of published titles in terms of their readability. [Detailed bibliography of most available titles – from beginner to intermediate levels – of interest to secondary level and adult learners.] Practical advice is given for setting up a library of graded readers.

85–519 Besse, Henri. Authenticité et grammaire. [Authenticity and grammar.] *Die Neueren Sprachen* (Frankfurt am Main), **83**, 6 (1984), 647–68.

There is not necessarily compatibility between the notion of authenticity demanded by numerous didacticians and the limitations of teaching/learning the grammar of a language. Criticism of the structuralist model and methodologies which are supposed to be influenced by it has led to two new approaches, the one 'functional', based in part on the use of 'authentic documents' corresponding to the language exercises which the learners will have to tackle outside the class, the other 'interactional', centered mainly on the interactions which really establish themselves 'authentically' among the members of the group/class in the didactic universe which is theirs. These two options cannot very well include the systematic learning of the grammatical regularities because they bring into play 'interiorised grammars' which are much more individualised, complex and diverse than the 'grammatical descriptions' which didacticians and language teachers have at their disposal. It is however possible to make a few suggestions with the aim of uniting more closely a systematised learning of the foreign language with the more or less authentic uses to which the learners can put it.

85–520 Brown, James Dean (Florida State U.) and **Bailey, Kathleen M.** (Monterey Inst. of International Studies). *Language Learning* (Ann Arbor, Mich), **34**, 4 (1984), 21–42.

This paper first reviews recent research on evaluating second language learners' writing skills. It then discusses research on a categorical instrument for evaluating compositions written by upper intermediate university ESL students. The form of the instrument used in this study included five equally weighted criteria for scoring: (1) Organization, (2) Logical Development of Ideas, (3) Grammar, (4) Mechanics, and (5) Style. An experiment was conducted under controlled conditions in which ten raters scored 50 randomly selected compositions. Regression analysis and generalisability theory were used for investigating the reliability of the instrument. In addition, information was obtained from the raters as to their reactions to the instrument. The results indicate that the scoring instrument is moderately reliable. More useful, perhaps, is the demonstration provided of the effects on reliability of changing the number of raters and/or criteria. The paper concludes with a discussion of the issues involved (both with this particular instrument and with analytic scoring systems in general) and of possible future research on the evaluation of non-native speakers' writing.

85-521 Cohen, Andrew D. (Hebrew U. of Jerusalem). Written reformulation as a source of input for learners. *English Teachers' Journal* (Jerusalem), **30** (1984), 62-7.

In marking written work, teachers usually have to content themselves with selecting a few of the more conspicuous problems. A technique for bringing students closer to mastery is that of 'reformulation'. Learners write a short composition (300-400 words). The teacher provides feedback on the draft, ideally by asking the learners what they meant to write. Then the learners submit revised drafts to a native speaker to be reformulated, i.e. rewritten in a more native-like way without changing the content. The students still feel that the essay is their own and are motivated to look carefully at what the native speaker has written, and compare it with their own version. Several passes can be made, looking at: selection of vocabulary, choice and ordering of syntactic structures, markers of cohesion and discourse functions. The approach calls into focus areas that non-native speakers are unaware of, and helps to prevent fossilisation of their mistakes. It is suitable from intermediate level upwards.

85-522 Cortese, Giuseppina (U. of Turin). Creativity in language teaching. *Perspectives* (Rome), **9**, 1 (1985), 1-7.

Many people, including parents, think that students study language merely to be able to carry out certain practical tasks with it. Survival language is not the teacher's main aim, but he/she cannot help being influenced by social values. Stone's paper on reactive and proactive initiative in electronic conversation suggests the danger of language use being identified with a limited repertoire of routine situations for which scripts are available to the learner, since he will become unprepared to deal with those situations for which a script is not immediately available. It is vital that the learner should progress to language operations which are generated in his own ego, i.e. are entirely learner-produced. Proactive initiative is required in electronic dialogue to develop new scripts: the social aspects of proactive initiative involve the sharing of information and negotiation of solutions. These are the basis of creativity, and should be cultivated from the beginning.

The field of MBO (Management by Objectives) places emphasis on collective processes of decision making; one useful approach which language teachers could employ is creative problem-solving. The first essential is for the classroom to be accepting and unpressured. A task must not just be set but a need for it must first be created.

85-523 Courchêne, Robert (U. of Ottawa). The multi-level classroom or the one room little red schoolhouse revisited. *TESL Canada Journal* [formerly *SPEAQ Journal*] (Montreal), **1**, 1 (1984), 57-69.

Teachers often face problems because of the diversity of students in any one class, not only in the level of the language being learned, but in their mastery of their own mother tongue and culture, and in formal educational background. Using Krashen's model of language acquisition, extensive listening in the language laboratory is

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suggested as a valuable source of comprehensible input paced at a speed appropriate for each learner and thus with a low affective filter. The exercises on the listening material are graded for each level of learner according to the RSA Listening Comprehension bands. Guidelines are given for the selection of authentic texts and the preparation of exercises on them at elementary, intermediate and advanced ability levels. Examples are given and it is concluded that the language laboratory has a valuable role to play in providing individualised listening input in a relaxed atmosphere.

85–524 Erdmenger, Manfred. Motivation durch Schulfernsehen und Landeskunde in der Hauptschule. [Motivation through educational television and background studies for less able pupils. *Die Neueren Sprachen* (Frankfurt am Main, FRG), **84**, 2 (1985), 152–60.

In a two-year experiment in Lower Saxony, Germany, about 1900 third-year learners of English of the lower achievement group were taught by means of a television-based multimedia course instead of a traditional textbook. An increase in achievement and motivation in comparison with textbook-taught control groups was expected and could be observed. One significant result concerned structures of motivation.

The multimedia pupils showed an increase in integrative motivation, indicated by a more positive attitude towards native speakers of English as well as by a greater willingness to come into contact with them and to travel into English-speaking countries.

All the attitudinal and achievement factors in common with pupils of the control group having been eliminated, it was found that the multimedia group differed in four factors: appreciation of school television programmes as teaching material, experience of television teaching, experience of instruction in cultural anthropology, and a sense of achievement in the latter field. All four factors correlate significantly with the positive attitude indicators. These results suggest that the use of school television, in particular with slow learners, has a positive effect on integrative motivation and achievement.

85–525 Geens, Dirk (Free U. of Brussels). Computers and language education: a case for cognitive learning. *ITL* (Louvain), **66** (1984), 49–60.

Computers have been slow in coming to the aid of language learning in Europe because they were associated with the structuralist–behaviourist view of language in the USA and until recently seem to have offered only stimulus–response type exercises. Now, however, 15 per cent of all computer-assisted language learning projects are European. While BASIC is relatively easy for the layman to learn, it is not adequate for most language programmes, being an interpreter, not a compiler. Specific purpose languages like PILOT, TUTOR, LOGO or COURSEWRITER are too daunting for the teacher to learn but ELAN and VISICALC allow for structural programming and should be acquired. The computer can only be an aid to the teacher, not a substitute, and in fact is not very good for communicative skills. However, research into artificial intelligence shows that computers can take part in dynamic and structured education activities and, on a

cognitive view of language learning, the computer could be the near ideal intermediary, since the cognitive view demands a very active subject and, consequently, highly complex and abstract information structures to represent the subject's possible world view. While classic models of language teaching will have to be modified, computers must be incorporated as a medium (like books or pictures) in the classroom, selected by the teacher and triggered by the student. Provision for this eventuality should be made by including 'computer literacy' in teacher training.

85-526 Gillespie, Kate (U. of Texas, Austin) and **Folks, William R. Jr.** (U. of S. Carolina). Foreign language and international business: the MIBS Program after ten years. *Foreign Language Annals* (New York), **18**, 1 (1985), 47-52.

This paper reviews the progress of the Master in International Business studies programme at the University of South Carolina after ten years. After a brief description of the unique inter-disciplinary business/area studies/foreign language curriculum of MIBS, the paper focuses on the role that foreign language components play in the professional development of MIBS students and graduates. Based on a survey of 271 programme graduates (60% of the alumni), it is shown that approximately 93% of graduates take positions with firms involved in international business. Some 75% find that their initial position has international responsibilities. Some 70.1% of the respondents rated their foreign language ability as very important or important in obtaining their initial position, and 61.6% rated language skills as very important or important in performing their duties.

85-527 Gouadec, D. and Le Meur, A. Le système didactique DOCTE et la mise en place de stratégies de compréhension et exploitation de textes. [The role of text comprehension strategies and the use of texts in the DOCTE teaching system.] *Multilingua* (Amsterdam), **4**, 1 (1985), 11-17.

A description of a micro-computer (8/16 bit) assisted teaching system aiming at mastery of adequate strategies for text-comprehension leading to such types of tasks as précis-writing and translation. The DOCTE system evolved from research on the problems involved in attitudes to text-comprehension. It is simply a data base organised as a set of intersections between 'flat'-tree diagrams stemming from every possible source of ambiguity or opacity in a given text: words or terms; sentences; whole text. The system gives access to appropriate answers only on the condition that users properly identify operand and aims. It alternatively organises coherent and homogeneous categories of data. Mostly, it invites users to constantly re-examine hypotheses and inquiries so as to get immediate access to none but relevant information. Lastly, whenever users fail to correctly identify operands and/or aims, the system sets forth information according to a progressive, step-by-step, error-free sequence. It thus teaches the sequence of proper questions and answers. The DOCTE system also allows the teacher to constantly check on the individual user's sequence of decisions and, therefore, to determine exactly where, how, and why, things went wrong.

85-528 Harris, Sandy (Language Training Program Branch of the Public Service Commission of Canada). Future prospects. *Medium* (Ottawa), **9**, 3 (1984), 29-40.

Updating an earlier survey article by Higgins on computer-assisted language learning, [see *Language Teaching*, **16**, 2 (1983)] the author reviews key publications, the programming languages that are now superseding BASIC, and computer programmes that will assist teachers in future. Recent research on Artificial Intelligence is also summarised and attention is drawn to LISP, its major computer language. Bibliographical hints are copiously scattered throughout and no conclusions are drawn.

85-529 Klockner, Kerry. Suggestopedia applied to an English-as-a-Second-Language setting. *Journal of the Society for Accelerative Learning and Teaching* (Des Moines, Iowa), **9**, 1 (1984), 61-77.

In an experimental class, Suggestopedia was used to teach English-as-a-Second Language (ESL) to Indochinese refugees from SE Asia. The state of Washington has received over 30,000 refugees, most of whom know very little, if anything, about Western language or ways. The experimental class was composed of preliterate refugees who had no familiarity with English. Within ten weeks, the class was able to read basic employment applications, write numbers, exchange common English phrases regarding health, food, time and travel, and respond to emergencies. The rate of learning had been increased fivefold on the average, and even more for the elderly students. This suggests that Suggestopedia may be an important tool in cross-cultural education with diverse age groups and in the development of new motor as well as linguistic skills.

85-530 Lafayette, Robert C. and Strasheim, Lorraine A. (Indiana U.). The standard sequence and the non-traditional methodologies. *Foreign Language Annals* (New York), **17**, 6 (1984), 567-74.

The main features of six non-traditional teaching methods are briefly described: Total Physical Response, the Silent Way, Counselling-Learning (Community Language Learning), Suggestopedia, the Comprehension Approach, and the Natural Approach. Each approach is assessed in relation to four basic concerns: (1) reducing learner stress, (2) the role of silence in foreign language learning, (3) the role of formal grammar learning, and (4) developing speaking skills.

85-531 Lee, W. R. Types of communication in the foreign- and second-language classroom (with special reference to EFL/ESL). *Perspectives* (Rome), **9**, 1 (1985), 48-53.

Discussion of communicative ability gives priority to oral exchanges although reading is communication with the writer. Former emphasis on grammar had no worse an outcome than its opposite, namely ignoring form for the sake of fluency. Successful experience of communication is highly motivating and should be built into the course throughout.

Four aspects of communication are discussed: (1) whether it is necessary or unnecessary; (2) whether it is obligatory or non-obligatory; (3) whether it is interesting or uninteresting, and (4) whether it is embarrassing or not. Class activities in which an 'information gap' or 'opinion gap' is closed are important, but so too is the communication which demonstrates the teacher's sympathy with students (bridging the 'interest gap'). This promotes an atmosphere in which learners are more ready to communicate. A regular language class becomes in fact a social unit, and all the communication which goes on in it must be recognised as pedagogically relevant.

85-532 Löffler, Renate. Spiele im Fremdsprachenunterricht. Vom Lückenfüller zum integrierten Lernangebot. [Games in foreign language teaching. From 'filler' to 'integral part of learning'] *Neusprachliche Mitteilungen* (Berlin, FRG), **37, 4** (1984), 205-11.

Games, as one hallmark of pupil-centred and communicative language learning, have psychological and motivational functions, among others, and really have their place in the practice and transfer stages of a learning unit. Three categories of game are described in a typology included here: (1) learning games, (2) team games, (3) role-play. Learning games are not unlike traditional exercises in that the learner remains in his role as learner, but in contrast to traditional exercises they encourage, among other things, productive rather than reproductive use of language, and individual initiative. Those described here are designed for the teaching of colour adjectives. In team games, the groups involved produce something (e.g. a letter or a report) by team effort and each member is encouraged to contribute by being responsible for filling an information gap or an opinion gap (examples).

Role play is particularly suitable for encouraging speech production but requires considerable preparation so that learners can familiarise themselves with the roles they are to assume and some of the expressions they are likely to need. The example of a role-play given here has fairly rigid 'prestructuring' or preparation.

Although not all learning processes can take place within the framework of a game, those which can combine cognitive, affective and even motor processes in a concentrated form and, moreover, make learning fun.

85-533 Mohammed, M. A. H. (Federation of Technical Institutes, Baghdad) and **Swales, J. M.** (U. of Michigan). Factors affecting the successful reading of technical instructions. *Reading in a Foreign Language* (Birmingham), **2, 2** (1984), 206-17.

This paper describes a procedure for investigating the reading of instructions (using a video-camera set-up). The experimental task was the setting of a digital alarm clock using the manufacturer's instructions. The performance of a small sample of subjects was studied against two parameters: degree of competence in English and the extent of experience in scientific fields. Results show that once a threshold in English reading ability has been passed, field-familiarity is a much stronger indicator of rapid and successful text processing than native-like competence in the language. The paper closes with a discussion of implications both for the teaching of technical English and for research into reading technical instructions.

85–534 Pedley, Alan. Training the language learner to seek information by asking questions. *Modern Languages* (London), **65**, 4 (1984), 219–23.

Activities which help to train students to take the initiative in conversations and ask questions in a foreign language include pair work, open-ended discussions, language games, and role-play. This article describes a form of role-play interviewing based on texts (e.g. television magazines) which constitute portraits or profiles of well-known people. The student has to imagine he is the author of such a text and work out what questions he would have had to ask his subject to elicit the information in the text. The activity can be either oral or written. The person playing the role of the personality being interviewed either echoes the information in the text or elaborates it as he thinks fit, without distorting the facts. [Examples.]

Such an activity provides useful practice in reading comprehension, encourages teachers to select up-to-date and authentic textual material, offers practice in framing questions and in various communicative language functions. This type of exercise is flexible and can be adapted to different stages: students enjoy the challenge and creativity involved.

85–535 Popkin, Debra (Baruch Coll., CUNY). Dialogue journals: a way to personalize communication in a foreign language. *Foreign Language Annals* (New York), **18**, 2 (1985), 153–6.

Student journals have been widely used to encourage self-expression in elementary school classes and in English as well as ESL courses at the secondary and university levels. In an effort to individualise teaching, foreign language instructors can also use journals to carry on a continuous dialogue with each student. The instructor writes comments about the topic that the individual student has chosen and also corrects vocabulary, grammatical, and idiomatic errors after each journal entry. These 'dialogue journals' are useful for personalising communication in foreign language courses and can be used on elementary, intermediate, and advanced levels. This article explains how to implement 'dialogue journals' in a typical second-semester French class, where, with the help of a diary, students can apply recently acquired grammatical structures and idioms to express their own concerns and interests. Students gain self-confidence and freedom of expression by writing informally about topics that are of personal interest to them. The journals are a useful supplement to the artificial dialogues and standardised reading passages of many foreign language textbooks. Practical guidelines for journal assignments are provided, and sample journal entries.

85–536 Scarcella, Robin C. (U. of California, Irvine). How writers orient their readers in expository essays: a comparative study of native and non-native English writers. *TESOL Quarterly* (Washington, DC), **18**, 4 (1984), 671–88.

This article examines how writers orient their readers in expository essays. A total of 110 essays (30 native English and 80 non-native English) were analysed to explore the orienting skills of native and non-native English speakers. Results indicate that native English writers employ a wide variety of linguistic devices to engage their

readers' attention and help their readers identify the participants, objects, and events about which they write. By contrast, non-native English writers are more limited in their ability to orient their readers. Despite the greater length of their orientations, their use of attention-engaging and clarifying devices is comparatively restricted.

85–537 Spack, Ruth (Tufts U. and Boston U.) Invention strategies and the ESL college composition student. *TESOL Quarterly* (Washington, DC), **18**, 4 (1984), 699–70.

The recent finding by composition researchers and teachers that the composing process can be taught as an intellectual and cognitive activity has led to a renewed interest in the ancient art of invention and the view that invention can be practiced as systematic procedures of discovery, the primary purpose of which is to generate ideas about a subject. This article reviews composition and invention research, discusses a variety of discovery techniques, and provides a rationale for teaching invention in an academic writing course. One student's notes are then presented to illustrate how invention can be successfully employed to narrow down a topic, generate content, discover a form, and create a thesis for an assigned essay. Although ESL students may experience invention differently from the native English-speaking counterparts, they can benefit from instruction in invention which is adapted to meet their needs.

85–538 Sticchi Damiani, Maria. The use of L1 in language classrooms. *Perspectives* (Rome), **9**, 1 (1985), 8–14.

Non-native teachers of English often feel uneasy about using their native language in the classroom, but the native language may well serve a purpose. Code-switching could be one of the options a teacher draws on to match his/her perceptions of the interaction. It could be viewed as a teaching strategy rather than a lack of teacher's competence. Some research is reported on how non-native teachers alternate their languages in the classroom. One study involved the language of a Chinese teacher of English working with Chinese-American first graders in a Chinatown community in the United States. Another study involved an Italian teacher of English in a junior high school in Rome.

Both the Chinese and Italian teacher consciously tried to avoid using the L1 during lessons, but the Chinese teacher used it about 7 per cent of the time, the Italian teacher 30 per cent of the time. Both used their L1 for specific purposes, listed here according to their frequency of occurrence: (1) for translation, (2) to check for understanding, (3) for clarification, (4) as a 'we code' (indicating group membership and personal connections), and (5) for procedure and directions. These types of L1 use can be re-grouped into three more general categories: classroom management, cognitive purposes and affective purposes [examples from the data].

The two teachers studied used their L1 when the comprehensibility of directions was an essential pre-requisite for other classroom activities, when it would make learning smoother for the students, and in order to strengthen their work relationship with the students.