Language learning and teaching – theory and practice

Theory and principles

89–131 **Blackburn, Peter** (Rowntree). Languages, education and industry – towards the 1990's. *Modern Languages* (London), **69**, 3 (1988), 139–46.

There now exists a greater co-operation between language teachers and industry. Over the last few years language courses in secondary and tertiary education in the UK have become much more practical and vocational, gearing themselves to the needs of, and actual uses in, the commercial world. There is now much more public support for languages; even Government is recognising their importance by including languages in the core curriculum in secondary schools. Completely new ventures have started both to focus on languages and attract the young, e.g. the Festival of Languages. What are the next steps? Where do we go from here? (1) We must continue to emphasise that languages are important and are needed in today's world by the majority of people. (2) Knowledge of languages remains an important asset in managing a worldwide brand. (3) We need to stress the desirability of starting young with languages, i.e. at primary level. (4) The world of education must be very careful that it does not place too many demands on the same people and the same companies. (5) We must guard against allowing language syllabuses to become too boring and remember one of the aims of the National Criteria is that languages shall provide enjoyment and intellectual stimulus. (6) Although speaking and listening skills should still be considered of prime importance so far as the business world is concerned, literacy skills are becoming more important with the advent of widespread electronic word/information processing. (7) The world of education has to take more seriously the opportunities provided by industry and commerce. (8) An understanding of the culture and way of life of foreign countries is vital if companies are to market their products abroad effectively. (9) We need to be flexible, creative and alert to new opportunities.

89–132 **Danesi, Marcel.** Mother-tongue training in school as a determinant of global language proficiency: a Belgian case study. *International Review of Education* (Hamburg, FRG), **34**, 4 (1988), 439–54.

Experimental models of education that incorporate the mother tongue of immigrant children into the structure of their curricula constitute obvious cases-in-point for assessing the validity of bilingual or multilingual education for such children. The present case study of one such model, the so-called 'Foyer Bicultural Education Project' of Brussels, is intended to shed some light on the relationship between formal mother-tongue training and the development of global language proficiency in minority-language children. Since this particular case-in-point involves three languages – Italian (the mother tongue), Flemish and French – it is especially interesting with regard to the validity of the so-called 'interdependence principle', as formulated by Cummins. The findings presented here confirm Cummins' principle that the development of literacy in the mother tongue is a determinant of global language proficiency in minority-language children.

89–133 **Reid, Euan** (U. of London Inst. of Ed.). Linguistic minorities and language education – the English experience. *Journal of Multilingual and Multicultural Development*, (Clevedon, Avon) **9**, 1/2 (1988), 181–91.

The Linguistic Minorities Project has given us an indication of the variety of linguistic minorities present in schools in areas of London, the Midlands and the North of England. The educational response to such students is divided into three phases. (1) The initial response (1962–70) was to separate them off from their English-speaking peers and place them in 'induction centres' where, although some subject teaching took place, the teaching was derived essentially from the prevalent foreign language teaching models. The recent CRE report on Calderdale, where 'induction centres' have been retained, shows this kind of response to be discriminating in effect and in breach of both educational and race relations legislation. (2) Between 1970 and 1977 more attention was given to

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meeting these students' needs in ordinary schools, either in withdrawal classes or 'mixed classes'. There was a shift away from teacher-centred, structurally-based foreign language-type materials towards child-centred, theoretically-based materials usable in 'mixed ability' situations. (3) Since 1977 local authorities have put more emphasis on 'mainstreaming' – the placing of all learners, even newcomers, in regular classes in all subjects of the school curriculum, from a very early stage in their education. This has often been accompanied by 'language support' roles for ESL teachers and the development of 'collaborative learning' models. The Swann Report argues for this third position. It has two obvious limitations: (a) the almost total absence of any form of full bilingual education and (b) the almost total absence of a research base for any of the positions described ((1)–(3)).

89–134 Strevens, Peter (Bell Educational Trust). Learning English better through more effective teaching: six postulates for a model of learning/teaching. *World Englishes* (Oxford), **7**, 1 (1988), 51–61.

This paper is a contribution towards the understanding of the language-learning/teaching process. Effective learning of English (or any language) is increasingly achieved through 'informed teaching', in which the teaching is continually varied according to the progress of the learning. Six postulates are advanced that largely define the learning side of a reciprocal learning/teaching model. (1) The manner of presentation of the language input affects comprehension and learning in ways that are in principle determinate. (2) The learner's progress is affected by these sets of learning processes, respectively depending on the learner's identity, intentionality, and mental qualities, which become enabling (or disabling) conditions. (3) Language learning occurs out of a flux of sensory data plus memory, that is complex, multiple and gradual, not single and discrete. (4) Comprehension plus memory create learning, which is initially only receptive, but which becomes productive following further psychomotor effort. (5) Gaining practical command of a language requires multiple (not single) presentations of the language to the learner, and multiple opportunities for practice. (6) Effective learning is a reciprocal effect with informed teaching, each shaping the other.

89–135 Taylor, David S. (U. of Leeds). The meaning and use of the term 'competence' in linguistics and applied linguistics. *Applied Linguistics* (Oxford), **9**, 2 (1988), 148–68.

Chomsky's use of the term 'competence' has been *widely misunderstood; it does not relate to an* ability underlying language performance, but to an abstract knowledge, a static cognitive structure. In the area of communication, humans have a pragmatic competence additional to their linguistic competence, but this too is not an ability. Competence is absolute, like the visual system, not a relative quality which some people have more or less than others. The ideas of communicative competence introduced by Hymes and others are thus not, as they claim, an extension of Chomsky's work, but a totally different use of the same word, and extend its coverage unhelpfully and sometimes to the verge of meaninglessness.

To achieve the dynamic, interactional account of language which we need, we should not discard Chomskyan competence, but introduce a new term, 'proficiency'. This can be defined as 'the ability to make use of competence', and performance as 'what is done when proficiency is put to use'.

89–136 Valdman, Albert (Indiana U.). Classroom foreign language learning and language variation: the notion of pedagogical norms. *World Englishes* (Oxford), **7**, 2 (1988), 221–36.

This article comprises three parts. In the first part, a model of interlinguistic variation is developed which, unlike those presented heretofore, attempts to take into account inherent variation in the target language. In the second part are presented the results of a pilot study which suggests that advanced learners, including foreign language teachers, differ significantly from target language speakers in the way they handle variation. In the third part an argument is constructed for the establishment of special classroom replicas of the target language labelled 'pedagogical norms.' Finally, the notion of pedagogical norm is illustrated with two variable features of French, the phonological *è* variable and

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interrogative structures. These two examples illustrate the important point that pedagogical norms must take into account the full range of target language variability, including sociolinguistically stigmatised features. Although all the examples in this article are drawn from French, the model of interlinguistic variation that is developed and the notion of pedagogical norm that stems from the model are applicable to all types of foreign- and second-language learning, including that of English as a second language.

Psychology of language learning

89–137   Bley-Vroman, Robert W. (U. of Hawaii at Manoa) **and others.** The accessibility of Universal Grammar in adult language learning. *Second Language Research* (Utrecht, The Netherlands), **4**, 1 (1988), 1–32.

This paper investigates whether Universal Grammar (UG) is accessible to adult language learners. If adult acquirers have consistent access to intuitions of grammaticality in cases where the relevant constraints are underdetermined by the native language, this suggests that Universal Grammar continues to function in adult acquisition.

Advanced Korean adult acquirers of English were given a test of grammaticality judgements on English *wh*-movement sentences, where the relevant constraints are thought to derive from principles of UG. Since Korean does not have syntactic *wh*-movement, correct intuitions cannot derive from native language transfer. Analysis of the results and comparison with native speaker results suggest a complex picture of the function of UG in adult language acquisition; however, clear UG effects were found.

89–138   Bouton, Lawrence F. (U. of Illinois). A cross-cultural study of ability to interpret implicatures in English. *World Englishes* (Oxford), **7**, 2 (1988), 183–96.

The purpose of this study was to investigate two questions: (1) to what extent does a person's cultural background affect his or her ability to derive the same meanings from conversational implicatures in English as native English-speaking Americans do, and (2) can a specially designed multiple-choice test measure a person's ability to interpret these implicatures? The results show clearly that cultural background is a reliable predictor of non-native speaker (NNS) ability to interpret implicatures the way native speakers (NSs) do. Not only do NNSs infer different meanings from implicatures than NSs do, but culturally defined subsets of NNSs also perform differently from each other. When variations in English language proficiency are controlled for, the effects of cultural background as measured by a one-way ANOVA were significant at the 0·0001 level $[F(6,323 = 23·83, \ P < 0·0001]$. All of these data were gathered using a multiple-choice test, which indicates that the answer to the second question cited above is a definite 'Yes'.

89–139   Ellis, Rod (Ealing Coll. of Higher Education). The effects of linguistic environment on the second language acquisition of grammatical rules. *Applied Linguistics* (Oxford), **9**, 3 (1988), 257–74.

This paper is intended to contribute to the growing literature on second-language variability. It reports the results of a study of morphological variability. Longitudinal data collected over two years from three children learning English as a second language in a classroom setting were used to investigate to what extent the acquisition of third person *-s* of main verbs and copula *-s* was influenced by linguistic context. The study lends support to the hypothesis that the distribution of grammatical variants in learner speech is sensitive to linguistic context. Two of the subjects produced target language variants of the two structures more consistently after pronoun subjects than after subjects containing a noun. The learners also acquired the target language variants in 'pronoun contexts' before 'noun contexts'. The study also provides some evidence to suggest that learners who appear to have 'acquired' a particular feature may not in fact have done so if the criterion of acquisition is the ability to conform to the variable norms of a native speaker.

89–140 Hayes, Edmund B. (Kenyon Coll.). Encoding strategies used by native and non-native readers of Chinese Mandarin. *Modern Language Journal* (Madison, Wis), **72**, 2 (1988), 188–95.

Researchers have suggested various ways in which native Chinese read their language, but the methods used by non-native readers are relatively unknown. Understanding the processes involved can help teachers considerably. Experiments were therefore devised to investigate the number of phonological, visual and semantic processing strategies used in short-term memory among native and non-native readers of Chinese Mandarin. Seventeen native Chinese and 17 non-native readers of Chinese Mandarin participated in the tests. The experiments were based on the idea that the predominant processing strategy would reveal itself through the types of errors that people made (phonological, graphic or semantic).

Results suggested the native Chinese saw the written symbol mainly as a representation of sound, whereas non-native readers used a mixed strategy of phonological and graphic processing. Non-native readers made graphic, rather than phonological or semantic errors, when looking quickly at sentences. This corroborated the idea that second-language learners pay more attention to the visual aspects of written work than do native readers, who use both graphic and semantic strategies.

89–141 Holmen, Anne (Royal Danish Sch. of Educational Studies, Copenhagen, Denmark). Syntax and information structure in learner language. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **9**, 1/2 (1988), 85–96.

The paper reports on the first part of a longitudinal study of young immigrants' spoken Danish during the first 3–17 months of their stay in Denmark. The subjects include Albanian, Vietnamese, and English-speaking adolescents who at the time of recording attended schools in the Copenhagen area. The data were collected by means of audio-taped interviews consisting of unguided conversation and elicited production (based on pictorial stimuli).

The study aims at comparing the developmental patterns of individual learners in order to investigate the role of their linguistic and sociocultural background and present conditions and to gain insight into language learning processes. The study focuses on syntactic development approached from a functional perspective, and in the part reported here, changes in early second-language syntax are regarded as a result of changes in the ways in which information is organised in learner utterances and thus rooted in cognitive as well as interactional dimensions of language use.

89–142 Jordens, Peter (Free U. of Amsterdam). The acquisition of word order in Dutch and German as L1 and L2. *Second Language Research* (Utrecht, The Netherlands), **4**, 1 (1988), 41–65.

In a recent paper, Clahsen and Muysken (1986) argue that children acquiring German as their first language have access to the 'move alpha' matrix when constructing a grammar for German. This should explain why children have SOV base order and the rule of verb-fronting from the very beginning. In this paper, it is argued that children's OV utterances cannot be related transformationally to VO utterances. Initially, children acquire OV and VO with different sets of verbs.

Clahsen and Muysken (1986) also claim that interlanguage rules of adult L2 learners are not definable in linguistic theory. Du Plessis *et al.* (1987) reply to this in arguing that the interlanguage rules of adults acquiring L2 German word order fall within the range of systems permitted by the Headedness parameter, the Proper Government parameter, and the Adjunction parameter. Therefore, these adult learners should have access to Universal Grammar (UG). It is argued here that it is not necessary to make this assumption. The L2-acquisition data can be easily accounted for within a simple model of L1-structural transfer.

89-143 Leighton, David. Aptitudes and interests – who learns a language best? *Modern Languages* (London), **69**, 3 (1988), 165–7.

The factors affecting success in foreign language learning can be placed in three categories: circumstances, internal personal factors and language-specific factors. Circumstantial factors are fairly obvious: they include opportunities for hearing and practising the language, time for study, availability of teachers or informants, films, recordings, books or electronic aids. Internal factors are numerous and varied – individuals are likely to be strong in some and weak in others. They include: articulatory habits, memory for sounds, listening habits, sense of rhythm, sense of melody, memory for sequences of written symbols, ability to see relationships within the structure of the language, communicative drive, and motivation.

Language-specific factors are independent of both circumstances and personal factors: similarity between the grammar of the target language and that of the mother tongue; similarity between the vocabulary of the target language and other known languages; degree of similarity between the sounds of the target language and the sounds already made and distinguished by the learner; intrinsic regularity of the target language.

89-144 O'Malley, J. Michael (Georgetown U.) **and others.** Some applications of cognitive theory to second-language acquisition. *Studies in Second Language Acquisition* (Bloomington, Ind), **9**, 3 (1987), 287–306.

This paper reviews the information processing theory of cognition and memory proposed by Anderson and shows how it can describe the representation of information in memory and the mental processes involved in second-language acquisition (SLA). Anderson suggests that language is best understood as a complex cognitive skill. Concerning memory representation, Anderson distinguishes between all the things we know about, which constitute 'declarative' knowledge, and all the things we know how to do, which constitute 'procedural' knowledge. Discussion of declarative knowledge raises issues such as (*a*) how meaning in two languages is represented in memory and (*b*) whether some types of knowledge transfer more easily to the second language than others.

Implications of the distinction between 'declarative' and 'procedural' knowledge, when related to SLA, are discussed in detail – particularly concerning the representation of communicative competence through production systems. The mental processes that accompany three stages of skill-acquisition – cognitive, associative and autonomous – and their implications for SLA are described.

The advantages of viewing SLA as a cognitive skill are stated, particularly its provision of a theoretical framework for L2 learning and its identification of new research areas.

89-145 Pica, Teresa (U. of Pennsylvania). Interlanguage adjustments as an outcome of NS-NNS negotiated interaction. *Language Learning* (Ann Arbor, Mich), **38**, 1 (1988), 263–84.

The purpose of the following study was to investigate what Swain has labelled 'comprehensible output' (Swain, 1985). Negotiated interactions between a native English speaker (NS) and ten non-native speakers (NNSs) of English were examined to find out how the non-native speakers made their interlanguage utterances comprehensible when the native speaker indicated difficulty in understanding them. On the basis of theoretical work and anecdotal evidence from NS-NNS interaction, it was believed that the NNSs would respond to the NS by modifying interlanguage morphosyntax, phon-ology, and lexicon and, in so doing, would employ more target-like use of English. Results of the study offered somewhat limited confirmation of these beliefs. The data revealed that the NNSs were, indeed, capable of modifying their interlanguage in response to the NS's requests for comprehensible output. However, such NNS modifications were relatively infrequent and virtually unnecessary because, typically, when signalling requests for clarification from the NNSs, the NS also modelled target (modified) versions of NNS interlanguage utterances for them.

89–146 Piper, Terry and Cansin, Dilek. Factors influencing foreign accent. *Canadian Modern Language Review* (Toronto), **44**, 2 (1988), 334–42.

The study reported here examined the effect of three variables, age of arrival, number of years in an English-speaking country, and linguistic context on the pronunciation fidelity of 29 adult ESL learners. The results showed that only the age of arrival of the learner contributed significantly to the degree of pronunciation accuracy. The surprise finding was that the two linguistic conditions, reading aloud and the retelling of a personal trauma, yielded nearly identical pronunciation ratings. This finding is discussed with regard to the judges used for rating the pronunciation samples and the stress-level of the subjects in the experiment.

89–147 Sandra, Dominiek (U. of Antwerp, UFSIA). Is morphology used to encode derivations when learning a foreign language? *ITL* (Louvain, Belgium), **79/80** (1988), 1–23.

Derived words suggest a very efficient mnemonic when they have to be learnt as items in a foreign language (FL). They can be remembered by tagging in semantic memory the property that is lexicalised by the stem and storing the particular affix. A learning experiment was designed to find out whether students make spontaneous use of this encoding strategy. The results indicated that subjects' recall performance was better for derived words than underived ones, even when the presence of stems was not pointed out to them by the experimenter. The error data were compatible with the use of the proposed mnemonic. Surprisingly, subjects who were given only native language translations did better on the derivations than those who were provided additional comment on the morphological structure of these words. This finding proves that the method of giving translations for FL words is not so bad after all and that the memory representations subjects form in such conditions are not necessarily of the paired-associate type.

89–148 Sato, Charlene J. (U. of Hawaii, Manoa). Origins of complex syntax in interlanguage development. *Studies in Second Language Acquisition* (Bloomington, Ind), **10**, 3 (1988), 371–95.

This study examines the emergence of complex syntax in interlanguage (IL) development through a functionalist analysis of longitudinal, conversational IL data from two Vietnamese learners of English. The study focuses on discourse-pragmatic factors in the learners' production and acquisition of complex syntax, specifically on their reliance on collaboration by interlocutors in the production of complex syntactic structures. Its findings offer a test of the utility of Givón's functionalist approach in SLA studies, and of claims by Hatch and others to the effect that 'syntax develops out of conversation'. The interdependence of different linguistic levels in IL development is demonstrated, and the use of a variety of analytical units is shown to be critical in characterising propositional encoding in IL speech.

89–149 Schneiderman, Eta and others (U. of Ottawa). Second-language accent: the relationship between discrimination and perception in acquisition. *Language Learning* (Ann Arbor, Mich), **38**, 1 (1988), 1–19.

This paper reports on a study which measures the relationship between the discrimination and pro-duction of segmental and prosodic elements in a second language. The measures employed in the study also served to assess the effects of a phonetic training programme for French as a second language designed by the authors.

Two questions are addressed in this study: (1) Is there a systematic relationship between perception and production of the sound system in a second language? (2) What effect does a period of systematic discrimination training in the second language have on this relationship?

The measures employed included tests of discrimination and production for French phones, rhythm, and prosody. The subjects' production test results were judged by highly trained, native speakers of French. Subjects for the study included a treated group which had undergone the phonetic training programme and an untreated group which

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had not. Both groups were simultaneously enrolled in French as a second language courses. Testing took place prior to the start of the French courses and at the end of the semester immediately after they had finished.

Although the results of the study indicate that discrimination ability initially exceeds production ability, they also suggest that explicit training may disrupt this relationship.

89–150 Svanes, Bjørg (U. of Bergen). Attitudes and 'cultural distance' in second-language acquisition. *Applied Linguistics* (Oxford), **9**, 4 (1988), 357–71.

The present study tries to investigate the relationship between attitudes, second-language proficiency, and 'cultural distance'. The working hypothesis is that it is important for students in a foreign country to have a sound and critical, but of course not hostile, attitude to the host people. 170 foreign students at the University of Bergen, Norway, were given three questionnaires, each consisting of the same 24 adjectives. The students were asked to indicate on a five-point scale how well each one of the adjectives described Norwegians, their fellow countrymen, and the ideal person. The students were grouped according to 'cultural distance', defined as an interaction of three factors: exposure to Western culture and language; distance between target language and mother tongue, and distance between target language and official/second language. The results showed significant differences between the groups in attitudes towards Norwegians, fellow countrymen, and ideal person, and the correlation analysis showed a negative relationship between grades and one to three of the four attitude variables in all groups. None of the groups revealed a positive relationship between grades and attitudes. These results indicate that there is a relationship between a balanced and critical attitude to the target people and proficiency in the target language in the case of adult language learners.

89–151 Tarone, Elaine (U. of Minnesota) **and Parrish, Betsy** (Esso, Paris). Task-related variation in interlanguage: the case of articles. *Language Learning* (Ann Arbor, Mich), **38**, 1 (1988), 21–44.

There is no doubt that second-language learners vary in the accuracy of their production when asked to perform different tasks. For example, Tarone found that the accuracy with which English articles and other grammatical forms were used by non-native speakers at a single point in time varied depending on the tasks which the learners were asked to perform. Quantitative measures showed that the shifts in accuracy of article use were highly significant. The causes of this variability, however, were unclear. Researchers such as Arditty and Perdue have suggested a variety of possible causes of task-related variability.

In this study, a more fine-grained quantitative and qualitative analysis of the Tarone data focuses on the function which articles played in the different tasks. Different tasks elicited different types of noun phrases, which in turn demanded different uses of the article. In addition, there was some tendency of learner accuracy with articles occurring with one type of noun phrase to change across the tasks used. It is argued that this change in accuracy is due to the communicative demands and discourse characteristics of the tasks. Finally, it is argued that task-related variability in interlanguage must be due, not to a single variable called 'attention to form,' but to a complex of variables, at least one of which must be the differing communicative functions which forms may perform in different tasks, as for example, when these tasks place different degrees of communicative pressure upon the speaker, or elicit discourse which varies in its cohesiveness.

89–152 Thomas, Jacqueline (Texas A & I U., Kingsville, TX). The role played by metalinguistic awareness in second and third language learning. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **9**, 3 (1988), 235–46.

The study compares bilingual college students learning a third language with monolinguals learning a second language. It also compares bilinguals who have received formal classroom training in a language semantically related to the target language with bilinguals who have informally acquired the related language. The results indicate that English-speaking students with prior knowledge of Spanish have an advantage over monolinguals when performing those activities usually associated with learning French formally in a classroom. The study further reveals that English–Spanish bilinguals who

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have received a minimum of two years' formal training in Spanish may have developed a conscious awareness of language as a system that provides them with additional advantages over bilinguals who have informally acquired Spanish at home.

The results provide evidence that developing students' metalinguistic awareness may increase the potential advantage of knowing two languages when learning a third.

89–153   Vanderplank, Robert (Helsinki U., Finland/Heriot-Watt U., Edinburgh). Implications of differences in native and non-native speaker approaches to listening. *British Journal of Language Teaching.* **26**, 1 (1988). 32–41.

Listening can be seen as being made up of following (being more dependent) and understanding (being less dependent). Following is closely connected with the intelligibility of a message; understanding, on the other hand, involves much wider notions such as prior or pragmatic knowledge, ability to follow arguments, contextual relevance, etc. It is difficult in any test of following to be sure that we are not contaminating it with factors linked to under-standing, but students found following to be a psychologically real category. For this experiment, it was hypothesised that native speakers (NS) and non-native speakers (NNS) would differ in their approaches to listening in terms of following (F) and understanding (U). Subjects listened to recordings covering a broad range of style, register, and linguistic levels and then marked their estimations of F and U.

The results suggest that NS and NNS may have significant differences in their approaches to listen-ing. It seems that NS are able to operate in three ways of listening (F > U, F < U, and F = U), whereas NNS operate mainly in only two ways of listening, (F > U and F = U). This means that NS can bias their listening towards following or understanding, while NNS are biased towards following.

Some classroom activities developed as a result of the implications of these findings include: stress perception and matching exercises, functional locat-ing exercises, information and opinion correcting exercises, self-evaluation and shadowing, oral answers in the L1 to questions based on interviews or discussion, and emphasis on the critical 10-minute 'tuning-in' period.

89–154   Whalen, Karen (York U., Canada). Pilot study on the nature of difficulties in written expression in a second language: process or product? *Bulletin of the CAAL* (Montreal, Canada), **10**, 1 (1988), 51–7.

This paper addresses the multi-faceted problem of writing in a second language. Following a brief overview of product- and process-oriented ap-proaches to text production analysis, the complexity of the L2 writing task is described and analysed with an emphasis on the interaction between the written product and the underlying mental processes. In order to differentiate between those problems which are product-oriented from those which are process-oriented, a comparison was made between written texts in L1 and L2 of both anglophones and francophones. The purpose of this study is to trace difficulties in the written product which may be linked to process slow-down or inefficiency and, likewise, to link process-oriented problems to difficulties inherent in L2 linguistic content. In comparing the texts of native and non-native

speakers, some interesting differences are pointed out in the organisation of the processes due to the constraints imposed by the second language. About the cognitive strategies used during written pro-duction in L1 and L2 it is concluded that: (*a*) to write a text remains a complex activity which implies a continual interaction between different components of the process; (*b*) everyone develops his own system of juggling the components (depending on his writing experiences and his knowledge of written models); (*c*) writers use the same cognitive strategies in L1 and L2.

However, certain constraints due to the mastering of a second language may inhibit the in °raction of one level with another in the hier?   ʋ of the components.

89–155 Williams, Jessica (U. of Illinois, Chicago). Zero anaphora in second language acquisition: a comparison among three varieties of English. *Studies in Second Language Acquisition* (Bloomington, Ind), **10**, 3 (1988), 339–70.

This study examines the use of zero anaphora in the English production of three speaker groups: native speakers, second-language learners, and speakers of a non-native institutionalised variety. General discourse function for zero anaphora is found to be similar across speaker groups, although in many cases, ungrammatical by prescriptive standards. In addition, there are important quantitative and structural differences between the native speakers and non-native speakers in how this device is used. The results suggest that the relationship between performance data and second-language acquisition needs to be re-examined. In particular, it cannot be assumed that spontaneous production of a given form is a direct indicator of acquisition, and conversely, that non-production is necessarily proof of non-acquisition.

89–156 Wong, Sau-ling Cynthia (U. of California, Berkeley). What we do and don't know about Chinese learners of English: a critical review of selected research. *RELC Journal* (Singapore), **19**, 1 (1988) 1–20.

This paper is a critical review of selected research on the learning of English by Chinese speakers, in particular, on the difficulties they experience and the variables determining the success of their undertaking. Areas of consensus and dispute among researchers, as well as suggestions for needed research, are pointed out. Emphasis is on analysing approaches and noting trends. The premise of the paper is that, to whatever extent (as justified by empirical evidence) Chinese speakers may be said to share a common language and culture, such a survey would be helpful to the formulation of lines of inquiry and the development of learner-language-specific methods and materials. Studies of social/affective factors in English acquisition (which are locale-specific) are not discussed. Topics covered include phonology, morphology and syntax (and beyond), the typological transfer hypothesis, analysis of written discourse, analysis of spoken discourse and sociocultural competence, and reading.

89–157 Young, Richard (U. of Pennsylvania). Variation and the interlanguage hypothesis. *Studies in Second Language Acquisition* (Bloomington, Ind), **10**, 3 (1988), 281–302.

Previous studies of variation in interlanguage morphology have led to conflicting and contradictory claims concerning the relation between interlanguage forms and the contexts in which they occur. This study suggests that such contradictions are due to the descriptively inadequate model of variation used in earlier studies. A multivariate model is proposed and applied to the analysis of variation in the acquisition of the English (s) pluralisation rule by native speakers of Chinese. Three major groups of factors are shown to influence variation: stage of acquisition, linguistic environment, and communicative redundancy. Findings confirm the hypothesis that there exists a degree of systematicity in interlanguage, but suggest that the interlanguage system is best described in terms of probabilistic rules.

89–158 Yule, George and others (Louisiana State U.) Learners in transition: evidence from the interaction of accuracy and self-monitoring skill in a listening task. *Language Learning* (Ann Arbor, Mich), **37**, 4 (1987), 511–21.

Based on the observation that some ESL learners appear to regress in performance during language learning when traditional test accuracy scores are used, another aspect of students' performance was investigated. Using a confidence-rating scale, the self-monitoring abilities of 67 intermediate ESL students enrolled in a university-level pronuncia- tion/listening course were assessed over a seven-week period and compared with test accuracy scores. Results indicated three different groups of students. A lower level group, in terms of initial test accuracy scores, improved in their ability to choose correct answers on a test but their self-monitoring ability did not improve. A middle-level group

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actually regressed in their ability to choose correct answers on a test but significantly improved in self-monitoring ability. The higher-level group showed only minor improvement in both ability to choose correct answers and in self-monitoring. The pedagogical implications of these findings in terms of language acquisition, teacher attitudes, and testing are discussed.

Research methods

89–159 Matz, K.-D. and others. Angewandte Fremdsprachenpsychologie und ihr Beitrag für die Effektivierung des Lernens und Lehrens von Fremdsprachen. [Applied foreign language psychology and its contribution to the effective teaching and learning of foreign languages.] *Deutsch als Fremdsprache* (Leipzig, GDR), **25**, 4 (1988), 224–9.

A central aim of foreign language psychology is to gain a deeper insight into the structure and dynamics of foreign language acquisition from the psychological point of view. This article is intended to promote a broad discussion of the methodological problems involved in research in this field. In order to assist with the concrete problems of making foreign language teaching more effective, it is necessary to limit the field of research to cognitive rather than emotional and motivational aspects of learning, i.e. applied foreign language psychology. The acquisition, communication and use of a foreign language are understood to be information-processing, active, and problem-solving activities. A number of cognitive mechanisms determine acquisition and considerably influence the degree of success.

Research is proposed in which emotional and motivational aspects are minimised. Areas of research might be the evaluation of the failure of solutions, hypotheses and strategies; stimulation to seek information actively; encouragement of independent structuring of language situations; and the evaluation of problem-solving processes, not just results. Of particular importance are those processing mechanisms which reduce the effort required of the learner by reducing the complexity of the task. Research carried out with three groups of learners of German as a foreign language showed that those learners who were better able to recognise and utilise the structure of the material they were presented with consistently obtained better results. In studying the ability of learners to remember vocabulary, it was found that learners who could find a relationship between the word in the foreign language and a word in their own language (mediator) were most successful, e.g. Russian *dušnyj* (humid) and German *Dusche* (shower). Research on the ability of learners to retain the content of texts also showed that those who could structure the text around certain concepts did better. It is concluded that a higher level of usable foreign language can be acquired by a more conscious use of such memory aids and that learners' cognitive need to select and use them should be developed.

89–160 Pica, Teresa (U. of Pennsylvania). Morpheme data analysis in the second-language acquisition research: renewing an old debate and raising new issues. *ITL* (Louvain, Belgium), **79/80** (1988), 77–112.

This article reviews options which confront second-language acquisition researchers in their analysis of a learner's morpheme production. It first critically examines several different procedures which can be used to compute production accuracy, particularly when assigning values to morpheme oversuppliance, substitution, and regularisation, and then reviews various ways in which morpheme suppliance scores can be computed within individual linguistic contexts or on overall basis, across a speaker's corpus. Conversations with 18 native Spanish-speaking adult acquirers of English L2 are used to highlight the often contradictory results obtained when one procedure is chosen over another to quantify the same corpus of morphemes, and to set forth problems which arise when comparisons are made between learners whose morpheme production accuracy has not been computed using the same procedures. Issues arising from procedural choices in morpheme data analysis are also relevant to research on other dimensions of second-language acquisition.

Contrastive/error analysis

89–161   Klein, Eberhard. A contrastive analysis of focus phenomena in English and German on a functional basis and some implications for a didactic grammar. *Die Neueren Sprachen* (Frankfurt am Main, FRG), **87**, 4 (1988), 371–86.

Given the fact that the assignment of prominence to sentence constituents in written English is a learning problem for German native speakers, this study sets out to establish the translational equivalents of English *it*-cleft and WH-cleft sentences (commonly-used devices for focusing elements within a sentence). Empirically-validated evidence suggests that German has various functional equivalents of English cleft sentences, which are listed in a ranked order. Finally, the main implications of these findings for a functional–contrastive didactic grammar of English are presented.

89–162   Lavric, Eva. Fachsprache und Fehlerlinguistik. [Specialised language and error analysis.] *Die Neueren Sprachen* (Frankfurt am Main, FRG), **87**, 5 (1988), 471–505.

The article provides a collection, analysis and classification of mistakes made by advanced learners of French in specialised language classes at the Vienna University of Economics, with didactically oriented, curriculum-related objectives in mind.

In an effort to determine whether 'more or fewer' mistakes which originate from specialised languages are made, the former have been divided into three main categories: (1) mistakes in terminology; (2) mistakes in the use of the language of economics in the broad sense; (3) mistakes in the use of specialised languages in general. These categories are in turn related to three respectively different definitions of specialised language: as terminology, as the frequency and means of employing linguistic tools typical of the subject matter, and as a general phenomenon without reference to a particular subject matter.

89–163   McLure, Roger and Reed, Paul (U. of Keele). Some unformalised problems in the representation of real vs. unreal entities in French and English. *IRAL* (Heidelberg, FRG), **26**, 3 (1988), 201–16.

The opposition between real and unreal is differently realised, in both grammar and lexis, in French and in English. Neither grammars nor dictionaries provide an adequate characterisation of these differences, and this leads to recurrent patterns of students' errors in the French of English speakers. Students misuse: abstract names for attributes as names for concrete acts; abstract names for mental faculties as names for their concrete exemplars; abstract names for abstract temporal and spatial forms as names for their concrete exemplars; phrases introducing a sentence affirming an empirical generalisation as ones affirming the abstract relation of logical consequences and *vice versa*; verbal names for locomotive modality as names for displacement; collocations identifying or denoting a sensorily unreal entity to identify/denote sensorily real entities; verbs denoting activities in physical space to denote activities in metaphorical space. Each category of error is explored in some detail.

89–164   Tahririan, M. H. (Shiraz U., Iran). Language improvement and vocabulary development. *Indian Journal of Applied Linguistics* (New Delhi), **14**, 1 (1988), 15–27.

A cross-sectional study of about 460 learners of English as a foreign language from three different degrees of proficiency was conducted to measure the significance of basic language knowledge and extended knowledge of vocabulary *vis-à-vis* the learner's linguistic mistakes. The results of the analysis of the data indicated that the frequency order of morphemic errors remains the same for various levels of proficiency. The proposed sources of the errors, however, shift from basic knowledge of the syntax for the beginning learner to the restrictions imposed by lexical sub-categorisation rules for the advanced learner. It is concluded that word-association and synonymy which are expected to facilitate the learner's vocabulary development actually constitute the learner's major source of 'awkward' or 'unacceptable' performances.

Testing

89–165 Barnwell, David (Columbia U., New York). Some comments on T-unit research. *System* (Oxford), **16**, 2 (1988), 187–92.

This article reviews the research on the use of the T-unit as a measure of language ability. Though there is much evidence of the value of the T-unit in the case of first language, the article demonstrates that the measure has limited utility in the case of second language. The primary reason for this lies in the very nature of the T-unit – the fact that it bases itself solely on syntax. Thus, on the one hand the T-unit fails to deal adequately with second-language learners' morphological errors, which are of a type and frequency that differ from those connected with the first language. On the other hand, the measure does not reward learners for sophistication in areas such as vocabulary. Further, the theoretical construct upon which the T-unit is based is still quite nebulous and efforts to show why and how the measure should work have not been successful.

89–166 Brown, James Dean (U. of Hawaii at Manoa). Tailored cloze: improved with classical item analysis techniques. *Language Testing* (London), **5**, 1 (1988), 19–31.

This study investigates the possibility that the reliability and validity of a cloze procedure can be improved by applying traditional item analysis and selection techniques. Students in a single level ($n = 89$) at the Guangzhou English Language Centre (People's Republic of China) were chosen for this study because previous experience and research had indicated that cloze tests generally produce low reliability and validity coefficients in samples wherein the range of ESL proficiencies is limited. This turned out to be the case when a 399-word every seventh word deletion cloze passage with 50 items was administered to this group. The study was designed so that 250 of the potential items in this passage could be piloted and item analysed. The results of the item analysis were used to select the 'best' items on the basis of item facility and discrimination indices. The resulting 50-item 'tailored cloze' was then readministered to the same group and the results for the original version of the cloze test were compared to those for the tailored version. These results indicate statistically significant and meaningful improvements in test quality due to the revision. The dispersion of scores, reliability and validity were all substantially improved by the item analysis and selection processes. The article concludes with discussion of the implications of these findings.

89–167 Chapelle, Carol (Iowa State U.). Field independence: a source of language test variance? *Language Testing* (London), **5**, 1 (1988), 62–82.

Recent language testing research investigates factors other than language proficiency that may be responsible for variance in language test performance. There is some evidence indicating field independence may be one variable responsible for introducing systematic error into language test scores. This paper reports research investigating the relationship between field independence and language measures. Results indicate differential relationships of field independence with cloze, dictation, and multiple-choice language tests. The relative strengths of these relationships also differ for native speakers in regular English classes, native speakers in remedial English classes, and non-native speakers. Directions for further research are suggested.

89–168 Davies, Alan (U. of Edinburgh). Operationalising uncertainty in language testing: an argument in favour of content validity. *Language Testing* (London), **5**, 1 (1988), 32–48.

It is argued that five variables associated with language proficiency are all subject to unreliability. They are: the native speaker, the cut-off, the criterion score, the test and the language. The native speaker exists only in an idealised form. The cut-off has at best a local definition and at worst is hugely subjective. The criterion used for validation is itself often less reliable than its predictor. Tests are difficult, perhaps impossible to replicate and therefore to generalise from. Language itself balances the

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general and the particular (this is the 'language': 'a language' distinction). In all these areas the object of description is elusive and fugitive. Language testing has these problems to an even greater extent because measurement is by its nature prone to error. The elusiveness of precision in language testing is discussed in relation to three major issues of linguistic analysis: universality, combining power and the incorporation of extra language data, and results from a recent validation study of the English Language Testing Service (ELTS) Test are quoted to exemplify that relationship. It is suggested that the test has attempted overspecification and concluded that testing should accept the centrality of uncertainty and make it explicit.

89–169 Fulcher, Glenn (Forum Language Institute, Cyprus). Tests of oral performance: the need for data-based criteria. *ELT Journal* (Oxford), **41**, 4 (1987), 287–91.

In this article, the author refers to a transcript of authentic conversation to prove that oral assessment scales such as those used by ELTS (based on functional–notional categories and purportedly based on 'real life' interaction) describe only what theorists *think* happens in communicative situations. Taking such factors common to the ELTS interview bands as repetition, hesitation, stumbling, propositional development and grammatical accuracy, Fulcher maintains that careful speech analysis indicates, for example, that grammatical rules are frequently broken by native speakers engaging in informal conversation.

Carroll's belief that increased fluency goes hand in hand with an increasing ability to deliver propositional content clearly/precisely is also suspect, on the basis of the sample. Theoretical confusion exists in the distinction between types of reliability and validity in communicative testing, and there is a need to accumulate banks of recorded data to establish empirically what native speaker interaction really comprises. Analysis of oral discourse could then lead to a new generation of communicative tests with improved 'construct' validity.

89–170 Götz, Joachim and Mühlmann, Horst. Von der Textaufgabe zum Zieltext (II). Fachdidaktische Diskussion der Zieltexterstellung. [From test exercise to specialist target text: specialist discussion of target text production.] *Die Neueren Sprachen* (Frankfurt am Main, FRG), **87**, 5 (1988), 506–38.

After pointing out the inadequacies of guided text analysis in the first part of the paper, the authors propose new ways of testing the student's written proficiency at the upper secondary level. The approach is based on the target text, which is examined in terms of its relevance to the four areas in which writing skills may be called for after leaving school. The production of a target text must be seen simultaneously in the broader context of processing ideas and material for target situations both in and outside of school. Four ways of preparing target texts are derived from this concept and illustrated with examples. This is followed by an explanation of the relationship between the teaching and writing of target texts, with particular reference to written examinations. The authors then seek criteria for the evaluation of written texts prepared by students according to the four new types of assignment.
[Part I: *see abstract* 87–328.]

89–171 Hale, Gordon A. (Educational Testing Service, Princeton, NJ). Student major field and text content: interactive effects on reading comprehension in the Test of English as a Foreign Language. *Language Testing* (London), **5**, 1 (1988), 49–61.

It was hypothesised that a student's academic discipline would interact with the text content in determining performance on the reading passages of the Test of English as a Foreign Language (TOEFL). To test this hypothesis, the present study examined performance on the reading passages in TOEFL forms used in four operational test administrations. The results supported the hypothesis, as students in the two key major-field groups, the humanities/social sciences and the biological/physical sciences, performed better on passages related to their own groups than on other passages. The effect was significant for three of the four test forms. The effect was relatively small in each case, however, as expressed in terms of points on the TOEFL scale, perhaps because TOEFL reading passages are drawn from general readings rather than specialised textbooks. Thus, it is important to distinguish between the statistical significance and the practical significance of the effect.

89–172   Lange, Dale L. (U. of Minnesota) **and Lowe, Pardee, Jr.** (C.I.A., Washington, DC). Rating reading passages according to the ACTFL reading proficiency standard: can it be learned? *Foreign Language Annals* (New York), **21**, 3 (1988), 227–39.

This paper describes a short study investigating how fully potential users of the ACTFL (1, 2) and ILR Proficiency Scales (8) acquire the standard and thus accurately grade reading passages according to the scales. Because the study's participants came from three different languages, French, German and Spanish, English passages served for the training. The passages had been previously rated by the ILR Testing Committee and were subsequently rated blind by the participants in the study. The extent to which the standard was correctly applied was checked by two tasks, ranking passages for difficulty and rating them according to the scales. It was hypothesised that if potential users of the scale could accomplish these tasks with suitable accuracy, then a major criticism of the reading proficiency scales and a significant impediment to their use could be overcome. In the present study, 25 participants in a five-day workshop designed items for testing proficiency in listening, reading, writing and speaking at the University of Minnesota. On the first and final days of the workshop participants attempted the ranking and rating tasks for reading texts. The success achieved on the two tasks suggests strongly that the reading proficiency standard can indeed be learned and passages ranked and rated accordingly.

89–173   Lee, James F. and Musumeci, Diane (U. of Illinois). On hierarchies of reading skills and text types. *Modern Language Journal* (Madison, Wis), **72**, 2 (1988), 173–87.

This study examines the validity of the guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) for reading proficiency of foreign language learners. ACTFL has divided reading proficiency into three sections – content, function and accuracy. Two parallel hierarchies are constructed – one of text types and the other of reading skills, which are cross-sectioned to define developmental levels.

In order to test these theories, 210 students participated in reading texts, and answering questions on them, which represented five different levels of difficulty. Four different types of reading skill were identified and represented at each level. In all, there were 11 texts and 44 tasks, which were given to everyone.

Results raised doubts about the validity of ACTFL's premises. No evidence was found for the proposed hierarchy of text types or reading skills. The performances of the learners from all levels were remarkably similar to each other, and remarkably distinct from the hypothesised model.

The data obtained also raised many other questions and suggested certain directions for research to follow. In conclusion, the ACTFL proficiency guidelines were considered premature in their attempt to define actual reader performance.

89–174   Raffaldini, Tina (DePaul U.). The use of situation tests as measures of communicative ability. *Studies in Second Language Acquisition* (Bloomington, Ind), **10**, 2 (1988), 197–216.

In recent years, universities and secondary schools have increasingly used the ACTFL/ETS Oral Proficiency Interview (OPI) to measure the ability of learners to communicate in a foreign language. This article discusses the OPI in relation to current models of communicative skills and argues that the OPI fails to measure important aspects of communicative ability. Two Situation Tests, one written and one oral, are proposed as alternative measures of communicative ability and are described in detail. The two tests as well as the OPI were administered to American university students who had spent a year abroad studying French. This article reports on the changes in the communicative skills of the students during the year after their return to the United States. Statistical comparisons between the OPI and the Situation Tests are presented showing that the OPI is primarily a measure of grammatical competence. The article concludes with the claim that Situation Tests can provide a more complete assessment of communicative ability than the OPI.

89–175   Zeidner, Moshe and Bensoussan, Marsha (U. of Haifa). College students' attitudes towards written versus oral tests of English as a Foreign Language. *Language Testing* (London), **5**, 1 (1988), 100–14.

The major aim of the research described here is twofold: (*a*) to compare students' attitudes towards oral versus written English language tests, and (*b*) to examine the nature of the relationship between students' affective dispositions towards language tests and level of test performance. The study is based on a sample of 170 students at Haifa University enrolled in the advanced reading course of English as a foreign language. Students responded to an examinee feedback inventory specifically designed to gauge examinees' perceptions of key variables related to mode of test presentation (oral v. written examinations). In addition, background information was collected on students' gender, sociolinguistic background, father's education, the university psychometric entrance examination (including the English proficiency test score), and average grade in department of study. On the whole, students preferred written over oral tests and rated the former more favourably along a variety of dimensions. Written tests were perceived to be more pleasant, valuable, fair, less anxiety evoking and more reflective of students' comprehension of the English text than oral tests. Oral tests, on the other hand, were viewed to be more interesting to take than written tests. No meaningful relationship, however, was observed between students' attitudes and test performance.

Curriculum planning

89–176   Baetens Beardsmore, Hugo and Kohls, Jürgen. Immediate pertinence in the acquisition of multilingual proficiency: the European Schools. *Canadian Modern Language Review* (Toronto), **44**, 2 (1988), 240–60.

Two aspects of the European School network are highlighted in this article. The first part provides a detailed description of the structure and programme of these multilingual schools which teach through the medium of nine languages. Particular attention is given to the role of languages in the curriculum. The second part analyses the linguistic outcome of the system of education, with particular emphasis on a comparison with Canadian immersion programmes. Research findings are examined for an explanation of the high levels of bilingualism prevalent in European Schools. The roles of input, output and pertinence are examined in the light of social engineering built into the curriculum as a means of fostering multilingual contacts.

89–177   Heining-Boynton, Audrey L. (Olivet Coll., Mich). Current Foreign Language in the Elementary School programmes in the state of Michigan. *Foreign Language Annals* (New York), **21**, 3 (1988), 241–51.

Foreign language experiences in the elementary schools are making a comeback. Several states and numerous school districts are instituting extensive early second-language experiences; others are investigating the option and are looking for information from programmes currently in existence. This study describes basic characteristics of Foreign Language in the Elementary School (FLES) programmes in the state of Michigan. Goals and objectives were identified, and perceptions were recorded as to whether the indicated outcomes were being achieved. Also ascertained were the languages offered, learning materials and pedagogical techniques used, and time spent on foreign language instruction for various grade levels. Other topics covered in this paper are articulation with the junior high and high school, programme strengths and weaknesses, perceived collegial and community support, and evaluation. The information gathered from this research is intended to be used for comparison with findings of earlier studies, to furnish information to schools interested in establishing FLES programmes, and to provide a vehicle of self-evaluation for programmes already instituted.

89–178 Martin, J.-P. Schüler in komplexen Lernumwelten. [Pupils in complex learning environments.] *Praxis des neusprachlichen Unterrichts* (Dortmund, FRG), **35**, 3 (1988), 294–302.

The author explains the background which has led him to develop a curriculum for teaching French to German pupils based on cognitive psychology. The aim is to assist the process of differentiation and integration by which man seeks to structure his world and make it controllable. According to Dörner *et al.*, the degree of success in this problem-solving process is increased by the ability to abstract; by epistemic competence (ability to apply previously acquired knowledge in familiar situations), by heuristic competence (trust in one's ability to do something even in the absence of previously acquired knowledge); and by a willingness to explore. To these the author adds empathy and distance. The role of the teacher is seen as one of assisting pupils in their attempts to solve the problems presented by the complexity and uncertainty contained in the curriculum. In time the pupils should become increasingly self-assured and able to seek out new learning environments for themselves. In the lower school pupils themselves present new material to the class or group. In this way they learn to differentiate and integrate material, to develop distance from it, and to empathise with other members of the class or group. The middle school centres on a visit to the country where the language being learnt is spoken. Beforehand pupils learn basic information about the country and to observe and interview. A text distributed to the class just before the visit is intended to encourage rational processing of information and thus reduce fear of the unknown and increase curiosity. In the upper school literature, history and the present are explained as the product of man, who seeks on the one hand calm, order, clarity, and hierarchy, and at the same time adventure, freedom, uncertainty and social equality. Although these tendencies are seen to predominate alternately at different periods in time, it is emphasised that both are present at all stages. This dialectic helps pupils not only in their study of French literature and history, but also in their understanding of the present and of themselves.

89–179 Richards, Jack C. Focus on the learner. *Guidelines (RELC Journal Supplement)* (Singapore), **10**, 1 (1988), 1–16.

The paper explores ways in which curriculum development and methodology in teaching English as a second language can take account of learners, and examines how teachers and researchers can collaborate in the process of developing a learner-centred curriculum. Two sources of information about learners are examined: information about learner needs, and information about learning strategies. Learners require more than a language-skill approach: English is a tool for learning and not merely an end in itself. In a proficiency-based ESL curriculum, language learning is subordinated to the kinds of purposes for which the learner needs to use language in the real world – language learning and content learning are integrated. Needs analysis for such a curriculum at secondary level includes setting goals, carrying out various procedures for data collection, observation, case studies, and consultations.

How can learners be involved in the process by which teaching procedures and strategies are determined? The focus here is on strategies of successful language learners. Profiles of learner strategies can be developed by the combined efforts of teachers, learners and researchers, using interviews, questionnaires, talk-aloud studies and observation. Information obtained from such studies can be used to develop more effective strategies for both teachers and learners.

Course/syllabus/materials design

89–180 Breen, Michael P. (U. of Lancaster) **and Candlin, Christopher N.** (Macquarie U.). Which materials?: a consumer's and designer's guide. *ELT Documents* (London), **126** (1987), 13–28.

This paper offers teachers a set of questions which they can apply to any published or locally produced language teaching materials, with the aim of helping them to choose materials which will be most appropriate to their own learners at various levels and in various teaching settings. The Guide is

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divided into two phases. Phase One poses some initial questions as to the usefulness of the materials in question; Phase Two evaluates these more closely and suggests criteria for the choice and use of materials, focusing on: learner needs and interests, learner approaches to language learning, and the teaching/learning process in the classroom. Desirable features of such materials are suggested, and ways in which the teacher can benefit from what the learners think about the uses and values of materials [basic checksheet for a classroom investigation].

89–181 Ellis, Mark and Ellis, Printha. Learning by design: some design criteria for EFL coursebooks. *ELT Documents* (London), **126** (1987), 90–8.

The broadcasting of information in the world at large via combinations of written text/visual display material, daring uses of colour, etc., has become much more sophisticated over the past 20 years, and users of ELT textbooks are therefore much more discerning and demanding in their expectations of what a coursebook should be and what it should look like. Positing 'design criteria' under the headings of relevance, accessibility and cohesion, the authors attempt to provide yardsticks/key questions by which textbook users can evaluate and select what they use. In discussing 'accessibility', for example, the reading path is fundamental; any effective coursebook possesses a clear pathway from one part of the text to another, from the text to linked visual material and back again. Instances of flawed reading paths are cited from actual textbooks. Finally, a criterial grid and a 4-level scoring system are illustrated, to allow the reader to assess a few popular EFL volumes in terms of their design characteristics.

89–182 Fanning, Paul (Middlesex Poly., London). Skills-based syllabuses: some issues. *English for Specific Purposes* (New York), **7**, 2 (1988), 103–12.

The term 'skills', though prominent in English for Academic Purposes, seems to have a confusingly varied meaning. Moreover, the difference between skills and other sorts of EAP syllabus item is not always clear. When there is such uncertainty about what a skills approach is, there is difficulty in deciding its value. An attempt is made in the article to infer a standard definition capable of generating most of what have been called skills in EAP. Skills are seen as derived from the four traditional language skills of reading, writing, speaking and listening. They are always a competence category, though sometimes one of performance as well. They may or may not include language functions and structures, and they usually imply tasks. 'Macro skills' are particularly useful in EAP syllabuses, while there is also an argument in favour of 'micro skills.'

89–183 Pilbeam, Adrian. Can published materials be widely used for ESP courses? *ELT Documents* (London), **126** (1987), 119–23.

Published materials are rarely appropriate for the multi-faceted needs/objectives of most ESP courses, but the high monetary/time costs involved in producing client-specific materials in-house are prohibitive; writing hour/teaching hour ratios of 10:1 are not uncommon, and it is recommended that ESP course design would still be best served by using coursebooks, particularly in business English applications, where a linguistic 'core' exists, common to a wide range of situations.

Eight main questions are asked (to establish criteria through which prospective coursebooks could be assessed), ranging from 'Is it appropriate?' (i.e. having the right language/professional/cultural level) to 'Is the material of high quality?' (i.e. having gone through the full editorial process). The author concludes that published material can be chosen over in-house products if it meets these criteria and has, for example, a clearly visible syllabus and a modular structure that permits flexibility of use.

89–184 Ramani, Esther and others (Indian Inst. of Science, Bangalore). An ethnographic approach to syllabus design: a case study of the Indian Institute of Science, Bangalore. *English for Specific Purposes* (New York), **7**, 2 (1988), 81–90.

This article argues for an ethnographic reorientation to needs analysis and syllabus design in ESP in advanced postgraduate centres of science and technology. Following a brief description of the

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institutional background that provoked rethinking on the issue of needs analysis, the article draws on the central theoretical concept of the insider-member's knowledge and tries to show its relevance to advanced ESP course design in general and to needs analysis in particular. The article also demonstrates the divergence and convergence in perceptions between the authors as ESP practitioners, seen here as outsider-analysts and the target clientele made up of insider-members of particular 'sub-cultures,' and argues that the greater the con-vergence, the more relevant will be the teaching programmes offered by advanced ESP centres. Such convergence can be achieved by ESP teachers becoming partial members of target communities through 'participatory research' in which they collaborate with insiders to investigate the nature of the communication that occurs in such communities. Such research would undoubtedly contribute to more relevant and enriched pedagogic proposals for advanced ESP.

89–185 Sheldon, Leslie E. (Pitman Education and Training Ltd.). Evaluating ELT textbooks and materials. *ELT Journal* (Oxford), **42**, 4 (1988), 237–46.

The publishing of ELT course books is a multi-million pound industry, yet the whole business of product assessment is haphazard and under-researched. Course books are often seen by potential consumers – teachers, learners and educational purchasers – as market ephemera requiring invidious compromises between commercial and pedagogical demands. Some common practical problems are the failure to describe adequately the language levels of target learners; lack of space for handwriting in workbooks; omission of rationales stating who the course is intended for or how material is selected or sequenced; a surrender to economic pressures which demand maximum textual density; terminological 'looseness'. Publishers sometimes neglect cultural appropriacy, fail to recognise the likely restrictions operating in most teaching situations, and are not always aware of the pedagogical implications of current theory and research in linguistics and language learning.

Checklists and questionnaires have been posited to help teachers to evaluate textbooks but have not had wide currency. Evaluative tools offered to EFL/ESP teachers in training are of a very uneven quality. Reviews in the ELT press have a discursive format which makes comparison between course books difficult: unfortunately, there is no *Which?* for textbooks.

A set of 'common-core' qualitative criteria is advanced, of which the aim is to make evaluation and selection more systematic and informed. This takes the form of a textbook evaluation sheet, with discussion of the various features. Obviously different users will have different concerns; the same textbook may be 'successful' in one context but not in another. No neat formula can provide a definitive answer but evaluative parameters of this kind should help to make appraisal a more coherent, thoughtful enterprise than it often is at present.

Teacher training

89–186 Bolitho, Rod. Teaching, teacher training and applied linguistics. *Teacher Trainer* (Canterbury), **2**, 3 (1988), 4–7.

Teachers often feel a need, for career reasons, to take a Masters course in applied linguistics, but this can be a waste of time and resources, as lecturers on these courses are too theoretically oriented, remote from classroom reality and anxious to protect their privileged positions; their ideas are often expressed in terms difficult to understand, and their competing theories create confusion and insecurity. A better model for teacher development is a group of teachers meeting on equal terms for a humanistic assessment of their own needs, and seeking to grow and change through shared experience.

89–187 Bowers, Roger. Language teacher education: an integrated approach. *ELT Documents* (London), **125** (1987), 3–9.

The author argues for the universality of the educational process, whilst pointing out that comparative education/sociolinguistic studies confirm that the aims of education and the norms of interaction also differ from one culture to another.

The paper introduces the articles collected in *ELT Documents 125*, their focus on the contrast between 'privileged'/'constrained' environments, and the processes and interactions which each engenders.

An integrated approach to teacher education is

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described (diagrams). Appropriate methodological models, especially those relating to the introduction of educational change, are depicted in terms of M1 (classroom methodology) and M2 (project methodology), and analysed with respect to four elements: Approach, Techniques, Curriculum and Resources (diagram). For example, in considering any M1 (a set of principles for language classroom management) one could ask whether the 'Approach' or the 'Techniques' were valid for the local contexts and for all practitioners involved in/accountable for instituting change.

89–188 Bowers, Roger. Developing perceptions of the classroom: observation and evaluation, training and counselling. *ELT Documents* (London), **125** (1987), 138–57.

The author discusses the HORACE counselling paradigm (Hear/Observe/Record/Analyse/Consider/Evaluate), and provides examples of how each phase might be best effected; the main thrust of the approach is that teacher counselling should be emphatically 'person-oriented' and supportive, aiming to assist the individual in the correction or development of his/her teaching skills. It should also be both prospective and retrospective (i.e. looking to the future, but also being sensitive to existing attitudes and concerns). A contrast is drawn with 'training', wherein prescribed, syllabus-based skills or habits are developed in a group context.

In HORACE, the teacher is given some responsibility for identifying his/her own problem areas, on the basis that solutions are thereby more likely to be greeted receptively.

Advice is given in the article on, for example, possible recording techniques such as the use of diaries, code counting (noting the number of times a specified 'behaviour' occurs in a lesson) and the use of full transcript systems. These are assessed in turn against the RACE criteria (Relevance, Acceptability, Comparability and Economy) developed by Carroll (1980). A study of comparability, for example, might involve examining inter-observer consistency.

89–189 Doff, Adrian. Training materials as an instrument of methodological change. *ELT Documents* (London), **125** (1987), 67–71.

ELT innovations generally originate from, and are really restricted to, resource-rich, privileged, Western teaching contexts; the content of teaching materials and training programmes in the Third World needs to be assessed in terms of the constraint-ridden, difficult circumstances operating in relevant local situations. Particular emphasis is given in the article to the In-Service Training Programme developed by CDELT (Ain Shams). The limitations imposed on 'traditional' English teaching in Egyptian schools are described (e.g. large, overcrowded classes, dated textbooks, restricted teacher proficiency in English), and compared with 'new', more communicative methodological models. The actual constraints, as well as a 'conceptual' gap amongst most teachers, limit the range of methodological options which can realistically be presented for teacher absorption; on the other hand, the constraints can also provide a concrete, ineluctable starting point, leading to the formulation of positive 'large class' methods particularly suited to the Egyptian environment.

Even direct teacher training of this type can only have a limited impact on the 'system'. In the long term, across-the-board change can only happen as teachers become trainers and rise in the educational hierarchy. What begins as a low-level input system later becomes an indigenised product having a greatly enhanced influence on educational attitudes and behaviour.

89–190 McCroarty, Mary. Issues in design and evaluation of cross-cultural workshops for ESL teachers and administrators. *Canadian Modern Language Review* (Toronto), **44**, 2 (1988), 295–315.

This article discusses two cross-cultural workshops, one (the TESL Workshop) designed for graduate students in a TESL training programme, the other (the School Workshop) planned for teachers and administrators in a school district. Activities used in each workshop and the rationale for their selection are described. Each workshop included a combination of cognitive, experiential, and affective approaches to cross-cultural topics related to the professional roles of the participants. Evaluation of the workshops was carried out by means of a rating scale and an open-ended questionnaire. The rating scale, a short (10-item) instrument devised to suit the goals and content of each workshop, was

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administered immediately before and after workshop sessions. Pre- and post-workshop ratings, analysed by means of t-tests, revealed that participants in both workshops made significant gains in self-rated cultural knowledge. Questionnaire comments were used to interpret the ratings further. These methods allowed the planners to assess the effectiveness of the sessions by relating gains in participants' self-rated awareness of cultural issues to the specific activities chosen for the workshops.

Findings are discussed in terms of three issues now current in research on training in cultural issues: the role of affective as compared to cognitive methods in training; the use of self-ratings as a course of information; and the nature of appropriate outcomes for such training. Recent theoretical and empirical advances in each of these areas are presented to indicate further directions for such efforts.

89–191 Watson, Keith and Roberts, Richard (U. of Reading). Multicultural education and teacher training – the picture after Swann. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **9**, 4 (1988), 339–52.

This paper examines the recommendations of the Swann and Rampton reports that institutions of teacher education place greater emphasis on 'multicultural' education in their training courses. It shows that many institutions have gone some way towards raising the level of awareness amongst their students concerning working in a pluralist society but that there is still a very long way to go. The majority of institutions now offer option choices in multicultural education. Many have prepared and published whole college policy documents relating to 'multicultural' education; a number have made a strenuous effort to provide their students with experience of teaching in multi-ethnic schools; and some have appointed co-ordinators with special responsibility for multicultural education.

The paper, however, suggests that the improved level of awareness has, in the majority of cases, failed

to be translated into a positive change in the curriculum. Only in a small minority of cases does an awareness of the pluralist society permeate the whole of the institution and the training course. All too often, the multicultural co-ordinator exists as an isolated figure within the institution whilst the multicultural option element frequently exists as a 'bolt on' element to the course as a whole.

Within the institutions there exist many individuals who are committed to the need to prepare students for teaching in a pluralist society. Their level of commitment has certainly been raised by the Swann and Rampton Reports. If whole institution commitment is to be effectively raised, however, there is a need for more effective support in the form of material and financial resources and in-service training.

Teaching methods

89–192 Allen, Edward D. and others (Ohio State U.). Comprehension and text genre: an analysis of secondary school foreign language readers. *Modern Language Journal* (Madison, Wis), **72**, 2 (1988), 163–72.

The article describes an experiment in reading in a foreign language in American secondary schools, in an attempt to determine the extent to which pupils can cope with several types of authentic text, and to assess the appropriateness of certain assumptions on foreign language reading proficiency.

It emerged that (1) authentic texts are important in the new communicative methodologies, (2) pupils understand authentic texts to varying degrees and gather increasing amounts of information, and (3) authentic reading materials can have a high communicative value. The importance of this is that it had been assumed that to understand authentic grammatical ability and spoon-feeding were essential. It was also established that texts could be longer than previously assumed and could, consequently, be more motivating.

Tests provided evidence of a high level of recall and of the use of language acquired at earlier stages. Scoring in French was not so high as in German or Spanish, but it was not clear whether this resulted from more complicated French texts, or from quality of teaching.

Assessment of reading ability is problematic, but there is evidence of a progression through three levels. Of the four types of text used in the experiment (general interest article, newspaper article, friendly letter, business letter) certain types were easier than others, but this may have been because of the type of reader, not because of the level of exposure of language.

More research into reading abilities and into the developmental aspect through distinct levels of proficiency are recommended.

89–193   Anderson, Richard C. (U. of Illinois) **and others.** Growth in reading and how children spend their time outside of school. *Reading Research Quarterly* (Newark. Del), **23**, 3 (1988), 285–303.

Few studies have provided precise data on how much reading school children do. Fewer still have examined the relation between amount of reading and reading achievement. In the studies reported here, 155 fifth-grade students wrote down every day on activity forms how many minutes they spent on a wide range of out-of-school activities. Forms were completed for periods ranging from 8 to 26 weeks. The distribution of times for most activities was positively skewed. Among all the ways children spent their time, reading books was the best predictor of several measures of reading achievement, including gains in reading achievement between second and fifth grade. However, on most days most children did little or no book reading.

89–194   Barnett, Marva A. (U. of Virginia). Reading through context: how real and perceived strategy use affects L2 comprehension. *Modern Language Journal* (Madison. Wis), **72**, 2 (1988), 150–62.

Some 278 fourth-semester US students of French were given a French reading comprehension test, a questionnaire on the reading strategies they thought they used (a list including both generally recommended and less useful strategies was supplied), and a completion exercise designed to test actual strategy use at word and text level. Comprehension scores correlated with both perceived strategy use (questionnaires) and actual use: correlations were 0·24 and 0·38, both significant at better than 0·001. In a subsidiary experiment, however, a group which had had special teaching on reading strategies scored only very slightly higher on all variables.

89–195   Blanche, Patrick (AMVIC Inst. of Foreign Language, Okayama, Japan). Self-assessment of foreign language skills: implications for teachers and researchers. *RELC Journal* (Singapore), **19**, 1 (1988), 75–96.

Self-assessment accuracy is a condition of learner autonomy. If students can appraise their own performance accurately enough, they will not have to depend entirely on the opinions of teachers and at the same time they will be able to make teachers aware of their individual learning needs. The purpose of this article is (1) to summarise the literature on self-evaluation of foreign language skills and (2) to show what it could mean to teachers and researchers. The conclusions of several self-assessment studies are somewhat contradictory, but these differences seem to support Krashen's Monitor Model/theory. Therefore both teachers and researchers should keep in mind that foreign language learners' self-estimates may be influenced to a varying degree by the use of the Monitor.

89–196   Brislan, Patrick S. (Elder Conservatorium of Music). Music and accelerative learning: some historic and current applications. *Journal of the Society for Accelerative Learning and Teaching* (Des Moines, Iowa), **12**, 3/4 (1987), 115–39.

Music has long been recognised as an art, science and form of therapy, in myth and legend. Modern scientific methods have enabled objective studies to be undertaken which show how music can exert both harmful and beneficial influences on the individual's psychological, physiological and neurological make-up. The acoustic environment, which includes music as well as other sounds, has undergone profound changes over centuries resulting in altered 'soundscapes'. Since musical sound has the capacity to promote well-being, which is in turn an essential prerequisite for effective accelerative learning, then appropriate uses of musical sound need to be thoughtfully applied. This paper reviews reports of three different investigations into specific uses of music: as an aid to language discrimination in young children, as a means of alleviating laboratory-induced stress, and as a positive influence on the regulation of some functions of the autonomic nervous system.

89–197 Byrnes, Heidi (Georgetown U.). Whither foreign language pedagogy: reflections in textbooks – reflections on textbooks. *Die Unterrichtspraxis* (Philadelphia, Pa), **21**, 1 (1988), 29–36.

Textbooks now specify goals in terms of real-world tasks and are more realistic about classroom expectations. A meaning-transfer perspective requires a pragmatic dimension recognising the maxims of conversational behaviour. This has yet to be reflected both in classroom and textbooks.

Textbooks are beginning to explore the unique nature of each skill, particularly listening and reading. However, cognitive involvement in writing may most effectively develop an awareness of the importance of discourse organisation. The implications this could have for advanced speaking skills have hardly been explored.

No one approach is adequate if exclusive. We should support an electric approach, selecting materials according to structural, functional, thematic, notional and situational criteria. Materials should be based on meaning-linked discourse grammar rather than sentence grammar.

In a communicative classroom the teacher's role is different from what it was in the audio-lingual era. The social, intellectual and personal climate is important. The textbook can suggest, but only the teacher can realise. The textbook is there to help and it is the teacher's task to take charge.

89–198 Casanave, Christine Pearson (Stanford U.). Comprehension monitoring in ESL reading: a neglected essential. *TESOL Quarterly* (Washington, DC), **22**, 2 (1988), 283–302.

Successful reading comprehension depends not only on readers' ability to access appropriate content and formal schemata. It also depends on their ability to monitor what they understand and to take appropriate strategic action. L2 reading research and pedagogy might fruitfully be expanded to explore how different kinds of L2 students can be helped to monitor their reading comprehension. Suggestions in this article include how to introduce students to the concept and language of routine monitoring and, from L1 training studies, how to teach specific

monitoring and repair strategies to individuals with special reading problems (reciprocal teaching) and to larger, more 'average' groups (a think-aloud procedure). Our underlying knowledge about such monitoring behaviours might be viewed as strategy schemata, which, in addition to schemata for content and form, influence how we understand what we read. Learning to articulate this knowledge is thought to enhance learning, at least in the classroom context. Applications to the many L2 contexts remain to be explored.

89–199 Cook, V. J. Designing CALL programs for communicative teaching. *ELT Journal* (Oxford), **42**, 4 (1988), 262–71.

This article describes three stages in the development of CALL programs to fit the communicative approach to language teaching, which is here understood as an approach that emphasises meaningful interaction and information exchange.

The three stages are exemplified by programs called *Escape from Utopia* (based on an ELIZA keyword-matching technique), *Shannon's Game* (a syntactic parser approach that uses PROLOG), and *Station* (an information-processing approach that also uses PROLOG). The three stages exemplify progressively deeper ways of handling language by computer. The article suggests that the first stage superficially allows students to interact meaningfully

with the computer, and that keyword matching has severe limitations and is incapable of further development. The second stage, parsing, is considered an improvement on traditional teacher techniques rather than a contribution to the communicative approach. The third stage is regarded as more fully usable within communicative methodology, since it requires programs that represent and handle information as well as parse structure.

The article concludes that there is no necessary incompatibility between the communicative approach and CALL, even if considerable development is needed.

89–200 Cunow, J. and Günther, K. Sinngemäßes Übertragen und fremdsprachiges Reagieren als wichtiger Beitrag zur Ausbildung produktiven Sprachgebrauchs. ['Conveying the sense' and 'responding in the foreign language' as important contributions to training in the creative use of language.] *Fremdsprachenunterricht* (Berlin, GDR), **7/8** (1988), 313–23.

This article concentrates on two reasons for interruption or breakdown in the creative use of language. These are that, although the necessary expressions are known, they are not sufficiently internalised, and that there is a discrepancy between the speaker's intention and his knowledge of the linguistic means to fulfil it. In this context the authors examine two activities specified in both the present and new draft GDR foreign language curricula, 'conveying the sense' and 'responding in the foreign language'. Since knowledge of the mother tongue will always exceed knowledge of the foreign langauge, there is often a discrepancy between what pupils wish to say and their ability to express it in the foreign language. Pre-planning in the mother tongue and learning by heart are of limited value in overcoming this barrier and it is therefore necessary to convey the sense. This may be done by condensing the message to its kernel: omitting secondary or additional information; substituting known foreign language elements for unknown; definition or explanation; or mimic, gesture, drawing, etc. All these techniques require practice, often initially in the mother tongue, and it should be made clear that some loss of meaning is inevitable. Definition should be regarded as a last resort, and requires a relatively high degree of knowledge of the language. In order to maximise the amount of practice, written exercises and pair or group learning are recommended. 'Responding in the foreign language' (a limited form of role play) is intended to increase fluency in specific situations and in the use of specific phrases. As many variants as possible should be introduced and by using set phrases in constantly new (modified, extended) contexts they should be brought into the creative use of language.

89–201 DeCarrico, Jeanette and Nattinger, James R. (Portland State U., Or). Lexical phrases for the comprehension of academic lectures. *English for Specific Purposes* (New York), **7**, 2 (1988), 91–102.

Comprehending academic lectures has long been a problem for ESL students. An approach to this problem based on 'lexical phrases' chunks of language of varying length, offers a promising new solution. This study examines the lexical phrases that occur in several representative academic lectures and categorises them in terms of the 'macromarker' discourse functions they perform. It then suggests ways of teaching such lexical phrases and functional categories to enhance students' ability to comprehend lectures, principally by teaching them to predict what type of information is coming up next and to organise and interpret the flow of information more easily.

89–202 Dunkel, Patricia (Pennsylvania State U.). The content of L1 and L2 students' lecture notes and its relation to test performance. *TESOL Quarterly* (Washington, DC), **22**, 2 (1988), 259–81.

The lecture notes of 129 L1 and L2 students were examined in terms of five indices for the content of notes: (a) the total number of words and notations, (b) the number of information units, (c) the number of test questions answerable from the notes, (d) the completeness of the notes, and (e) the efficiency of the notes. Three stepwise multiple regression analyses of the data were conducted to identify which of the indices predicted achievement on the postlecture quiz covering lecture concepts and details for (a) the L1 note takers and the L2 note takers as a group, (b) the L1 note takers, and (c) the L2 note takers. Results suggest that L1/L2 note takers who scored high on the recognition measure compacted a large amount of the lecture material into propositional pieces of information and detected and recorded information that subsequently appeared on the postlecture test. Implications of the findings for pedagogy and note-taking research are suggested.

89–203 Frey, Herschel (U. of Pittsburgh). The applied linguistics of teacher talk. *Hispania* (Worcester, Ma), **71**, 3 (1988), 681–6.

Teacher talk is the main activity in an FL classroom and thus the main source of input. Research has shown that the best FL teachers consistently employ more target language, varying and personalising it. 'Teacher talk' is anything that the teacher says spontaneously, the actual content of which is created to suit a particular need (i.e. not fixed or structured segments of a lesson such as drills or dialogues). It is not sufficient to give teachers the general advice to employ 'appropriate language'. *Pace* Krashen, students need more practice in listening comprehension than the classroom can provide, and unless the teacher makes a constant effort to control the content of the language for practice, too much of the input will not be understood. That is, the linguistic content of what the student listens to does matter. Simplified and controlled language does not have to be artificial in a negative sense.

Some guidelines for sound teacher talk are: (1) the level should fit the learner and the situation; (2) the language should balance practice of both the lexicon and the grammar and should not be made too easy; (3) teacher talk should be varied, with the use of paraphrase and alternative structures; (4) the content should suit the specific purpose of each sentence or group of sentences.

As to methodology, the following steps should be followed in using a given point of grammar or a lexical item: introduce/practice and vary/re-enter/combine. It is useful to tape classes so that segments of teacher talk can be analysed as to effectiveness. [Examples.]

89–204 Horner, David (British Institute, Paris). Classroom correction: is it correct? *System* (Oxford), **16**, 2 (1988), 213–20.

Feedback is an essential part of language acquisition, and correction is generally accepted as its classroom equivalent, but what evidence is there that correction actually works? It seems that teachers treat errors inconsistently and ambiguously; non-correction can be confusing for other members of the class, and may encourage a class pidgin. In the heat of classroom interchange, it is impractical to differentiate between sources of error. Teachers seem mainly to correct grammar, yet semantic errors may create more problems. There are conflicting findings on the effect of pronunciation. Teachers, particularly non-native teachers, are harsh judges of errors as compared with ordinary native speakers.

Allowing learners to correct their own errors can be very effective. Peer correction is probably more effective than teacher correction. Most teachers try to avoid interrupting communicative exchanges when correcting. Errors can be noted on some sort of chart and used as the basis for class work. Oral production can be recorded and transcribed: if learners are unable to recognise errors they have presumably not mastered the item yet. As far as essays are concerned, the most successful correction techniques combine error location, either by the teacher or the learner, followed by correction and possibly explanation.

Three main principles can be deduced concerning error correction: (1) correct – correction appears to have some effect, if only because learners expect it; (2) do not correct overtly unless all else fails (try the learner first, then other members of the class); (3) do not try to correct everything.

89–205 Jamieson, Joan (Northern Arizona U.) **and Chappelle, Carol** (Iowa State U.). Using CALL effectively: what do we need to know about students? *System* (Oxford), **16**, 2 (1988), 151–62.

Whether CALL is effective in language acquisition depends on five variables concerning the learner: age, expectations, ability, learning style, and affect (or attitude) of the learner. Each has problematic aspects, e.g. adult and child learners are likely to have acquired different learning styles, their expectations, abilities and attitudes may be quite dissimilar. It is difficult to assess objectively the effect of a CALL activity because, for one thing, the computer cannot replicate natural communication. But there is a need to examine relevant learner variables and the process of learning, and to make CALL materials and lessons attractive and appropriate to students' requirements.

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89–206 Lörscher, Wolfgang and Schulze, Rainer (U. of Essen, FRG). On polite speaking and foreign language classroom discourse. *IRAL* (Heidelberg, FRG), **26**, 3 (1988), 183–99.

Within the constraints of the classrooms where topics are often trivial, and didactic aims are frequently more important than semantic and interpersonal aspects of communication, and where there is an asymmetric role relationship between teacher and pupil, foreign language discourse lacks explicit politeness formulae. As a result of these constraints, and also because competence in the foreign language is partial only, errors in understanding and in production occur in real communicative situations.

It is recommended that strategies for politeness be identified, and practised in certain activities in a lesson, for example in role play and in group exercises, with the emphasis on interactional elements of everyday communication and their application in a genuine foreign language context.

89–207 Lundberg, Ingvar and others (U. of Umeå). Effects of an extensive program for stimulating phonological awareness in preschool children. *Reading Research Quarterly* (Newark, Del), **23**, 3 (1988), 263–84.

A training programme consisting of metalinguistic games and exercises was developed with the aim of stimulating preschool children to discover and attend to the phonological structure of language. The programme was evaluated in a longitudinal study in which 235 Danish preschool children in intact classes had daily training sessions over a period of 8 months. The children received no reading instruction prior to or during training. Pre- and post-test measures were also taken from a comparison group of 155 children. Subsequently, the authors assessed long-term effects of the training on the children's progress in reading and spelling in first and second grades. The design of the study permitted the authors to assess the specificity of the training effects. The programme had no significant effect on functional linguistic skills, such as comprehension of oral instructions, or vocabulary. It did not affect the informal learning of letter names. But it did affect metalinguistic skills: small but significant effects were observed on rhyming tasks and on tasks involving word and syllable manipulation. On tasks requiring phoneme segmentation, the effect was dramatic. Apparently, phonemic awareness can be developed among preschool children outside the context of the acquisition of an alphabetic writing system. However, explicit instruction seems to be required. It was also demonstrated that preschool training in phonological awareness can have a facilitating effect on subsequent reading and spelling acquisition. The positive effect persisted until Grade 2.

89–208 Morrow, Keith (Bell Educational Trust) **and Schocker, Marita.** Using texts in a communicative approach. *ELT Journal* (Oxford), **41**, 4 (1987), 248–56.

Teachers' concern to set up 'communicative' activities has frequently limited their choice of texts for class use to those with a high factual/informational content. Texts have a much wider range of purposes than just the transmission of information. They can be used to provide samples of the target language in action, particularly at the 'presentation' stage. Where teaching units are based on topics or themes, the focus is on the content of the text itself. Interesting texts should motivate students to involve themselves in work in a particular topic area. A chain of exercises is discussed which structures the teaching/learning process of dealing with authentic texts as follows: (1) organising information, (2) implanting skills, (3) developing skills, (4) using skills. Some problems with the approach are discussed.

What does the communicative use of texts actually involve? Three interconnected factors are central: authenticity, involvement and choice. Authenticity here certainly involves the sense of using material taken from 'real life' but equally important is the notion of 'authenticity of response'. The starting point for teaching/learning must be the response of the student as an individual human being – this response is the essence of communication. Response to a text may be of various kinds, viz. informational, emotional, opinion, character/behaviour. A key factor underlying involvement in a text is the personal choice of the reader/listener – the student can be offered a range of texts to choose from. Ideally, we should extend the idea of choice to include what the student does with the text.

Texts should be of potential interest to the students – special-interest or age-group targeted magazines are an obvious source. 'Quality' of text is not a criterion, and 'difficulty' is only a marginal criterion. Texts need to be prepared for use by being cut out and mounted on card, so that a 'bank' of texts can be built up. For each text, various 'focuses for involvement' need to be developed. Students will work first individually, then in pairs/groups.

89–209 Nation, Paul (Victoria U. of Wellington, New Zealand). Using techniques well: information transfer. *Guidelines (RELC Journal Supplement)* (Singapore), **10**, 1 (1988), 17–23.

The article discusses the questions that a teacher can ask to check the effectiveness with which a technique is used (here, the information transfer technique is used as an example). The questions are : (1) How will the language items learned today help with tomorrow's language use? (2) Is the information presented in the activity useful? (3) How much control do the learners have over the learning?

Texts can be analysed to show a physical structure pattern in the form of a grid, suitable for many different types of text, which the student completes

from his reading of the text. The learning from this use of the information transfer exercise can be of three types: (*a*) developing familiarity with language items used in the text. (*b*) mastery of the content of the text as a result of having to process it deeply, and (*c*) awareness of the physical structure pattern so that is can be applied to other texts (the most generalisable and hence the most useful type of learning).

A self-questioning strategy is described which allows learners to create their own information transfer diagrams.

89–210 Nihalani, Paroo (National U. of Singapore). Communication: Received Pronunciation and Third World. *ITL* (Louvain, Belgium), **79/80** (1988), 61–75.

The widespread use of Daniel Jones' *English pronouncing dictionary* in the commonwealth countries seems to imply that British Received Pronunciation (BRP) is the model of English prescribed for the learners of English in these countries. The author believes that this form of pronunciation represents an unrealistic objective and one that is perhaps undesirable. RP is the 'normative model' that limits itself to the consideration of communicative intentions attributed to the speaker only. A communicative model would be preferable

which goes by the measure of success with which a transaction between two participants is negotiated.

The paper discusses the importance of para-phonological features such as 'pleasant' voice quality for communicative purposes. Perhaps a course in Spoken English based on 'diction' and 'dramatics' rather than on the exact phonetic quality of sounds would prove to be more effective. Phonetic correlates of what is called 'pleasant' voice quality are also discussed.

89–211 Nortier, J. and Timmernans, H. Het taalgebruik van leerkrachten en de cultureel-etnische samenstelling van klassen. [Teachers' use of language and the cultural and ethnic composition of classes.] *Levende Talen* (The Hague), **433** (1988), 437–41.

As part of the AUTAL project, which is examining the relationship between the cultural and ethnic composition of classes and factors such as the attitudes and cognitive skills of native and non-native Dutch-speaking pupils in the top classes of primary school, the authors carried out a study of the complexity of language used by teachers in three classes in different schools in the Hague, Utrecht and Rotterdam. The pupils fell into three groups: autochtone (mother-tongue speakers of Dutch); allochtone (second-language speakers of Dutch) pupils who started in the lowest class of primary school; and allochtone pupils who began primary

school at age 6 or 7. The three classes were classified according to the percentage of allochtone pupils in them and three speaking situations were examined: when the teacher spoke to the whole class; when the teacher spoke to an individual, but so that the whole class could hear; and when the teacher spoke to an individual so that only the individual pupil could hear. Previous assumptions about the teachers' use of language were not confirmed, the most notable finding being that teachers in all three classes addressed allochtone pupils who had begun primary school at age 6 or 7 in simple language when speaking for only the pupil to hear, but not

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otherwise. This may be due either to a desire not to hold up the class or to make the pupil feel part of things. Overall it seemed likely that such differences in complexity of language as there were, were due to teachers' personal perceptions rather than the number of allochtone pupils in the class. It is emphasised that this was a small piece of research based on limited data. Its importance lies in defining an area for further research.

89–212   Nyns, Roland R. Using the computer to teach reading comprehension skills. *ELT Journal* (Oxford), **42**, 4 (1988), 262–71.

This article claims that despite the shortcomings of current software for Computer Assisted Language Learning (CALL), the computer is an adequate medium of teaching (some) reading comprehension skills. The author stresses using the computer as a tool at the teacher's disposal, as opposed to using the computer as a surrogate teacher. Three examples of exercises which are part of a semi-structured CALL system are given, following which there is a short description of how users have access to a database system which is designed to correspond to a student population's specific vocabulary requirements, while keeping the teacher informed of these.

89–213   Palmberg, Rolf (Åbo Akademi, Finland). Computer games and foreign-language vocabulary learning. *ELT Journal* (Oxford), **42**, 4 (1988), 247–52.

This article reports on an experiment designed to test the effectiveness of computer games as a teaching aid in foreign-language vocabulary acquisition. Using *Pirate Cove*, two Swedish-speaking children achieved rapid results, and in later testing demonstrated good receptive knowledge of English.

If the game is motivating and there is an appropriate context, and if it is suited to teaching aims and learners' needs, then it is useful for the introduction of vocabulary and for communication in general. Amongst advantages are the possibility of self-access, and of working singly and in groups with individual tasks such as list-making. Worksheets are also useful, for information collection and for follow-up practice such as discussion and report-writing, in which the new vocabulary can be practised.

89–214   Palmberg, Rolf (Åbo Akademi, Finland). On lexical inferencing and language distance. *Journal of Pragmatics* (Amsterdam), **12**, 2 (1988), 207–14.

The paper presents the outline and main results of an experiment requiring two Swedish-speaking children with no experience of learning English at school to try to make sense of an English text that fully exploits formal similarities between the two languages. The experiment demonstrates how selected reading material can be used in order to facilitate comprehension of foreign texts for young learners of a language which is closely related to their mother tongue.

89–215   Reitsma, Pieter (Paedologisch Inst., Amsterdam). Reading practice for beginners: effects of guided reading, reading-while-listening, and independent reading with computer-based speech feedback. *Reading Research Quarterly* (Newark, Del), **23**, 2 (1988), 219–35.

The purpose of this study was to determine which of three ways of practising reading best facilitates the development of efficient reading skills in beginners: guided reading, reading-while-listening, or independent reading with computer-generated speech feedback available for students to use at will. Seventy-two first-grade students in the three experimental conditions and a control condition read a passage of text each day for five consecutive days. Except in the control condition, the five texts repeated 20 target words that were relatively hard to read for beginners. Students were tested on the 20 words before and after treatment, and changes in rate and accuracy were analysed. Both guided reading and independent reading with self-selected speech feedback were found to be significantly more effective than the control and reading-while-listening conditions. The findings suggest that increases in reading efficiency depend largely on the amount of independent, self-propelled reading activity of young readers. If such independent activity is included, computer-aided practice with speech feedback seems promising as a means of improving reading skills in beginners.

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89–216   Reutzel, D. Ray and Hollingsworth, Paul M. (Brigham Young U.).
Highlighting key vocabulary: a generative-reciprocal procedure for teaching selected
inference types. *Reading Research Quarterly* (Newark, Del), **23**, 3 (1988), 358–78.

This study investigated the effectiveness of high-lighting key vocabulary and of a generative-reciprocal inference procedure for teaching third-grade readers to make inferences. The authors assigned 71 third-grade students to three blocks according to reading ability as measured by a standardized reading achievement test. Subjects from each block were then randomly assigned to one of three groups. In the Generative-Reciprocal Inference Procedure (GRIP) group, subjects received 19 lessons on highlighting key vocabulary terms in text as clues to making inferences in passages and practised using the terms to generate their own inferential passages; students and teachers then engaged reciprocally in solving the passages gener-ated. In the basal inference instruction group, subjects received 19 inference lessons taken from 5 third-grade basal reader series. In the control group, subjects continued in the prescribed scope and sequence of the district's adopted basal series. Teachers were trained to teach the lessons in all three groups. A series of near, far, and delayed transfer measures assessed the effectiveness of the treatments. The results indicated a strong treatment effect for the GRIP over the basal and control groups. These findings were interpreted as support for strategies that help students effectively and selectively attend to text clues as an aid to making inferences.

89–217   Rezeau, Joseph (Coll. Privé Richelieu, La Roche sur Yon). Que faire
avec un outil professionnel en EAO des langues? [What should be done with a
professional tool in computer-assisted language learning?] *Langues Modernes*
(Paris), **82**, 5 (1988), 49–60.

Many existing programs can be modified or adapted for language teaching. The use of authentic pro-fessional material reinforces learner autonomy. Facilities such as concordancing can readily be used for teaching purposes. The mailing list facility lends itself to the production of variants of texts. CEEFAX and MINITEL have much to offer both teacher and learner. [Examples, glossary.]

89–218   Ross, Steven (Kobe U. of Commerce) **and others.** First language
composition pedagogy in the second language classroom: a reassessment. *RELC
Journal* (Singapore), **19**, 1 (1988), 29–48.

Much L2 writing theory has been extrapolated from L1 literature on L1 writing processes. Three practices encouraged are sentence combining, journal writing and composition reformulation techniques. This article discusses the implications of these techniques and shares the results of research into their relative effectiveness in an L2 context.

Japanese freshmen were alphabetically assigned to composition groups concentrating for one year either on correction, journal writing or reformu-lation. Half of each class additionally did sentence combining, while the others did grammar exercises.

The writers had three initial hypotheses. (1) There would be greater fluency, accuracy and syntactic maturity in the journal writing group. This was partially supported by the research, though limited to narrative prose. (2) Students who practised sentence combining would write syntactically more complex sentences. This hypothesis was not sup-ported. (3) There would be a differential effect in the development of writing fluency, complexity and accuracy on the narrative and expository modes. The writing volume of the journal group was indeed greater.

Journal writing would appear to be good extracurricular practice at the beginning of L2 learning. Sentence combining would be better withheld until sufficient basic writing fluency has been achieved and reading skills are developed.

89–219   Swaffar, Janet K. (U. of Texas). Readers, texts and second languages: the interactive processes. *Modern Language Journal* (Madison, Wis), **72**, 2 (1988), 123–49.

This paper reviews research on reading and suggests implications for classroom practice. Because readers cannot retain a verbatim memory of texts for more than a few seconds, they must construct schemata (representations of reality usually following a known pattern), and reading is successful if a reader's schema interacts effectively with that of the text. L2 readers, even at advanced level, are often much worse at this than L1 readers, but the difference can be greatly reduced by explicit teaching of reading strategies. There is some evidence, however, that below a certain level of competence strategy use is impossible, suggesting that the learning of some minimum vocabulary and syntax is a prerequisite for effective reading.

The author advocates careful text selection, having regard to student interests and to transparency of discourse structure; use of L1 recall; and opportunities for students to state and re-examine in a non-judgmental atmosphere their schematic assumptions. Interactive reading implies two kinds of comprehension: text-based, capturing logical structures, author perspective, etc; and reader-based, relating to personal motivation, taking issue with the text and allowing the possibility of meanings not envisaged by the author.

89–220   Tudor, Ian. Translation – between 'learning' and 'acquisition'. *Die Neueren Sprachen* (Frankfurt am Main, FRG), **87**, 4 (1988), 360–71.

The article examines the function of translation in language teaching in the light of Krashen's distinction between learning and acquisition. It is proposed that translation can have a consciousness-raising function, making learners more explicitly aware of the form of L2 input, and can thereby give rise to a learning mode intermediate between formal learning and acquisition – enhanced acquisition. This derives from the creation in learners, via the L1 stimulus text, of a perceived need for targeted resource expansion together with the provision of extensive L2 reference materials. The approach is exemplified with respect to the technique of documentation-based translation.

89–221   Vanderplank, Robert. The value of teletext sub-titles in language learning. *ELT Journal* (Oxford), **42**, 4 (1988), 272–81.

In this study, 15 European learners of English, between high-intermediate and post-proficiency level, watched nine hour-long sessions of BBC general output television programmes with CEEFAX English language sub-titles. The aim of the study was to investigate the potential benefits to be gained in terms of language learning from watching sub-titled programmes. The subjects provided detailed feedback on language gained from the programmes, on their reactions to the sub-titles, on strategies used in exploiting the sub-titles, on levels of anxiety, on the comprehensibility of the sound and text, and on the programmes themselves. The subjects also undertook a limited number of language-oriented activities connected with the programmes. Subjects reported that they found the sub-titles useful and beneficial to their language development and that they were able to develop strategies and techniques for using sub-titles flexibly and according to need. The findings suggested that sub-titled programmes may be of limited value for low-level learners, but may provide large amounts of comprehensible input for post-intermediate-level learners. The findings also indicated that sub-titles promote a low affective filter, encourage conscious language learning in 'literate' learners, and, paradoxically, release spare language-processing capacity.

89–222   van Ek, Jan A. (formerly U. of Groningen, The Netherlands). Coping. *Language Teacher/Múinteoir Teanga* (Dublin, Ireland), **1**, 1 (1988), 35–40.

Even in using our native language, we find gaps in our knowledge which oblige us to express ourselves in a different way from what we would have preferred, i.e. to use compensatory strategies. 'Near-native speakers' of a foreign language will use such strategies, though they may not be very noticeable; the great majority of foreign language learners will inevitably have to make frequent use of them. Those who learn in a classroom are likely to be more inhibited and have a lesser capacity for

'coping' then learners who learn in an environment where they are 'surrounded' by the foreign language. Unfortunately, educational practice discourages learners from deploying compensatory strategies rather than encouraging them (in the past, they were penalised for 'evasion'). The modern 'communicative' approach aims to providing learners with the ability to cope with the demands of those communication situations they are most likely to find themselves in (and even with those which are not so predictable).

The main coping strategies are listed. The following are used in our native language: retracing; rephrasing; substitution; description; demonstration; gesture, mime, sounds; appeal for assistance. Strategies more typical of the use of a foreign language are: foreignising; transliteration; word-creation; mutilation; language switch. Even strategies like mutilation may be better than abandoning the topic altogether, so teachers should be tolerant enough to give students the confidence to 'cope' at critical moments.

Learners can be taught to cope if teachers (a) stimulate awareness of native-language coping strategies and their potential for use in the foreign language; (b) occasionally over-tax their student's linguistic resources to provoke the use of compensatory strategies; (c) remain tolerant, and (d) offer opportunities for organised practice of compensatory strategies, particularly of those which fulfil the criteria of communicative effectiveness and avoidance of formal incorrectness (e.g. paraphrasing strategies) [examples].

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