
Language learning and teaching – theory and practice

Theory and principles

91–264 Grittner, Frank M. (Wisconsin Dept. of Public Instruction). Establishing continuity between elementary, middle and secondary school programs. *Foreign Language Annals* (New York), **23**, 4 (1990), 293–5.

If we believe foreign language study provides a good basic education for all future citizens, we should define how it can be articulated within the school system in terms of intrinsic value, the attrition rate, its role in mainstream teaching and securing

continuity from grade school through high school. Time is the key to proficiency, and the curriculum should specify functions pupils in grades 4–12 can perform, topics they can handle, grammar they can control and culture they can learn.

91–265 Herschensohn, Julia (U. of Washington). Towards a theoretical basis for current language pedagogy. *Modern Language Journal* (Madison, Wis), **74**, 4 (1990), 451–8.

The writer claims that current communicative approaches to language teaching have no theoretical basis, and advocates Chomsky's Universal Grammar as such a basis. Canale and Swain recommended a syllabus organised in functional as well as structural terms, but materials writers have misunderstood this, using functions instead of structures, and failing to consider 'criteria such as degree of complexity, generalisability and transparency with respect to functions' in sequencing grammar. Hostility to

grammar teaching has no empirical foundation; lengthy prescriptive explanations of surface features are not justified, but grammar in its widest sense is an essential part of what the learner needs to acquire, interfacing with other modular systems in communicative activity. What is needed is not a return to grammar-translation (deductive) or audio-lingual (inductive rote presentation) methods, but an inductive approach such that students can consciously perceive the underlying patterns.

91–266 Loulidi, Rafik (U. of Ulster). Is language learning really a female business? *Language Learning Journal* (Rugby), **1** (1990), 40–3.

Research shows not only that in Britain there is a decline in the popularity of language learning, but also that languages are studied by an increasingly greater number of girls than boys. This article considers socio-cultural and educational factors that seem to contribute to the imbalance of the sexes in language learning. Factors that will influence pupils' perceptions of language learning seem to be: the tendency of society to view the study of languages as more acceptable for girls than boys; the perception

of some foreign languages as 'masculine' or 'feminine'; the sex of one's language teacher; differences between male and female speech; the perpetuation of sex stereotyping at school [e.g. through teacher-pupil interaction, school textbooks and teacher training texts, and attitudes of career-guidance teachers]. It is concluded that the imbalance can only be rectified by the adoption of a more positive and balanced approach towards gender roles on the part of society, teachers and parents.

91–267 Markee, Numa (U. of Illinois at Urbana-Champaign). Applied linguistics: what's that? *System* (Oxford), **18**, 3 (1990), 315–23.

This paper traces the historical development of strong and weak definitions of applied linguistics. Strong definitions of applied linguistics assume that the methods and insights of theoretical linguistics are directly applicable to resolving second language teaching problems. On the other hand, weak

definitions do not limit themselves to the resolution of second language teaching problems but potentially address all practical language-related problems. These definitions typically assert the autonomy of the field from the mother discipline; and they draw on a broad range of feeder disciplines in

addition to theoretical linguistics, whose choice depends on which particular language-related problem is to be resolved. This paper argues that weak definitions are preferable in that they provide a most necessary element of flexibility in the theory and practice of applied linguistics which is in tune with

the needs and realities of the wider profession. Finally, the paper illustrates these theoretical principles with a practical example by examining the contributions various feeder disciplines can make to designing a coherent second language curriculum.

91-268 Ney, James W. and Pearson, Bethyl A. (Arizona State U.).

Connectionism as a model of language learning: parallels in foreign language teaching. *Modern Language Journal* (Madison, Wis) **74**, 4 (1990), 474-82.

This article considers the possible Chomskyist objections which could be raised against connectionism (Parallel Distributed Processing) as a valid psycholinguistic description. Connectionism derives from the computing sciences and is difficult to define to the satisfaction of non-technical, literature-trained language teachers, though it does have similarities to behaviourist learning theories and a corresponding classroom relevance. In the Rumelhard and McClelland connectionist model, there are rote-learning and analogy/rule-based phases, as in behaviourism; moreover, many current FL/ESL textbooks [examples] evince exercise types (e.g. drills) which have a philosophical affinity with connectionism.

It has been suggested that connectionism does not accommodate 'hypothesis testing', whereby learners infer a rule and test it against real language use, as espoused in the communicative language teaching approach. The current Chomskyan theory of Universal Grammar has now discarded hypothesis testing in the original sense of environmental linguistic feedback, thus dispensing with a potential objection. Moreover, the fact that connectionism does not rely on generative principles may not be very important, 'generative' now meaning nothing more than 'explicit' in Chomsky's view. Parallel Distributed Processing is emphatically rule-based, and can provide a useful learning paradigm within those limits.

91-269 Nott, David (Lancaster U.). Modern languages in higher education: a view for the 1990s. *Language Learning Journal* (Rugby), **1** (1990), 44-7.

Attitudes to foreign languages in Britain are changing, and the British are now reluctant to live in linguistic isolation. The 1970s were gloomy years for modern language (ML) teaching in Britain, and the renaissance of the 1980s was brought about at least in part by the language associations, which campaigned for a national policy for MLs, helped to define new teaching objectives and methods, and produced a new generation of teaching materials. Educational, social and political indicators point to the 1990s as a period of great opportunities for MLs, although economic factors are less encouraging. ML is no longer seen by students as a 'future teacher's subject', and a language is frequently studied in combination with management and business subjects, on courses involving substantial periods of placement and work experience abroad. ML staff in higher education now have an unprecedented opportunity to develop and assert the educational foundation of their discipline. ML students should become partners in the development of knowledge, understanding, taste and judgement; their own learning strategies and originality should be encouraged. There is a danger in the increasing use of a set of systematic, self-contained materials, as this

could reinforce habits of dependence which need to be replaced steadily by self-reliance and autonomy. The success of self-instruction during private study depends on the fostering of appropriate attitudes and techniques during formal classes and lectures. The teaching qualifications of ML staff in higher education must also come under scrutiny.

A small-scale survey of innovations in ML teaching in British higher education since 1981 revealed syllabus changes involving greater use of the FL as a working medium, and assessment changes with greater emphasis on oral skills. Equipment such as television (satellite and video), microcomputers and interactive video is in widespread use. Greater attention is paid to preparation of students for their placements abroad, and to closer integration of the year abroad with the degree course as a whole. In the 1990s, EC schemes such as Erasmus and Lingua will have a major impact on policy and practice in this area. ML departments are well aware of the effects of changes at GCSE and 'A' level, and of the need to introduce *ab initio* courses in languages other than French. Self-instruction is increasing as a means of coping with rising student numbers.

91–270 Olson, David R. and Astington, Janet W. (Ontario Inst. for Studies in Ed.). Talking about text: how literacy contributes to thought. *Journal of Pragmatics* (Amsterdam), **14**, 5 (1990), 705–21.

Recent examination of the effects of the role of literacy on cognition suggests that these effects cannot be tied exclusively to the acquisition of reading and writing skills. This paper advances the argument that literacy has its impact on cognition indirectly, through the invention and acquisition of a complex set of concepts, expressed in a meta-language, for talking about texts. These devices turn linguistically-expressed propositions into objects of

thought. An empirical examination of children's knowledge of these specialised devices for referring to talk and thought indicates that they are acquired in the later school years. The sources, development, and implications of this specialised vocabulary are discussed. It is concluded that talk about text may be as important as the skills of reading and writing, in developing those skills usually identified as 'literate'.

91–271 Porcher, Louis (U. Sorbonne Nouvelle). L'évaluation des apprentissages en langue étrangère. [Evaluation of the learning process in a foreign language.] *Etudes de Linguistique Appliquée* (Paris), **79** (1991), 5–37.

There has been a great change in the aims of learning a foreign language, in the reasons and in the methods for doing so, as well as in the type of learner, who is now often an adult. The advent of trains, cars and 'planes meant increased travel, which in turn meant that more people wanted to learn foreign languages in order to communicate with foreigners. The arrival of television, radio and other media tools also influenced people to learn foreign languages by showing them that to speak a foreign language is normal and does not present insurmountable difficulties. New learning aids, such

as tapes and video cassettes, can help students to learn by themselves.

People are now more conscious of the need to speak a foreign language, are in a hurry to learn quickly and frequently do not want to learn in a class. They favour methods such as vocabulary learning which is relatively quick: such methods offer tangible evidence of learning. Other aspects of learning a foreign language considered are the important role of assessment, and the relationship between teaching and learning.

91–272 Schachter, Jacquelyn (U. of Southern California). On the issue of completeness in second language acquisition. *Second Language Research* (Utrecht, The Netherlands), **6**, 2 (1990), 93–124.

The issue of completeness in adult second language acquisition is critical in the development of a theory of second language acquisition. Assuming the Chomskyan definition of core grammar as being those aspects of the language determined by the interaction of the innately specified Universal Grammar and the input to which the learner is exposed, we need to ask if it is possible for an adult learner of a second language to attain native-speaker competence in the core aspects of the grammar of the second language. This paper examines evidence for presence or absence of one principle of UG, Subjacency, in the grammars of groups of proficient non-native speakers of English. There are three groups whose native languages – Korean, Chinese, Indonesian – differ from English with regard to Subjacency, Korean showing no evidence of it, Chinese and Indonesian showing partial evidence of it. There is one group whose native language, Dutch, shows the full range of Subjacency effects that English does. If all groups show the same

Subjacency effects in English that native speakers do, then it must be the case UG is still available for adult second language learning and completeness in second language grammars is possible; if not, then completeness cannot be included as a possible characteristic of adult second language acquisition. Proficient non-native university students with the above native languages were given grammaticality judgement tests on a set of sentences containing a variety of structures (islands) and Subjacency violations involving those structures.

Analysis showed that though all groups were able to correctly judge grammatical sentences (containing islands) as grammatical, only the Dutch group was able to correctly judge ungrammatical sentences (containing Subjacency violations) as ungrammatical; the Korean subjects performed randomly on this task. This native language effect was shown not to be due to attribute variables, such as age of first exposure to English, number of months in an English-speaking country, number of

years of English study, etc. The results support the conclusion that completeness is not a possible property of adult-acquired grammars since adults

no longer have access to UG for the second language learning process.

91-273 Roland Sussex. The Languages Institute of Australia: an organisational model for centralised and distributed teaching and research. *Multilingua*. (Berlin, Germany), **9**, 4 (1990), 359-75.

The creation of national language institutes is a rare event. The Languages Institute of Australia (LIA) was announced in mid-1989. Unlike European national language institutes, which concentrate on the preservation and propagation of the national language, the LIA has a charter which requires it to foster language education, in the widest sense, in Australia. The functions of the LIA are both

centripetal, to focus expertise for the resolution of research and teaching tasks; and centrifugal, to ensure the widest distribution of the work of the Institute. The LIA is a national enterprise, and should engage the cooperation of the majority of Australian specialists in language education and research.

91-274 Szalek, Marek (Adam Mickiewicz U., Poznań). Some features of the communicative approach in Great Britain and the Soviet Union. *Glottodidactica* (Poznań, Poland), **20** (1990), 91-102.

Whereas British approaches to communicative teaching emphasise the broader social context, involving speech act theory, ethnography of communication and language in use, Soviet approaches are based on communicative linguistics, comprising sociolinguistics and theory of language communication as well as psycholinguistic theories of speech activity derived from Vygotsky. British methodologists prefer to talk about teaching goals rather than a system or methodology. Soviet methodologists argue that all teaching activities should be directed at mastery of L2 at a near-native level of

communicative competence. The British concentrate on the three factors of the communicative approach – affective/motivational, cognitive, and communicative – whereas the Soviets propose teaching rules of a more general and orthodox nature. British preference for authentic materials and video is contrasted with Soviet preference for TV and sound films. In Britain, a linguistic needs analysis is taken as a starting point. In the USSR, a pre-linguistic stage is first isolated, and an inventory of situations and their exponents is then created.

Psychology of language learning

91-275 Alptekin, Cem and Atakan, Semiha (Boğaziçi U., Turkey). Field dependence–independence and hemisphericity as variables in L2 achievement. *Second Language Research* (Utrecht, The Netherlands), **6**, 2 (1990), 135-49.

Following an extensive review of the literature, this study explores the relationship between L2 achievement and two learner characteristics – field dependence–independence and hemisphericity. Sixty-nine Turkish students of 11 to 12 years of age in an intensive EFL programme were administered the GEFT, the CLEM, and tests of L2 achievement. Significant positive correlations were observed

between the GEFT scores and scores on L2 achievement tests. As expected, field independent learners performed better on the discrete-point and cloze tests. Hemisphericity, however, was not found to be related to L2 achievement. These results are evaluated critically and their implications for further research are discussed.



91-276 Bacon, Susan M. (U. of Cincinnati) **and Finnemann, Michael D.** (Augustana Coll., Rock Island, ILL). A study of attitudes, motives and strategies of university foreign language students and their disposition to authentic oral and written output. *Modern Language Journal* (Madison, Wis), **74**, 4 (1990), 459-73.

Beliefs about language and affective responses (anxiety) to specific language learning situations profoundly affect learner behaviour. The pedagogical trend is towards increased use of authentic input, but little empirical research exists on learners' cognitive and affective responses to such input. Learning strategies and preferences for learning activities are clearly closely tied to social and affective variables, notably motivation. More highly motivated learners and more integratively oriented learners might be expected to welcome the opportunity and challenge of authentic written and oral input to a greater extent than others. Studies suggest that language learners will vary with respect to their willingness to take risks and 'perform' publicly. 'Foreign language (FL) anxiety' can be distinguished from general communicative anxiety, and is particularly acute in the case of conversation in the target language. Severe anxiety may affect comprehension.

In a survey-based research project on first-year Spanish students at two American universities, the

aim was to identify a set of learner beliefs (factors) associated with language learning strategies in general and learners' anticipated responses to authentic output in particular. Results suggested that no matter what strategies are employed when dealing with authentic input, the most important obstacle to a sense of comprehension or satisfaction is unwillingness to confront the input. The emergence of this 'unwillingness factor' may reflect the motivation of students studying Spanish mainly to fulfil the university's FL requirement, and suspecting that authentic input is somehow less directly related to course assessment, but it may also be related to FL anxiety. A 'negative effect factor' also emerged: anxious students are afraid to make mistakes in an FL, and their sense of frustration is heightened when the teacher is a native speaker of the target language. The curriculum must be designed to convince students to be willing to deal with authentic input. To this end, authentic input must be an early and important part of instruction, accompanied by comprehension checks.

91-277 Bardovi-Harlig, Kathleen and Hartford, Beverly S. (Indiana U.). Congruence in native and non-native conversations: status balance in the academic advising session. *Language Learning* (Ann Arbor, Mich), **40**, 4 (1990), 467-501.

This paper examines the notion of status in institutional discourse and identifies 'congruence' as a factor in determining the success of native speaker (NS) and non-native speaker (NNS) interactions in that context. Thirty-two academic advising sessions between faculty advisors and both native and highly proficient non-native graduate students were examined. Whereas both NSs and NNSs show variable success in negotiating non-congruent (status-challenging) speech acts such as suggestions, NNSs are generally less successful because of the absence of

status-preserving strategies that minimise the force of non-congruent speech acts. These strategies allow students to take out-of-status turns without jeopardising their relationship with their advisors. Because of the advanced level of the NNSs, lack of success is not attributable to lack of linguistic competence but to lack of context-specific pragmatic competence involving the use, kind, and number of status-preserving strategies as well as the content and form appropriate for non-congruent speech acts.

91-278 Bland, Susan Kesner and others (Cornell U.). The naive lexical hypothesis: evidence from computer-assisted language learning. *Modern Language Journal* (Madison, Wis), **74**, 4 (1990), 440-50.

An investigation into how word-processing and database searching encourage language acquisition and enable teachers to follow language learning processes, was carried out with learners of French using software containing a dictionary, a reference grammar, and topic-based vocabulary. The learners' interaction with these was traced by monitoring

their queries registered in the computer. The data revealed various strategies and different levels of progress in the learners' attempts to arrive at a solution, with the beginning learner relying strongly on mother-tongue vocabulary and syntax, and the second stage learner moving towards target-language syntax. In both cases, the dictionary software

was in greater use than the grammar. At the third level of learning, students used French as the query language.

It is concluded that exploration of lexical problems can assist in learning syntax, morphology, communicative skills and foreign culture, but

problems remain concerning the size of the database for different levels, the types of semantic detail to include, and how much grammatical information can be linked to lexical entries. However, the study also provided information concerning the non-linear progression of the language learning process.

91-279 Cook, Vivian J. (U. of Essex). Timed comprehension of binding in advanced L2 learners of English. *Language Learning* (Ann Arbor, Mich), **40**, 4 (1990), 557-99.

This paper is concerned with how advanced L2 learners of English interpret reflexive anaphors such as *himself* and pronominals such as *him* in sentences such as *John said Peter helps himself* and *John said Peter helps him*. Parameterised Binding Theory claims that the settings for the governing category parameter dictate whether particular anaphors or pronominals are bound to other noun phrases; the five possible settings are related in opposite hierarchies of inclusiveness for anaphors and pronominals according to the Subset Principle.

An experiment is described that tested the interpretation of *himself* and *him* across five sentence types by 14 native speakers and 47 advanced L2 learners of English from three different language backgrounds – Japanese, Romance, and Norwegian. A computer-controlled comprehension task gave the subjects 40 sentences, for each of which they had

to decide whether *him* or *himself* referred to *John* or *Peter* by pressing the appropriate key.

The results showed (1) anaphors were slightly more difficult than were pronominals overall, (2) pronominals were not treated as anaphors, (3) a consistent order of difficulty was found for the five sentence types, with certain exceptions, (4) common orders of difficulty and of response time occurred in all groups regardless of first language, again with exceptions, and (5) on one view the Subset Principle was positively related to difficulty for anaphors, negatively for pronominals. The discussion concerns the validity of comprehension tests as evidence for the Universal Grammar model. It is suggested that the results show that parameter settings are related to performance as well as to grammatical competence.

91-280 Diffey, Norman. The other side of the desk: experiencing learning a new language. *TESL Canada Journal* (Montreal), **8**, 1 (1990), 27-36.

The article discusses the comments of 30 in-service ESL teachers who participated in introductory lessons to an unknown language (Russian). The comments indicate high levels of anxiety and a need for security before and during instruction. Culturally conditioned needs such as the display of competence and control may influence these feelings

with adults in particular. Various cognitive techniques employed to master the material as quickly as possible were sometimes highly idiosyncratic and seemed to reflect the need to retain control. In general, the participants evidently gained a number of practical insights into different aspects of classroom second-language instruction.

91-281 Goulden, Robin and others (Victoria U. of Wellington, New Zealand). How large can a receptive vocabulary be? *Applied Linguistics* (Oxford), **11**, 4 (1990), 341-63.

Studies of vocabulary size based on dictionary sampling have faced several methodological problems. These problems occur in trying to answer the following three questions: (1) How do we decide what to count as words? (2) How do we choose what words to test? (3) How do we test the chosen words? The present study attempts to overcome these problems and checks in several ways to see if

the problems have been overcome. The results indicate that what were previously thought of as conservative estimates of vocabulary size are likely to be the most accurate. These estimates suggest that well-educated adult native speakers of English have a vocabulary of around 17,000 base words. This represents an acquisition rate of around two to three words per day.

91-282 Gregg, Kevin R. (St Andrew's U., Osaka). The Variable Competence Model of second language acquisition, and why it isn't. *Applied Linguistics* (Oxford), **11**, 4 (1990), 364-83.

This paper examines the work of the two scholars who have made the greatest contribution to the variabilist perspective on second language acquisition (SLA) and, more specifically, discusses the acquisition models each has proposed: Elaine Tarone's 'Capability Continuum Paradigm', and Rod Ellis's 'Variable Competence Model'. A brief outline is given of Tarone's and Ellis's proposals,

which points out certain common features of the two models and indicates the kinds of problems these proposals create for an acquisition theory (and vice-versa). In doing this, the author shows that these problems are both unnecessary, and inherent in all variabilist models that share Tarone's and Ellis's assumptions.

91-283 Jordens, Peter. The acquisition of verb placement in Dutch and German. *Linguistics* (Amsterdam), **28**, 6 (1990), 1407-48.

German and Dutch are assumed to have SOV as basic word order. In main clauses, however, the finite verb occurs in first or second position. Verb placement in main clauses is determined by a rule of verb fronting. Research on the acquisition of verb placement in German and Dutch has focused on how children find out about the rule of verb fronting.

Clahsen and Muysken (1986), Clahsen (1988), and De Haan (1987) have claimed that the acquisition of the verb-fronting rule is developmentally related to the acquisition of the morphological paradigm for subject-verb agreement. Correct agreement marking should lead to a sudden increase in the use of verb forms in first/second position.

An analysis of Dutch data shows that the acquisition of verb fronting is not a sudden process at all. For a rather long period of time there are distributional (that is, morphological and semantic) differences between verbal elements in first/second versus final position and there is minimal overlap between the verb forms used in the two positions.

It is proposed that for children to acquire the verb-fronting rule, they have to learn to semantically differentiate between complex predicates with auxiliaries or modals and the corresponding predicates with simple verb forms.

91-284 Laufer, Batia (U. of Haifa). Why are some words more difficult than others? Some intralexical factors that affect the learning of words. *IRAL* (Heidelberg, Germany), **28**, 4 (1990), 293-307.

Reviewing evidence from numerous studies, the author identifies several factors inherent in a foreign language word which seem to affect how easily it is learned. These include (i) phonology: words with difficult phonemes are not only harder to say, but harder to retain in passive vocabulary; (ii) specificity: general words are retained better than specific ones; (iii) idiomaticity: idioms are harder than non-idioms, and are the biggest obstacle to fluent

comprehension in advanced learners; (iv) register: neutral words which can be used in all registers are easier to learn; (v) polysemy: words with multiple meanings are harder.

The evidence is unclear or contradictory with respect to some other factors, including (a) length: usually shorter words seem easier, but sometimes the reverse or no difference is found; (b) part of speech; (c) abstractness.

91-285 Levin, Harry (Cornell U.) and **Garrett, Peter** (University Coll. of North Wales). Sentence structure and formality. *Language in Society* (London), **19**, 4 (1990), 511-20.

The evidence is practically unequivocal that left-branching (LB) sentences are more difficult to process than right-branching (RB) sentences. In this study, the hypothesis was tested that LB sentences are judged to be more formal than RB ones and that centre-branching (CB) sentences would behave like

LB ones. These groups of subjects, university students in England, Wales, and the United States, ordered three versions of 18 sentences in terms of their formality. LB and CB sentences were considered more formal than RB ones by all three groups of students. LB and CB types did not differ

from each other. In a second study, American students choose from the group of three sentences the one they would say to a formal listener (professor/employer) or to an informal listener

(brother/sister or close friend). RB sentences were attributed to informal listeners and LB and CB sentences, to formal listeners.

91-286 Oxford, Rebecca (U. of Alabama) **and others**. Strategy training for language learners: six situational case studies and a training model. *Foreign Language Annals* (New York), **22**, 3 (1990), 197–216.

As teachers, we all want to help learners discover how to learn languages more effectively and more easily. One way of doing this is strategy training, which has recently caught the imagination of researchers and teachers in many parts of the globe. The article's purposes are: (a) to summarise existing research on use of learning strategies and on

conducting strategy training; (b) to present six situational case studies of strategy training, with affective aspects interwoven as part of the training; (c) to offer a possible strategy training model based on research and personal experience; and (d) to make other instructional suggestions for strategy training in the language classroom.

91-287 Randall, Janet H. Catapults and pendulums: the mechanics of language acquisition. *Linguistics* (Amsterdam), **28**, 6 (1990), 1381–406.

Learners' overgeneralisation of lexical rules has been a longstanding puzzle in language acquisition research since it poses the problem of 'retreat'. How do learners, without the benefit of negative evidence, find out that a rule they have formulated is overly general; and once they do, how can they be sure to reformulate it correctly? The first problem is addressed by the catapult hypothesis, which proposes that each overgeneralisation is resolved by a catapult: a combination of a principle *If A then not B*, and information A. The outcome, *not B*, tells learners that their assumption that B was part of the language is incorrect, leading them to tighten their early overgeneralisations. Catapults have the property that the principles they use are assumed to be a part of the grammar, independently required. This obviates the need for external counting mechanisms,

or other grammar-external machinery often proposed in order to deal with this acquisitional puzzle.

The second problem, how the learner manages to reformulate the generalisation correctly, is also considered. Having overshot the correct generalisation in one direction, the retreating learner can overshoot it in the other direction and retreat too far. To avoid a pendulum problem, perpetually swinging between competing overgeneralisations and never settling on a rule of the right size, a 'domain condition' is proposed. Like the principles used in catapults, the domain condition is part of the grammar: the domains into which the grammar is divided – lexicon, syntax, and so on – provide lines inside which generalisations may fall. Learners revise their grammars accordingly, and (as with the catapult) without additional learning machinery.

91-288 Riley, P. Learners' representations of language and language learning. *Mélanges Pédagogiques* (Nancy, France), (1989), 65–72.

What learners think they are doing and learning when studying a foreign language may be explained within a cognitive orientation model whereby attitudes to language and language learning are understood as cognitive theories of behaviour. The model proposes four categories of belief: general beliefs, beliefs about self, beliefs about norms and

rules, and beliefs about goals. Research was conducted into such beliefs held by European adult learners of French as a foreign language. The representations about language and language learning thus revealed were based on culture-specific beliefs and are not universal.

91-289 Rivers, Wilga M. Mental representations and language in action. *Canadian Modern Language Review* (Toronto, Ont), **47**, 2 (1991), 249–65.

Basic to language use is a mental representation of how the language works. What we need to know is how this mental representation is developed, what is

represented and the role of this mental representation in the individual's production of language. These questions are discussed in the light of statements by



Chomsky, the linguist, and Shanon, the cognitive psychologist. The role of the mental representation in language to neo-connectionist parallel-distributed processing systems and T. R. Anderson's model of cognition, ACT (Adaptive Control of Thoughts, final version), which are dynamic and process

oriented. Accessibility is seen as basic to retrieval of language material. The implications of these models for language teachers who wish to facilitate accessibility for their students is discussed in practical terms.

91–290 Swain, Merrill and others (Ontario Inst. for Studies in Ed., Toronto, Ont). The role of mother tongue literacy in third language learning. *Language, Culture and Curriculum* (Clevedon, Avon), **3**, 1 (1990), 65–81.

This paper examines the effect of mother tongue literacy on third language learning in an English/French bilingual programme in Toronto. Subjects were eighth grade students who had acquired a Heritage Language at home and who had enrolled in an English-medium programme up to grade 4. All were literate in English on entry to the bilingual programme at grade 5. In addition, some of the students had acquired literacy skills in their Heritage Language either at home or in Heritage Language programmes at school. A particular question of interest was the impact on third language learning

of Heritage Language use which includes literacy compared to Heritage Language use which does not include literacy. Results showed that literacy in the Heritage Language has a strong positive impact on learning French as a third language in the bilingual programme, whereas Heritage Language use without literacy has little effect. The positive effect on third language learning is a generalised one and is not limited to literacy-based activities in that language. The findings are discussed in terms of Cummins' linguistic interdependence hypothesis.

91–291 Young, Dolly Jesusita (U. of Tennessee). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals* (New York), **23**, 6 (1990), 539–53.

Language anxiety is becoming an important area of research in the teaching profession. Debilitating language anxiety can have profound consequences on the language learning process. The purpose of this study is to examine anxiety and speaking from the students' perspective. Do speaking activities indeed make students nervous? If so, what is it about speaking that makes students anxious? Which speaking activities make students particularly uncomfortable? Can instructors do anything to reduce anxiety, particularly speaking anxiety, in the classroom?

A questionnaire designed to identify sources of anxiety about speaking in the foreign language was administered to 135 university-level beginning Spanish students and 109 high school students. The

questionnaire had three sections: the first one asked students to agree or disagree with 24 items related to language anxiety; the second section asked students to indicate their level of anxiety regarding certain in-class practices; the third section asked learners to identify instructor characteristics and instructor practices that helped reduce language anxiety.

Results of the analysis of data suggest, among other things, that speaking in the foreign language is not exclusively the source of student anxiety, but that speaking in front of the class is. Furthermore, the instructor's relaxed and positive error-correction attitude can greatly reduce language anxiety. Additional suggestions for reducing language anxiety are offered.

91–292 Yule, George and Macdonald, Doris (Louisiana State U.). Resolving referential conflicts in L2 interaction: the effect of proficiency and interactive role. *Language Learning* (Ann Arbor, Mich), **40**, 4 (1990), 539–56.

Extending the research done on the effects of different types of task and different participant arrangements used to foster negotiated interaction among L2 learners, the authors developed a task that presents specific referential conflicts and analysed the solutions adopted within two different pairings of learners. Pairs in which the higher proficiency member had the dominant role engaged in little

interactive cooperation and in some cases changed the task rather than negotiate a solution. Pairs in which the higher proficiency member had the nondominant role engaged in substantial negotiation work, sought each other's perspective and generally shared much more in the interactive turn-taking and the successful resolution of referential conflicts.

Research methods

91-293 Johnstone, Richard (U. of Stirling). Action-research in the foreign languages classroom. *Language Learning Journal* (Rugby), **1** (1990), 22-5.

Project 1 describes eight case studies in the school-based assessment of oral competence involving different role-plays, tasks, scoring methods, specific and global criteria. These descriptions may help other teachers to investigate varying hypotheses such as whether open-ended tasks generate richer language than tightly structured ones. Project 2 reviewed documentation on oral competence assessment in foreign languages and suggested further

progress could be made in the scenarios for speaking tasks, the criteria at Foundation Level (generally considered too negative), the externally-set speaking test, lack of discourse complexity between teacher and pupil and omission of diagnostic assessment. Encouraging classroom-based research methods promotes staff development which is as least as important as curriculum development.

91-294 Lupescu, Stuart (U. of Chicago) and **Day, Richard R.** (U. of Hawaii at Manoa). Examining attitude in teachers and students: the need to validate questionnaire data. *Second Language Research* (Utrecht, The Netherlands), **6**, 2 (1990), 125-34.

The focus of this article is on the importance of validating research data from questionnaires. This was impressed on the authors while they were attempting to investigate attitudes and beliefs of students and teachers toward various aspects of learning English in Japan. The goal was to determine what teachers and students believe are critical factors or variables in achieving success in the teaching and learning of English. However, this goal could not be

achieved: when they attempted to validate the questionnaire data, they found that the data from teachers fitted the expected pattern, but the student data did not. Speculations are offered as to why the student data could not be validated, but the more important conclusion is the view that questionnaire data should not blindly be accepted or considered meaningful unless they have been properly validated.

91-295 Mitchell, Rosamond (U. of Southampton). Evaluation of second language teaching projects and programmes. *Language, Culture and Curriculum* (Clevedon, Avon), **3**, 1 (1990), 3-17.

This paper discusses the evaluation of second-language projects and programmes in relation to a number of major themes or concerns, including the accountability of evaluators, the methodology of evaluation, the dissemination of findings and the relationship of evaluation to decision making and policy formation. It is argued that experimental and quasi-experimental research designs are inadequate as models for FL/L2 programme evaluation, even if supported by classroom process information. In

order to provide the basis for programme decision making and programme improvement, evaluation must address a much wider range of questions than can be included in a traditional experimental framework and consequently must have access to a correspondingly wide range of qualitative and quantitative evidence. The operation of this perspective in practice is illustrated by the evaluation of a bilingual (Gaelic-English) primary school programme in the Western Isles of Scotland.

91-296 Riley, P. 'There's nothing as practical as a good theory': research, teaching and learning functions of language centres. *Mélanges Pédagogiques* (Nancy), 1989, 73-87.

There is no such thing as an 'ideal' language centre. Only if centres are managed in ways which take account of local needs, interests and constraints can they make a useful contribution to the institution of which they are part. It can make perfectly good sense for a centre to concentrate almost exclusively

on one field, but most language centres are active in all or some of the following fields: research; publication; information, e.g. library; training; teaching; provision of services, e.g. technical services, translation; provision of resources and materials. Tasks such as materials production or the

management of self-access systems are not usually considered academic enough to count as research, but they entail the study of a wide range of social, linguistic and cognitive issues. To deny them the status of research is to say that there can be no such thing as research in the field of language didactics in general.

Research undertaken in language centres may be pure, applied or action research. By its nature, action research deals with real problems and real learners, to whom the centre will gain access through teaching and training, either through courses within the centre, or through intervention in other institutions such as adult education centres, hospitals, offices and schools. Action research is not theory-driven, but it does require a considerable body of theory to provide the framework for the

adequate identification and analysis of a wide range of problems. Other research modes are academic research leading to certification, 'hospitation' (making the centre's facilities available to researchers from outside) and didactic research, i.e. the development of a theory and a body of knowledge of language teaching and learning. 'Publication' means the making public of research in the widest sense, through books and articles, in-house journals, conferences and seminars, and 'representation': making sure the discipline's voice is heard in the media, etc. The language centre's training function often includes learner training (the guided development of the capacity to learn), researcher training, and 'helper' training, i.e. training those who teach learners to use the centre's resources to the full.

91-297 Ullmann, Rebecca (Rebecca Ullmann Associates, Toronto, Ont). Using complementary approaches to evaluate second language programmes. *Language Culture and Curriculum* (Clevedon, Avon), **3**, 1 (1990), 19-38.

This paper argues that an evaluation model that combines complementary research approaches provides a richer, more complete description of an L2 programme than does the 'output-only' model. Multiple perspectives, it is argued, provide insights about L2 teaching and learning that stand to benefit both teachers and researchers. The paper describes a multidimensional study that examined a beginning

Core French programme offered in a large urban school system in Ontario, Canada. The study's organising framework included four areas of investigation: curriculum analysis, classroom observation, participant opinion surveys, and student assessment. Some insights gained from the study are discussed, and implications for future research and programme development are suggested.

91-298 Westgate, David (U. of Newcastle upon Tyne). Contrasting realities in the foreign language classroom. *Language Learning Journal* (Rugby), **1** (1990), 10-15.

This report on classroom-based research shows how teachers' and pupils' perceptions of the language learning situation may differ or coincide. The focus here is on tensions that can arise between and within aspects of current practice in a given situation, particularly as a result of less prescriptive teaching methods [e.g. structured language practice v. 'authentic' language use, or maintenance of the FL in a classroom situation, where it is, in fact, only an 'option'].

The second part of the paper discusses approaches to language teaching in the light of changes in the curriculum, and, in particular, ways in which the teaching of the first FL can develop positive attitudes to language learning in general. [The discussion is based on four transcripts of classroom interaction in 3rd and 4th year French classes.]

Error analysis

91-299 Butler, Jonathan (U. of Liverpool). Concordancing, teaching and error analysis: some applications and a case study. *System* (Oxford), **18**, 3 (1990), 343-49.

This article is concerned with the application of recent developments in the computerised exploitation of corpora, through software developed for

microcomputers and wordprocessors, to classroom language teaching and elementary error analysis. In particular, it seeks to outline the uses of Micro-

concord (Tim Johns) for analysing written texts produced by non-native speakers, and to suggest that the management of assembled corpora of the latter texts may be one way out of the blind alley down which some aspects of CALL seem to have led. It concludes by citing some evidence from a

small and specialised corpus, and by suggesting that concordancing of errors from both multi- and monolingual sources may provide a new way of analysing errors and of helping language teachers to help students.

91–300 Catt, Mark and Hirst, Graeme (U. of Toronto). An intelligent CALI system for grammatical error diagnosis. *CALL* (Exeter), **3** (1991), 3–26.

This paper describes an approach to computer-assisted language instruction (CALI) based on the application of artificial intelligence (AI) technology to grammatical error diagnosis. The authors have developed a prototype CALI system, *Scripsi*, capable of recognising a wide range of errors in the writing of language learners. *Scripsi* not only detects ungrammaticality, but hypothesises its cause and provides corrective information to the student. These diagnostic capabilities rely on the application of a model of the learner's linguistic knowledge.

Scripsi operates interactively, accepting the text of the student's composition and responding with diagnostic information about its grammatical structure. In contrast to the narrowly defined limits of

interaction available with automated grammatical drills, the framework of interactive composition provides students with the opportunity to express themselves in the language being learned.

Although *Scripsi*'s diagnostic functions are limited to purely structural aspects of written language, the way is left open for the incorporation of semantic processing. The design of *Scripsi* is intended to lay the groundwork for the creation of intelligent tutoring systems for second language instruction. The development of such expertise will remedy many of the deficiencies of existing technology by providing a basis for genuinely communicative instructional tools – computerised tutors capable of interacting linguistically with the student.

Testing

91–301 Barbot, Marie-José (Inst. Français, Barcelona). Métamorphoses de l'évaluation. L'évaluation dans les systèmes d'auto-apprentissage. [New approaches to evaluation in self-access learning.] *Etudes de Linguistique Appliquée* (Paris), **79** (1991), 77–94.

This article gives a personal view of the varieties and virtues of self-evaluation, with brief references to a wide range of published work. Many of those who learn foreign languages do so on their own, using pedagogic and/or authentic material, but few realise that they can effectively and usefully evaluate as well as teach themselves. These learners should be helped to achieve: (i) confidence in their own assessments; (ii) a wider view of evaluation, covering the whole learning process; (iii) a more positive, non-judgemental attitude; (iv) a view of error as something helpful. Uses of self-evaluation include

motivation and information on learning styles, on points requiring remediation and on the success of a particular curriculum. It should not be seen as mere measurement, but a descriptive account of all the relevant factors, including feelings, barriers to learning, etc. Research suggests that the risk of cheating is low and that, when objectives are clearly set, even tests written by learners themselves have high reliability. The younger generation, self-confident, demanding and at home with new technology, are ideally suited to self-evaluation.

91–302 Harlow, Linda L. (Ohio State U.) and **Caminero, Rosario** (Millersville U.). Oral testing of beginning language students at large universities: is it worth the trouble? *Foreign Language Annals* (New York), **23**, 6 (1990), 489–501.

With the current emphasis on developing the communicative competence of our students, most would agree that it is not only desirable but essential that oral skills be tested from beginning levels on. Maintaining a high quality oral testing programme

is not without difficulties, however, which may be compounded in large universities where beginning level teaching is typically done in large classes by inexperienced graduate students. This article summarises the findings of a study that examined the

place of oral testing in foreign language instructional programmes at large institutions today. Problems common to most oral testing programmes are

described, and suggestions on ways to minimise these problems are proposed.

91–303 Putzer, Oskar. Prüfungsmethoden und Bewertungskriterien aus der Sicht der Sprachwissenschaft. [Examining methods and assessment criteria from the standpoint of linguistics.] *Zielsprache Deutsch* (Munich, Germany), **2** (1990), 30–40.

Theoretical linguistics can help language teachers by distancing them from the language learning and examining process and offering guidelines of a general and universal nature. Examining and assessing linguistic performance consists of establishing what is to be examined and how, verifying performance and assessing it objectively. Linguistics

can offer exact descriptions of deviations from the norm and grading of errors as well as guidelines on appropriacy and sensitivity to context. Thus errors in expressions which occur frequently in everyday language would be considered more serious than errors in expressions occurring rarely.

Curriculum planning

91–304 Diffey, Norman R. Provincial curriculum guidelines in core French: a model for comparison. *Canadian Modern Language Review* (Toronto, Ont.), **47**, 2 (1991), 307–26.

The second language curriculum has undergone far-reaching changes in recent years in terms of objectives, programme structure and methodology. Each Canadian province has attempted to respond to these changes in the various core French curriculum guides. This article is a comparative study of four such guides (Ontario, Quebec, Saskatchewan and New Brunswick) which have appeared at different times since 1980 and more or

less cover the entire school programme. The study provides an overview of emerging trends in the above-mentioned areas and also a sense of a consensus on the content of FSL teaching guides in Canada. The findings may be of particular interest in light of the proposed framework for a 'national' curriculum represented by the National Core French Study.

91–305 Gardner, R. C. and others (U. of Western Ontario). The affective dimension in second language programme evaluation. *Language, Culture and Curriculum* (Clevedon, Avon), **3**, 1 (1990), 39–64.

This article examines the affective dimension in second language programme evaluation from the perspective of the socio-educational model of second language acquisition. While the model has developed from research on individual differences in second language achievement, it could easily be expanded to consider the explicit role played by different types of formal instructional, and possibly by informal, contexts. This would require identifying subcategories of the formal context, in terms of the type of programme, the nature of the curriculum, or characteristics of the teacher, and then studying whether they lead to different levels of linguistic and non-linguistic outcomes. Major

factors relevant to the planning of programme interventions as well as to the design of studies to evaluate them include the sociocultural milieu, cognitive and affective individual difference variables, language acquisition contexts and language training outcomes. Particular attention is focused here on the major affective variables which have been shown to be related to second language acquisition, but which are also potential derivatives of second language training. Representative evaluation studies emphasising the affective dimension of regular core second-language programmes, short-term and long-term immersion programmes, and bicultural excursion programmes are reviewed.

91-306 Heining-Boynton, Audrey L. (U. of North Carolina). Using FLES history to plan for the present and future. *Foreign Language Annals* (New York), **23**, 6 (1990), 503-9.

All too often in education 'new' programmes are planned without thoroughly investigating what was done in the past. By examining earlier FLES efforts, curriculum planners can put to good use what was learned from FLES of the '50s and '60s.

This article looks at the history of FLES in the United States. Besides the usually-quoted reasons of

(1) lack of money, (2) return to the basics, and (3) xenophobia on the part of Americans, six other important and recurring reasons for the decline of FLES in the '50s and '60s are explored. Based on these reasons, a checklist has been developed for new and existing programmes to use as a means of self evaluation.

91-307 LeBlanc, Raymond. Le curriculum multidimensionnel: une synthèse. [The multidimensional curriculum: a synthesis. *Canadian Modern Language Review* (Toronto, Ont), **47**, 1 (1990), 32-42.

In 1983, Stern proposed the multidimensional curriculum as a possible solution to the perceived weakness of various types of core French programmes in Canada. This curriculum was made up of four syllabuses: language, communicative/experiential, culture, and general language education, the

key to the success of this project being the integration of the various contents. The article introduces the multidimensional curriculum and examines its main implications as shown by the National Core French Study.

91-308 Mühlmann, Horst and Otten, Edgar. Bilinguale deutsch-englische Bildungsgänge an Gymnasien – Diskussion didaktisch-methodischer Probleme. [Bilingual German-English curricula in 'Gymnasien' – discussion of teaching methodology.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **90**, 1 (1991), 2-23.

In view of the growing integration of Europe, multilingual curricula should be encouraged, aimed at teaching the mastery of a lingua franca (normally English) and an appreciation of Europe's multicultural identity. The key to this is the teaching of school subjects in two languages. However, bilingual German-English curricula should differ from the current German-French model by promoting a wider awareness of multicultural context and

regional variation. Bilingual subject teaching is still too closely bound to foreign language teaching; it should rather develop its own discourse norms associated with the subject. A methodological and didactic framework is proposed, aimed at bridging the gap between language and subject teaching. Text production and comprehension presuppose interactive processes involving background, procedural and linguistic knowledge.

91-309 Poyen, Janet. The National Core French Study: a national curriculum project. *Canadian Modern Language Review* (Toronto, Ont), **47**, 1 (1990), 20-31.

The National Core French Study was a four-year curriculum project, sponsored by the Canadian Association of Second Language Teachers, funded by the Secretary of State, and supported through provincial activities undertaken by the ministries of education and school boards across Canada. It resulted in a final report published in the spring of

1990, which provides the basis for many of the other articles in this issue. Quite apart from the research results, the National Core French Study is of interest because of the cooperative framework within which it operated. This article presents an historical perspective of the National Core French Study and analyses its success as a national project.



Syllabus design

91-310 Duplantie, Monique and Tremblay, Roger. Le syllabus communicatif/experientiel, essai de synthèse. [The communicative/experiential syllabus: a synthesis.] *Canadian Modern Language Review* (Toronto, Ont), **47**, 1 (1990), 43–53.

The communicative/experiential syllabus explores new ways of teaching and learning a second language as a result of Stern's concerns about the value of developing language courses from a purely linguistic perspective and focusing on the analytical aspect of language learning only. In their proposals, the authors of the syllabus consider the classroom as a rich and authentic environment where the student is

invited to live a variety of experiences based on contents other than language. Language is seen as the vehicle for realising the experience. The ability to communicate thus develops progressively as the student goes from one experience to the other, which in turn contributes to his/her general development.

91-311 Hébert, Yvonne. The General Language Education syllabus in summary. *Canadian Modern Language Review* (Toronto, Ont), **47**, 1 (1990), 66–81.

The General Language Education syllabus, presented here in summary form, is proposed as an important component for core French programmes for social reasons particular to the Canadian context as well as developmental ones for the language learner. Dealing with the development of language, cultural and strategic awareness, the syllabus goals are to enhance the global education of the learner and to provide him/her with optimal learning conditions. Definitions of each of the three forms of awareness follow, as do suggestions for content and general objectives. In discussing a four-stage teaching approach, particular attention is drawn to that of

reflection, which is crucial to the goals and objectives of the syllabus. The process teacher planning process for this syllabus is also discussed. The possibilities for facilitating integration with the other three syllabuses, the suitability of formative evaluation as ideal for the development of the targeted awarenesses as well as the need for continuing and progressive professional development are all mentioned. The place of this syllabus, which is oriented to both process and concepts, is considered valuable on the evolutionary and contemporary path of second language teaching and learning.

91-312 LeBlanc, Clarence and Courtel, Claudine. Executive summary: the culture syllabus. *Canadian Modern Language Review* (Toronto, Ont), **47**, 1 (1990), 82–92.

This is a condensation of the Culture Task Group report, a component of the National Core French Study. It follows the NCFS format, reviewing the literature and present practice in schools, outlining the objectives of the syllabus, listing its content, suggesting a scope and sequence and a methodology. It also includes notes concerning integration with

the other syllabuses, teacher teaching and evaluation procedures. The task group proposes a focus on contemporary culture with a view to enabling students to communicate effectively and comfortably with French Canadians first and foremost but with other francophones as well.

91-313 Painchaud, Gisèle. Les outils de la communication: le syllabus langue. [The tools of communication: the language syllabus.] *Canadian Modern Language Review* (Toronto, Ont), **47**, 1 (1990), 54–65.

The language syllabus task force had to effect the selection of language forms which would enable students to communicate in authentic situations, to provide for the organisation and progression of the selected content and to suggest an appropriate pedagogical approach. Content selection is based on

existing provincial programmes and on the available body of knowledge from the language sciences. The language syllabus focuses on the formal aspects of language while always taking into account the message and the communicative setting. Three components were used to organise the content:

setting (the communicative situation is defined), discourse (language functions and exponents, conversational and textual units) and grammar (morpho-syntactic units). The proposed pedagogical

approach is analytical and emphasis is put on the form/function relationship and on correct expression.

Course design

91-314 Cornu, A. M. and others (Leuven Language Learning, Belgium).

Investigating the teaching of writing techniques in a foreign language: a pedagogical issue. *System* (Oxford), **18**, 3 (1990), 361-72.

This paper reports on part of a research project conducted at Leuven Language Learning, Instituut voor Levende Talen, K.U.Leuven. The article investigates and outlines three approaches for teaching a course on writing techniques in a foreign language, viz. a group course, private tuition and computer assisted language learning (CALL) combined with conference teaching (CT). Assuming the

validity of the fact that internal processes and external factors facilitate the acquisition process, this paper argues that CALL and CT are the best means to provide a maximally goal-directed writing course tailored to the very specific needs and learning style of each individual learner, with authentic material input and high student motivation.

91-315 Harris, John (Linguistics Inst. of Ireland, Dublin). The second language programme-evaluation literature: accommodating experimental and multifaceted approaches. *Language Culture and Curriculum* (Clevedon, Avon), **3**, 1 (1990), 83-92.

This paper considers the extent to which the various proposals and concerns associated with the two main approaches to second-language programme evaluation ('experimental' versus 'multifaceted') should be considered prescriptive in conducting individual studies. The issue is examined in relation to the four main evaluation studies reported in this

Special Issue as well as in relation to a study of the primary school second-language programme in Irish. It is argued that while each of the two approaches to evaluation will be appropriate in very different circumstances, both should be accommodated in a broadly defined second-language programme-evaluation literature.

91-316 Jeffries, Sophie (U. of New York). Reaction: articulation. Articulation in the era of proficiency. *Foreign Language Annals* (New York), **23**, 4 (1990), 297-300.

This article examines the advantages for articulation of a language learning course based on proficiency. A proficiency-oriented curriculum, although designed differently for each school, should reflect four basic ideas. (1) language learning should be seen as a developmental, rather than incremental, process. Students learn to use a language in different ways and at different rates, and skills should be developed accordingly. A grammar-based system often gives priority to a student's understanding of grammar, rather than to language proficiency. (2) Achievement and proficiency should be clearly distinguished from each other. Achievement relates to mastery of a specific body of knowledge; whilst a proficiency-

oriented curriculum helps students progress towards a greater degree of functional language use. (3) The content is broad and varied and must include aspects such as discourse techniques and cultural context. Students must be motivated to participate in the learning process – so material must be relevant and interesting to students and should sometimes be authentic. (4) There is no single method which can be considered most appropriate for a proficiency-based course. The teacher must decide on the best instructional techniques for particular classes. A broader and more productive collaboration between teachers is considered possible.

91-317 Régent, O. (U. of Paris, Nancy). Apprendre à apprendre, en grand groupe. [Learning to learn in large groups.] *Mélanges Pédagogiques* (Nancy, France), 1989, 41-9.

To meet the challenge posed by large groups of 40-60 first-year students of science whose command of English varied considerably and whose expectations about a language course were coloured by the narrow and rigid requirements of the BAC, a programme was designed to reduce teacher dependency and to motivate students to become responsible for their own learning.

The initial phase, which included an element of deconditioning, focused on creating awareness of the nature of language and language learning, on the students' language needs as future scientists, and

on their own strengths and weaknesses. The succeeding phases concentrated on comprehension (written and oral) as opposed to expression, on developing listening strategies and reading skills, on extensive reading and on reading for pleasure as well as profit. Students worked individually on a project of their own choosing; they were encouraged to make use of outside language sources (English language radio and TV, anglophone fellow-students, etc.). Student reaction to this approach was positive, indicating that the desired change in attitude had been effected.

Teacher training

91-318 Powell, Bob (U. of Bath). Foreign language teacher supply: continuity, opportunity and quality control. *Language Learning Journal* (Rugby), **1** (1990), 4-9.

This article explores the recruitment/career problems relating to FL teachers in the British educational system, maintaining that the current difficulty in retaining qualified staff in secondary schools, for example, seems to be contrary to the dual national policies of 'languages for all' and 'diversification'. The true status of foreign language teaching as a 'shortage' subject has not been fully appreciated at the official level.

Shortages/turnover of teachers occur in schools because of low remuneration/inadequate career opportunities and in higher education because, for example, fewer students are taking two languages to degree level, preferring instead to combine a foreign language with other disciplines such as Business

Studies and Management. There are fewer applicants for FL PGCE courses in the first place, and many withdrawals both before and after acceptance. Language teachers themselves may drop out not only for economic reasons, but because modern, communicative methodology is extremely exacting. Teacher continuity is disrupted, making for a less effective classroom learning situation.

The answer would seem to lie in developing, on the level of national policy, more flexible, pragmatic teacher training programmes and in exploiting the real opportunities to develop closer links with our European educational partners through the Lingua programme.

Teaching methods

91-319 Apelt, Walter. Der Fremdsprachenunterricht und seine Methodik in der DDR. [Foreign Language Teaching and its methodology in the GDR.] *Der Fremdsprachliche Unterricht* (Stuttgart, Germany), **103** (1990), 8-12.

Although foreign language teaching (FLT) in the early years of the GDR showed promising developments, it soon began to fall victim to ideology so that even the direct method was dismissed as bourgeois. Positive elements of FLT such as the unity of language and thought coexisted with negative elements such as ideological and abstract concepts leading to monotony and rejection. During the '50s, Russian became compulsory in schools

while English and French became optional. Methodology for Russian was dogmatic and unyielding. For the future, we must now offer a wider range of foreign languages, especially French and Latin, retain the positive, such as communicative methodology, the importance of context and situation and the activation of the four language skills, as well as learn from our past mistakes.

91-320 Aßbeck, Johann. Kommunikativer Fremdsprachenunterricht im Sprachlabor. [Communicative foreign language teaching in the language laboratory.] *Praxis* (Dortmund, Germany), **4** (1990), 352-60.

The language laboratory is frequently used for monotonous drills, as many people believe that communicative language cannot be practised in the laboratory. This paper argues that students can be taught spontaneous, relevant speech, and independence in learning.

Reasons for the language laboratory's unpopularity include the high demands on the student's concentration, doubts about the effectiveness of structure drills, and lack of motivation. This crisis is primarily one of materials and their use. The laboratory has become a place of boredom for teacher and student. Opportunities for creative, spontaneous language behaviour do not increase with the learner's ability.

Solutions are the individualisation of laboratory work, the self-determination and the learner through a library system, the integration of classroom instruction and laboratory work, and the introduction of communicative pair work. Communicative rather than merely grammatical competence should be taught.

The laboratory facilitates the repetition and evaluation of listening texts. The student must be confronted with authentic conversational situations on cassette or video, and must be able to use the material in real communicative situations with a partner. The primary aim of laboratory work is to facilitate speech and communication in the foreign language.

91-321 Beile, Werner. Interlingual exercises for intercultural communication, *Der Fremdsprachliche Unterricht* (Stuttgart, Germany), **103** (1990), 22-30.

Most exercises in L2 teaching are monolingual, despite the fact that many intercultural communication situations are interlingual. Interlingual exercises have become rare since the demise of the translation exercise. An interlanguage code-switching ability can improve with training.

Examples of interlingual communication are: (i) interpreting, (ii) using the L2 to explain 'public' native-language texts such as advertisements, instructions and timetables; (iii) recognising possible sources of interference such as lexical or idiomatic

equivalence or non-equivalence; (iv) communicative translation such as translating the rules for a game; (v) paraphrasing to compensate for missing equivalents in the L1, and (vi) using bilingual dictionaries accurately and effectively. [Sample exercises are given for each area.]

The author is not advocating a return to traditional translation, but interlingual exercises are relevant to the learner's needs, and can strengthen motivation.

91-322 Beretta, Alan (Michigan State U.). Implementation of the Bangalore Project. *Applied Linguistics* (Oxford), **11**, 4 (1990), 321-37.

This paper reports a study of the implementation of the Bangalore Project, an attempt at methodological innovation based on unconscious learning strategies. The data are detailed accounts of their experiences written by the Bangalore teachers. The accounts are analysed and rated according to defined Levels of Implementation (LIs). It is found that 'regular' teachers failed to come to terms with the demands of the project, but that a sense of 'ownership' of the project promoted a commitment to classroom

behaviour that was perceived to be consonant with the project's principles. It is argued that this has implications for those interested in pedagogic innovation, in terms of the degree of conformity that is desirable or feasible and the conditions that may be necessary for the introduction of fluency-based approaches. A major purpose of the paper is also to alert evaluators of educational innovations to the critical issue of monitoring implementation.

91-323 Brock, Mark N. (City Poly. of Hong Kong). Customising a computerised text analyser for ESL writers: cost versus gain. *Calico Journal* (Provo, Utah), **8**, 2 (1990), 51-60.

The number of computerised writing aids has grown dramatically in the past decade. One of the

newest and most controversial of these aids is computerised text analysis. This paper reports a

study which examined a widely available text analyser and tested its adaptability for use with a specific population of ESL writers. Though the study found that the text analyser could be

customised to address certain problems ESL writers encounter, important questions remain about the cost and the gains involved in adapting text analysis for the ESL composition classroom.

91-324 Church, D. M. (Vanderbilt U.). Interactive audio for foreign-language learning. *Literary and Linguistic Computing* (Oxford), **5**, 2 (1990), 191-4.

Disenchantment with traditional language laboratories and consequent decline in their use for foreign-language learning is traceable in part to the limitations inherent in the equipment and in part to the underdevelopment of truly active use of the laboratories. Nevertheless, the importance of the oral language learning, with considerable emphasis on listening comprehension, has been recognised in the methodologies of recent years. The equipment needed for interactive audio is here now for use in ways that will revitalise the language laboratories. The activities in the traditional language lab are deficient in two main respects: (i) they are often passive, and (ii) the students are almost always left on their own, with no help available. Interactive audio offers solutions to both problems; it can force active participation with immediate feedback and

can provide helpful hints. Microcomputers can drive interactive-audio programs based on two different processes for sound storage and retrieval, analog and digital. The linear nature of the analog medium calls for careful planning to cut down access time and precludes elaborate branching. True random access that is practically instantaneous is the strong point of digital recording of sampled sound. Even though sound for foreign-language learning does not have to be sampled at the high rate used for music, the need for massive storage media is obvious. The future promises ever cheaper, larger and more flexible data storage media. Interactive-audio exercises can be used for (i) sound discrimination, (ii) morphological discrimination based on sounds, (iii) dictation, (iv) syntactic transformation exercises, and (v) oral comprehension testing.

91-325 Cunningham, Denis. Past predictions, current perspectives and future prospects in CALL. *BABEL* (Victoria, Australia), **25**, 2 (1990), 6-26.

The computer is a flexible, versatile and adaptable aid in language learning, but teachers must be trained to make the best possible use of it, and students must have access to it and to a bank of software. Its main use at present is in encouraging the skills of reading and writing for comprehension, and text manipulation and editing. Software that allows for authoring is of particular benefit to the teacher, and classroom activities can involve prob-

lem-solving, drills and practice, games, etc. In addition, the computer is a useful tool for the teacher when compiling records and databases, and aids communication with other institutions in other countries. More complex activities such as word processing and desktop publishing can be undertaken. The wide range of potential uses make computer literacy essential.

91-326 Dam, Leni and others (Paedagogisk Central, Greve Strand, Denmark). Test production in the foreign language classroom and the word processor. *System* (Oxford), **18**, 3 (1990) 325-34.

This paper is concerned with the possible applications of the word processing facilities of the micro-computer in the foreign language classroom. It is argued that writing in small groups is an efficient way to promote writing abilities, and that

it is an excellent interactional activity. Drawing on research conducted in a number of different language classrooms the authors show that the computer can be a valuable tool in this activity.

91-327 Griffiths, Marolyn (Swansea Tertiary Coll.). Teaching languages in work-related contexts. *Language Learning Journal* (Rugby), **1** (1990), 28-31.

B/TEC (Business and Technician Education Council) and FLAW (Foreign Languages at Work) provide practical vocational language tuition. After

a brief outline of the two schemes, various aspects of teaching languages in relation to them are discussed – student-centred learning and mixed-ability teach-

ing, the use of project work, resource materials, video, language laboratory, listening stations, telephones, and word-processors and computers. As

examples, courses in *ab initio* Spanish and post-GCSE French/German are described, indicating the approach, materials and activities used.

91-328 Hogger, Birgit. Der gesteuerte Spracherwerb in der besonderen sprachlichen Situation gehörloser. [The role of verbal learning in communication with the deaf.] *Deutsche Sprache* (Berlin, Germany), **18**, 4 (1990), 310-31.

As a loss of hearing impairs the perception, production and understanding of language in the deaf, they cannot develop verbal language without artificial control. At the same time, they develop a visuomotor sign system, the so-called sign language, in a completely natural way. This results in a special case of bilingualism in which, due to the fundamental differences between verbal language and sign language, 'inter-language' communication between the hearing and the deaf is hampered. The

existence of sign language causes a complex system of natural and therapy-guided language acquisition in which problems of 'inter-language' communication further impede the controlled acquisition of verbal language.

Language teaching has to take these factors into account. An adequate solution lies in the concept of simultaneous bilingualism, in which in particular writing and the cultivation of metalanguage processes have an important role to play.

91-329 Hyland, Ken (PNG U. of Technology, Papua New Guinea). Literacy for a new medium: word processing skills in EST. *System* (Oxford), **18**, 3 (1990), 335-42.

While word processing skills are becoming increasingly important in tertiary courses in EST, there has been little discussion of what these skills are or how they might best be taught. This paper argues that word processing is a new creative environment which demands a radically different approach to writing. Originating, revising and

formatting are important new literacy skills which students need to make effective use of the medium. The importance of developing these new skills is emphasised and some pedagogical implications of the relationship between thought and writing are discussed.

91-330 Iandoli, Louis J. CALL and the profession: the current state. *French Review* (Baltimore, Md), **64**, 2 (1990), 261-72.

There is increasing use of modern technology, particularly computers and interactive video, in the classroom, but there are no objective, conclusive studies on their effectiveness. There is a choice of software, offering a variety of types of exercise and monitoring possibilities, but not providing practice in communicative skills or enabling error analysis to be carried out, nor being flexible enough to suit courses in operation. Some innovative interactive video programs are in use in universities, however, which are flexible, and represent an advance in language acquisition possibilities.

User-friendly personal computers linked to a mainframe and to similar systems in use world-wide will lead to the development of international communication, as will increasing use of databases held in libraries. There is, however, a need to integrate CALL fully into the curriculum, and for software to involve communicative language use in context, rather than drill and practice, and inadequate feedback.

91-331 Le Roux, Philippe (Lycée Claude Fauriel, Saint-Etienne). Langues étrangères, œil étranger. [Foreign tongues and foreign eyes.] *Langues Modernes* (Paris), **4** (1990), 41-8.

Although photographs figure prominently in the English, German, Russian and Spanish textbooks examined, they usually serve an illustrative function rather than acting as visual documents. A document proves something, whereas an illustration merely

presents something. In most cases the link between text and photograph is loose. Because photographs lend themselves to multiple interpretations, it is only rarely that there is an intrinsic connection between image and object and the language it is

intended to evoke. Without knowing what the photograph is meant to represent, it is not possible to deduce the specific object/language correlation which has been assumed. Photographs transmit

information about the culture and history of the country or linguistic area being studied, but without necessarily affording a direct link to the language itself.

91-332 Levine, Adina and Reves, Thea. Does the method of vocabulary presentation make a difference? *TESL Canada Journal* **8**, 1 (1990), 37-51.

Extensive vocabulary appears to be of utmost importance for the comprehension of academic reading material. Classroom materials as well as learners' self-reports indicate that whereas specialised terminology may not constitute difficulties to the student, it is the unfamiliarity with general vocabulary which seems to be the biggest problem in text comprehension.

The purpose of the study was to investigate (a) the effect of the method of vocabulary presentation on vocabulary acquisition and (b) the inter-relationship of learner-factors and methods of vo-

cabulary presentation in the retention of vocabulary. The study was carried out in the framework of a reading programme in English as a Foreign Language (EFL).

The overall picture that emerged from the study confirmed the hypothesised inter-relationship between vocabulary acquisition on the one hand and method of presentation and learner-factors on the other. The data indicate different relationships in the case of long-term retention than in the short-term retention of vocabulary.

91-333 Lowndes, Richard (Goldsmiths' Coll.). The bilingual student's progression to the mainstream curriculum. *English in Education* (Sheffield), **24**, 3 (1990), 15-33.

The teaching of English as a second language to bilingual students at the point of their joining further education is frequently geared towards instrumental, transactional language, as evident in typical syllabi and assessment systems. A close study of those students' subsequent performance on the GCSE English course shows that they require a far wider range to handle the mainstream curriculum.

A pedagogy is needed which can bridge the gap between these two phases of learning. Such a pedagogy is available by way of the continuum model of language functions developed by James Britton for learner writers who have English as their mother tongue. This has the potential to meet the needs of bilingual learners in ways which support their progression to the mainstream curriculum.

91-334 Pelletier, Raymond J. (U. of Maine). Prompting spontaneity by means of the video camera in the beginning foreign language class. *Foreign Language Annals* (New York), **22**, 3 (1990), 227-33.

This article proposes that the periodic use of the video camera can generate a higher level of student interest, involvement, and productivity in the everyday tasks of the beginning foreign language course. It expands the range of possible uses for the video camera in the classroom as a means of generating guided, spontaneous, and real use of the

foreign language in vocabulary expansion and reinforcement and in the presentation and illustration of grammar points. Four techniques for the use of the video camera in the classroom are described as well as possible outcomes and benefits derived from the approach.

91-335 Schrader, Heide. Lesen als kommunikativ orientiertes Verstehen von Texten. [Reading as communicatively-oriented understanding of texts.] *Fremdsprachenunterricht* (Berlin, Germany), **34/43**, 10/11 (1990), 481-8.

The kinds of texts selected, and tasks written, for reading comprehension activities should reflect modern views of reading as dynamic interaction between a text and a motivated reader who uses micro-skills such as applying prior knowledge and

schemata, selecting relevant information, looking for 'macro-propositions' and checking for coherence.

The most suitable texts are those which have a hierarchical propositional structure with not too

many new facts and context-independent elements, and which reward readers who use appropriate micro-skills. As regards tasks, the first essential is to provide a purpose for reading; moreover, the focus should not be on details but on the complete text and its logical structure. Suggestions include ex-

plaining relations between propositions, selecting suitable linking words, re-ordering scrambled or mixed texts, identifying pronoun reference, underlining 'macro-propositions', crossing out less important information, supplying missing endings to text, and suggesting pictures to accompany text.

91–336 Seidlhofer, Barbara (U. of Vienna). Summary judgements: perspectives on reading and writing. *Reading in a Foreign Language* (Oxford), **6**, 2 (1990), 413–24.

Summarisation is an activity which relates discourse comprehension and production in a particularly striking way. It derives writing from reading in that the rendering of a text depends on its previous interpretation. This paper draws a distinction between two very different kinds of summary: abbreviated versions and brief accounts. An abbreviated version is primarily the product of a language exercise, operating on the level of the language system by changing structures. A brief account is primarily the product of a social activity,

operating on the level of language use by interpreting the propositional meaning and the writer's intention and reformulating it for a different reader. An empirical study of English summaries written by Austrian university students indicates how different degrees of contextualisation or schematic priming, influenced the amount of processing the students performed on the original text: lack of priming (such as missing title) tended to lead them to produce brief accounts rather than (just) abbreviated versions.