

## Language learning and teaching – theory and practice

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### THEORY AND PRINCIPLES

**83–278 Coulmas, Florian and others.** Sprachwissenschaft in China. Bericht über eine Informationsreise im September 1980. [Language and linguistics in China. Report on a study tour in September 1980.] *Linguistische Berichte* (Wiesbaden, FRG), **73** (1981), 70–91 (pt 1) and **74** (1981), 45–81 (pt 2).

The introduction indicates the increasingly vigorous development of language and linguistics in China since the end of the Cultural Revolution, and their openness to Western and European as well as modern Chinese influences. The higher education system with regard to language studies is described as well as the emphasis on bilingual and monolingual lexicography. Chinese and other areas of language research are discussed, along with developments in machine translation. A large section is devoted to a survey of the languages of national minorities in China, their script systems and reforms, and new recognition since the fall of the Gang of Four.

Script reform and language policy are examined in terms of the work of the government Language Reform Committee on standardisation of symbols, Latinisation and the spreading of the standard language, *pǔtōnghuà*. There are also sections on technical innovations in writing and the writing of minority languages and dialects. Various aspects of foreign-language training are examined including the most important languages taught, and technical aids.

**83–279 Hawkins, E. W.** The Twentymen lecture: A language curriculum for the 1980s. *Modern Languages* (London), **63**, 2 (1982), 83–96.

What is offered in school should match the needs of society, but the paradox in the case of foreign-language teaching is that it is impossible to predict what society's (or the individual pupil's) needs will be. Hence there can be no vocational justification for including any specific language in the curriculum, though the educational arguments are still strong. Pupils need, first, to get an objective attitude to their own language. The foreign language demonstrates that difference does not mean threat but enrichment. It is an apprenticeship, so the way it is presented is more important than the choice of language. Recent work on language acquisition stresses that learners learn best when they use the foreign language with intent to convey a meaning which matters to them, i.e. use it to communicate. Secondary courses in the past have concentrated on 'non-serious' transactions. Bringing native speakers into the classroom is a way of encouraging pupils to exchange meanings which matter – perhaps by means of pupil exchanges on EEC scholarships and the use of Assistants. Intensive courses, the functional syllabus, and graded objectives are all valuable developments.

Language learning in school is a two-stage process: (1) an apprenticeship, getting insight into pattern and techniques of processing language and (2), 'doing things with

words', either in the apprentice language or in another, chosen because of adult needs or interests. How can this two-stage programme fit into the curriculum? The 'horizontal' curriculum (the head teacher's model on which the school timetable is planned) is fragmented – teachers of English and of the foreign language never work together or use a common vocabulary to discuss language. Moreover, there is no place for the study of language itself and how it works. An 'awareness of language course' is one answer. The vertical curriculum (seen as the child meets it growing up through the system) suggests that children who have difficulties with a foreign language may have had problems when learning to read, perhaps because they lacked 'analytic competence' or 'language awareness'. [Implications for universities and teacher training are discussed, including mixed teams of English/French students, intensive courses in minority languages and a scheme of 'higher certification' for teachers with experience.]

**83–280 Hulstijn, Jan.** Onderwijs in een multiculturele en multi-etnische samenleving. [Education in a multicultural and multiracial situation.] *Levende Talen* (The Hague), 373 (1982), 474–6.

A brief summary of a Report prepared for the Dutch Ministry of Education and Science and the Dutch Institute for curriculum development. The report's seven chapters are detailed, and two long extracts are printed verbatim. These extracts deal with the change of attitude needed to integrate minority groups into the Dutch education system, and with some practical issues that this integration might raise. The report strongly recommends that maintenance of minority languages and minority cultures should not be relegated to an extracurricular activity that takes place only outside school and after school hours. The report also recommends the establishment of a number of bodies to implement and oversee the recommended changes, as well as greater legal equality for minority languages and the recognition of foreign diplomas.

**83–281 Menadue, John.** Multilingualism and multiculturalism. *Babel* (Victoria, Australia), 18, 2/3 (1981), 4–12.

Australia's population has changed greatly since before the last war. Just over 20 per cent of the present population is descended from countries where English was not the native tongue. Previously, it was largely Anglo-Celtic, less than three per cent being non-British-born. The concept of dissimilation was replaced by integration, as many of the new arrivals wanted to retain their cultural identity, and this in turn gave way to multiculturalism. Australia needs to recognise and accept its special relationship with Asia. Yet English is the unifying factor in the community. [Some programmes and services for migrants are listed.] Despite a decline in students studying languages in Australia, interest in Asian languages continues and there is a growing demand for various community languages. Furtherance of language learning will necessitate adjustments to the education service and a re-allocation of resources.

**83–282 Mleczak, Jerzy** (Adam Mickiewicz U., Poznań). Towards a theory of evaluation of glottodidactic materials: aims, hypotheses and criteria. *Glottodidactica* (Poznań), **14** (1981), 5–19.

The aims are (a) to examine critically various current theoretical issues in textbook evaluation, (b) to present a modified framework for a theory of evaluation of glottodidactic materials, and (c) to outline categories of criteria.

A theory of evaluation can be general or language-specific. In either case, it must provide a basis for assessing the effectiveness of the various aspects of textbook design: selection, gradation and progression of linguistic and non-linguistic information. Heuer's work (1969 and 1971) on the theoretical basis of evaluation is discussed; neither linguistic theory nor particular teaching methodologies are suitable bases for evaluation, but the two types of learning, inductive and deductive, should be the main consideration, as they focus on the learner and his needs. Extralinguistic factors also have to be taken into account: goals, time available, the learner and his psychological characteristics. [A system of evaluators is presented which covers the following criteria: extralinguistic, didactic, glottodidactic and cultural.]

**83–283 Nerenz, Anne G. and Knop, Constance K.** A time-based approach to the study of teacher effectiveness. *Modern Language Journal* (Madison, Wis), **66** (1982), 243–54.

The aim is to identify effective teaching behaviour in foreign-language classrooms. A brief review of the literature shows that earlier research tended to be based on a consensual approach. In contrast, a time-based approach is taken here, in which teaching behaviour is only considered effective in so far as it relates to (a) the time allocated to instruction as a whole and to separate content or skill areas ('allocated time') and (b) the amount of time when students are actively engaged in learning the curriculum content in question ('engaged time').

Ways of gathering information on engaged time are discussed: student frequency counts; focusing on individuals; time-sampling, looking at student engagement and its context – content, grouping and materials.

**83–284 Porcher, Louis** (ENS, Saint-Cloud). L'enseignement de la civilisation en questions. [Teaching culture – some questions.] *Études de Linguistique Appliquée* (Paris), **47** (1982), 39–49.

A cultural component is an essential part of language teaching, but what precisely is meant by this – history and geography of the country, high culture, daily life, and what else besides? What should be the relationship between language and culture and how should it be integrated into the syllabus? How do we teach it and where do we start? What is the place of literature? No one can possibly be expert in every aspect of culture and consequently there is a tendency to present facile stereotypes of the target country. The problems are many and much work has to be done to set this aspect of language teaching on a solid foundation.

**83-285 Reeves, Nigel.** Language and careers. *Modern Languages* (London), **63**, 3 (1982), 157–62.

In addition to good examination results and an outgoing personality, some kind of further training on top of language qualifications will be necessary for vocational purposes. Languages can be of value in most professions. Specific careers are briefly discussed: translation and interpreting, teaching, and jobs in the industrial and commercial spheres – selling, marketing, purchasing, product research. Areas where Britain is still prominent are promising fields to enter, e.g. economics and financial management. Languages could usefully be coupled with training in accountancy, hotel management, journalism, or secretarial skills.

It is virtually impossible to predict which language any individual may need in an international career, but it should be easier to learn a new foreign language after a successful experience of learning one or two of the languages traditionally taught in our schools. The greatest demand is for French, German and Spanish, followed by Portuguese, Italian, Russian and Scandinavian languages.

**83-286 van Els, Theo.** De 'Bellagio Declaration'. [The Bellagio Declaration.] *Levende Talen* (The Hague), **374** (1982), 597–9.

A report of a conference held at Bellagio in 1981 on 'Foreign Language and Intercultural Studies', organised by the European Cultural Foundation and the International Council for European Development. The Declaration, which is a formal statement agreed by the Conference, consists of a preamble and a set of recommendations. The preamble stresses the importance of international understanding, and the role that languages and cultural studies play in this. It views the decline of language teaching and the teaching of foreign cultures with concern, and stresses the need for greater international cooperation to stem this decline, placing particular emphasis on the importance of exchange programmes. The conference recommended that more research work is needed to establish what would be fruitful in this field, and that an evaluation of existing international exchange programmes should be undertaken. It also recommended that international exchanges should be extended and developed, that standard language-teaching materials should be developed, and that a better system for collecting and disseminating information about language teaching and culture teaching should be devised. The Conference further recommended that a European Council for language and culture education should be set up, and given responsibility for the direction and development of language teaching and culture teaching in Europe. Membership of this Council should not be limited to educationalists. There should also be an annual conference to stimulate links and contacts between Europe and the United States.

## PSYCHOLOGY OF LANGUAGE LEARNING

**83–287 Anderson, Pamela L.** (Pan American U., Edinburgh, Tx). Self-esteem in the foreign language: a preliminary investigation. *Foreign Language Annals* (New York), **15**, 2 (1982), 109–14.

This paper investigates the self-esteem of adults learning English as a second language. Subjects indicated their abilities on a fifteen-statement index and teachers, using a similar index, indicated their perceptions of the students' abilities. These were compared to one another and to the TOEFL scores for the students. The results – that students and teachers do not view the students' language abilities similarly – are related to motivational and cultural factors. Teachers were more positive about the students' performances than the students themselves. Self-esteem may be a factor in motivating students.

**83–288 Busch, Deborah** (Cornell U.). Introversion–extraversion and the EFL proficiency of Japanese students. *Language Learning* (Ann Arbor, Mich), **32**, 1 (1982), 109–32.

This study explores the relationship between the introversion–extraversion tendencies of Japanese students and their proficiency in English as a foreign language (EFL). It was hypothesised that in an EFL situation, extraverted students would attain a higher proficiency in English because they may take advantage of the few available opportunities to receive input in English and practice the language with native speakers. In order to test the hypothesis that extraverts are more proficient in English, 80 junior college English students and 105 adult school English students took a standardised English test, completed a personality questionnaire, and provided information on a biodata form. In addition, 45 of the junior college students participated in English oral interviews which were then rated for proficiency by two evaluators.

The hypothesis that extraverts are more proficient in English was not supported. In fact, statistical analysis revealed that extraversion had a significant negative correlation with pronunciation, a subcomponent of the oral interview test. In addition, introverts tended to have higher scores on the reading and grammar components of the standardised English test.

Even though introverts tended to score better on most of the English proficiency measures, it was found that junior college males who had tendencies towards extraversion had higher oral interview scores. Extraversion also correlated positively with length of time spent studying English at the adult school. These findings are discussed with respect to cultural factors predominant in Japanese society and psychological theory.

**83-289 Dietrich, Rainer.** Selbstkorrekturen. Fallstudien zum mündlichen Gebrauch des Deutschen als Fremdsprache durch Erwachsene. [Self-corrections. Case studies of German spoken by adult second-language learners.] *LILI: Zeitschrift für Literaturwissenschaft und Linguistik* (Göttingen, FRG), **12**, 45 (1982), 120-49.

From the wide range of self-correction phenomena, about 1000 corrections of inflectional morphemes have been analysed. They are taken from everyday conversations with Japanese and American students speaking German as a second language. Four variables are used: (a) strength, i.e. tendency to monitor output, as measured by number of corrected words in relation to text length; (b) concentration, i.e. number of corrections relative to number of inflected words; (c) certainty, i.e. relation between corrected forms and non-standard forms; (d) success, i.e. proportion of attempts leading to a correct result. Major findings are: (1) Semantically weak or empty categories, such as gender or case, are *more* often corrected than semantically important categories such as person, number, or tense. (2) Frequency correlates highly with susceptibility to monitoring. (3) Semanticity and frequency have to be completed by factors of on-line production; thus, anticipating corrections are less successful than retrospective corrections.

**83-290 Dittmar, Norbert.** 'Ich fertig arbeite, nich mehr spreche Deutsch.' Semantische Eigenschaften pidginisierter Lernervarietäten des Deutschen. [Semantic characteristics of pidginised learner varieties of German.] *LILI: Zeitschrift für Literaturwissenschaft und Linguistik* (Göttingen, FRG), **12**, 45 (1982), 9-34.

Utterances in pidginised learner varieties are often structured in the 'pragmatic mode' rather than in the 'syntactic mode'. Characteristics of the pragmatic mode are (a) strong context dependency, (b) small structural distance between level of linguistic expression and level of underlying meaning, (c) representation of semantic concepts by 'free lexemes', (d) lack of morphology, and (e) overgeneralisation. In an explorative study based upon data from seven Spanish foreign workers living near Heidelberg, these features are documented and discussed.

**83-291 Ellis, Rod** (U. of London Inst. of Education). Classroom interaction and its relation to second-language learning. *RELC Journal* (Singapore), **11**, 2 (1980), 29-45.

The communicative opportunities enjoyed by the L2 learner probably contribute to the rate and route of L2 acquisition (as they do with L1). Research suggests that a formal (classroom) environment actually inhibits L2 acquisition because of the lack of opportunity for authentic communication. Examples of classroom interaction are here analysed to see why this happens. The subject was a 10-year-old Portuguese boy learning English in school, but with no cause to use it outside school, who was placed in a class with Vietnamese children with whom he was obliged to use English for any peer interaction. His communicative opportunities consisted of the following types: teacher-class language lessons, teacher-class subject lessons, teacher-pupil interactions, the language of classroom management, and pupil-pupil interactions. Each of

the above types of interaction affords different opportunities for language learning. Important dimensions of interaction here are (1) the opportunity to experience interaction which calls for initiating as well as responding moves and for performing a variety of elocutionary meanings. Teacher–class interaction (and to some extent, teacher–pupil interaction) offers a surprisingly limited range of functions, whereas classroom management and pupil–pupil interaction offer greater opportunities for a wider range of moves and speech acts. (2) Whether the focus of attention is on the channel or the message. (3) The relationship between what is said and the field of perception (providing suitable environmental clues).

**83–292 Ellis, Rod** (St Mary's Coll., Twickenham). The origins of interlanguage. *Applied Linguistics* (Oxford), 3, 3 (1982), 207–23.

The main tenet of interlanguage (IL) theory is that the learner constructs a series of hypotheses about the grammar of the target language which he then tests out. This article reviews various suggestions about this initial hypothesis; early IL has been seen (1) as a simple register or basic language, used in the initial stages of L1 acquisition and resurrected for the purposes of L2 learning, and (2) as being derived from a strategy of simplification. The argument for (1) is discounted because both baby talk and foreigner (teacher) talk are progressively tuned to the language learner's proficiency, so represent continua rather than a simple register. IL likewise constitutes a continuum of (developing) competence. The argument for simplification is stronger in the case of baby and foreigner talk, but makes little sense from the learner's perspective. Another view sees L2 acquisition as essentially similar to the acquisition of another dialect or register by native speakers but the latter process is rarely a conscious one like L2 learning. Moreover, L2 acquisition requires a new grammar.

Research in L1 acquisition indicates the value of semantic analysis for understanding the nature of language acquisition. The child does 'simplify' but not in any morphosyntactic sense; he does so semantically by selecting one or more specific semantic functions to encode selected situational components present in the communicative context. For the child acquiring his L1, the starting point is his existing knowledge of spatial–temporal relationships and an awareness of the communicative uses of language (particularly the volitional and indicative uses). [Ten utterances by a two-year-old are coded semantically.]

Three hypotheses are developed about the origins of IL: (1) the L2 learner utilises his knowledge of the conceptual organisation of events and simplifies their representation in L2 according to principles of informativeness. He operates a strategy of semantic simplification. (2) The L2 learner knows that language is syntactic. He operates with the assumption that word order is meaningful if this is also true for his L1. (3) The L2 learner knows that language realises modality elements as well as propositional elements and actively seeks out how to express those modal meanings that he considers communicatively useful.

**83-293 Gaies, Stephen J.** (U. of Northern Iowa). Learner feedback and its effects in communication tasks: a pilot study. *Studies in Second Language Acquisition* (Bloomington, Ind), **4**, 1 (1981), 46-59.

This article reports on a pilot investigation of learner feedback and its effects on teacher/learner interactions in second-language learning. In twelve ESL (English as a second language) dyads and triads, tapes were made of the performance by the participants of a pair of tasks in referential communication. In these tasks, the teacher described verbally a series of six graphic designs in such a way that the learner(s), who had the designs reproduced on a sheet of paper, could determine the order in which the designs were described. Data analysis involved classification of both learner feedback and teachers' post-feedback responses.

The data on learner feedback can be summarised as follows: (1) Collectively, the learners made use of a number of kinds of feedback. (2) There was considerable variation from learner to learner in the amount of feedback provided. (3) In both dyads and triads, reacting moves were by far the most frequent form of feedback; structuring moves occurred the least frequently and were the least evenly distributed, with 3 of the 12 settings accounting for 63% (27 out of 43) of these. (4) In each of the triads, one learner provided considerably more feedback than the other.

**83-294 Gliksmán, L. and others.** The role of the integrative motive on students' participation in the French classroom. *Canadian Modern Language Review* (Toronto), **38**, 4 (1982), 625-47.

This study investigated the hypothesis that the reason an integrative motivation promotes second-language acquisition is that integratively-motivated students will use the language classroom as an opportunity to practice and perfect their second-language skills. Students were classified as integratively or non-integratively motivated on the basis of their responses to a number of attitude and motivation measures. These students were then observed in their classrooms on six occasions over a period of four months. Records were kept of the types and frequencies of behaviours exhibited by these students. The data were analysed by means of three-factor analyses of variance with the factors being Motivational Group (integrative v. non-integrative), Grade (Nine v. Ten v. Eleven), and Class Sessions. The major results were that integratively-motivated students volunteered more frequently, gave more correct answers, and were rated as being more interested, in each session. The primary conclusion warranted from the results was that the process mediating the relationship between an integrative motive and achievement in a second language was the amount and nature of participation in the formal classroom setting.

**83-295 Glover, John A. and others** (U. of Nebraska). Distinctiveness of encoding and recall of text materials. *Journal of Educational Psychology* (Washington, DC), **74**, 4 (1982), 522-34.

A series of four experiments examined the 'distinctiveness of encoding' hypothesis with respect to readers' recall of text materials. Experiment 1 investigated the comparative recall of distinctively versus nondistinctively encoded summary sentences

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and revealed a significantly higher rate of recall for distinctively encoded summary sentences and associated text material. Experiment 2 combined an activity that required readers to interact with the semantic base of the text with the distinctive encoding operations employed in Experiment 1. The data indicated that each approach resulted in a greater level of recall than a control condition and that the combination of the two produced the highest overall recall. Experiment 3 examined possible mechanisms by which semantic content associated with the summary sentences was encoded and recalled. The most facilitative arrangement of activities involved the physical presence of text materials at the time at which the operations on summary sentences took place. Experiment 4 investigated the role of inspection time and rereading on distinctive encoding processes. Although controlled inspection time reduced the amount recalled compared with uncontrolled conditions, distinctively encoded summary sentences still led to a significantly higher rate of recall than nondistinctively encoded sentences.

**83–296 Klein, Wolfgang and Rieck, Bert-Olaf.** Der Erwerb der Personalpronomina im ungesteuerten spracherwerb. [The acquisition of personal pronouns in un tutored second-language learning.] *LILI: Zeitschrift für Literaturwissenschaft und Linguistik* (Göttingen, FRG), 12, 45 (1982), 35–71.

Based on previous work by the *Heidelberger Forschungsprojekt* (Heidelberg Research Project) *Pidgin-Deutsch*, a description is given of how Italian and Spanish workers acquire the system of German personal pronouns, as used in the language of their social environment. Data include conversations with 24 selected foreign workers, spontaneous translations and repetition tasks; additionally, twelve native speakers of the Heidelberg vernacular have been recorded. In general, learners first attain to an elementary system, which consists of five strongly overgeneralised forms; *ich, Du, (bei) mir, (bei) dir, däs*. Further development may vary; it is characterised by three common phenomena: (a) deictic before anaphoric use; (b) singular before plural; (c) nominative before oblique cases.

**83–297 Madsen, Harold S.** (Brigham Young U.). Determining the debilitating impact of test anxiety. *Language Learning* (Ann Arbor, Mich), 32, 1 (1982), 133–43.

The purpose of this study is to assess how detrimental the effects of anxiety are in ESL language exams. A variety of recent studies have demonstrated significant differences in the emotive reactions of examinees to various language tests. And dozens of research reports in psychology literature identify both facilitating and debilitating results from test anxiety. But to date there have not been any published accounts of attempts to measure the impact of debilitating anxiety generated by ESL for foreign language tests.

To assess the impact of anxiety, a battery of six different ESL examinations was administered to 114 ELI students ranging in ability from beginning to advanced. These students were also administered the Alpert and Haber Achievement Anxiety Test. Performance on the most anxiety-producing subtest is shown to be debilitating for the most anxiety-prone students. The study demonstrates that high anxiety-

producing ESL tests not only are psychologically debilitating but also are less valid and potentially biased in favour of students with low test anxiety.

**83–298 Pressley, Michael** (U. of Western Ontario) and others. Mnemonic versus non-mnemonic vocabulary learning strategies: additional comparisons. *Journal of Educational Psychology* (New York), **74**, 5 (1982), 693–707.

The keyword method of vocabulary learning was compared with five methods designed to increase semantic processing of the definitions of the vocabulary words. In Experiments 1 to 3, recall of the definitions from the vocabulary words was the critical dependent measure, with the keyword method producing greater learning than in any of the semantic-based or control conditions. Also, none of the semantic-based conditions facilitated definition recall, relative to a no-strategy control condition. In Experiments 4 and 5, the keyword method, two semantic strategies, and the no-strategy control procedure were compared in respect to associative and response-learning components of vocabulary learning. The keyword method enhanced vocabulary/definition (associative) learning, but not definition (response) learning *per se*. In contrast, the semantic conditions tended to increase nonassociative learning of the definitions. These results bolster the case that the keyword method is a vocabulary-learning procedure superior to semantic-based strategies of the kind advocated by reading theorists.

**83–299 Westoff, G. J.** Enkele punten uit de leerpsychologie en hun implicaties voor het moderne-vreemdetalonderwijs. [Some aspects of the psychology of learning and their implications for modern language teaching.] *Levende Talen* (The Hague), **374** (1982), 561–73.

This article deals with some recent ideas in the psychology of learning. The work of the Dutch psychologist van Parreren is discussed, and his ideas about memory traces and evocations, system separation, interference and ‘clotting’ are illustrated with examples from language learning situations. Bol and Carpay’s (1982) work on the way new words are learned is discussed in the light of these ideas, and the importance of contextualised learning is stressed as an obvious conclusion from this work. The final section deals with the learning of grammatical structures and rules. This process is described in terms of a framework derived from the work of the Russian psychologist Gal’perin. This discussion also emphasises the conclusion that contextualised learning is of the greatest importance.

## CONTRASTIVE/ERROR ANALYSIS

**83–300 Cutler, Anne** (U. of Sussex). The reliability of speech error data. *Linguistics* (The Hague), **19**, 7/8 (1981), 561–82.

The possibility of hearing errors apparently detracts from the reliability of data collected on speech errors; for example, hearing errors occur more often on unstressed syllables, and this must be taken into account when assessing the relative frequency

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of speech errors in stressed and unstressed syllables. Not all speech error data are equally unreliable: low-level errors (on the phonetic level) are overlooked more often than high-level errors (on the syllable or word level), and on this higher level, some types of error are more liable to be overlooked than others. In addition, some forms of argument from data to hypothesis are safer than others, when made on the basis of data collected from everyday speech. However, speech error research need not be limited to such data, since laboratory techniques have recently been developed for the elicitation of errors.

**83-301 Fay, David** (Bell Labs., Naperville, Ill). Substitutions and splices: a study of sentence blends. *Linguistics* (The Hague), **19**, 7/8 (1981), 717-49.

In the first section, sentence blends found in a large corpus of errors in spontaneous speech are described and categorised. The major classes of blends are substitutions, splices, and complex blends. Substitution blends seem mainly sensitive to the grammatical structure of the blending sentences, while splice blends are conditioned by sentence rhythm. There are two subtypes of splices in which the splice occurs before or after a stress site. These subtypes differ in the material from the two target sentences that is included in the blend. Complex blends consist of combinations of simple substitutions and splices. Substitutions occur at an earlier stage in speech production than splices.

A second section applies the taxonomy of sentence blends to purported transformational errors. While not all such errors can be described as blends, certain classes can. Errors with duplicated particles, in particular, are better accounted for as sentence blends than as transformational errors. This is shown by comparing the distribution of noun and pronoun objects in sentences with particle errors with that in error-free spontaneous speech. The difference in distributions is predicted by a splice theory of duplicated particles but not by a transformational theory.

**83-302 Garnham, Alan and others** (U. of Sussex). Slips of the tongue in the London-Lund corpus of spontaneous conversation. *Linguistics* (The Hague), **19**, 7/8 (1981), 805-17.

This paper presents a list of slips of the tongue which occur in a corpus of English conversation transcribed from tape recordings. The kinds of error included in the list are briefly discussed, as are the criteria for detecting errors. The work forms a basis for an estimate of the frequency of such errors in ordinary speech.

**83-303 Morrissey, Michael D.** A rule-based description of noun-phrase errors. *Moderne Sprachen* (Vienna), **23**, 3/4 (1979), 7-28 (pt 1), and **24**, 1/2 (1980), 1-16 (pt 2).

Some of the rules for noun-phrase constructions in English that are most frequently violated by German learners are formulated and discussed. The rules concern, for example, the use of articles with count and mass nouns and expressions of generic/specific/unique reference, and constructions involving possessives, quantifiers and demonstratives. Each rule is illustrated by attested utterances in which it is infringed;

the focus of attention is the analysis of errors *per se*, rather than any attempted psycholinguistic explanation. The most frequent errors found in the corpus are those in which an article is used with mass and plural nouns, as in, for example *I thought I was pretty well prepared for the studying at university.*

**83–304 Zydatiś, Wolfgang** (Free U., Berlin). Text type oriented contrastive linguistics and its implications for translation pedagogy at university level. *IRAL* (Heidelberg), 20, 3 (1982), 175–91.

Using parallel German and English translations of the rules for a board game to exemplify a particular text type, viz. an instructive text of the statutory variety, the author argues that texts can be analysed into both semantic concepts and speech functions, which can be treated and taught as the units of translation and then related to their various realisations in particular languages. Most of the article is taken up with the detailed analysis of the text as discourse into (a) text sub-types (idioms), e.g. narrative, expository, (b) semantic or pragmatic concepts, e.g. hypothetical future, mitigated suggestion, and (c) grammatical encoding, e.g. passivisation, additive sequence forms. Such text-pragmatic analysis performed on all basic text types would assist translators in training by identifying recurring translation units, for which the appropriate linguistic equivalent would be found among a number of variants. Both the units and the variant realisations could be taught systematically and thus translation teaching at university level would be improved. Hence contrastive analysis on a text-pragmatic basis will be shown to have clear advantages over contrastive study of lexis and phonology as static systems.

## TESTING

**83–305 Bialystok, Ellen** (U. of Toronto). On the relationship between knowing and using linguistic forms. *Applied Linguistics* (Oxford), 3, 3 (1982), 181–206.

Traditionally language proficiency is assessed in quantitative terms as a number of items known by the learner; improvement is regarded as a process of increasing these items. However, it is shown in two experiments described in detail that language proficiency can and should be assessed in qualitative terms; more specifically, as a relation between this knowledge of forms and the contexts of use that mobilise or neutralise it. Variability in performance among language learners who know exactly the same formal items derives from their differential control over two factors: (1) analysed representations of knowledge, and (2) automatic access to information; (roughly, conscious knowledge of how the language works, and retention in the mind of a sufficient number of items). The experiments show that where native speakers, advanced and intermediate foreign learners are tested on structures they all know in common, the higher scores can be accounted for by an ability to use them flexibly, subject to an increasing range of situational demands. Modality (oral or written) is excluded as a factor, leaving only analysed and automatic control as the decisive elements. Hence instruction must consider the specific goals of the learners and anticipate contexts of use for their knowledge.

**83-306 Roe, P.** (British Council, Paris). Evaluation in the context of a communicative approach. *Revue de Phonétique Appliquée* (Paris), **61**, 3 (1982), 191-200.

A system of evaluation is proposed which is appropriate to a truly 'communicative' approach to foreign-language teaching. The author's working definition of this approach is one whereby a student is trained to develop his realisation strategies to match his use of text to his communicative purpose most effectively. He needs a genuine purpose identified by himself and an outcome directly related to the purpose. The smallest unit of 'communicative act' is 'negotiation', e.g. letting the cat in at night, buying a packet of cigarettes. The definition can now be amended to one whereby a student is trained to perform specified kinds of negotiations or tasks. Current classroom practice, however, does not often involve the learner in this way.

Evaluation in the context of a communicative approach measures the learner's ability to perform certain kinds of negotiation or task. It is concerned with specifying the level of complexity at which a learner can attempt a given class of task and the degree of effectiveness with which he can achieve it. The information supplied by the system should be valid and reliable, and readily comprehensible to all users. This information flow should constitute a continuous feedback system enabling the learner to monitor his progress at all times. This implies two dimensions of evaluation: task complexity (the number of levels corresponds to the class of task), and level of competence (a 10-point scale is proposed). [An application of such a system is described.]

**83-307 Savignon, Sandra J.** (U. of Illinois). Dictation as a measure of communicative competence in French as a second language. *Language Learning* (Ann Arbor, Mich), **32**, 1 (1982), 33-51.

Dictation has been proposed as a relatively simple yet reliable and valid indirect measure of functional language skills and is gaining in popularity as a test of placement and proficiency in L2 programmes of all kinds. Yet the continued reliance on exact word scoring of dictation would seem to limit its use as a measure of communicative competence. This paper reports on the development of other than exact word procedures for scoring dictation tests in French. Three separate passages were dictated to college students of French at various levels of proficiency as well as to smaller groups of native speakers and children who had acquired French in 'natural' or immersion settings. A scoring procedure was developed which evaluated chunks rather than words on three criteria: exact word, phonetic similarity, and conveyance of meaning. The analysis of results suggests that this procedure offers a reliable and efficient alternative to word for word scoring on an exact word basis and that the distinction between the three criteria is potentially useful in diagnosing functional language skills in classroom programmes.

## TEACHER TRAINING

**83–308 Brickell, Henry M. and Paul, Regina H.** (Teachers Coll., Columbia U.). Ready for the '80s? A look at foreign language teachers and teaching at the start of the decade. *Foreign Language Annals* (New York), **15**, 3 (1982), 169–87.

A survey was carried out by the US Department of Education in order to describe the current and future market for foreign-language teachers in secondary schools and the implications for teacher training; the pre- and in-service training of teachers and its suitability; to advise teachers how they can adjust to current trends; to derive policy advice for colleges and universities which train teachers, and for local school districts and state education departments. Data was collected from 80 school districts and 20 teacher training institutions.

The report is organised in the form of a 'thinking guide', inviting the reader's judgement on a series of questions, then giving the results of the survey. It covers the languages learned by teachers in their own schooldays, whether they studied in a foreign country (only 10% did so while at school and 50% while at college), their level of education (just over half have a Master's degree), the content of their foreign-language courses (they spend roughly half their time studying literature – the least useful aspect for secondary teaching), the content of their education courses (far more theory than practice). What teachers felt was most lacking from their training was conversational practice (30%) followed by methods courses (20%) and information about classroom realities (10%) and instruction about foreign cultures (10%). Asked to rate their satisfaction with various aspects of their training on a 10-point scale, teachers rated their education courses as 5 (mediocre), foreign-language courses as 7, student-teaching as 8, and study abroad as 9 (the highest rating). About 70% of foreign-language teachers are certified to teach only one foreign language. This may be unwise when times are hard. About 75% had had some in-service training in the past five years (on average, one day per year), but only two-thirds of this training was related directly to foreign languages. Only 25% read foreign newspapers or magazines weekly; about 70% read professional journals and newsletters monthly. About 30% travel abroad every year, another 60% every few years. About 80% of respondents were teaching Spanish or French, levels I or II. [Instructional materials; grades taught; size of classes; extracurricular activities; personal characteristics.]

The survey also investigated whether colleges and universities had changed their approach. Three typical changes were: encouraging students to study two languages instead of one; providing ESL and bilingual programmes; and instituting career-oriented courses in fields other than education.

## TEACHING METHODS

**83-309 Beck, Isabel L. and others** (U. of Pittsburgh). Effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology* (Washington, DC), **74**, 4 (1982), 506–21.

The relationship between knowledge of word meanings and semantic processes was examined in a long-term vocabulary instruction experiment. Twenty-seven fourth-grade children were taught 104 words over a 5-month period. Following instruction, these subjects performed tasks designed to require semantic processes ranging from single word semantic decisions to simple sentence verification and memory for connected text. On all these tasks, instructed subjects performed at a significantly higher level than control subjects matched on preinstruction vocabulary knowledge and comprehension. Thus, instructed subjects gave evidence both of learning word meanings taught by the programme and of being able to process instructed words more efficiently in tasks more reflective of comprehension. The implications of these results for vocabulary instruction and for the role of individual word meanings in comprehension are discussed.

**83-310 Chiclet-Rivenc, M. M.** (U. of Toulouse-Le Mirail). Évolution des pratiques pédagogiques communicatives SGAV au cours des vingt dernières années. [The evolution of SGAV communicative teaching methods in the last 20 years.] *Revue de Phonétique Appliquée* (Paris), **61/2/3** (1982), 25–42.

Reviewing historically the audio-visual series for teaching French produced by CREDIF-SGAV, notably *Voix et Images de France*, the author distinguishes three phases: Invention (1955–1965); Consequences of Success (1965–1972) and Renewal (1970 onwards). The VIF series was first successfully applied to Hungarian refugees in 1956 and launched the European audio-visual method – much more flexible and communicative than the current caricature might suggest. Indeed, SGAV catered for sociological, psychological and functional aspects of language and, far from being slavishly Skinnerian, early explored cognitive aspects of language learning. The second phase saw diversification and codification of the methods and led to a growth in the training of specialist audio-visualists. Though SGAV failed in secondary schools, it was extended to other languages than French. It was eventually swamped by transatlantic audio-lingualism though its roots were in European structuralism and the visual mode, not the mechanistic language laboratory. However, being responsive both to theoretical research and pragmatic demands, SGAV has renewed itself in the last decade.

**83-311 Courtillon, J.** (CREDIF, Paris). Une méthodologie de la communication. [A methodology for communication.] *Revue de Phonétique Appliquée* (Mons), **61/2/3** (1982), 87–97.

The SGAV approach to language acquisition takes earlier audio-visual methods a stage further by initiating genuine communication in the classroom through dialogue, role-play and student–student communication. Presentation of the mini-dialogue,

analysis of the situation, memorisation and role-play are followed by further mini-playlets, variations on the original, devised by the students themselves working in groups of three or four. The role of the teacher changes: no longer solely responsible for the organisation of the class, he or she does not so much teach the language as assist the learners to learn. A profound change in attitudes is called for; nevertheless the teacher's approach is fundamental to the success of the method.

**83-312 Dawson, Don.** Ethnic bilingual/bicultural programmes in Canadian public schools. *Canadian Modern Language Review* (Toronto), **38**, 4 (1982), 648-57.

Private schools, organised by ethnic communities, serve to transmit minority language and culture to succeeding generations of ethnic Canadians. Although the public school system has not, in the past, recognised ethnic mother tongues for classroom instruction, there is a trend towards public bilingual (ethnic/official language) schooling. Ethnic group support for such programmes is motivated by language and cultural maintenance goals, some dissatisfaction with private schools, and a desire for the prestige of linguistic recognition in the public schools. On the other hand, the educational establishment views bilingual/bicultural programmes as compensatory 'child salvage' and enrichment measures, or as efforts to improve school-community relations. Many of the existing 'bilingual' programmes in Canadian public schools do not stress literacy in the ancestral language and eschew religious training or the use of local dialects. As a result, though there is a trend towards more 'public bilingual' schools, they will not replace the more 'parochial' private ethnic schools.

**83-313 Edelsky, Carole** (Arizona State U.). Writing in a bilingual programme: the relation of L1 and L2 texts. *TESOL Quarterly* (Washington, DC), **16**, 2 (1982), 211-28.

This is a report on the relationship between first-language and second-language writing. Nine first, nine second, and eight third graders in a unique bilingual programme (emphasising writing, a whole-language approach to literacy, and literacy in the first language before second-language literacy instruction is begun) provided the writing data. The L1/L2 writing relationship might be viewed as either interference of L1 with L2 writing or as application of L1 to L2 writing. Taking the second view, but given that texts written by the same child in Spanish and in English demonstrate both similarities and differences, the question remains: what is it that is applied? The answer: everything – from particular local hypotheses regarding spelling, to more global hypotheses regarding differential constraints on oral v. written texts, to abstract processes for producing texts. Some factors that might influence the level of knowledge and hypotheses that are used in L2 writing are: the nature of the written systems of the two languages, the writer's proficiency in the L2, the nature of the literacy experience, sociolinguistic constraints, and the nature of the writing process itself.

**83-314 Fox, Jeremy** (U. of E. Anglia). Computer assisted learning and language teachers. *British Journal of Language Teaching*, 20, 2 (1982), 89-92.

Computer assisted learning (CAL) is, with the availability of cheap microcomputers, becoming a practical possibility for schools. Applications of CAL to language teaching include the opportunity it gives for individualised practice, e.g. 'drill and practice', for which immediate feedback can be given, and which is adaptive to the needs of individual students. The computer can store a record of all the student's responses, which can help the teacher to monitor his progress. Reading comprehension offers interesting possibilities for grammar, vocabulary, content and cloze. Games and simulations have a great motivating power. Another promising area is the production of printed randomised test or practice material for use in class or for homework. Future developments will include publishers bringing out software to accompany popular courses and teachers devising their own material.

**83-315 Gaff, Robin** (Parrs Wood High Sch., Manchester). Sex-stereotyping in modern-language teaching – an aspect of the hidden curriculum. *British Journal of Language Teaching*, 20, 2 (1982), 71-8.

Equal treatment of men and women is embodied in law and should be supported in the curriculum. Yet many school books discriminate against women by reinforcing stereotyped views of male and female abilities and roles. Views from surveys of reading schemes and ELT textbooks are discussed, together with comments on foreign-language textbooks. Sexist attitudes are found not only in reading passages, but, more insidiously, in grammar examples and exercises, where prejudices are unlikely to be challenged.

Two courses in current use in British schools were examined to see if they reflected the above attitudes, *Le Français d'Aujourd'hui* (1966) and its updated version *French for Today* (1980) [detailed examples]. In the 'typical family' featured in the former, Madame Bertillon is almost always presented in the role of housewife and mother, whose kitchen is her domain. Her relaxations are knitting and gossiping; she is an incompetent driver. Her daughter is an unsympathetic character who cheats at school and is selfish and rude; she is afraid of mice and obsessed with horses. Boys and men are presented in a much more positive light, and their pursuits (e.g. football and rugby) are shown sympathetically. There are many examples of sexist attitudes in the grammar examples and exercises.

In *French for Today*, certain modifications have been made which indicate an awareness of the above criticisms, but it still reflects a profoundly sexist outlook. Rather than encouraging acceptance of such an outlook, teachers should discuss the roles portrayed.

**83-316 Gubernina, Petar** (U. of Zagreb). Les activités ludiques dans l'apprentissage d'une seconde langue. [Play activities in second-language learning.] *Studia Romanica et Anglica Zagrebiensia* (Zagreb), **23**, 1/2 (1978) [publ. 1982], 515-23.

Play is a fundamental activity of the growing child, involving body movement, imaginative make-believe, pleasure in nursery rhymes and stories. In all these rhythm plays a major role. Foreign-language teaching at pre-school level should model itself on processes of mother-tongue acquisition; the SGAV method includes games, songs, cartoons, puppets, with stress on pupils' own activity and creativity rather than repetition. In the early stages the teacher acts mainly as activity organiser; later, from the age of 9 years upwards, he should pay more attention to pronunciation, and in the 11-13 period he will above all encourage pupils to create, act and perhaps even dance in their own dramatisations. From 13 onwards films and videotapes can serve as stimulus for drama.

**83-317 Hudson, Thom** (U. of California). The effects of induced schemata on the 'short circuit' in L2 reading: non-decoding factors in L2 reading performance. *Language Learning* (Ann Arbor, Mich), **32**, 1 (1982), 1-31.

Recent research in L2 reading has indicated that language proficiency in L2 places a limit on transference of L1 reading skills. The research reported here was developed to provide information on the possible application of L1 'schemata' theory to the nonlinguistic elements of L2 reading. The 'schemata'-based learning theory indicates that readers process meaning which has been presented through print by using prior knowledge of the world to produce representations of anticipated meaning. Further, this knowledge and representation can either aid or impede comprehension. In the experiment, a repeated measures design was used to present Ss with reading passages using three types of intervention. In the first method, Ss read a passage, took a test, reread the passage, and took the test again. In the second method, Ss were presented with a vocabulary list prior to reading and being tested. In the third method, Ss were shown pictures relating to the general topic of the passage and were asked to make predictions about the passage content. The results of the study indicate that schemata production is involved in the short circuit of L2 reading, that the effectiveness of externally induced schemata is greater at lower levels of proficiency than at higher levels, and that induced schemata can override language proficiency as a factor in comprehension.

**83-318 Kennedy, C. J.** (U. of Birmingham). Process and product in higher education: student-directed learning. *Journal of Further and Higher Education* (London), **6**, 3 (1982), 55-68.

A methodology is described which was developed in an MA course in Applied Linguistics for experienced teachers of English overseas [for course description, see abstract 83-156]. Part of the course was an introduction to sociolinguistics: the objectives and the topics covered are 'product'-oriented (i.e. concerned with the content of what is taught) whereas broader educational objectives involving the

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participants' learning skills are 'process'-oriented. Consideration of process can lead to a more effective methodology and hence greater mastery of content.

A list of weekly topics was prepared by the lecturer and a few readings recommended. A question was posed on each topic which was to be the subject at a seminar. The students chose one of the topics, creating one group for each topic. Each group read the recommended readings and met to discuss them without the lecturer being present, and planned and executed (with some prior consultation with the lecturer) a class presentation on their topic. Learning/teaching was thus mainly in the hands of the participants; the focus shifted to peer-teaching during the presentation sessions, with a high level of participation from all concerned.

A questionnaire completed by students after the course indicated general satisfaction with the course content [discussion of comments about whether objectives for the various parts of the course had been achieved]. Motivation and participation were increased, and a high level of content knowledge was reached. Discourse analysis of the group interactions would produce useful material for analysing any problems.

**83-319 Lado, Robert** (Georgetown U.). Developmental reading in two languages. *NABE Journal* (Washington, DC), **6**, 2/3 (1981/2). 99-110.

Learning to read developmentally through the native language at the critical reading age can turn the reading handicap of Hispanic and other bilingual children into the asset of literacy in two languages. Biliteracy for bilinguals will in turn give them a fuller access to educational opportunities and socio-economic advancement than they have at present. Developmental reading is explained in terms of language acquisition and four universal learning stages regardless of teaching method. Differences between developmental reading and other major methods and approaches to reading are pointed out in order to put developmental reading in perspective. Evidence for the appeal and effectiveness of developmental reading is surveyed through a number of documented case studies, and the group experience at the Spanish Education Development (SED) Center Bilingual Reading Project is described. The reading handicap of bilinguals is an unnecessary evil that can and should be removed with obvious benefit to the individuals and to society.

**83-320 Löschmann, Marianne.** Fremdsprachiges Konспектиerten im Dienste der Kommunikation. [Foreign-language summary-making for purposes of communication.] *Deutsch als Fremdsprache* (Leipzig, GDR), **18**, 5 (1981), 265-72 (pt 1), and **18**, 6 (1981), 349-53 (pt 2).

Most language students need to be able to record in writing information gathered in the course of reading and to re-use it. In foreign-language learning, the summary doubles as a memory-aid and a basis for further communication. It can also reveal gaps in the student's comprehension. The process of summarising is defined as a receptive-reproductive/-productive activity and divided into three phases: planning, doing, and control [discussion of aspects, procedures and problems entailed]. The adequacy of a summary can only be judged on the strength of its adequacy as a basis for further use (i.e. reproducing information). [Suggestions for classroom exercises to practise various aspects of summary-planning and summary-making.]

The second part deals with speaking on the basis of a summary. The structure of and conditions surrounding the activity are discussed, as well as criteria for judging the adequacy of the summary [ideas for classroom exercises]. The drawbacks of summary-making are pointed out as well as its overall value for the development of linguistic and mental abilities in foreign-language learning. [Bibliography, pt 1].

**83-321 McAlpin, Janet** (King Abdul Aziz, U., Jeddah). A rationale for the utilisation of the language laboratory in the teaching of reading. *RELC Journal* (Singapore), 12, 2 (1981), 57-66.

Many courses include language laboratory materials which purport to improve students' reading ability but frequently fail either to utilise fully the potential of the lab, or to separate clearly the teaching of reading comprehension from the teaching of listening. When the lab is used for reading, the essential facility is student control, hence passive or audio-active labs are unsuitable; appropriate equipment is an audio-active-comparative lab or a collection of student-controlled cassette recorders. Self-study units conserve teacher time: they can be used in the lab as well as at home. Advantages include variety of location, of medium and of activity. The lab demands purposefulness and concentration.

The components of a reading comprehension unit are (1) the text – the recording should be used as support for the written text and not as a test of listening comprehension; (2) instructions and explanations – these should always be clearly stated on the worksheet as well as recorded, and can be in the mother tongue; (3) exercises – questions in the target language should not be posed orally without printed support – it is probably best to direct students to stop the tape in order to read and carry out tasks printed on the worksheet; (4) feedback – recorded answers make immediate feedback available without revealing answers to subsequent questions.

Information in a reading unit should never be listening-dependent. Answers to questions must be immediately recognisable in their spoken form. [Examples of possible exercises and their answers.]

**83-322 McGee, Lea M.** (Louisiana State U.). Awareness of text structure: effects on children's recall of expository text. *Reading Research Quarterly* (Newark, Del), 17, 4 (1982), 581-90.

The purpose of this research was to examine whether good and poor readers in elementary school are aware of text structure and whether an awareness of text structure influences recall. Twenty good readers were selected from both third grade and fifth grade, and 20 poor readers were selected from fifth grade. All subjects read and orally recalled two expository passages. Recalls were analysed to determine how closely structure found in the retellings resembled the author's structure, as well as for proportionate retelling of superordinate and subordinate idea units. The results indicated that fifth-grade good readers are more aware of text structure and recall proportionately more total and superordinate idea units than fifth-grade poor or third-grade good readers. Further, fifth-grade poor readers displayed some awareness of text structure and recalled proportionately more superordinate ideas than third-grade good readers. Third-grade good readers did not display an awareness of text

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structure and recalled more subordinate than superordinate idea units. These results suggest that some young readers are aware of text structure and this awareness is correlated with recall of important textual information.

**83-323 Mariet, François** (U. of Pau). La formation d'une inculture: la vie économique et sociale selon les manuels de lecture de l'école élémentaire en France. [Training for economic illiteracy – social and economic life in French elementary school readers.] *Études de linguistique appliquée* (Paris), **47** (1982), 97–120.

Thirty-eight middle-school readers published between 1968 and 1978 were studied and their content analysed, showing that while some occupations and economic activities were over-represented, others were under-represented. Foreign countries were depicted in conformity with national prejudices and stereotypes. The overall picture of society and the way it works which the readers presented was not only superficial and unrealistic but also anachronistic. Their essentially non-economic approach failed either to encourage the capacity to think in economic terms or to prepare the child to understand the modern world. French textbooks used in the USA displayed analogous clichés and unreality in their view of France.

**83-324 Murtagh, Edward J.** Creole and English used as languages of instruction in bilingual education with Aboriginal Australians: some research findings. *International Journal of the Sociology of Language* (The Hague), **36** (1982), 15–33.

The aim was to find out whether or not a bilingual programme which uses Creole and English as languages of instruction facilitates the learning of both Standard English and Creole. An attempt was also made to discover whether the attitudes of year 3 students toward Standard Australian English speakers affect their learning of Standard Australian English. The basic model of bilingual instruction adopted for use was that of partial bilingualism, which seeks fluency and literacy in both the mother tongue and the second language, but restricts literacy in the mother tongue to certain subject matter related to the ethnic group and its own cultural heritage.

The results indicate very definite trends towards the superiority of bilingual schooling over monolingual schooling for Creole-speaking students with regard to oral language proficiency in both the mother tongue, Creole, and the second language, English. There are indications, too, of the linguistic interdependence notion proposed by Cummins (1979) from the discovery that students schooled bilingually show progressively greater success at separating the two languages than their counterparts schooled monolingually. This increasing ability to separate the two languages (English and Creole), which bilingually schooled students have shown and which appears to be explainable only in terms of the two languages being taught as separate entities in the classroom, constitutes a powerful argument for the introduction of bilingual education to other schools where similar conditions obtain.

**83-325 Omaggio, Alice C.** (U. of Illinois). The relationship between personalised classroom talk and teacher effectiveness ratings: some research results. *Foreign Language Annals* (New York), **14**, 4 (1981), 255-69.

This article presents and discusses an observational system that discriminates between personal and impersonal (or neutral) verbal behaviour of teachers and students in the foreign-language classroom, ascertains the usability of the instrument for the collection of data on the nature of such interactions, determines the extent to which two groups of teachers at two large state universities are personalising their classroom environment, and reports on preliminary findings on the relationship of these in-class behaviour variables and the perceptions of teacher effectiveness by both supervisors and students. Results obtained in the two studies indicate that teacher effectiveness ratings obtained from supervisors and students are significantly correlated with the degree to which verbal interactions in the language classroom are personalised.

**83-326 Pearson, Christine R.** (Monterey Inst. of International Studies, CA). Advanced academic skills in the low-level ESL class. *TESOL Quarterly* (Washington, DC), **15**, 4 (1981), 413-23.

Students supposedly ready to begin university work need to read with speed and comprehension, to write cogent essays and reports, to understand and take notes from lectures, and to employ effective study techniques. These skills are difficult for native speakers as well, and they take time to learn. By postponing their introduction until the high intermediate and advanced ESL levels, students have too little practice in both conceptually and technically difficult areas. Most of the so-called advanced skills and concepts involved in successful reading, writing and studying can be adapted for use in the low-level ESL class, the assumption being that students unskilled in the linguistic aspects of the language can still conceptualise.

An integrated conceptual approach is recommended, which ignores the traditional order of presentation of the four skills. The concept of generality/specificity underlies many of the skills, and can be used to help students identify topic, focus, examples and details of reading and lecture materials. The general/specific distinction can be introduced through classroom items, picture cards and word lists; items must be categorised, generally in relation to their group. They can then be given groups of scrambled items to identify, reorganise and re-copy in outline form. Outlines can later be developed into written reports or mini-compositions [use of balloon diagrams]. These exercises can be adjusted to any level of competence.

Awareness of relevant/irrelevant materials is another useful concept, which can be stimulated through a variety of fast-moving and initially easy exercises, which can be made more challenging. Reference exercises help students to understand some elements of cohesion; underlining and making notes aid effective listening. Summarising and paraphrasing can also be begun in the early stages.

**83-327 Reiss, Mary-Ann** (West Chester State Coll.). The continuing education student and the study of foreign languages. *Foreign Language Annals* (New York), **15**, 3 (1982), 189-95.

During the last decade there has been a change in the concept of lifelong learning. Learners in an institutional setting increasingly include persons of all ages. More and more non-traditional students are and will be taking foreign language on the college level, either by choice or as a requirement. This article reports the findings of a questionnaire developed for the continuing education foreign-language student. Of the 219 students who answered the questionnaire, 104 had taken foreign language at the college level. All students were extremely pragmatic in their approach and wanted to be shown specific reasons for the study of foreign languages. Students who had taken foreign language at the college level (*a*) had often had a positive experience in high school; (*b*) felt comfortable in a classroom setting with younger students; (*c*) found reading and vocabulary the easiest aspects of foreign language learning; (*d*) felt that more conversation and culture should be part of the foreign language experience; (*e*) did not consider age a disadvantage in the foreign language class; (*f*) rated their foreign language ability below their overall scholastic ability; (*g*) felt that their foreign language experience would be of some benefit in the future, and (*h*) wanted to be recognised and given consideration as a group with unique problems.

**83-328 Reynolds, Ralph E. and Anderson, Richard C.** (U. of Illinois). Influence of questions on the allocation of attention during reading. *Journal of Educational Psychology* (Washington, DC), **74**, 5 (1982), 623-32.

Readers were asked a question of a certain type after every four pages of a 48-page oceanography text. Text information relevant to questions was learned better than text information irrelevant to questions. Furthermore, reading times and probe reaction times on a secondary task were longer when subjects were processing text segments containing information of the type addressed by questions. These results are predicted by a theory that readers selectively allocate a greater volume of attention to question-relevant information, and that a process supported by the additional attention causes more of the information to be learned.

**83-329 Richards, Jack C. and Rodgers, Ted** (U. of Hawaii). Method: approach, design and procedure. *TESOL Quarterly* (Washington, DC), **16**, 2 (1982), 153-68.

This paper presents a framework for the systematic description and comparison of methods. Method is defined in terms of three levels: approach, design, and procedure. Approach is a theory of language and of language learning. Design is a definition of linguistic content, a specification for the selection and organisation of content, and a description of the role of teacher, learner, and teaching materials. Procedure is concerned with techniques and practices, in a method. The model is discussed with reference to recent proposals in methodology, particularly Asher's Total Physical Response method, and the application of the model is demonstrated.

**83-330 Rutherford, William E.** (U. of Southern California). Functions of grammar in a language teaching syllabus. *Language Learning and Communication* (New York), 1, 1 (1982), 21-37.

Certain unobservable organisational principles of language, viz. processes, concepts, systems and relationships, are crucial to its implementation, yet, because they cannot be itemised, rarely feature in pedagogic grammars. Error analysis shows the harmful results of their omission. Ways are suggested of focusing on these principles without actually calling attention to them on the increasing evidence that mastery of syntax is derived from the use of discourse rather than the reverse. Broadly, they cover typological information about favourite sentence types, etc. that specify the language's gross canonical form subserving discourse. Examples of these in English are: the distinction between 'subject' and 'topic'; the obligation to fill the subject slot before the verb; and the movement rules within the sentence that ensure the obligation is fulfilled, etc. From the start, language courses should teach syntactic rules both as leading to textual cohesion and resulting from discourse choices. Exercises to do this are suggested. They provide the student with unordered semantic content and require him to arrange it syntactically, subject to discourse principles.

**83-331 Scholfield, Phil.** Using the English dictionary for comprehension. *TESOL Quarterly* (Washington, DC), 16, 2 (1982), 185-94.

A linguist's view of dictionary use for comprehension is offered which highlights the positive contribution the learner-user has to make even when using a good dictionary. The look-up process is analysed into seven main steps. In most of these, the proficient user, far from performing a purely mechanical operation, is often required to formulate and pursue several hypotheses and make use of prior knowledge of various sorts, especially information derived from context. Analysis in some detail is provided for those steps that are usually glossed over - namely, the search for an item in more than one location, the choice of the relevant sense, and the fitting of definitional information to the source context of the unknown word.

**83-332 Shuy, Roger W.** (Center for Applied Linguistics, Washington, DC). Conditions affecting language learning and maintenance among Hispanics in the United States. *NABE Journal* (Washington, DC), 6, 1 (1981), 1-17.

Over a period of two years (1980-81), a number of teachers, employers, bilingual education programme directors, researchers, community service workers, civil rights attorneys and State Department of Education officials in California were informally interviewed by the author about a number of language concerns. Included in these interviews was information about the continuous learning and maintenance of the Spanish language by California Hispanics. This paper reports the results of these informal interviews, a process which turned out to be much like a planning study. Three general areas of focus were apparent: conceptual variables (about what language learning and maintenance actually means), social variables (the family, socio-economic status, sex, age, region, politics) and attitudinal variables. It is concluded that all three focal areas must be represented in any comprehensive study of the conditions that

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affect language learning and maintenance. Likewise a range of methodologies for such study are apparent including: both subjective and objective language data, both macro and micro studies, and both spoken and written language studies. Research must be set in the natural language events of life, not in the experimental, laboratory context. Good research will observe language that is self-generated (not researcher elicited), interactive (not monologue performance), and functional (using language to get things done).

**83-333 Srivastava, R. N.** (U. of Delhi). Societal bilingualism and language teaching in India. *Indian Journal of Applied Linguistics* (New Delhi), **6**, 2 (1980), 13-37.

Organising language teaching in some of the developing multilingual and pluricultural countries of South and South-East Asia is a kind of educational experience which is radically different from that in monolingual countries of the West. For these countries bilingualism has been a natural state of verbal behaviour for a long time. This grass-root societal bilingualism is not to be confused with the atypical bilingual situations that exist in some parts of the Western World. In the context of dynamics of change in social structure, these countries at present have to evolve their own model of language education. Before developing and evaluating an educational programme of mother-tongue or other tongue teaching, different kinds of communicative needs real to the country and speech community must be ascertained. The sociolinguistic assumptions implicit in the programme objectives must also be worked out.

**83-334 Underwood, Geoffrey** (U. of Nottingham) and others. Effects of contextual constraints and non-fixated words in a simple reading task. *Journal of Research in Reading* (Leeds), **5**, 2 (1982), 89-100.

An experiment is reported which investigates the perceptual span available to skilled readers in a single fixation. After adult readers had listened to an incomplete sentence they were presented tachistoscopically with a word which they were to name aloud. Congruency between sentence and word facilitated naming, but the presence of an unattended word in the right visual field confounded this relationship. If the unattended word was also congruent, then the naming response was further facilitated, but a congruent unattended word interfered with the naming of an incongruent attended word. This relationship did not hold for unattended words which were presented in the left visual field, and which did not appear to have been processed for meaning. An effect of an unattended word upon the naming of a fixated word suggests that skilled readers recognise the meanings of more words than are fixated. Skilled readers may use the meanings of words ahead of fixation to enrich their interpretation of the text, or use those words more simply as markers to guide future eye movements to the location of the next useful fixation.

**83–335 Visage, Jody** (Brunswick Sch., Greenwich, USA). Choisir des documents pour un cours de langue et civilisation. [Selection of teaching materials for a course in language and culture.] *Études de linguistique appliquée* (Paris), **47** (1982), 30–8.

Before leaving the United States to spend a year in France as English assistant in a secondary school in Paris, the author asked her high school students to choose the pop songs which meant most to them and which they felt were most representative of their culture, giving their reasons, so that she could record them on tape along with her own selection. She was surprised at the extent of the culture gap between their generation and her own; moreover, the values expressed in the essays on the students' lives and aspirations addressed to their French counterparts were not those she had expected.

On arrival in France she found that texts on American life and culture were studied completely divorced from their context. She had no room of her own in which to display the visual material she had brought with her, nor did her timetable permit her to follow up any subject in a systematic way. The teachers of English were either dismissive or interested in her materials but hesitant. The students, however, were enthusiastic, particularly the younger ones; the older ones were absorbed in their examinations.