
Language learning and teaching – theory and practice

Theory and principles

91–130 Bibeau, Gilles (U. of Montreal). Les contextes pédagogiques et politiques de l'enseignement–apprentissage des langues secondes. [Pedagogical and political contexts for the teaching/learning of second languages.] *Bulletin of the CAAL* (Montreal, Canada), **12**, 2 (1990), 29–43.

It is possible and even preferable to approach second-language learning from the point of view of pedagogical contexts, or variables, which can influence the learning process as well as each other. There are at least 99 general pedagogical variables which, without even touching on the social, linguistic or cultural variables, can be broken down

into thousands of sub-variables. The political contexts – dealing only with the demographic, statutory, administrative and sociopolitical aspects – are numerous as well. Five large tables serve to illustrate these contexts and help us better understand them by providing information on the research conclusions.

91–131 Buttjes, Dieter (U. of Dortmund). Teaching foreign language and culture: social impact and political significance. *Language Teaching Journal* (Rugby), **2** (1990), 53–7.

Since culture and language are inextricably inter-related, 'cultural competence' must be seen as an integral part of communicative competence: it is not enough to teach culture as an adjunct to language. A complete change of focus in language teaching is therefore proposed, i.e. an intercultural approach combining language and culture, in which language is much more than a vehicle for carrying information. Drawing on disciplines outside lin-

guistics, the author looks at the relationship between language and culture, the effect that contact with another culture can have on the 'socialisation' of the individual, and the implications of contact with another culture for motivation in language learning.

The implications of this approach for learning and teaching are discussed, including an outline of new priorities in teaching strategies.

91–132 Byram, Michael (U. of Durham). Taking stock in modern/foreign languages. *BAAL Newsletter* (London), **36** (1990), 19–23.

Whilst the recent changes in foreign language teaching in schools – learner-centredness, graded objectives, emphasis on language in use – are to be welcomed, the present focus on short-term goals (tourism, business) is too narrow. Training for commercial language use would be more effective in a post-school intensive course once needs had been identified; school language learning should have more general educational goals, including

cultural awareness and social development. Learners need to understand that foreign words are not just another way of encoding the same reality.

A syllabus needs to specify (a) linguistic knowledge, grammatical and functional; (b) culture knowledge, in terms of the values and meanings attached to objects and behaviours; (c) the insight and skills which will enable learners to make further discoveries for themselves.

91–133 Coyne, D. (European Commission, Brussels). Language as the artery of Europe. *The Linguist* (London), **29**, 4 (1990), 110–16.

A senior civil servant of the European Commission describes the purpose and philosophy of the LINGUA project. The earlier projects for youth exchange (ERASMUS, COMETT, Youth for Europe) all presuppose sufficiently widespread knowledge of another Community language to be able to work; the employment mobility fore-shadowed in the move to the Single Market can only

be realised when workers have enough of the foreign language to work abroad. This requires a change in attitude, particularly in the UK, and an acceptance that direct 'European experience' in work or study is essential to the growth of language competence in the Community. A 1987 survey by the Commission showed that the UK came bottom of the league in number of languages learned by the average person

(1.1) and conversational ability in it (0.38). Less than 40% of the children taught a foreign language in UK schools over a long period and at great expense can actually use it. Yet UK respondents were more complacent than the European average despite the current importance given to languages in education and jobs.

To change these attitudes, the LINGUA programme seeks to promote structured learning experience in another culture abroad where the

target language is spoken. Business Management schools have grasped the principle quickly and offer the majority of programmes under LINGUA. Opportunities for residence in another Community state are offered for periods ranging from a minimum of 10 days to 3 months at crucial times in the lives of the three target groups – youngsters in professional, technical or vocational education; those in higher education; and practising teachers. The heart of the programme lies in mobility.

91-134 Handscombe, Jean (North York Board of Education). Contexts of teaching and learning languages. *Bulletin of the CAAL* (Montreal, Canada), **12**, 2 (1990), 9-19.

Second-language classrooms are viewed as settings in which 'context' includes more than details of student background and community and classroom descriptors. Conditions such as the heterogeneity of the student body in terms of language proficiency (in L1 and L2) and conceptual development, added to the dynamics of teacher/student, student/student, student/community interaction invite us to focus

attention on what happens during teaching/learning events which results in second-language learning. It is argued that teacher, student and researcher can find common ground in gathering information about these events, and, having considered their collective findings, can share perceptions about what characterises effective contexts for teaching and learning languages.

91-135 Véronique, Daniel (U. of Provence). A la rencontre de l'autre langue: réflexions sur les représentations dans l'apprentissage d'une langue étrangère. [Encountering the other language: reflections on representations in learning a foreign language.] *Français dans le Monde* (Paris), special number Aug/Sept (1990), 17-24.

A distinction should be drawn between knowledge of the world which a learner brings to the task of language learning and the varieties of meta-language used in learning it. Research with Arab learners of French confirms the importance of dialogue, even though writing is considered superior to speaking.

Success in L2 learning is related to quantity and variety of learning strategies. The relative distance of L1 from L2 is also a factor influencing learning. It is necessary to consider how learners see their learning tasks in order to help them attain their goals.

Psychology of language learning

91-136 Bley-Vroman, Robert and Chaudron, Craig (U. of Hawaii). Second language processing of subordinate clauses and anaphora – first language and universal influences: a review of Flynn's research. *Language Learning* (Ann Arbor, Mich), **40**, 2 (1990), 245-85.

Flynn has reported that the second-language processing of subordinate clauses and of anaphora is affected by the basic word order (head direction) of the learner's native language [see abstract 88-404]. This phenomenon is claimed to be a prediction of Universal Grammar and of Flynn's formulation of a parameter-setting model of second-language acquisition.

This paper explores both the theoretical status of the prediction and the factual status of the phenomenon. The principal conclusions are that the prediction cannot derive from any current version of the theory of Universal Grammar, and that there

is no evidence in Flynn's research for a processing difference based upon L1 grammatical contrasts. The clearest results are subject to more plausible interpretations, involving general considerations of on-line sentence processing that are prerequisite to other psycholinguistic explanations. The L1-based differences reported by Flynn and evidently artifacts of experimental method and inappropriate analysis, especially of the incorrect use of analysis of covariance in an attempt to correct for a mismatch between experimental groups. [For Flynn's reply, see abstract 91-145.]

91–137 Block, David (ESADE Idiomas, Barcelona, Spain). Seeking new bases for SLA research: looking to cognitive science. *System* (Oxford), **18**, 2 (1990), 167–76.

Cognitive science, a multi-disciplinary field which draws on areas such as linguistics and psychology, may provide explanations for shortcomings in foreign language acquisition in the classroom. Examples of failures of Spanish native speakers to achieve accuracy in certain areas of grammar, phonology and lexis are used in the article to illustrate this view.

Although students successfully completed an exercise on the use of the present perfect continuous tense form in class, they were unable to use the tense correctly when the grammar exercise was not specifically being practised. This failure may be due

to a lapse in a particular type of memory. The notion that English contracted forms must be avoided may be due to a pre-conceived idea that contractions are the result of degenerative American influence on English. Lexical complexities, such as *look over* and *overlook* linked in the same sentence, were a further source of confusion. Students were unable to understand the meaning patterns of *over* because they did not match patterns in their mother tongue.

It is concluded that the varied branches of cognitive science may provide solutions to problems in second language acquisition (SLA).

91–138 Cain, Albane (Inst. National de Recherches Pédagogiques, Paris). French secondary-school students' perceptions of foreign cultures. *Language Learning Journal* (Rugby), **2** (1990), 48–52.

The object of this study is to draw up, language by language, a list of problem areas where pupils have difficulty in language learning, and to discover the misconceptions which give rise to stereotypical views about foreign cultures. The data gathered on the various languages is used to find points of convergence or problems specific to each language.

The paper explains the background of the pupils used in the study, and discusses the methods used. 40% of pupils in their first year of secondary school were unable to give five words concerning a country whose language they were learning. The percentage remains the same for pupils in their fourth year. The writer presents a classification table for analysis and description of the data gathered, and

some results of the study are given for Great Britain and West Germany in particular.

The research is not yet complete, though clearly stereotypes cluster on certain areas, whatever the country under consideration. Final-year pupils do not necessarily demonstrate more knowledge, but show less hostility. Girls show more empathy than boys.

We are all part of a linguistic system with cultural assumptions predetermined by history, geography, custom, tradition and socio-economic factors. There must be some interplay between our native system and the foreign one we are studying. Knowledge of our own culture and language can hamper our grasp of different linguistic or cultural systems.

91–139 Carson, Joan Eisterhold (Georgia State U.) and others. Reading–writing relationships in first and second language. *TESOL Quarterly* (Washington, DC), **24**, 2 (1990), 245–66.

The study reported in this article examined the first-language and second-language reading and writing abilities of adult ESL learners to determine the relationships across languages (L1 and L2) and across modalities (reading and writing) in the acquisition of L2 literacy skills. Specifically, the authors investigated relationships (a) between literacy skills in a first language and literacy development in a second language (i.e. between reading in L1 and L2, and between writing in L1 and L2), and (b) between reading and writing in L1 and L2 (i.e. between reading and writing in L1, and between reading and writing in L2). The subjects, Japanese and Chinese ESL students in academic settings, were asked to write an essay and to complete a cloze passage in both their first and second languages.

The results indicate that literacy skills can transfer across languages, but that the pattern of this transfer varies for the two language groups. It also appears that reading ability transfers more easily from L1 to L2 than does writing ability, and that the relationship between reading and writing skills varies for the two language groups. These data suggest that L2 literacy development is a complex phenomenon for already literate adult second language learners involving variables such as L2 language proficiency, L1 and L2 educational experience, and cultural literacy practices that may be related to different patterns of L2 literacy acquisition.

91-140 Chen Si-Qing (Guangzhou Inst. of Foreign Languages). A study of communication strategies in interlanguage production by Chinese EFL learners. *Language Learning* (Ann Arbor, Mich), **40**, 2 (1990), 155-87.

This article reports some empirical research into the nature of the relationship between L2 learners' target language proficiency and their strategic competence. The 220 communication strategies employed by 12 Chinese EFL learners of both high and low proficiency in their target language communication with native speakers were identified and analysed.

The results indicate that the frequency, type, and

effectiveness of communication strategies employed by the learners vary according to their proficiency level. The language distance between the learners' L1 and L2 is also found to affect their choice of communication strategies. These findings lend strong support to our hypothesis that learners' communicative competence could probably be increased by development of their strategic competence.

91-141 Demel, Marjorie C. (Denison U.). The relationship between overall reading comprehension and comprehension of coreferential ties for second-language readers of English. *TESOL Quarterly* (Washington, DC), **24**, 2 (1990), 267-92.

The study reported here investigates the relationship between overall comprehension and the comprehension of coreferential pronouns for second-language readers of English. In the first phase of the study, L2 students at the Ohio State University read a passage of contemporary U.S. literature. Overall comprehension was measured by an immediate recall protocol, and coreferent comprehension was

measured by a coreferent-identification task. In the second phase of the study, both L1 and L2 subjects were observed. Discriminant function analysis, along with information from interviews, provided insight into the types of errors made by L1 and L2 readers. The results suggest that misunderstanding of coreferential ties reflects a misunderstanding of the descriptive phrases to which the pronouns refer.

91-142 Derwing, Tracey M. (U. of Alberta). Speech rate is no simple matter: rate adjustment and NS-NNS communicative success. *Studies in Second Language Acquisition* (Bloomington, Ind), **12**, 3 (1990), 303-13.

Speech rate (articulation rate and pauses) was examined for its relation to communicative success. Native English speakers (NSs) were paired with other NSs and with non-native speakers (NNSs). The subjects viewed a short film, the content of which they were to relay to their two partners independently. Communicative success was measured through comprehension questions addressed to the listeners at the completion of the task. Analyses indicated that although a slight majority of NSs slowed their speech rate for NNSs, they did not

adjust articulation rate, but did significantly increase pause time. Neither speech rate nor articulation rate varied over the course of the narrations. Contrary to intuition, the subjects who successfully communicated the story to NNSs did not adjust their speech rate, while those who had difficulty communicating with NNSs increased pause time significantly. The implications of the findings are discussed, and suggestions for further research are made.

91-143 de Serres, Linda (Laval U.). La compréhension de textes familiers et non familiers chez l'adulte anglophone en français langue seconde. [Comprehension of familiar and unfamiliar texts in French as a second language by English-speaking adults.] *Bulletin of the CAAL* (Montreal, Canada), **12**, 2 (1990), 45-58.

This study investigates the effects of two factors, the level of knowledge of the French language and familiarity with the topic of the text, on the reading comprehension of 76 North American Superior II and Intermediate III FSL students at Laval University. All of the subjects read two texts in a counterbalanced order: one dealt with a familiar

topic in North American culture, while the other discussed an unfamiliar topic from the Cameroonian culture. The results from the late recognition tests indicated that both factors, knowledge level (Superior II, Intermediate III), and familiarity with the text's topic (familiar, unfamiliar) influence text understanding in a second-language reading context.

91–144 Ehrman, Madeline (Foreign Service Institute) **and Oxford, Rebecca** (U. of Alabama). Adult language learning styles and strategies in an intensive training setting. *Modern Language Journal* (Madison, Wis), **74**, 3 (1990), 311–27.

The term 'learning style' indicates preferred or habitual patterns of mental functioning and dealing with new information. At least 20 different dimensions of learning style have been identified. The Myers–Briggs Type Indicator used in this study identifies 8 types in 4 dimensions as follows: Extraversion/Introversion; Sensing/Intuition; Thinking/Feeling; Judging/Perceiving. Learning strategies are closely related to learning styles. Oxford's strategy classification used here identifies (a) direct strategies (memory, cognitive and comprehension strategies) and (b) indirect strategies (metacognitive, affective and social strategies).

The 20 subjects of the study were full-time adult students aged 25–52 on intensive language courses (mostly Turkish) at the US Foreign Service Institute's School of Language Studies. All were college graduates and most had previous language-learning experience. All were beginners in their chosen language, and highly motivated as they were shortly to be posted abroad. The survey was conducted

by self-analysis questionnaires and by interview. Interestingly, no significant differences between the sexes emerged. The number and kind of learning strategies reported by women resembled those used by men in the same psychological type category. Some age differences were evident: performance ratings corresponded inversely, but only very roughly, to age. Psychological-type (learning-style) differences had a powerful influence on strategy choice and some influence on success.

The data suggest some language learning advantage for Introverts, Intuitives, Feelers and Perceivers. Cross-type strategy use emerged as crucially important to success. The strongest learners contrast with weakest learners of the same learning style largely because they find it somewhat easier to tap the strategies characteristic of other styles. It is clearly possible for students to stretch themselves beyond the strategies that are normally related to their own style, and explicit training in learning strategies can help.

91–145 Flynn, Suzanne (Massachusetts Inst. of Tech.) **and Lust, Barbara** (Cornell U.). In defence of parameter-setting in L2 acquisition: a reply to Bley-Vroman and Chaudron '90. *Language Learning* (Ann Arbor, Mich), **40**, 3 (1990), 419–49.

Bley-Vroman and Chaudron (BV/C) (1990) challenge the theoretical and empirical validity of the results in Flynn (1983, 1987) and propose an alternative explanation of the reported results [see abstract 91–136]. In doing so, BV/C attempt to impugn the role of Universal Grammar (UG), particularly Parameter (P)-setting, in L2 acquisition.

In this paper, the authors demonstrate that BV/C's remarks are based on (1) failure to consider the theoretical and logical basis of the research paradigm they challenge; (2) simplistic interpretation of the parameter-setting paradigm in UG; and

(3) false assumptions regarding the statistical method, Analysis of Covariance (ANCOVA). In addition (4) the putative 'more plausible interpretation' they propose is not theoretically viable, is based on false assumptions regarding the empirical acts of language processing, and is inconsistent with precise analyses of the data that it is attempting to explain. Therefore, it in no way provides an alternative explanation for the results of Flynn's empirical studies. Thus, of the two accounts, only the P-setting explanation remains as a viable explanation.

91–146 Gibbs, Dorothy A. (Henley Coll., Coventry). Second-language acquisition of the English modal auxiliaries 'can', 'could', 'may', and 'might'. *Applied Linguistics* (Oxford), **11**, 3 (1990), 297–314.

Seventy-five Punjabi-speaking pupils were assessed on their expression of the English modal auxiliaries *can*, *could*, *may*, and *might*. Responses were elicited for four Root Modality functions – Ability, Permission, Possibility, and Hypothetical Possibility – plus the Epistemic Possibility function, and in Declarative, Negative and Interrogative environments. Six groups of Punjabi-speaking subjects were selected, incorporating the two variables:

Years of English, with conditions two, four, and six years; and Age Level, with the factors primary and secondary. Pupils' test sheets were marked for errors and the total and subtotal scores subjected to an error analysis using the SPSS-X ANOVA programme. The beneficial effect of earlier age of first exposure to English was demonstrated by the better overall performance of the primary-school pupils as compared to the secondary-school groups, except in

the Interrogative environment. A plateau effect was noted in the performance of the secondary-school subjects between four and six years of exposure to English. Modal acquisition by second-language

subjects followed first-language order, with the three basic functions roughly co-emergent and Hypothetical and Epistemic Possibility much later acquired.

91-147 Griffiths, Roger (Nagoya U. of Commerce and Business Administration, Japan). Speech rate and NNS comprehension: a preliminary study in time-benefit analysis. *Language Learning* (Ann Arbor, Mich), **40**, 3 (1990), 311-36.

The study reported in this article describes an investigation into the effects of three speech rates: 200 words per minute (wpm) (3.8 syllables per second [sps]); 150 wpm (2.85 sps); and 100 wpm (1.93 sps) on the comprehension of three 350- to 400-word lexically and grammatically graded passages delivered to a group of lower-intermediate level adult non-native speakers. Results showed that moderately fast speech rates resulted in a significant reduction in comprehension, but that scores on

passages delivered at slow rates did not significantly differ from those delivered at average rates. Subjective responses confirmed previous research findings showing that perception of speech rate variation is frequently inaccurate. Results of the investigation are discussed in relation to the practical recommendations that might be drawn from them, particularly in terms of time-benefit analysis, if future studies support the present tentative findings.

91-148 Laufer, Batia (U. of Haifa, Israel). 'Sequence' and 'order' in the development of L2 lexis: some evidence from lexical confusions. *Applied Linguistics* (Oxford), **11**, 3 (1990), 281-96.

The study compared native-speaking learners of English with foreign learners, with regard to confusions of 'synforms' (similar lexical forms). Tests were designed in which the learners were required to distinguish between synforms of ten categories (ten types of synformic similarity).

Hierarchies of difficulty (i.e. the extent to which synforms induced errors) were produced for the ten categories of synforms for the two groups of learners. The orders of difficulty for the two groups (native and foreign) correlated at 0.83 at the 0.01 probability level. A hierarchy of difficulty was also produced for four 'super-categories'. The analysis

showed that native-speaking learners and foreign learners shared an order of difficulty: suffix synforms created the most difficult synformic distinctions, followed by the vocalic, and then the prefix and consonantal.

Adopting the distinction between 'sequence' and 'order' in language acquisition it can be argued that, in learning to distinguish between synforms, all learners, native and foreign, follow a similar sequence, an overall developmental route, although the order within each super-category may differ for each group of learners.

91-149 Hirakawa, Makiko (McGill U.). A study of the L2 acquisition of English reflexives. *Second Language Research* (Utrecht, the Netherlands), **6**, 1 (1990), 60-85.

This paper reports on an experimental study which was conducted to examine how native speakers of Japanese acquire syntactic properties of English reflexive pronouns. In particular, the effects of two parameters of Universal Grammar, the Governing Category Parameter and the Proper Antecedent Parameter (Wexler and Manzini, 1987) were studied. The Governing Category Parameter has five values, of which Manzini and Wexler suggest that English represents the most unmarked value while Japanese and Korean represent the most marked one. In a learning situation where the L1 is marked and the L2 is unmarked, we may ask whether

learners observe the Subset Principle and successfully acquire the correct L2 value or whether they strongly transfer their L1 value to the L2 grammar, or assume a value in between, as found by Finer and Broselow. An experimental study was conducted to examine how Japanese learners of English set values of the above parameters. Results suggest that the L2 learners transferred their L1 parameter setting, leading to transfer errors; i.e. non-operation of the Subset Principle. However, it is suggested that parameter resetting is possible, at least for some learners.

91-150 Johns, Ann M. and Mayes, Patricia (San Diego State U.). An analysis of summary protocols of university ESL students. *Applied Linguistics* (Oxford), **11**, 3 (1990), 253-71.

Though summarisation is a task often required in academic classes, little is known about summary processes and products of university ESL students. In this study, a coding scheme based on the Kintsch and van Dijk text-processing model was employed to compare idea units in summary protocols produced by university ESL students at two levels of proficiency. Significant differences between the

groups were found in two categories: replication of sentences from the original text, and combinations of idea units taken from two or more punctuated sentences in the original. Though there were differences between the two groups in other idea unit replication and distortion categories, none was found to be significant. Suggestions for teaching and further research conclude the paper.

91-151 Lennon, Paul (U. of Kassel, Germany). Investigating fluency in EFL: a quantitative approach. *Language Learning* (Ann Arbor, Mich), **40**, 3 (1990), 387-417.

This paper investigates various easily quantifiable performance features that might function as objective indicators of oral fluency. The aim was to assemble a set of variables that function as good indicators of what expert judges, such as experienced native-speaker EFL teachers, are reacting to when subjectively assessing fluency. A sample of the spoken performance of four advanced EFL learners was recorded at the start of six months' residence in Britain and again shortly before departure. A panel of 10 native-speaker teachers of EFL subjectively rated the recordings for global fluency and generally agreed that the second set was more fluent than was the first, though for each subject one or two panel members dissented.

A battery of 12 readily quantifiable performance variables considered to be related to fluency was then assembled. Values per subject per recording were obtained, expressed as frequency rates or as proportions so that comparisons could be made between first and second renderings. For each

variable, subjects' scores were compared between the two time points to ascertain in which features improvements were consistently manifested. For each variable, *t*-tests were conducted between sample means at Week 2 and Week 23. Improvement of note at the 0.05 level of significance was found for three variables (one-tailed test), namely, speech rate, filled pauses per T-unit, and percentage of T-units followed by pause. Surprisingly, self-corrections did not prove a good indicator.

The implications of the study are that quantitative analysis can indeed help to identify fluency improvements in individual learners, and may have the potential to provide objective assessment of spoken fluency. Findings revealed two key areas of performance that seem to be important for fluency: (1) speech-pause relationships in performance and (2) frequency of occurrence of *dysfluency markers* such as filled pauses and repetitions (but not necessarily self-corrections).

91-152 Long, Michael H. (U. of Hawaii, Manoa). Maturational constraints on language development. *Studies in Second Language Acquisition* (Bloomington, Ind), **12**, 3 (1990), 251-85.

This article reviews the second-language research on age-related differences, as well as first-language work needed to disambiguate some of the findings. Five conclusions are drawn. (a) Both the initial rate of acquisition and the ultimate level of attainment depend in part on the age at which learning begins. (b) There are sensitive periods governing language development, first or second, during which the acquisition of different linguistic abilities is successful and after which it is irregular and incomplete. (c) The age-related loss in ability is cumulative (not a

catastrophic one-time event), affecting first one linguistic domain and then another, and is not limited to phonology. (d) The deterioration in some individuals begins as early as age six – not at puberty, as is often claimed. (e) Affective, input, and current cognitive explanations for the reduced ability are inadequate. The capacity for language development is maturationally constrained, and its decline probably reflects a progressive loss of neural plasticity, itself possibly associated with increasing myelination.

91-153 Nayak, Nandini and others (U. of California, Santa Cruz). Language-learning strategies in monolingual and multilingual adults. *Language Learning* (Ann Arbor, Mich), **40**, 2 (1990), 221-44.

This study investigated the hypothesis that people with multiple language skills have different language-acquisition strategies than do people with single language skills. Multilingual and monolingual subjects learned a miniature linguistic system incorporating a reference world under instructions to

'memorise' or instructions to 'discover rules'. Although there was no clear evidence that multilinguals were superior in language-learning abilities overall, multilingual subjects were found to be more able to adjust their learning strategies according to the requirements of the task.

91-154 Nyikos, Martha (Indiana U.). Sex-related differences in adult language learning: socialisation and memory factors. *Modern Language Journal* (Madison, Wis), **74**, 3 (1990), 273-87.

This paper examines how gender differences and socially learned cues may radically influence the verbal learning tasks performed by university students taking a foreign language, i.e. men and women diverge radically in what they accept as salient retrieval cues. For example, women attach great importance to expressing themselves verbally, whereas men value facility with visual and spatial information – all socially sanctioned, gender-appropriate behaviours learned by the respective gender groups. The popular notion that females hold the advantage in verbal skills, such as speech emergence, articulation, fluency, and length of statement, continues to be confirmed in L1 studies, as well as in L2 analyses such as those carried out by Cross.

Disparate male/female results on tests of achievement and global proficiency, for example, seem to imply two possibilities: teacher/parental beliefs may play a major role in determining the level of student confidence, and the type and nature of the tests administered may differentially stress specific subtests which evoke gender-related bias.

The paper concentrates on a gender-based investigation of vocabulary tasks in German (tabular data), wherein rote learning was eschewed in favour of 'enhanced' strategies which actively engaged the learner: basically, it was found that the more connections or associations made to enhance incoming and stored information, the greater the chances for retrieval of that information.

91-155 Potter, Mary C. and Lombardi, Linda (M. I. of T.). Regeneration in the short-term recall of sentences. *Journal of Memory and Language* (New York), **29**, 6 (1990), 633-54.

Verbatim short-term memory for a sentence has been taken as evidence for a surface representation different from the conceptual representation characteristic of longer-term memory. In seven experiments the authors investigated an alternative hypothesis: that immediate recall involves regeneration of the sentence from a conceptual representation, using words that have been recently activated. A key claim is that the activated lexical items are unordered. To test this hypothesis, a synonym of a word in the sentence was presented in a secondary task before or after the sentence, prior to recall. As predicted, these lure words were intruded frequently (Experiments 1 and 2), but only

when supported by the meaning of the whole sentence (Experiments 3 and 4). In Experiment 5 as high an intrusion rate was obtained for sentences read in RSVP at 100 ms per word as at the 200 ms rate of the other experiments. Experiment 6 showed that listeners make even more lure-based intrusions than readers. In Experiment 7 4-year-old children made intrusions similar to those of adults. The results support the hypothesis that a sentence is regenerated in immediate recall from a representation of its meaning, using recently activated words. Only when the right set of words is active will recall be 'verbatim'.

91-156 Ramage, Katherine (San Francisco State U.). Motivational factors and persistence in foreign language study. *Language Learning* (Ann Arbor, Mich), **40**, 2 (1990), 189-219.

The predictive ability of motivational and attitudinal factors in continuation of foreign language study beyond the second level among high-school students

was investigated among students in two different geographical areas in the U.S. Three classes of French and three classes of Spanish Level 2 high-

school students participated in the study. The data were collected through a survey questionnaire. Discriminant function analyses were used to address the research questions.

The results of the study indicate that motivational and attitudinal factors in addition to grade level and course grade successfully discriminate between continuing and discontinuing students. Interest in culture and in learning the language thoroughly – including reading, writing, and speaking it – distinguished continuing students from discontinuing students. On the other hand, interest in

fulfilling a college entrance requirement primarily characterised the discontinuing students.

Grade level when taking the second level of a foreign language and grade in the foreign language course were also found to be discriminating variables.

Based upon these findings, profiles of continuing and discontinuing students were constructed and recommendations are made for interventions that may promote the type of intrinsic interest in language learning indicated by continuing students.

91–157 Register, Norma (Metropolitan State Coll.). Influences of typological parameters on L2 learners' judgments of null pronouns in English. *Language Learning* (Ann Arbor, Mich), **40**, 3 (1990), 369–85.

This study examines the responses of 60 Spanish, Chinese, and German L2 learners to English sentences with empty pronominal categories (ECs). Empty pronouns are not only acceptable in finite clauses of Spanish and Chinese but are pragmatically more natural. However, the phenomena are not sanctioned in standard German, which is similar to the condition for English. These facts were taken to indicate that the parametric apparatus governing pronoun conduct in the L1 of the Spanish and Chinese L2 learners would be less like that of German learners to a significant degree. It was also expected that if all three groups were asked to judge

and edit English sentences with null pronouns, the Spanish and Chinese Ss would make significantly more errors than would the German Ss because of parametric adjustments that the former two groups would need to make. But this outcome was not fully supported by the data, as it was only the Spanish Ss and not the Chinese Ss whose mean errors were significantly higher than those of the German group. Evidence indicated that typological parameters linked to pragmatic versus syntactic motivations of L1 had to be considered in accounting for the results.

91–158 Robison, Richard E. (U. of California, Los Angeles). The primacy of aspect: aspectual marking in English interlanguage. *Studies in Second Language Acquisition* (Bloomington, Ind), **12**, 3 (1990), 315–30.

Studies of first- and second-language acquisition have indicated that when verbal morphemes first appear, they tend to mark aspectual distinctions in non-native-like ways. This study tested the hypothesis that in L2 acquisition, verbal morphemes initially mark lexical aspect – the temporal features inherent in the semantics of a predicate, independent of the time line – regardless of their function in the target language. To reduce the subjectivity that has weakened previous studies, operational tests – which

entailed inserting a base-form verb phrase into a frame and then judging whether the result is acceptable – were used to determine lexical aspect for each of over 550 verb tokens in the corpus based on an interlanguage sample from a native speaker of Spanish. The results of a chi-square test allow rejection of the null hypothesis – that lexical aspect and morphology are independent – at the 0.001 confidence level. Past marking was found to correlate with punctual aspect, *-ing* with durative.

91–159 Sasaki, Miyuki (U. of California, Los Angeles). Topic prominence in Japanese EFL students' existential constructions. *Language Learning* (Ann Arbor, Mich), **40**, 3 (1990), 337–68.

This paper investigates Japanese speakers' interlanguage constructions of English existential sentences with a locative sentential topic. Written sentences produced by four different levels of learners were compared. The investigation focuses on the following two issues: (1) the effect of

learners' proficiency level on the degree of topic prominence in a relatively free writing task (Test 1) and (2) the effect of elicitation on production of target-like constructions (i.e. the subject–predicate structure) in a controlled writing task (Test 2). The results of Test 1 indicate that there was a general

shift from topic-comment to subject-predicate structures as the students' proficiency increases. Interactions were also observed between the degree of topic-prominence and the location of the sentence in the students' writing tasks. The results of Test 2

suggest that although some students did not use the target-like structure in Test 1, this does not mean that they cannot use it under other conditions. The implications of these results are discussed.

91-160 Tekfi, Chaffai (City U., London). Readability formulas: an overview. *Journal of Documentation* (London), **43**, 3 (1987), 257-69.

The aim of this paper is to review some of the findings in the field of readability research. First, the differences in meaning between the terms 'readability' and 'legibility' are discussed. Next, the origins and developments of readability formulas are examined in detail. Then, the best-known

formulas for English language material are described so as to give the reader a brief overview of what has been achieved in this field of research. Finally, the principal applications of these formulas are described.

91-161 Tomaselli, Alessandra (U. of Pavia) **and Schwartz, Bonnie D.** (U. of Geneva/Boston U.). Analysing the acquisition stages of negation in L2 German: support for UG in adult SLA. *Second Language Research* (Utrecht, The Netherlands), **6**, 1 (1990), 1-38.

This paper continues the debate concerning the availability of Universal Grammar (UG) to adult L2 acquirers. Specifically, an analysis of native (pro-drop) Romance speakers' acquisition of negative placement in L2 German is provided. Contrary to Clahsen and Clahsen and Muysken, it is argued that a UG-based analysis for the three stages of NEG-placement is not only possible but in fact provides independent support for UG-based analyses of the developmental sequence found in L1 Romance, L2 German Verb placement. In particular, by com-

binning (1) aspects of the L1 grammar with (2) the independently needed changes in parameter values (characterising principal differences between the L1 and L2 grammars), the authors arrive at a non-*ad hoc* account. They also show how the resolution of additional problems concerning the data of this same set of L2 acquirers naturally follows from the analysis argued for. Some discussion comparing two UG-based analyses of the verb-placement data is included.

91-162 Vann, Roberta J. and Abraham, Roberta G. (Iowa State U.). Strategies of unsuccessful language learners. *TESOL Quarterly*, (Washington, DC), **24**, 2 (1990), 177-98.

Recent research on learning strategies has yielded conflicting findings and generated limited success in learner training. These problems may be rooted in inadequate knowledge of the actual strategies used by unsuccessful learners in contrast to what they report doing. The present study combines methods to probe the strategies of two unsuccessful learners - both Saudi Arabian women enrolled in an academically oriented intensive English programme - as they completed four activities (an interview, a verb exercise, a cloze passage, and a composition). After task requirements were determined, learner strategies were ascertained by analysing think-aloud protocols and task products. These combined

analyses offer a detailed and insightful picture of learner strategies, providing counterevidence for the claim that unsuccessful learners are inactive. When viewed through the task-demand model proposed here, these unsuccessful learners emerged as active strategy users, though they sometimes applied strategies inappropriately. The model also revealed fundamental differences in the approaches to problem-solving used by learners who appear similar on the basis of simple strategy counts. This research provides evidence of the importance of case studies in verifying critical assumptions about second-language learning.

91-163 VanPatten, Bill (U. of Illinois, Urbana-Champaign). Attending to form and content in the input. An experiment in consciousness. *Studies in Second Language Acquisition* (Bloomington, Ind), **12**, 3 (1990), 287-301.

This study explores the question of whether or not learners can consciously attend to both form and meaning when processing input. An experimental procedure is presented in which three levels of learners in four groups were asked to process information under four different conditions: attention to meaning alone; simultaneous attention to meaning and an important lexical item; simul-

aneous attention to meaning and a grammatical functor; and simultaneous attention to meaning and a verb form. Results suggest that learners, in particular early stage learners, have great difficulty in attending to both form and content. These results raise important questions for current discussions of the role of consciousness in input processing.

91-164 Zobl, Helmut (Carleton U.). Evidence for parameter-sensitive acquisition: a contribution to the domain-specific versus central processes debate. *Second Language Research* (Utrecht, The Netherlands), **6**, 1 (1990), 39-59.

Much current work on L2 acquisition is defined by the hypothesis that adult learners embark on the acquisition task with a language faculty whose structure is significantly less modular than that of the L1 learner. The domain-specific system, which has available to it the principles and conditions of Universal Grammar, has been replaced by content-neutral, central processes and the learners's L1 as the principal means by which an L2 can be internalised. An important corollary of this hypothesis is that acquisition will be piecemeal and will not evidence the effects associated with parameter setting.

This paper attempts to demonstrate that adult L2 acquisition is module- and parameter-sensitive. The focus of the inquiry falls on the acquisition of the principle of structural government and the English language value of the agreement parameter by Japanese-speaking learners. Although the data supporting the claim come primarily from production, their analyses furnish compelling evidence that central processing, as it is currently understood, cannot account for the way attributes of these parametric choices cohere together.

Research methods

91-165 Cross, David (Ecole Normale d'Abidjan). Design for classroom research in language learning. *Language Learning Journal* (Rugby), **2** (1990), 33-6.

The stated aim of this paper is 'to encourage language teachers to become involved in research', since very little is known about language learning and acquisition in the classroom. Teachers are 'in the ideal research laboratory' and should be prepared to carry out some sort of controlled investigation, even if it is very small-scale, to evaluate their methods and assumptions.

Six types of research design model are described, ranging from short-term to long-term studies. The purpose and application of each model are discussed, and examples of, or suggestions for, its use. Ways of presenting research findings are also considered. A knowledge of research/statistical jargon is not assumed and such terms as are used are explained.

91-166 Hunter, Lynette (U. of Leeds). Fact-information-data-knowledge: databases as a way of organising knowledge. *Literary and Linguistic Computing* (Oxford), **5**, 1 (1990), 49-57.

Many workers in the area of language and literature assume that users of computers are seeking to quantify aesthetic 'results'. However, there is nothing in computer use which necessarily leads to the decontextualised or reductive logic of quantification. Indeed the use of computers can sharply foreground those contexts and contribute to the construction of valid actions and assessments of

action that the humanities pursue. It has to be said, though, that some computer users are convinced by their colleagues and do pursue reductive activities. This also results from the historical cohabitation of modern science with mathematics, and the reductive paths of its technical application which transpose onto computer use in general.

To meet the challenge of current institutional

relegation, computer users in the humanities need thoroughly to investigate the grounds of their methodologies. Just as the social sciences in the 1960s and '70s, whose experience is at least partly analogous to our own, we need to explore the common grounds of our often very specialised activities and to study the implications of our responses so far to the strategies we have been offered. The discussion attempts to locate some common ground by introducing the ways in which

all people in the humanities use a strategy which is held to be fundamental to computer use, the organisation of data. It also attempts to extend our understanding of that common ground by considering the organisation of data as one of the underlining methodological features of all computer applications in the humanities, and by suggesting a number of paths that could be explored in any attempt to define the broader ideological implications of what we are doing.

91–167 Legenhausen, Lienhard and Wolff, Dieter. Datenerhebung in der Zweitsprachenerwerbsforschung: Der Computer als Hilfsmittel. [Data elicitation in second language acquisition research using the computer.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **89**, 5 (1990), 453–64.

Computers have been used in applied linguistics for data storage and data sorting for quite some time. This article calls attention to the potential for using computers for data elicitation in second-language acquisition research. Computer programs can introduce an element of standardisation into the elicitation process if, for example, the analysis

focuses on learner language (product data). They can also provide the format for more complex cognitive tasks if the analysis is to be based on process data. These computer functions are discussed in the context of a research project conducted at German secondary schools.

Error analysis

91–168 Zimmermann, Rüdiger. Lexikalische Strategien: Perspektiven für die Wortschatzarbeit? [Lexical strategies: perspectives for error evaluation?] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **89**, 5 (1990), 426–52.

Following a brief survey of the various aspects involved in the evaluation and explanation of errors, as well as an outline of data, methods and hypotheses employed by the ALES project ('Analysis of Lexical Errors and Strategies'), the author presents the project findings to date: principal lexical strategies, variables which influence them, sources that assist the learner in finding the right word(s) and

interactive aspects of individual planning. This permits a more precise definition of the concept of the 'covert error', with reference being made to productive and nonproductive approximations and strategies. The article concludes by making a case for paraphrasing and word formation exercises in developing vocabulary skills.

Testing

91–169 Bradshaw, Jenny (Christ Church Coll., Canterbury). Test-takers' reactions to a placement test. *Language Testing* (London), **7**, 1 (1990), 13–30.

Reactions to tests can have effects on test scores, motivation and relationships, and these reactions can conceivably be affected by various aspects of tests and the testing situation. In this present study, questionnaires were used to elicit reactions on various dimensions from Italian and Spanish teenagers to test items used as part of placement procedures. The data indicated that a C-test was the most negatively rated on most dimensions by all groups, and that this reaction seemed to relate most

strongly to the perceived difficulty of the test. Reactions of lower-scoring students were more negative than those of higher-scoring, although the differences were not so great on the more evaluative dimensions. No gender differences were identified, and there were few differences between reactions of Italian and Spanish students, or the most and least nervous groups. Data on the effects of a longer time limit and first-language instructions were inconclusive.

91-170 Cumming, Alister (U. of British Columbia). Expertise in evaluating second-language compositions. *Language Testing* (London), **7**, 1 (1990), 31-51.

This study (1) assesses whether raters implicitly distinguish students' writing expertise and second-language proficiency while evaluating ESL compositions holistically and (2) seeks to describe the decision-making behaviours used by experienced and inexperienced raters in this process. The performance of seven novice and six expert ESL teachers was assessed while they evaluated 12 compositions written by adult students with differing levels of ESL proficiency (intermediate and advanced) and writing expertise (average and professionally experienced writers) in their mother

tongues. Multivariate analyses of rating scores indicated that both groups' evaluations distinguished students' second-language proficiency and writing skills as separate, non-interacting factors. Descriptive analyses of the raters' concurrent verbal reports revealed 28 common decision-making behaviours, many of which varied significantly in use between novice and expert groups. Implications are discussed including biases in holistic evaluations of second-language compositions, aspects of expertise in this skill, and potential uses of this research for the training of composition raters and student-teachers.

91-171 Jones, Marian Giles (University Coll. of North Wales, Bangor). Testing language courses abroad: a feasibility study. *Language Learning Journal* (Rugby), **2** (1990), 11-15.

The author describes a feasibility study carried out to try to measure the extent to which the linguistic benefits of a short period abroad could be measured statistically. The associated language course took place in France over six days, and involved 40 British sixth-formers. Pupils were tested on the first and last days of the stay.

The test battery involved three components, aimed at assessing factual, socio-cultural knowledge, aural comprehension and oral production in a situational context. Test 1 comprised 60 questions whereas test 2 consisted of multiple-choice short-item comprehension items and two cloze passages. Students were asked, via a questionnaire, for their

impression of the relative difficulty of the test sections. Various procedural problems are discussed in the article, most notably when to give the pre-tests and how to allow for the difficulty of aural cloze passages. The results overall seemed to indicate that the most satisfactory test was the one covering socio-cultural knowledge [appended], which involved short answer responses to questions such as 'What is a magnetoscope used for?' This section also tested the candidates' knowledge of French abbreviations.

In basic terms, it is felt that the tests supported the view that overseas visits are not a luxury, but a necessary part of language learning.

91-172 Meredith, R. Alan (Brigham Young U., Provo, Utah). The oral proficiency interview in real life: sharpening the scale. *Modern Language Journal* (Madison, Wis), **74**, 3 (1990), 288-96.

The oral proficiency unit (OPI) using the ACTFL nine-point-scale is widely used for measuring course outcomes and research, despite criticisms of construct, content and face validity. The scale used looks nominal but is in fact a ratio scale, i.e. an interval scale with a zero point.

Within Brigham Young University's first-year Spanish programme, 231 students were given the OPI and, after eliminating extreme scores due to inter-rater unreliability, the results of 127 were computed and studied. The experiment is described and tables produced. Results showed that of five scales used Scale 5 yielded dramatically more information than any of the others, showing 12.1 %

increase in correlation over Scale 1, the standard scale for the ACTFL levels. Scale 5 was merely the square of Scale 4, a combination of the previously expanded ACTFL scale with sublevels delineated and the unequal interval represented by increased distances between scores on the higher levels. Scatterplots also showed the overall superiority of Scale 5. Prior language experience, not necessarily of Spanish, showed high correlation with good scores on the scale and again Scale 5 gave the best results. The OPI could therefore, despite some administrative problems, be used as an achievement test for first-year students.

91-173 Oltman, Philip K. and Stricker, Lawrence J. (Educational Testing Service). Developing homogeneous TOEFL scales by multidimensional scaling. *Language Testing* (London), **7**, 1 (1990), 1-12.

A recent multidimensional scaling analysis of item response data for the TOEFL identified clusters of items in the test sections and suggested that these clusters might be more homogeneous and more distinct than their parent sections, and hence better suited for diagnostic use. This study explored the feasibility and value of using such cluster scores. The original analysis was based on all the item responses (choosing one of the four alternatives, or omitting or not reaching an item). That analysis was repeated,

this time using the traditional scoring of item responses as correct or incorrect. Scores were then obtained for the clusters identified in the new analysis. The new dimensions and clusters were similar to the old ones. The corresponding scores for the clusters and the test sections did not differ in their internal-consistency reliabilities and inter-correlations for the total sample, but diverged inconsistently for high- and low-scoring examinees.

91-174 Spolsky, Bernard (Bar-Ilan U., Israel). The prehistory of TOEFL. *Language Testing* (London), **7**, 1 (1990), 98-118.

This article explores the origins of the TOEFL, in a 1961 Washington conference held under the auspices of the Center for Applied Linguistics, the Institute of International Education and the National Association of Foreign Student Advisers. This conference was a principled, eclectic effort to deal with a practical problem, wherein a blended knowledge of linguistic and psychometric theory as well as considerable experience of practical testing produced tangible results.

Key papers delivered at the conference, e.g. John Carroll's consideration of the factors underlying large-scale test construction, are summarised. There was clear demand for a more systematic, comprehensive and nationwide testing programme as

opposed to the numerous local schemes then in operation, with an associated emphasis on increased psychometric standardisation and objectivity. Papers by Slocum and Alatis outlined the need further: increasing numbers of foreign students were applying for admission to American colleges/universities, and the absence of standardised, reliable methods of assessing candidates' English proficiency was leading to personal hardship, institutional waste, and bureaucratic frustration.

In basic terms, the conference emphasised the principle of reliability first, wherein such integrative methods as written composition and oral interviews were eschewed because of the difficulty of ensuring their psychometric reliability in an economic way.

91-175 Yule, George and Hoffman, Paul (Louisiana State U.). Predicting success for international teaching assistants in a US university. *TESOL Quarterly* (Washington, DC), **24**, 2 (1990), 227-43.

In this analysis of the performance of 233 international graduate assistants during a 2-year period, the authors attempted, via Test of English as a Foreign Language (TOEFL) and Graduate Record Exam (GRE) scores submitted at the time of application, to predict which of these students would eventually receive positive or negative recommendations to be assigned teaching duties. Students who received negative recommendations were found, on average, to have significantly lower TOEFL and GRE Verbal scores than those who received positive recommendations. The percentage of each recommendation group at or above a series

of TOEFL cutoff scores was established and used to calculate the ratio of risk (funding students who will receive a negative recommendation) to reward (funding students who will receive a positive recommendation). The relationship of recommendation type to subsequent grade point average (GPA) showed a significant difference in favour of the positive group during the first year of graduate study, but not thereafter. Implications are explored for decision-making and the advising of other academic departments regarding the awarding of teaching assistantships to international students.

Curriculum planning

91–176 Byrnes, Heidi (Georgetown U.). Addressing curriculum articulation in the nineties: a proposal. *Foreign Language Annals* (New York), **23**, 4 (1990), 281–92.

A fundamental problem in foreign-language acquisition in the USA is the lack of a curriculum which takes into account (1) co-ordination of classes attempting to teach the same thing at the same time, (2) continuity of classes throughout the length of the syllabus, (3) association of foreign-language acquisition and the learning of other subjects.

To respond to an increase in demand in terms of student numbers, international economic factors, types of languages required (such as Japanese and Russian), and government requirements concerning accountability in state education, there is a need for careful sequencing of teaching to cover all levels and especially advanced foreign-language learning.

In the early stages, use of the structured, fictional narrative form, which includes basic concepts of good and evil, should be the primary teaching model. This should be followed by the introduction of content in which reality is central, although

fictional characters continue to play a part. The notion of situationally appropriate use of language is included and the structures of grammar are gradually introduced. The third stage involves sorting out general principles and the creation of order from the multiple facts already acquired. Yet problems still require to be solved, such as students entering the system at different ages; the need for definition of objectives prior to curriculum development, and the role of assessment.

Possible solutions are flexible entry and syllabuses, which should take into account the motivation factor. Assessment also must be flexible and take account of the learner's capabilities and should involve testing of grammar, cohesion and awareness of register, etc., and not only linguistic performance goals. It is equally important to determine when grammar should be introduced so as to demonstrate the link between structure and meaning.

Syllabus/materials design

91–177 Gray, Katie (U. of Stirling). Syllabus design for the general class: what happens to theory when you apply it. *ELT Journal* (Oxford), **44**, 4 (1990), 261–71.

After a brief review of current research in the development of the process syllabus, in which emphasis is placed on the learning process and the student is involved in the creation of the syllabus, there follows a description of the author's experience in the operation of a task-based, content-based syllabus for general English language classes. Details

are given of the organisation and planning of the project, its successes and failures, and how problems were overcome. The first step, though a compromise, was encouraging and suggestions for future plans are given. The timetable, accompanied by comments from teachers on the various activities involved, is given in an appendix.

91–178 Harding-Esch, Edith (Cambridge U.). Construction et usage des syllabus communicatifs. [Construction and use of communicative syllabi.] *Français dans le Monde* (Paris), special number Aug/Sept (1990), 88–96.

This article sketches the development of communicative syllabi in Britain in the last 15 years. Whilst the 1970s had been concerned with initial development of such syllabi, attention shifted in the 1980s to practical methodology and objectives for specific groups. The Graded Levels movement in schools, and the new task-based Institute of Linguists examination syllabus, both helped to make formal certification available for a greater range of levels and kinds of attainment. Comparative studies show that the foreign language competence of British and

Irish schoolchildren is still far below the European average, but the imminence of the 1992 single market is causing many companies to invest in language training. New channels of communication, notably fax, pose new problems for language teaching and use. The author is anxious about the lack of contact between the concerns of researchers and practical teachers, and the commercial pressures which may empty the new syllabi of content and transform teachers and learners into mere machines for communication.

91-179 White, Cynthia J. (Massey U., New Zealand). Integrated sequences in language learning. *System* (Oxford), **18**, 2 (1990), 239-44.

The role of integration in designing and sequencing activities for fluency work has generally been overlooked in language teaching. The importance of establishing dependencies between tasks if learners are to gain experience of intensive language use in extended contexts is discussed. The focus in such an extended context is not on performance in terms of a number of relatively short, discrete exercises but falls naturally onto the ability to progress through a sequence of tasks, and on effectiveness in the overall context of sustained communication. The principled structuring of integrated language activities based on more than loose thematic connections fosters

learner interaction and promotes independence: successful progression through the sequence revolves less around teacher guidance, input and feedback and more around the efforts of participants, both individual and co-operative. An example of an integrated sequence is given, demonstrating how learners are autonomous in their language use and are responsible for the pace, direction and outcome of their language work. It is suggested that establishing a principled connection between tasks modelled on natural sequences of language use is a key element in providing for fluency work.

Teacher training

91-180 Cullen, Richard. Video in teacher training: the use of local materials. *ELT Journal* (Oxford), **45**, 1 (1991), 33-42.

This article discusses two approaches to using video excerpts of real lessons for English language teacher training. The first approach may be described as trainer-directed: the points to be focused on are pre-determined by the trainer in the form of a worksheet, which is given to the trainees to complete as they watch the excerpt. The second approach is only semi-directed by the trainer: the trainees themselves decide which points to focus on, on the basis of given background information about the excerpt, while the trainer uses these points as a springboard for further questions for discussion. The second

approach has the advantage of relating more closely to the trainees' own concerns, although it requires a good deal more flexibility and experience on the part of the trainer. In neither approach is the excerpt set up as a model to follow, but rather as an example of one teacher's practice for analysis and discussion. The purpose of the analysis is for the trainees to discover the rationale behind a particular procedure, on the principle that the successful adoption of any new technique or procedure must be based on a clear understanding of the reasons for it.

91-181 Laycock, John and Bunnag, Piranya. Developing teacher self-awareness: feedback and the use of video. *ELT Journal* (Oxford), **45**, 1 (1991), 43-53.

Video is often seen as a useful means of providing feedback to teachers in various kinds of training situation. This article looks at its role in the overall context of feedback, and then outlines its use in a programme with regular practical teaching of real classes, which resulted in the need for generalised

viewing guides. Design considerations are outlined, and the guides actually devised are summarised. Experience indicated that the guides had a positive effect in increasing self-awareness, but that they cannot be used in isolation from other forms of feedback.

Teaching methods

91-182 Akyel, Ayse (Boğaziçi U., Istanbul). The use of literature in content-based writing: a conceptual framework. *Language Learning Journal* (Rugby), **2** (1990), 37-8.

Literature as a medium of exploration fostering more flexible reading, writing and thinking is an ideal content area to prepare university-bound students in secondary schools for writing skills they

will require. In Turkey, literature is the main component of advanced English programmes in many secondary schools with English as the medium of instruction. Most students at these schools aim to

study at the English-language universities in Turkey. Depending on their results in an English-language proficiency exam, students either receive 12–18 months' intensive EFL teaching, or enter the university directly and follow the mainstream curriculum. The latter group often experiences great difficulty in carrying out the language tasks required for courses in the liberal arts, humanities and literature. At their secondary schools pupils study techniques of composition writing, and write essays parallel to those they analyse, but they do not necessarily acquire strategies for collecting, synthesising and interpreting information gathered from their reading, ideas formulated in class discussions, and teachers' lectures.

Students can be helped to talk and write articulately in class in response to shorter literary forms (not long novels, for practical reasons) by focusing on critical essays written about the chosen texts. The students keep journals as they read the texts and then produce personal responses, both written and oral. The teacher gives mini-lectures to provide information needed for further interpretation of the text. Critical essays are then used by the students for language-based activities: writing summaries and evaluations; analysing and synthesising points of view; analysing the rhetorical structure of essays; applying their own store of knowledge to external information gathered from various sources; and finally, producing parallel essays of their own.

91-183 Allan, Margaret S. Preparing for interactive video. *ELT Journal* (Oxford), **45**, 1 (1991), 54–60.

A comparison of the properties of the video cassette recorder (VCR) and the videodisc player points up the advantages for education of disc as a medium for the storage and playback of video signals. It is argued that some form of optical disc technology is very likely to come into language classrooms before

the end of the 1990s and that it will be welcomed by those teachers who are currently attempting to use their VCRs as flexible resources in their language programmes. Different applications of interactive video in education and language study are described, with reference to recent examples.

91-184 Anderson-Hsieh, Janet (Iowa State U.). Teaching suprasegmentals to international teaching assistants using field-specific materials. *English for Specific Purposes* (Oxford), **9**, 3 (1990), 195–214.

This article describes an approach to teaching pronunciation in an era when the teaching of pronunciation has been somewhat neglected. The target group consists of a number of Chinese and Korean chemistry teaching assistants at a large North American university. The article reviews the literature on International Teaching Assistants (ITA) training and pronunciation teaching, and provides a

rationale for cognitively based, field-specific materials focusing on stress, rhythm, and intonation. The rationale for the materials is based on the students' pronunciation needs and intelligibility considerations. The materials are described and examples of exercises are presented. The materials are then evaluated and their merits discussed.

91-185 Azoulay-Vicente, A. (Pennsylvania State U. and MIT). Pour un enseignement intégré de la phonétique. [Towards an integrated approach to teaching phonetics.] *Revue de Phonétique Appliquée* (Mons, Belgium), **94** (1990), 1–16.

The article presents an approach to teaching applied phonetics which, using the written text as a starting point, leads students to derive the phonetic form of an utterance through a number of successive steps. First, the systematic study of the spelling/sound relationship, which makes a crucial use of syllabification of the written utterance, associates the

written form with the basic phonemic representation. This basic representation serves as input for the sequential application of the phonological rules used to derive the phonetic representation. Such an approach has the advantage of integrating the main processes involved in determining the phonetic representation into a coherent system.

91-186 Bailin, Alan (U. of Western Ontario). Skills-in-context and student modelling. *CALICO Journal* (Provo, Utah), **8**, 1 (1990), 7–22.

This paper discusses the use of student models in computer-assisted language instruction (CAI) soft-

ware. It examines three standard techniques for modelling student knowledge, and shows why they

do not work well for CALI. It then argues that modelling, which focuses on skills in specific contexts is particularly suitable for language learning because the ability to use skills appropriately is a crucial aspect of knowing a language. The way in

which skills-in-context modelling can be applied is discussed in relation to DIAGNOSIS, a program developed recently by the author and his colleague Philip Thomson.

91-187 Coleman, James A. (Portsmouth Poly.). Starting with satellite: a basic guide to using off-air recordings in the language classroom. *Language Learning Journal* (Rugby), **2** (1990), 16-17.

Although primarily about the use of video with satellite television, this article would also interest those restricted to videoing domestic programmes. The use of video in the classroom fits today's emphasis on the importance of spoken communication as opposed to writing. The learner benefits from maximum comprehensibility, and the teacher has maximum flexibility. Video can trigger off more receptive and productive activities than any other medium, as well as keeping one in touch with the country and its language. Videos chosen should

be matched to the interests, needs, cognitive capacity and linguistic competence of the learner.

The writer discusses which satellites are of interest to the language teacher, and explains how they work. He describes the equipment needed, as well as standards and copyright. He gives some hints on use, but stresses that video will not compensate for poor syllabus design or poor classroom technique. He concludes with a list of basic rules for using video in the classroom.

91-188 Dickerson, Wayne B. (U. of Illinois at Urbana-Champaign). Morphology via orthography: a visual approach to oral decisions. *Applied Linguistics* (Oxford), **11**, 3 (1990), 238-52.

Can a language rule impede learners' oral accuracy? The standard ESL/EFL presentation of the [Z] and [D] morphemes of English requires the distribution of allomorphs according to the phonological characteristics of stem-final sounds. Examined from the learner's point of view, the standard approach is heavily biased against beginning students. The study offers an alternative approach that is heavily biased in favour of beginning students but is not precise in its predictions. It requires the distribution of allomorphs according to orthographic criteria.

Learners from different language backgrounds and different proficiency levels who used the orthography-based approach improved their oral accuracy to such an extent that performance differences originally attributable to their dissimilar language backgrounds and proficiency levels disappeared. The significant progress of students who learned orthography-based rules suggests that the morpheme errors of those who learned only the standard rules may be the result of instruction, not the result of difficult content.

91-189 Dörnyei, Zoltán and Thurrell, Sarah. Strategic competence and how to teach it. *ELT Journal* (Oxford), **45**, 1 (1991), 16-23.

Applied linguists have for some time suggested that communicative competence includes a major component, usually termed strategic competence, the development of which largely determines the learner's fluency and conversational skills. Practising teachers, however, are usually unaware of the significance of this competence, and hardly any

activities have been developed to include strategy training in actual language teaching. The aim of this article is to bridge the gap between theory and practice by first describing strategic competence and then presenting language exercises to facilitate its development.

91-190 Eastmond, Nick (Utah State U.) **and Mitchell, Jeffrey** (Utah National Guard). Working smarter: two case studies using foreign language as a tool and subject matter as focus. *CALICO Journal* (Provo, Utah), **7**, 4 (1990), 19-25.

A recent trend in foreign language instruction makes use of a content-based approach, where a

particular subject is taught in the target language. Students receive help in the language, but their

main efforts are directed toward the mastery of a particular set of content. Advantages to this approach are (1) increased efficiency, i.e. instead of teaching or studying for two classes – a language class and one in the content area – only one class is involved, and (2) increased motivation, because some area of content is taught, presumably with applicability to the life of the student.

Such an approach is not new, as it has been used in advanced literature courses and as the model followed by the typical foreign student in a university setting. In the past, however, this

approach has been reserved for only the most advanced students. This paper argues that such an approach can be undertaken much earlier in the language learning of most students, and that it can pay remarkable dividends by injecting a measure of reality into language courses. Two case studies demonstrate how a content-based approach can be used; one in a university setting and one in a military setting. In both cases, the increased challenge and motivation for students and teachers alike are apparent.

91-191 Goodison, Terry (Wolverhampton Poly.). Interactive video in the classroom. *Language Learning Journal* (Rugby), **2** (1990), 68–70.

Interactive video (IV) can make the acquisition of receptive skills more efficient and absorbing, and promises to remove the need for group-based, supervised listening comprehension work, providing instead opportunities for independent self-instruction. The danger is, however, that IV used in this way may not realise its full potential as a teaching aid. Priority should be given to the classroom use of IV, because it is more cost-effective to purchase systems and produce programs for the widest possible audience, and this in turn will stimulate student demand for individual access. IV for classroom use makes fewer demands on the time of the programmer because student responses to questions about the film are dealt with face to face by the teacher, who can also provide an infinitely variable response to requests for further information.

The programming process remains time-consuming, so at Wolverhampton IV has been used in two specific areas where significant impact can be

expected. The first is the final year (French) of the BA in Languages, Business and Information Technology, where IV makes the use of authentic sources more feasible and rewarding, and helps to prepare students for complex role-play exercises. The other use of IV is in the BA Modern Languages degree, where the language work is structured around a range of political, social and cultural topics which tend to have a relatively long shelf-life of three to four years. The fundamental objective is to ensure that students master both the substance and the vocabulary of the video. FL subtitles can be made to appear at points of difficulty, so films taken from satellite and intended for native-speaker audiences can be exploited fully. The system is versatile, offering the teacher many different ways of presenting the material as the class progresses. IV brings smoothness and continuity to the exploitation of video material, although uncertainties surround the future development and cost of IV hardware.

91-192 Jung, Udo O. H. (U. of Bayreuth). The challenge of broadcast video-text to applied linguistics. *IRAL* (Heidelberg, Germany), **28**, 3 (1990), 201–20.

Sub-titles on TV programmes and films have been used for some time for teaching the deaf. This paper considers the potential of both interlingual (translation) and intralingual (original language) sub-titles for foreign language teaching. The relationship between the spoken and the written language in a programme with intralingual sub-titles is analysed,

and a model proposed for the description of the complex relationship between the sound, the picture and the written text. The article concentrates on the use of sub-titles for listening comprehension, but ends with some suggestions for developments in other areas, such as reading and language structure.

91-193 Keh, Claudia L. Feedback in the writing process: a model and methods for implementation. *ELT Journal* (Oxford), **44**, 4 (1990), 294–304.

This paper is written for any teacher who has tried or uses the 'process approach' to writing, and for any teacher who knows of the approach in theory only, not from practice. The emphasis of the paper is on feedback in the writing process, as feedback is

the drive which steers the writer through the process of writing on to the product. Specifically, three types of options for feedback are described and discussed. These are peer feedback, conferencing, and written comments.

91–194 Kellerman, Susan (U. of York). Lip service: the contribution of the visual modality to speech perception and its relevance to the teaching and testing of foreign-language listening comprehension. *Applied Linguistics* (Oxford), **11**, 3 (1990), 272–80.

Since sight plays a large part in normal speech perception, the use of audio-tapes in language laboratories and listening comprehension tests removes a whole dimension from natural language – sight of the articulatory movements. Speech perception from infancy is a bimodal process using both sight and sound and those born blind are handicapped in auditory discrimination and phonological development. The deaf, on the other hand, can compensate for their aural handicap by seeing the movements of articulation. Research into both

groups is reviewed. Some believe speech perception to be ‘amodal’ in the sense that information from both sight and sound converges at all levels of analysis. The same factors obtain in second-language learning; listening comprehension tests could be improved by offering them on video– instead of audio-tape. Results of a video presentation to mother-tongue deaf learners are a reliable predictor of real life, face-to-face performance; the same probably holds for foreign language learners, though research is needed to demonstrate this.

91–195 Kelly, P. (Ecoles des Langues Vivantes, U. of Namur, Belgium). Guessing: no substitute for systematic learning of lexis. *System* (Oxford), **18**, 2 (1990), 199–207.

While acknowledging the need to employ guessing in the course of learning a foreign language (FL), the author opposes the claim made by Nation that it can be employed as a substitute for vocabulary learning. The author makes a distinction between guessing based on formal word features and that which relies solely on context. The former, though fraught with pitfalls, is certainly more helpful and reliable than

the latter; examples are provided that illustrate that even when every word except one in a passage is understood, contextual guessing alone seldom allows the reader to arrive at the correct meaning. Even if such guessing could be shown to be more fruitful it is a strategy that does little to help promote the learner’s language proficiency.

91–196 Müller, Klaus (U. of Munich). Auf der Oder schwimmt kein Graf: zur Rolle von Mnemotechniken in modernen Fremdsprachenunterricht. [‘No count swims on the Oder’: the role of mnemonics in modern foreign language teaching.] *Der Fremdsprachliche Unterricht* (Stuttgart, Germany), **102** (1990), 4–10.

Memorisation techniques have been known since ancient times and were formalised in rhetoric, but modern cognition psychology explains, refines and develops them, particularly the three processes identified by Levin: recording, relating and retrieving. All are associative and quite natural, depending on establishing sonic, rhythmic, visual, semantic or other links between entities to be learnt, whether words, phrases or grammatical processes.

The following mnemonic strategies are enumerated and described: concrete imaging; completion, carried out in the right brain hemisphere as recent research shows; kinaesthetic and motor reinforcement, as advocated by ‘total physical

response’ methods; remembering through schematic narrative episodes; sense-relationships within situational frameworks; emotional associations; sonic and rhythmic fixing through verses, rhymes, acronyms, etc. Examples are given of specific examples, e.g. etymological association, acronyms, mnemonic verse, keywords, visual association with drawing etc., mostly in relation to the teaching of French and German as foreign languages. As an alternative to rehearsal and repetition in learning vocabulary etc., mnemonic strategies should be used as they exploit the natural cognitive paths of the brain.

91–197 Nunan, David. Learning to listen in a second language. *Prospect* (Adelaide, Australia), **5**, 2 (1990), 7–23.

The first half of this article summarises the work of Anderson and Lynch and others on listening comprehension as a largely top-down, model-

building activity and on factors influencing the difficulty of listening tasks, and also surveys the variety of spoken text types and conflicting views

about coherence. Turning to teaching materials, Nunan contrasts a 1973 listening course based on careful staging of input, from phonemes to complete texts, with his own 1989 course which modifies the activity rather than the text. He then describes a technique (again from Anderson and Lynch) for making listening tasks interactive by allowing

learners to stop the tape, ask questions and discuss, and the Dictogloss approach (Wajnryb), in which learners write down fragments of what they hear and then collaborate to reconstruct the text. Finally, readers are given a lengthy extract from a listening comprehension lesson and invited to speculate about the teacher's beliefs.

91-198 Peck, A. Teacher-talk and pupil-talk; a case-study approach to effective foreign language teaching. *Language Learning Journal* (Rugby), **2** (1990), 5-10.

An experiment was conducted at schools in the Cleveland area aimed at reducing teacher-talk and increasing pupil-talk in French and German classes. Existing teaching methods were examined and changes in methodology recommended to promote more pupil-talk. Pair-work and chains were the means most frequently implemented. Fluency, accuracy and difficulty were seen as discrete con-

stituents of oral production. Teachers noted positive improvements in pupil motivation, progress and enjoyment and while they agreed that the experiment had achieved its aims, they mentioned the extra pressure and preparation time involved. The importance of the research lies in the ways whereby this shift was achieved.

91-199 Prabhu, N. S. (National U. of Singapore). There is no best method – why? *TESOL Quarterly* (Washington, DC), **24**, 2 (1990), 161-76.

One view of the success of a teaching method holds that this depends on the context and the many variables which affect it, such as social and educational policies, and factors relating to teachers and learners. Another view is that parts of different methods may be successful in a particular context, and this would involve the need to blend various methods. A third view is that the best teaching method is determined by means of objective assessment of how much learning has been achieved.

But quality of learning is important too, and objective assessment – which tends to mean quantified, measured assessment – is, by its nature, less able to determine quality.

However, an essential factor in successful learning is the individual teacher's commitment to the job s/he is doing and her/his contribution and involvement. Flexibility in using a method, or part of a method, is a fundamental requirement.

91-200 Raban, Bridie (U. of Reading). Reading research in Great Britain in 1988. *Reading* (Sunderland), **24**, 3 (1990), 107-27.

This survey (with extensive bibliography) charts recent developments in reading research and its funding. There is growing evidence that young children's reading progress is bound up with their language learning in general, alongside their active and creative attempts to make sense of their environment. Attempts to assess children's attainments or teacher competence from a national test at age 7 are misguided, as such assessments ignore the fact that stage of development and home support account for wide variations between children at this age. Bryant and Bradley's (1985) psychological investigations of reading, which stressed the need for age and reading age controls, have clearly had an impact on research design. It now appears that poor readers are developmentally delayed. The largest body of research reported is in the field of word recognition. Other research is grouped under the following headings: dyslexia; blind and deaf readers; writing; language and

literacy; cohesion and comprehension. Several researchers studied parental involvement in reading at home and at school, but no clear picture of its effectiveness emerged. Innovative teaching methods have improved children's reading in a number of cases reported, and the motivating effect of involving teachers in such experiments is also important.

The Medical Research Council has recently funded more investigations relating to reading than has the Economic and Social Research Council. The Science and Engineering Research Council could prove to be a future funding source. Large amounts have been made available by the Department of Education and Science for the National Writing Project and National Oracy Project, based in schools. The resulting curriculum developments are innovative, and challenging, with teachers being seen to take control of the research and inquiry process for their own purposes.

91-201 Shier, Janet Hegman (U. of Michigan). Integrating the arts in the foreign/second language curriculum: fusing the affective and the cognitive. *Foreign Language Annals* (New York), **23**, 4 (1990), 301-14.

After defining 'affect' and 'cognition', the paper argues that effective instruction must address both cognitive and affective variables. Second-language learning can be enhanced by integrating the arts into the L2 curriculum, by fusing the affective and cognitive. The arts involve communication of various qualities associated with experience, and can thereby bring together affect and cognition. These ideas can be extended to the L2 classroom and can serve as a basis for lively discussion, as one goal in L2 instruction must be learning to express abstract thought.

Four areas of emphasis are given: Art History, Art Criticism, Aesthetics and Production. The first three provide meaningful content for study and

discussion, while the fourth aims at improving written and oral skills. Reference should be to all basic arts, from folk arts to pop art to fine arts, and including the disciplines of literature, visual art and design, performing arts and media art. The writer discusses in more detail the advantages and use of the following in the L2 classroom: the literary arts, visual art, the use of film, television and video, and theatre.

An optimal environment for L2 learning must deliberately address the learner's affective and cognitive aptitudes. The arts provide a framework for allowing this to happen naturally. [Ten recommendations for the implementation of these ideas.]

91-202 Szymczak, M. Krzysztof (U. of Silesia, Poland). An analysis of selected classroom spatial arrangements. *System* (Oxford), **18**, 2 (1990), 245-56.

The aim of the study was to examine students' preferences concerning eight selected classroom seating arrangements. The subjects stated their preferences for particular arrangements as well as individual seats, which was done in relation to two kinds of teacher: T+, evoking positive feelings, and T-, evoking a negative attitude. Differences among seating arrangements have been analysed in terms of four criteria: teacher-group inclusion, physical barriers, orientation, and interactional relation between participants. The results show that the arrangements preferred for T+ are associated with inclusion or semi-inclusion, lack of barriers, direct or corner orientation, and T-S interactional relation

on the one-to-one basis, while the arrangements preferred for T- involve exclusion, presence of barriers, direct orientation, and T-S relation on the one-to-many basis. In contrast to T+, for T- the range of preferred seats is narrower and there is more agreement as to which seat is the best. The choice of a seat involves an optimal combination of distance, orientation, and barriers, and while for T- this indicates a tendency for maximum withdrawal, for T+ two opposite tendencies have to be counterbalanced: approach and withdrawal. Either tendency can be affected by factors other than one's positive or negative attitude to T.

91-203 van Deth, Jean-Pierre (CIREEL). La terminologie, outil et/ou objet pédagogique. [Terminology, teaching tool and/or teaching objective]. *Français dans le Monde* (Paris), **236** (1990), 66-9.

Terminology differs from lexicography in that it does not seek to provide complete definitions of words and phrases but working statements of how they are used in a given professional field. Teachers of Language for Specific Purposes, faced with difficulties due to their own lack of subject knowledge, are advised to proceed like the compilers of terminological dictionaries, obtaining their in-

formation from texts and informants. These informants can include the learners, who thus take over some of the teaching roles: this is beneficial not only for the content of teaching, but also for the process, as it avoids the power/knowledge imbalance and infantilisation common in language teaching, and enables teacher and learner to be equal partners each contributing essential expertise.

91–204 Whitman, Kevin L. (USAFA). Development of interactive videodisc materials using non-native language remediation. *CALICO Journal* (Provo, Utah), **8**, 1 (1990), 65–74.

The purpose of this article is to present recent improvements in interactive videodisc (IVD) lesson development at the United States Air Force Academy (USAFA), discuss the rationale for the latest lesson design and discuss IVD use at USAFA. For more than a decade, the Department of Foreign Languages (DFF) at USAFA has been seeking ways to integrate IVD technology into the foreign language classroom. After experimenting with

cumbersome interactive videodisc videotape, DFF has since developed three interactive videodisc lesson designs for all seven languages taught at the Academy. The third and latest lesson design differs from the previous two in that it uses only the target language coupled with additional images and audio to mediate meaning, rather than relying on English text translations and glossaries.