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# Language learning and teaching – theory and practice

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## Theory and principles

**92-114 Arendt, Jermaine D.** (Minneapolis Public Schools) **and Warriner-Burke, Helen P.** (Virginia Department of Education). Teaching all students: reaching and teaching students of varying abilities. *Foreign Language Annals* (New York), **23**, 5 (1990), 445–52.

There is greater interest in, and acceptance of, language teaching in the United States than ever before, and more students are enrolled in more classes. However, there is no room for complacency. Many pupils still have no access to language courses; many teachers are inadequately prepared. Higher enrolments have led to a greater spread of ability in language classrooms, and teachers need to know how to cope. There is a need for more language

programmes in elementary schools: these will be costly and will entail a major re-structuring of the educational system. Greater investment in teacher training is needed; university and college entrance requirements have to be re-examined.

If the opportunities are to be seized and solutions found to the problems, there needs to be an alliance between the foreign language profession, the education establishment and the general public.

**92-115 Beretta, Alan,** (Michigan State U.). Theory construction in SLA: complementarity and opposition. *Studies in Second-Language Acquisition* (Bloomington, Ind), **13**, 4 (1991), 493–511.

There are indications that a determined effort toward theory construction is currently being mounted in SLA (second-language acquisition). This raises a number of epistemological issues, one of which is the question of multiple theories and lack of convergence (and the related question of distinguishing science from non-science – and from nonsense). In a field where there are many different theories, is the relationship between them one of complementarity or of opposition? Are there criteria for appraisal and choice? Issues relating to theory

construction have received considerable attention in the literature. This article aims to build on such initiatives asking: (a) Are there multiple theories of SLA? (b) Is it a problem? and (c) What criteria have SLA researchers used to appraise and choose between theories, and how compelling are they? Following this, consideration is given to top-down and bottom-up approaches to SLA theory construction. The author concludes by advancing the modest claim that rationality in SLA theory construction is possible, in spite of insistent problems.

**92-116 Coste, Daniel** (U. of Geneva). Genres de textes et modes discursifs dans l'enseignement/apprentissage des langues. [Text types and discourse modes in the teaching/learning of languages.] *Etudes de Linguistique Appliquée* (Paris), **83** (1991), 75–88.

This article tries to answer two questions: do we need typologies of texts for (first and foreign) language teaching, and, if so, what kinds? Traditionally, as well as using literary genres – precepts, proverbs, fables etc. – in language teaching, the school has created its own text types, e.g. dissertation or *explication de texte*. When non-school text types have been used they have been distorted or homogenised by selection, and artificial hybrid types such as the language learning dialogue have arisen. The 'authentic texts' movement has sought to combat these problems, but it has two limitations: the texts, although reproduced in original format, are still tailored (especially as regards length) to classroom needs; and it ignores the implicit typologies which learners have, and indeed must have,

to succeed at school. The arguments for using typologies relate to: (i) developing rhetorical skills, (ii) dealing with cultural heritage, (iii) better teaching of lexis and grammar, (iv) sequencing of learning, (v) imposing some order on non-traditional text types.

On the question of what typologies should be used, the reader is referred to other articles in the same issue; this article makes only general recommendations: that multiple typologies are needed, that norms should be examined but prescriptiveness avoided, and that textual, grammatical and discourse features should be examined (even with beginners), not sequentially as different 'levels', but simultaneously in their mutual interaction.

**92-117 Dabène, Louise** (U. Stendhal-Grenoble III). Enseignement précoce d'une langue ou éveil au langage? [Early language teaching or language awareness?] *Français dans le Monde* (Paris), special number **8/9** (1991), 57-64.

'Early' language learning is defined in the context of the French educational structure as beginning to learn a language one or two years earlier than the normal starting time, i.e. before the beginning of secondary education, thus extending the time available to pupils to attain fluency and competence in a language or languages.

It is generally accepted that younger children are better at learning languages but the learner's age is

only one of many factors involved, and it is essential to devise appropriate ways of teaching younger learners. Language learning should not be isolated from other school subjects. Pupils should be encouraged to think about what language is and what it does. Language awareness, emphasising real communication as opposed to manipulation of structures, provides a sound basis for further language studies during later school years.

**92-118 Met, Myriam** (Montgomery County Public Schools) **and Rhodes, Nancy** (Center for Applied Linguistics). Elementary school foreign language instruction: priorities for the 1990s. *Foreign Language Annals* (New York), **23**, 5 (1990), 433-43.

Foreign language instruction in US elementary schools has reached an unprecedented level and programmes ranging from tasters to immersion are offered by 22% of elementary schools, constituting a solid basis for future development. Well designed elementary-school language programmes are the foundation for a long well articulated language-learning sequence leading to eventual proficiency; the number of high-quality programmes must be

increased so that all students have the opportunity to begin language learning early. Such programmes need to be adequately resourced, teacher training has to be expanded and developed and the support of parents and administrators must be enlisted. What has been achieved and learned to date gives grounds for optimism concerning the continued growth and success of elementary school language teaching.

**92-119 Nunan, David** (Macquarie U.). Communicative tasks and the language curriculum. *TESOL Quarterly* (Washington, DC), **25**, 2 (1991), 279-95.

Communicative tasks are an integral part of any syllabus, materials and methods concerned with language acquisition. These tasks reflect situations which the learner is likely to meet in real life. However, the tasks have to be appropriate to the level of the learner and to the aims of the curriculum.

Research has established that learners can correct each other; they talk more to each other than with native-speakers; small group learning is more effective than teacher plus learners; better results are

achieved by pairing learners of different levels and language backgrounds and also by ensuring that learners have community-based as opposed to classroom experience.

More research is needed into types of task and the specific grammar and vocabulary required for them, to enable learners to negotiate meanings such as requesting clarification, checking on understanding, etc.

**92-120 Savignon, Sandra J.** (U. of Illinois). Communicative language teaching: state of the art. *TESOL Quarterly* (Washington, DC), **25**, 2 (1991), 261-77.

Emphasis on communicative factors has made a significant impact on language teaching. Successful communication is the result of the interaction of grammar, meaning negotiation and awareness of pragmatic variables such as context of use, and culture. Language teaching has come to involve a range of activities in which learners are taught how to negotiate meaning, e.g. how to ask for information, clarification, etc., and to seek alternative ways of saying something.

Teaching and language policy involve the combined efforts of teachers, researchers, linguists and policy-makers, all of whom should be aware of pragmatic variables. Particular attention should be paid to aspects of the teacher's role with the aim of improving classroom practice for teacher and learner.

**92-121 Aplin, Richard** (U. of Leicester). The ones who got away: the views of those who opt out of languages. *Language Learning Journal* (Rugby), **4** (1991), 2-4.

About 60% of pupils drop languages before their final two years of compulsory education. This report is based on a questionnaire sent to 200 such students over 16, from nine schools in three LEAs. The main factors identified were (1) a reaction to the style of learning activities, (2) the more immediate appeal of alternative subjects, (3) the quality and accuracy of careers guidance, (4) low self-esteem because of low test marks, (5) dislike of the teacher, and (6) insufficient contact with the country of the target language.

Eleven career areas were proposed in which a language might be advantageous. Boys and girls made their selections with no significant difference. 46% said they would not be disadvantaged without a language. 32% recognised that they would be disadvantaged, and examples of such disadvantages are presented in the article. The writer also shares comments by 38 students about their attitudes to and experiences of language learning.

## Psychology of language learning

**92-122 Ball, Eileen W.** (U. of Illinois at Chicago) **and Blachman, Benita A.** (Syracuse U.). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly* (Newark, Del), **26**, 1 (1991), 49-66.

The goal of this project was to evaluate the effects of training in phonemic segmentation and of instruction in letter names and letter sounds on kindergarten children's reading and spelling skills. Ninety students from three urban public schools in the U.S. were randomly assigned to one of three groups. The first group received training in segmenting words into phonemes, as well as training in correspondences between letter names and letter sounds (phoneme awareness group). The second group received only the training in letter names and letter sounds (language activities group). The third

group received no intervention (control group). Results indicated that phoneme awareness instruction, combined with instruction connecting the phonemic segments to alphabet letters, significantly improved the early reading and spelling skills of the children in the phoneme awareness group. However, instruction in letter names and letter sounds alone did not significantly improve the segmentation skills, the early reading skills, or the spelling skills of the kindergarten children who participated in the language activities group, as compared with the control group.

**92-123 Brown, H. Douglas** (San Francisco State U.). TESOL at twenty-five: What are the issues? *TESOL Quarterly* (Washington, DC), **25**, 2 (1991), 245-60.

Four major themes appear to be running through ESOL teaching and research efforts at the present time: (a) In our focus on learners, we are attempting to capitalise on their intrinsic motivation to learn English as a means to their empowerment; (b) sociopolitical issues have focused on English as an international language and on language policy issues

in many countries, including the US; (c) efforts are being made to make curricula more content-centred and task-based, with an emphasis on pressing global issues; (d) our methods are, in turn, increasingly oriented toward co-operative, learner-centred teaching in which learner strategy training plays a significant role.

**92-124 Doughty, Catherine** (U. of Sydney). Second language instruction does make a difference: evidence from an empirical study of SL relativisation. *Studies in Second-Language Acquisition* (Bloomington, Ind), **13**, 4 (1991), 431-69.

A number of studies on second language (SL) instruction point to the hypothesis that instruction is effective, but determining the effect experimentally has been problematic. Overall, three difficulties with previous attempts to demonstrate a causal relationship between SL instruction and second

language acquisition can be identified: (a) inappropriate or inadequate research design, (b) failure to operationalise or even to describe the instructional treatment, and (c) choice of SL assessment measures. This article presents the findings of a recent empirical study which (i) show that SL instruction is effective;

(ii) show that attention to form, either via detailed analysis of structure or highlighting of target language (TL) structures in context, promotes acquisition of interlanguage (IL) grammar, but that

only the latter comes hand-in-hand with comprehension of input; and (iii) replicate earlier findings suggesting an important role for markedness theory in instructed IL development.

**92-125 Edge, Beverly A.** (U. of California, Berkeley). The production of word-final voiced obstruents in English by L1 speakers of Japanese and Cantonese. *Studies in Second Language Acquisition* (Bloomington, Ind), **13**, 3 (1991), 377-93.

This study is a partial replication and extension of Eckman's study on the production of English word-final voiced obstruents by native speakers of Japanese and Cantonese, in which he reported evidence of an interlanguage rule of schwa paragoge for Japanese speakers and one of terminal devoicing for Cantonese speakers. In the current study, data from subjects performing three tasks varying in the speech style elicited were compared to the broad transcription of English and to data from a comparison group of native speakers of English

performing the same tasks. The inclusion of native speaker data allowed the identification of variants in non-native production as either interlanguage phenomena or native-like simplified or assimilated forms. Results showed that devoicing was significant for the Japanese subjects, as well as for the Cantonese subjects. In addition, the Japanese subjects approximated target variants significantly more often than the Cantonese subjects, raising questions about the sources of the variants observed.

**92-126 Göncz, Lajos and Kodžopeljić, Jasmina** (U. of Novi Sad, Yugoslavia). Exposure to two languages in the preschool period: metalinguistic development and the acquisition of reading. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **12**, 3 (1991), 137-63.

The hypothesis that access to two languages in the preschool period might promote metalinguistic development was subjected to empirical verification. The method of parallel groups with paired equalisation procedure was used. At first, two experimental groups (both  $N = 22$ ) with Serbo-Croatian as first language, the members of which were exposed through immersion or a mainstream education programme to a foreign language (French or English), were compared with a Serbo-Croatian monolingual ( $N = 22$ ) group in metalinguistic development. Also a Hungarian-Serbo-Croatian minority bilingual group ( $N = 20$ ), participating in a language maintenance programme, was compared with a Hungarian monolingual group ( $N = 20$ ). The comparisons showed that early bilingual experience could enhance metalinguistic awareness and an analytic approach to linguistic phenomena

by a readiness to replace one word with another, to compare words, or to break words into syllables and phonemes, especially by an active use of the second language in a theoretically based instructional programme. It was also shown that children with bilingual preschool experience ( $N = 50$ ), in contrast to monolingual children ( $N = 30$ ), as judged by teachers, had more developed psychological functions such as concentration, synthesis and abstraction, employed in reading acquisition. Theoretical explanations of the results are given concerning relations between language and thought in mental ontogenesis and assumptions on possible effects of early bilingualism on cognitive development. According to the results obtained, bilingual experience directs thought to the essential aspects of the environment, promoting a more analytic orientation towards language phenomena.

**92-127 Gow, Lyn and others** (Hong Kong Poly.). The effects of English language ability on approaches to learning. *RELC Journal* (Singapore), **22**, 1 (1991), 49-68.

The relationship between approach to learning and English language ability of students in a tertiary institution in Hong Kong was examined. The Study Process Questionnaire (SPQ) developed by Biggs was used to measure students' approach to learning, with the 42 questionnaire items presented in both English and Chinese. English language ability was

assessed by a scale comprising three self-rating items and two self-reported examination results. Multiple linear regression was used to relate the six sub-scales of the SPQ with the English language scale and other student background variables. Subjects with lower ability in English language were found to be more likely to adopt a surface strategy in their

learning. On the other hand, deep motivation was positively related to English language ability. Qualitative data were also collected from interviews in an effort to explain the mechanisms behind these observations. It is suggested that students who are

weaker in English concentrate initially on deciphering the rhetorical aspects of text so are less likely to visualise the underlying meaning of what they are reading.

**92-128 Griffiths, Roger** (Nagoya U. of Commerce and Business Administration, Japan) **and Beretta, Alan** (Michigan State U.). A controlled study of temporal variables in NS-NNS lectures. *RELC Journal* (Singapore), **22**, 1 (1991), 1-19.

There is sufficient evidence from both L1 and L2 research to indicate that temporal variables (including speech rate and pause phenomena) can be manipulated to facilitate listening comprehension. There is, however, no reliable evidence to indicate that rate modification is a widely occurring phenomenon in NS-NNS interaction. This controlled study was designed to investigate whether six university professors would modify the temporal organisation of their speech when delivering identical lectures to NS, low-proficiency and high-proficiency NNS groups. Samples of the recorded lectures were spectrographically analysed and a

large number of temporal variables were investigated. Contrary to expectations derived from a reading of the L2/ESL literature no significant modifications to speech rate were found in deliveries to either the low- or high-proficiency groups. Observed changes in articulation rate narrowly missed being significant, but differences were between the two NNS groups, not between the NS and NNS groups. Highly significant differences were, however, observed in the data on filled pauses. L1 pausological literature is drawn upon in suggesting explanations of these findings. Implications for L2 teaching are discussed.

**92-129 Hammadou, Joann** (U. of Rhode Island). Interrelationships among prior knowledge, inference, and language proficiency in foreign language reading. *Modern Language Journal* (Madison, Wis), **75**, 1 (1991), 27-38.

A study of the influence of familiarity with a subject and its relationship with language proficiency in comprehension of texts is described. A brief introductory summary of the research shows that background knowledge or context have a significant bearing on comprehension. Several views of inference are discussed, but most of the research is concentrated on L1. Most of the paper is taken up with a detailed description of the study, the findings of which were that (1) familiar topics were not

recalled significantly better than unfamiliar ones; (2) language proficiency had more influence over recall than familiarity with the topic; and (3) the quantity of inferencing was significantly greater in less proficient students, but the quality improved with proficiency.

Problems with the construction of the study are discussed, such as assessing familiarity with a topic, and implications for further study are indicated.

**92-130 Johnson, Jacqueline S.** (U. of Virginia) **and Newport, Elissa L.** (U. of Rochester). Critical period effects on universal properties of language: the status of subjacency in the acquisition of a second language. *Cognition* (Lausanne, Switzerland), **39**, 3 (1991), 215-58.

Recent studies have shown clear evidence for critical period effects for both first- and second-language acquisition on a broad range of learned, language-specific grammatical properties. The present studies ask whether and to what degree critical period effects can also be found for universal properties of language considered to be innate. To address this issue, native Chinese speakers who learned English as a second language were tested on the universal principle subjacency as it applies to wh-question formation in English. Subjects arrived in the U.S.A. between the ages of 4 and 38 years. They were immersed in English for a number of years (a minimum of 5) and were adults at the time of

testing. Non-native performance on subjacency was found for subjects of all ages of arrival. Performance declined continuously over age of arrival until adulthood ( $r = -0.63$ ). When immersion occurred as late as adulthood, performance dropped to levels slightly above chance. In all of the analyses performed, subjacency did not differ from language-specific structures in the degree of manner in which it was affected by maturation. These results suggest that whatever the nature of the endowment that allows humans to learn language, it undergoes a very broad deterioration as learners become increasingly mature.

**92-131 Kletzien, Sharon Bengé** (Springfield, Pennsylvania, School District). Strategy use by good and poor comprehenders reading expository text of differing levels. *Reading Research Quarterly* (Newark, Del), **26**, 1 (1991), 67–86.

In this study, 48 US high-school students of average ability, who were half good comprehenders and half poor comprehenders, read three expository passages of increasing difficulty. The good comprehenders read the original passages; the poor comprehenders read versions revised so that passages would be of the same relative difficulty for both groups. In each passage, students were asked to fill blanks left by randomly deleting 12 context-dependent content words. Subjects were asked to explain their reasoning processes for these cloze responses, and subjects' explanations were analysed to identify their comprehension strategies. All subjects reported depending heavily on using key vocabulary, rereading, making inferences, and using previous experience in

constructing responses for all three passages. In addition, readers used more organisational strategies (recognising passage and sentence structure) on the passage of medium difficulty than on the other two passages. Total strategy use declined for poor comprehenders as texts became more difficult. Good comprehenders also used more strategies on the easiest passage, but their strategy use was the same on the medium and difficult passages. When compared directly, the two groups used the same type and number of strategies on the easy passage, but as the passage difficulty increased, good comprehenders used more types of strategies and used strategies more often than the poor comprehenders did.

**92-132 Larsen-Freeman Diane** (School for International Training). Second-language acquisition research: staking out the territory. *TESOL Quarterly* (Washington, DC), **25**, 2 (1991), 315–50.

Since its emergence some 20 years ago, the field of second-language acquisition research has focused on two areas: the nature of the language acquisition process and the factors which affect language learners. Initial research was essentially descriptive. More recently, researchers have been attempting to explain how acquisition occurs and how learner factors lead to differential success among learners.

The focus has alternately broadened as researchers became more aware of the complexity of the issues and narrowed as greater depth of analysis was required. The paper suggests that the next phase of research will be characterised by a union of these two focal areas: learning and the learner. It also recommends that more research attention be given to tutored acquisition.

**92-133 Osimo, Helen and Laufer, Batia** (U. of Haifa, Israel). Facilitating long-term retention of vocabulary: the second-hand cloze. *System* (Oxford), **19**, 3 (1991), 217–24.

The study investigates whether the consistent use of a vocabulary reinforcement technique referred to as 'second-hand cloze' can result in a significant improvement in long-term retention of words. Thirty L2 learners of English for Academic Purposes were taught 60 words in text context. Thirty words were submitted to the second-hand cloze (filling in

the target items in a summary version of the original texts); 30 were not. On a subsequent recall test, words submitted to the experimental task were better remembered. It is suggested that the second-hand cloze embodies some characteristics of other memorisation techniques, but also overcomes their shortcomings.

**92-134 Leather, Jonathan and James, Allan** (U. of Amsterdam). The acquisition of second language speech. *Studies in Second Language Acquisition* (Bloomington, Ind), **13**, 3 (1991), 305–41.

Recent research is summarised on learner acquisition, for receptive and productive purposes, of phonetic features of a second language. The belief that young children perform best in this area is not consistently supported by research: where differences appear, they seem due to the selective attention strategies of older learners. Differences between speakers of

various languages in recognition tasks are strongly affected by context: Japanese listeners can distinguish the formant patterns of [l] and [r] as well as Anglophones in isolation, but not in language-like input. In production, Lado's belief in 'interference' by or 'transfer' of L1 phoneme patterns now seems too simple, and a developmental view is preferable.

Several studies have disproved the idea that learners must always perceive distinctions before they can produce them, and Leather's own work with computer-managed training shows that Chinese tones can be taught first either receptively or productively, and that in each case the other competence is generally acquired without practice.

Learners' phonological systems are increasingly seen in interlanguage terms, which means, for example, that transfer is not an automatic effect but one of the 'processes' or 'strategic solutions' available. Sounds in L2 identical to or totally

different from L1 may at first be correctly produced, whilst those slightly different are incorrect, but as new distinctions are made the correct forms may become temporarily incorrect. But L1 features seem, in most studies, to outweigh supposed universal difficulty hierarchies or markedness criteria in such areas as consonant cluster production.

Further insights may accrue from the recent theory of 'natural phonology', which sees both L2 and L1 acquisition as involving the gradual suppression of 'natural' processes.

**92-135 Lightbown, Patsy M. and Spada, Nina.** Étude des effets à long terme de l'apprentissage intensif de l'anglais, langue seconde, au primaire. [Study of the long-term effects of intensive learning of English as a second language at primary school.] *Canadian Modern Language Review* (Toronto). **48**, 1 (1991), 90-117.

This paper presents the results of a study which compared the ESL performance of two groups of secondary V (grade 11) students; one group ( $N = 30$ ) who had participated in a programme of intensive instruction in grade 5 or 6 and another ( $N = 30$ ) who had followed the regular ESL programme in elementary school. The two groups were compared in terms of their volubility (amount of speech) and accuracy (correctness of speech) on

an interview and an oral communication task, as well as in terms of the amount of contact students had with English outside school, their attitudes toward English and their English language instruction. The results of this research confirm that the students who had participated in an intensive programme at the primary level maintained the superiority in English which they had acquired during the course of the programme.

**92-136 MacIntyre, Peter D. and Gardner, R. C.** (U. of Western Ontario). Investigating language class anxiety using the focused essay technique. *Modern Language Journal* (Madison, Wis), **75**, 3 (1991), 296-304.

Previous research with advanced language learners indicates that students feel greater anxiety over their language classes than over the other courses they take. Anxiety in turn affects performance in a self-perpetuating cycle.

The anxiety experienced by 39 adult beginning language learners was tested, and 31 of those participating also wrote an essay describing their most stressful or their most confidence-building language classroom experience. The results confirmed the greater anxiety-producing potential of language classes. The essays on stress-producing

situations referred almost exclusively to speaking while the essays on confidence-building situations related to comprehension as often as to speech. The actual writing of the essay was found in itself to reduce anxiety.

Changing someone's self-perception and self-image can have a profound influence on behaviour. If language teachers can find ways of reducing anxiety-provoking experiences and thus building up confidence among their students, the latter's performance should greatly improve.

**92-137 Mangubhai, Francis** (University Coll. of Southern Queensland). The processing behaviours of adult second-language learners and their relationship to second-language proficiency. *Applied Linguistics* (Oxford), **12**, 3 (1991), 268-98.

This study investigated the behaviours for processing language input demonstrated by five adults beginning to learn Hindi as a second language through the Total Physical Response Method. Theoretical models of second-language acquisition have proposed that comprehending 'input' in a new language is the only way of acquiring it. Empirical studies

however, have not been conducted to examine closely how learners may vary in their behaviours for processing such input. Concurrent think-aloud protocols, as well as immediate and delayed retrospective reports were collected over twenty teaching sessions. Analyses set out to determine whether learners could be differentiated on the basis

of the quantity and quality of their respective processing behaviours.

A large proportion of the behaviours the learners engaged in to process the input were devoted to the extraction of meaning of utterances. In addition, some learners occasionally devoted their attention to the form. Such behaviours tended to occur when meaning retrieval was more automatic. 'Less successful' learners showed a greater reliance on just a few processing strategies. These tended to involve either (1) a focus on content words and the use of extra-linguistic information to arrive at the meaning or (2) a translation method that gave equal weight to each word in an utterance. Associated with these tendencies was a greater focus on single words, rather than on phrases or clauses. Slower learners repeated Hindi less often for the purpose of practice.

In contrast, two of the 'more successful' learners used a variety of approaches to processing the input and preferred to extract the meaning of utterances via Hindi itself rather than translating Hindi into English. In addition they also exhibited proportionally more instances of repetition for the purpose of practice.

The study suggests that when adult learners are provided with comprehensible input, they engage in a variety of behaviours to extract meaning from it. Some learners, when the retrieval of meaning is relatively automatic, occasionally devote their attention to form. The better learners also practise more. Overall, the frequency of certain behaviours appears to be related to a higher attainment in a second language.

**92-138 Mondria, Jan-Arjen and Wit-De Boer, Marijke** (U. of Groningen, Sweden). The effects of contextual richness on the guessability and the retention of words in a foreign language. *Applied Linguistics* (Oxford), **12**, 3 (1991), 249-67.

One of the ideas that are currently gaining ground with regard to vocabulary acquisition in a foreign language is the view that inferring the meaning of a word from its context makes an important contribution towards the retention of the word in question. A precondition for this is that the meaning be guessed correctly.

This study investigated (1) which contextual factors influence the guessability of words, (2) how these factors influence receptive retention (after guessing and memorising), and (3) what is the relationship between correctly or incorrectly guessing and retention (after a learning stage). The main conclusions of this study are: (1) a specific filling-in

of the factors subject, verb, and function contributes to the guessability of a word in a particular sentence context; (2) a specific filling-in of the above-mentioned factors in the process of guessing and learning has no effect on the retention (subject and verb) or a negative effect (function); (3) correctly guessing a word does not lead to an improved retention (after a learning stage) as compared with guessing a word incorrectly; for some words retention is even worse.

The factors that are conducive to guessing are not conducive to retention, at least not when after guessing a learning stage occurs with the aid of the same context as in the process of guessing.

**92-139 Nystrand, Martin and Gamoran, Adam** (U. of Wisconsin-Madison). Instructional discourse, student engagement, and literature achievement. *Research in the Teaching of English* (Urbana, Ill), **25**, 3 (1991), 261-90.

This article examines the kinds of instruction that foster student engagement with literature and the effects of such instruction on achievement. First, two general kinds of student engagement are distinguished: 'procedural', which concerns classroom rules and regulations, and 'substantive', which involves sustained commitment to the content and issues of academic study. The article then describes the manifestations of these two forms of engagement, explains how they relate differently to student outcomes, and offers some empirical propositions using data on literature instruction from 58 eighth-grade English classes. The results provide support for three hypotheses: (a) disengagement adversely affects achievement; (b) procedural engagement has

an attenuated relationship to achievement because its observable indicators conflate procedural and substantive engagement; and (c) substantive engagement has a strong, positive effect on achievement. Features of substantively engaging instruction include authentic questions, or questions which have no prespecified answers; uptake, or the incorporation of previous answers into subsequent questions; and high-level teacher evaluation, or teacher certification and incorporation of student responses into subsequent discussion. Each of these is noteworthy because they all involve reciprocal interaction and negotiation between students and teachers, which is said to be the hallmark of substantive engagement.

**92-140 Pica, Teresa** (U. of Pennsylvania). Input as a theoretical and research construct: from Corder's original definition to current views. *IRAL* (Heidelberg, Germany), **29**, 3 (1991), 185-96.

This article is a survey of research on input and the definitions of this term. Corder emphasised the learner's capacity to select and control, so for him input was 'what goes in', not 'what is available'. In practice, though, it has been more fruitful to view it as 'what might get in', and attention has been paid to recurrent features of speech addressed to non-natives, including syntactic simplification, semantic redundancy and reduced speed. Researchers have asked when linguistic data becomes input – when it is attended to? Perceived? Understood? The learner's contribution has been extensively studied,

often on the basis of Universal Grammar theory: for example, it has been shown that by receiving data on a more difficult structure, learners can draw inferences about easier, related structures. But increasingly interaction has been seen as central: both learner and interlocutor make adjustments, and learners are helped to segment speech, to fix syntactic patterns and to incorporate responses into more complex sentences. So input is not what is 'put in' the learner or 'taken from' the environment but what 'comes out' of interaction.

**92-141 Pica, Teresa and others** (U. of Pennsylvania). Language learning through interaction: what role does gender play? *Studies in Second Language Acquisition* (Bloomington, Ind), **13**, 3 (1991), 343-76.

This investigation of NS-NNS interaction in same- and cross-gender dyads on four information exchange tasks revealed that male and female NNSs made and received a comparable number of opportunities to request L2 input and modify interlanguage output during interaction with female NSs, but during interaction with male NSs, these

opportunities were significantly lower for female than for male NNSs. In addition, more request-response exchanges were found on tasks in which either the NS or the NNS was given initial control over task-related information. Findings of the study were attributed to cultural similarities and differences in the interactional behaviours of the participants.

**92-142 Simpson, Jean and Tarrant, Arthur W. S.** (U. of Surrey). Sex- and age-related differences in colour vocabulary. *Language and Speech* (Hampton Hill, Mdx), **34**, 1 (1991), 57-62.

Data were collected on the colour names used by 26 females and 24 males in naming 200 colour samples. Women used more elaborate colour names than men but, contrary to other findings, older subjects of both sexes used more elaborate names than younger subjects. Older men in our sample had a

more elaborate vocabulary than younger women, showing that although sex differences were well established, vocabulary continued to increase with age. Colour-related hobbies were significantly correlated with enhanced vocabulary for the male group, but not for the female group.

**92-143 Sparks, Richard L.** (Coll. of Mount St Joseph, Cincinnati, Ohio) and **Ganschow, Leonore** (Miami U., Oxford, Ohio). Foreign language learning differences: affective or native language aptitude differences? *Modern Language Journal* (Madison, Wis), **75**, 1 (1991), 3-16.

Students may have difficulties learning a foreign language because they have problems learning their own language. A review of the literature on learning styles and affective factors in L2 learning (with particular reference to anxiety) is followed by a survey of research on FL aptitude; this identifies certain 'language' factors predictive of FL learning aptitude, but by and large has not made the link between L1 and L2 learning difficulties.

As an alternative to the affective explanation for L2 learning problems, the 'Linguistic Coding Deficit

Hypothesis' is proposed. It is based on the phonological, syntactic and semantic components of language and shows that students who have less control over these components in their own language, but who have found a satisfactory way of compensating for their failings, are unable to apply the compensatory strategies when faced with a FL.

When a student has difficulty in FL learning, his/her performance in his/her L1 should be investigated; this has implications for L2 teaching methods for all students.

**92-144 Thomas, Margaret** (Harvard U.). Universal Grammar and the interpretation of reflexives in a second language. *Language* (Baltimore, Md), **67**, 2 (1991), 211–39.

This article addresses the debate about whether adult language learners have access to the principles and parameters of universal grammar in constructing the grammar of a foreign or second language (L2). The author investigates the interpretation of English reflexive pronouns by native speakers of Japanese and of Spanish, and the interpretation of the Japanese reflexive *zibun* by native speakers of

English and of Chinese. The data suggest that L2 learners observe constraints defined by universal grammar constraints which they could not have derived solely from inspection of the input data, nor from the treatment of anaphors in their native language. Thus these results support the proposal that adult learners have access to universal grammar.

**92-145 Vogel, Klaus.** Lernen Kinder eine Fremdsprache anders als Erwachsene? Zur Frage des Einflusses des Alters auf den Zweitspracherwerb. [Do children learn a foreign language differently from adults? The influence of age on second-language learning.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **90**, 5 (1991), 539–50.

This paper deals with the role of the learner's age in second-language learning. The empirically not supportable hypotheses of a sensitive phase or competing cognitive systems are rejected in favour of a concept of cognitive maturation, which

interprets the learning of a language as a continuing process. From this the conclusion is drawn that older learners are superior to younger ones and that tutored learning is superior to untutored learning.

**92-146 White, Lydia** (McGill U.) **and others.** Input enhancement and L2 question formation. *Applied Linguistics* (Oxford), **12**, 4 (1991), 416–32.

This study investigates the extent to which form-focused instruction and corrective feedback (i.e. 'input enhancement'), provided within a primarily communicative programme, contribute to learners' accuracy in question formation. Over a two-week period, three experimental classes of beginner level francophone ESL learners (aged 10–12 years) were exposed to a variety of input enhancement activities on question formation. Their performance on paper-and-pencil tasks and an oral communication task

was assessed on a pre-post test basis and compared with an uninstructed control group. The results indicate that instruction contributed to syntactic accuracy and that learners who were exposed to the input enhancement activities significantly outperformed the uninstructed learners. These results are interpreted as evidence that input enhancement can bring about genuine changes in learners' interlanguage systems.

**92-147 Zuengler, Jane** (U. of Wisconsin-Madison) **and Bent, Barbara,** (U. of Iowa). Relative knowledge of content domain: an influence on native–non-native conversations. *Applied Linguistics* (Oxford), **12**, 4 (1991), 397–415.

The study was undertaken to determine whether content knowledge influences conversational participation when native speakers (NSs) interact with non-native speakers (NNSs). It also investigated whether NSs tend to participate more actively than NNSs in NS–NNS interactions. The hypotheses concerned predictions that (1) when the interlocutors have relatively equal content knowledge, the NS will participate more and (2) when the interlocutors have relatively unequal knowledge of the domain, the relative content 'expert' (NS or

NNS) will show more conversational participation. The content domains chosen were the subjects' major field and a domain outside their major field.

Conversations from 45 NS–NNS pairs were analysed for amount of talk, fillers, back-channels, interruptions, resisting interruptions, and topic moves. Outcomes of several measures reveal participation patterns which can be explained by the interlocutors' relative content knowledge. No clear, overall tendency was found for the NS to participate more actively in the conversation.



## Research methods

**92-148 Griffiths, Roger** (Nagoya U. of Commerce and Business Administration). Pausological research in an L2 context: a rationale, and review of selected studies. *Applied Linguistics* (Oxford), **12**, 4 (1991), 345-64.

It is here suggested that temporal variables, such as speech rate, and pause and hesitation phenomena, which are studied within the science of pausology, are of direct relevance to L2 (second language) research and ELT methodology. Examples are

given, however, to demonstrate that the use of methodology conventions from this very specialised area are not evident in early L2 research, and it is only as they are increasingly observed that L2 findings can be reported with confidence.

**92-149 Harley, Birgit** (Ontario Inst. for Studies in Education). Directions in immersion research. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **12**, 1/2 (1991), 9-19.

This paper begins with an overview of the French immersion programmes offered in Canada, and then focuses on some current issues and directions in French immersion research. The monitoring of learning outcomes – in English mother tongue, French second language, and other school subjects taught in French – is seen as one major area of continuing importance for research. A second area

of study is the diagnostic analysis of the learners' second-language development. This kind of analysis is viewed as going hand in hand with the investigation of teaching procedures in immersion classrooms, a key topic of increasing research activity. Finally, teacher education is seen as a priority area for further research related to immersion programmes.

**92-150 Johnstone, Richard** (U. of Stirling). Foreign language in primary schools – evaluating the National Pilot Projects in Scotland. *Language Learning Journal* (Rugby), **4** (1991), 36-8.

Each of the 12 national Pilot Projects consists of a secondary school and its associated primary schools. Twelve secondary schools and 79 primary schools are involved. Languages taught are mainly French and German, with some Spanish and Italian. The independent evaluation of the Projects began in January 1991 and will last two years. The article discusses the task of evaluation.

The aims of the research are (i) the assessment of the linguistic attainments of the children involved, comparing them with those of children not involved; (ii) the evaluation of the project courses, including the description of and commentary on

factors which enhance or inhibit linguistic performance. During the first six months, the evaluation team has established contact with schools, interviewed teachers, observed lessons, obtained relevant documentation, and attended meetings, courses, workshops and conferences. Anonymity is guaranteed, and data-gathering is non-invasive so as to provide as accurate information as possible. The first comparative measures of linguistic attainments were due in the autumn of 1991, and an interim report by the end of 1991. The final report, as well as recommendations and advice for teachers, will be available by the end of 1992.

**92-151 Ullmann, Rebecca.** Teachers, administrators, and researchers work together in classroom observation research: a professional development opportunity. *Canadian Modern Language Review* (Toronto), **48**, 1 (1991), 77-89.

This paper describes three case studies that illustrate how recent observation research has led to more active involvement in the review process on the part of teachers, principals, and supervisory officials. These groups have been working closely together to gain a clearer understanding of how the core French

programme actually works in the classroom so that better informed decisions can be made about its future directions. Participation in observation research, particularly where it involves collaboration across staff categories, is an important professional development opportunity for all concerned.

**92-152 Watts, Catherine and Pickering, Angela.** Using interactive video to stimulate discussion. *Die Neueren Sprachen* (Frankfurt am Main, Germany), **90**, 5 (1991), 550-9.

This article describes an eight-month research project funded by the ESRC (Economic and Social Research Council), which was conducted at the Language Centre, Brighton Polytechnic. The aim of the research was to probe the potential of interactive video to encourage small groups of adult EFL students to talk and discuss issues arising from the video when used as an unsupervised resource.

This article describes the background to the research project, discusses the video and computer software used and presents a summary of the key findings. The conclusions indicate that interactive video is indeed effective in promoting discussion and the students evidently enjoyed the learning experience.

## Error analysis

**92-153 Bahns, Jens** 'What did you bought?' Explaining a typical error in the acquisition of English. *IRAL* (Heidelberg, Germany), **29**, B (1991), 213-28.

Constructions with the auxiliary *do* in interrogative and negative phrases constitute one of the main stumbling-blocks for learners of English, whatever their mother tongue. In the author's experience, the appearance of these errors is not limited to the first weeks of learning – they reappear endlessly in the first four or five years of teaching. Various different

explanations for this phenomenon have been proposed and are discussed here. The author's opinion is that the pupil produces incorrect phrases because he/she has not yet become aware that the only verbal form permitted with *do* is the 'pure' infinitive – the so-called 'bare infinitive only' hypothesis.

## Testing

**92-154 Anderson, Neil J. (Ohio U.) and others.** An exploratory study into the construct validity of a reading comprehension test: triangulation of data sources. *Language Testing* (London), **8**, 1 (1991), 41-66.

Recent research in reading comprehension has focused on the processes of reading, while recent thinking in language testing has recognised the importance of gathering information on test-taking processes as part of construct validation. And while there is a growing body of research on test-taking strategies in language testing, as well as research into the relationship between item content and item performance, no research to date has attempted to

examine the relationships among all three – test-taking strategies, item content and item performance. This study thus serves as a methodological exploration in the use of information from both think-aloud protocols and more commonly used types of information on test content and test performance in the investigation of construct validity.

**92-155 Buck, Gary** (U. of Lancaster). The testing of listening comprehension: an introspective study. *Language Testing* (London), **8**, 1 (1991), 67-91.

The present research uses the verbal report methodology to examine how listening tests work, and how processes not normally accessible through quantitative research methods influence test performance. Six introspectees provided data on four main areas of interest: the influence of the short-answer test method on the measurement of listening comprehension; whether test items can measure 'higher-level' cognitive processes; whether test items can measure how well listeners monitor the

appropriacy of their interpretation; and how question preview influences comprehension and test performance. The interview protocols provide a great deal of data relevant to these and related issues, the presentation and interpretation of which is the main purpose of this paper. The protocols also indicate a serious dilemma for language testers in that listening comprehension involves far more than the application of linguistic knowledge to produce a propositional representation of a text; rather it is

an inferential process in which listeners attempt to construct an interpretation which is meaningful in the light of their own assessment of the situation, knowledge and experience. Thus there are often no

clear, objective criteria against which to judge the appropriacy of any one interpretation. The implications of this are discussed.

**92-156 Fotos, Sandra S.** (Kogakuin U., Japan). The cloze test as an integrative measure of EFL proficiency: a substitute for essays on college entrance examinations? *Language Learning* (Ann Arbor, Mich), **41**, 3 (1991), 313-36.

The study reported here presents the necessary steps in the development of a reliable and valid cloze test and uses the form produced to measure EFL proficiency in two groups of Japanese college students, English majors and non-majors. Cloze test performance is correlated with essay scores and TOEFL scores to determine whether the cloze test can function as an alternative measure of integrative

language ability. Issues regarding construct and predictive validity are addressed, and it is suggested that well designed cloze tests are capable of assessing language skills ranging from basic to advanced. Use of cloze tests in their fixed-ratio deletion, exact-word scored format is recommended, with certain limiting considerations, as a substitute for essay tests on English proficiency examinations.

**92-157 Jonz, Jon** (East Texas State U.). Cloze item types and second-language comprehension. *Language Testing* (London), **8**, 1 (1991), 1-22.

This paper describes the further analysis of one portion of the data reported in Jonz (1989). Four 50-item fixed-ratio cloze tests were administered to 238 non-native university freshmen. Half of the subjects were randomly assigned to take the cloze tests in their naturally occurring order; the other half of the subjects were randomly assigned to take the tests after the original sequence of the sentences in the passage had been thoroughly scrambled. Additionally, half of the subjects were allowed to read the entire correctly sequenced unaltered passage prior to completing the cloze tests. After each item on the two normal-order tests had been assigned to one of five item types, the patterns of response of each of the item types on all four cloze tests were then studied.

The data analysis revealed that under the prior-knowledge condition, textually cohesive cloze-test items showed a significant sensitivity to sentence scrambling. The paper concludes that (1) inter-sentential ties are particularly salient in the comprehension processes of non-native speakers and that (2) in specific respect of non-native-speaker responses, fixed-ratio cloze tests are significantly sensitive to textual variations and continuities at levels well beyond local phrase structure. That is to say, attained scores on standard fixed-ratio cloze procedure reflect to a significant extent a non-native-speaker examinee's utilisation of text-level linguistic structures and discourse comprehension processes.

**92-158 Kroll, Barbara** (California State U.). Understanding TOEFL's Test of Written English. *RELC Journal* (Singapore), **22**, 1 (1991), 20-33.

In 1986, Educational Testing Service (ETS) added the Test of Written English (TWE), which requires the production of a 30-minute writing sample, to some administrations of the Test of English as a Foreign Language (TOEFL). The test was developed on the basis of two major research projects which investigated the role of writing in the academic community and the type of writing tests that faculty felt their students should be able to produce. ETS

appointed a committee of outside consultants, the TWE Core Reader Group, to develop topics for the exam and to determine whether or not a given writing topic should be approved for the exam. This article details the topic development process for the TWE, the work of the Core Reader group, and the procedures for reading and scoring the TWE.

**92-159 Norris, Carolyn Brimley** (U. of Helsinki, Finland). Evaluating English oral skills through the technique of writing as if speaking. *System* (Oxford), **19**, 3 (1991), 203-16.

English elicited as language written-as-if-spoken (WAIS) may be helpful in evaluating oral pro-

ductive skills. Although EFL teachers' blind rating of 1,000 brief WAIS English responses showed low

inter-rater reliability, when hundreds of Finnish advanced learners wrote complete imaginary WAIS dialogues, these proved highly predictive both for interview- and for classroom-performance. Medical and veterinary students' WAIS dialogues, compared with actual taped discourse, exhibited generally

accepted characteristics of spoken, as contrasted with written English. Guidelines for eliciting, modelling, and evaluating such WAIS dialogues are offered, for testing learners prior to interviewing or in place of interviews.

**92-160 O'Loughlin, Kieran.** Assessing achievement in distance learning. *Prospect* (Adelaide, Australia), **6**, 2 (1991), 58-66.

This article reports on the trialling of an assessment procedure used with intermediate to advanced learners in a pilot distance-learning course for the AMEP (Adult Migrant English Programme). It describes the background and trialling of an

assessment tool designed to measure achievement across the programme. An evaluation is included which attempts to examine critically key aspects of the reliability and validity of the procedure.

**92-161 Shohamy, Elana** (Tel Aviv U.) **and Inbar, Ofra** (Beit Berle Teacher's Coll., Israel). Validation of listening comprehension tests: the effect of text and question type. *Language Testing* (London), **8**, 1 (1991), 23-40.

The paper reports on a study which investigated the effect of both texts and question types on test taker's scores on listening comprehension tests. Listening comprehension tests were administered to 150 EFL learners in their last year of secondary school. The listening stimuli consisted of three text types, a newsbroadcast, a lecturette, and a consultative dialogue, varying in the degree of oral features they contained. The consultative dialogue was the most orally oriented version, followed by the lecturette and then by the newsbroadcast which constituted the most literate version of the three text types. Test takers listened to two different versions about the two topics and answered identical questions to enable comparison of performance on the different text types. The questions were classified into global and local types, according to the strategies utilised

for text processing. A third category, trivial questions type, referred to items relating to trivial factual details, such as numerical figures and names.

Results indicated that different types of texts located at different points on the oral/literate continuum resulted in different test scores, so that the more 'listenable' texts were easier. In terms of the question types, the results showed that subjects performed better on items referring to local cues than on items referring to global cues. This was observed across topics as well as across text types and across students' levels. Trivial questions were seen to affect performance differently. Implications of the results for the selection of texts and tasks on listening comprehension tests are drawn to arrive at highly construct valid listening comprehension tests.

## Syllabus/materials design

**92-162 Jones, Colin.** An integrated model for ESP syllabus design. *English for Specific Purposes* (New York), **10**, 3 (1991), 155-72.

This article describes an approach to ESP syllabus design that is derived from a mathematically-based analysis of language use data. The statistical technique of principal component analysis can be used to assess needs questionnaire responses in terms of their underlying traits (families of variables). This breakdown of the data allows the syllabus designer to deduce a discourse model for the target population's communication needs. The article describes how this information can be activated to provide a

model for ESP syllabus design which integrates needs analysis results, discourse structure, and teaching model. It is suggested that the model derived constitutes a framework for the construction of more coherent courses with a high degree of face validity for both course participants and sponsors. The procedure put forward is described by reference to language data collected from a population of 400 technical employees of FRANCE TELECOM.

**92-163 Jones, Francis R.** (U. of Newcastle). Classroom riot: design features, language output and topic in simulations and other communicative free-stage activities. *System* (Oxford), **19**, 3 (1991), 151-69.

This article examines open-ended discussion and simulation-type activities in the communicative syllabus, that is, activities with greater learner autonomy in language and talk, and with the possibility of generating talk and dealing with the unpredictable. Language and talk generated in two case studies – a role-play debate and a crisis simulation – were analysed in terms of: (1) the amount and rate of talk produced, and (2) the number and

types of topic. Results were successful and led to recommendations for the design of a communicative syllabus such as the following: involvement of the whole class, allocation to learners of key and support roles, inclusion of problem-solving, control of the activity by learners. Emphasis should not be placed on allocating opinions, but rather on the initial situation and roles, from which individual self-expression, and structure can be developed.

**92-164 Nation, Paul and Crabbe, David** (Victoria U. of Wellington, New Zealand). A survival language-learning syllabus for foreign travel. *System* (Oxford), **19**, 3 (1991), 191-201.

This article presents a language syllabus containing approximately 120 items which represents an easily achievable goal for people wishing to visit a foreign country for a month or more. The syllabus is the result of needs analyses involving interviews with learners, analysis of guide books, and personal experience. In addition, the items in the syllabus have been checked for frequency, coverage, and

combinability. The syllabus is divided into eight categories, greetings and being polite, buying and bargaining, reading signs, getting to places, finding accommodation, ordering food, talking about yourself, and controlling and learning language. The article concludes with advice for learning the items in the syllabus.

**92-165 O'Connor, Nadine Di Vito** (Georgetown U.). Incorporating native speaker norms in second-language materials. *Applied Linguistics* (Oxford), **12**, 4 (1991), 383-96.

This paper examines the distribution and productivity of different linguistic structures and patterns in one target language, French, and shows why this information is important when deciding the linguistic content of French second-language

textbooks. Comparisons are made between French native speaker language use and the grammar rules typically presented in French second-language textbooks, and implications for second-language learning are discussed.

## Teaching training

**92-166 Hutchinson, Tom** (U. of Lancaster). The management of change. *Teacher Trainer* (Canterbury), **5**, 3 (1991), 19-21.

The article discusses not so much external changes in the teaching situation such as a new syllabus or a new textbook, but rather the change in behaviour, attitudes and values required of the people who have to accommodate themselves to these innovations. It discusses change as a human problem, individual and group reactions to change and

varying perceptions of change. Of particular relevance to teacher trainers are the sections on dealing with resistance to change and the concluding plea for the development of sensitive and supportive environments in which people can adjust slowly and creatively to changes affecting their working lives.

**92-167 Jarvis, Jennifer** (U. of Leeds). Perspectives on the in-service training needs of NNS teachers of English to young learners. *Teacher Trainer* (Canterbury), **5**, 1 (1991), 4-9.

The results are reported of a small study of 33 teachers from 15 different countries coming to study

in Leeds in 1989. A questionnaire and informal interview were the tools used to discover the

teachers' attitudes to their own career development and specific needs. Once the responses had been analysed, the next step was to investigate background reading on life-cycle research. The final part of the article deals with the implications from the

survey results and from the life-cycle research reading, and suggests ways in which the practical results and the academic reading may inform each other.

**92-168 Lindstromberg, Seth** (Hilderstone/Pilgrims). An entrance test for a one-month intensive pre-service TESOL training course. *Teacher Trainer* (Canterbury), **5**, 2 (1991), 7-10.

This article discusses, with verbatim extracts, a test sheet designed to screen candidates applying for a one-month TESOL training course leading to a RSA/UCLES Certificate. The author details the ways in which the test is novel in design, focus, rationale and role. The test is offered as a 'work-in-

progress', the author suggesting where future changes to it may be desirable. A final comment is added from a colleague of the author and one who has tried out the test as well as later training, on a one-month course, those applicants who successfully completed the test.

**92-169 Oladejo, James** (National U. of Singapore). The teacher factor in the effective teaching and learning of ESL in developing English-speaking countries: the case of Nigeria. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **12**, 3 (1991), 195-204.

In this paper an attempt is made to show that although the problems currently facing the teaching and learning of the English language in the developing English-speaking countries are numerous, the major threat comes from lack of professionalism in ESL teaching. Using the Nigerian situation by way of illustration, it is argued that the ineffectiveness of ESL teaching and learning activities results primarily from chronic teacher-related factors such as: shortage of well-trained teachers, use of unqualified teachers in the language

classroom, and lack of in-service training opportunity.

If ESL teaching in the developing English-speaking countries is to be given a kiss of life, and ESL learning is to become fruitful, adequate attention should be given to these factors by recognising ESL teaching as a profession which can be practised only by the well-trained, and by making available facilities and opportunities for proper training and retraining of teachers.

## Teaching methods

**92-170 Achren, Linda.** Do we assume too much? Measuring the cross-cultural appropriacy of our teaching aids. *Prospect* (Adelaide, Australia), **6**, 2 (1991), 25-41.

As Western-educated people we forget how much of what we take for granted was learned over a long period of time through our formal schooling. We tend to assume that all adults will bring to the classrooms similar concepts and skills to those we possess. A series of tasks based on visuals commonly used to support language learning was devised to investigate just how universally transparent these visual aids are.

The results of this study suggest that a lack of

formal schooling severely disadvantages students in ESL classes where they are required to complete language-learning activities involving concepts that their cultural background has not equipped them to handle. The study also shows that students who attended classes wherein language and conceptual development were integrated performed significantly better than students of similar low-education backgrounds in general classes.

**92-171 Anderson, Richard C. and others** (U. of Illinois, Urbana-Champaign). A microanalysis of the small-group, guided reading lesson: effects of an emphasis on global story meaning. *Reading Research Quarterly* (Newark, Del), **26**, 4 (1991), 417-41.

Six third-grade classes in the Midwestern United States each received two lessons in which the teaching emphasis was on story meaning (major plot elements) and two lessons in which the teaching emphasis was on surface features of language (word analysis and accurate reading). An emphasis on story meaning led to superior performance on an array of outcome measures, including recall of propositions, short answers to questions, recall of important elements, oral reading errors, story interest, and lesson time. The difference in performance was especially notable for children in low and average reading groups. Additional analyses confirmed that

a child learns more at moments when he or she is taking an active turn reading aloud and answering the teacher's questions, particularly when the child's reading fluency is low. The study also showed that performance on various outcome measures is more strongly related to the average ability of a reading group, especially average group fluency, than to the abilities of individual members of the group. Page-level analyses showed that the likelihood that information will be comprehended and recalled is associated with the importance and density of information on a page and the serial position of the page, but not its readability.

**92-172 Chambers, Francine** (U. of Reading). Promoting use of the target language in the classroom. *Language Learning Journal* (Rugby), **4** (1991), 27-31.

Given the debate about using the L2 in the classroom, some ways are suggested of increasing its use by secondary-school teachers and pupils. The managerial language needed by teachers can be divided into (1) organisational instructions, (2) activity instructions, (3) evaluation and correction, and (4) disciplinary interventions. Extensive examples are given in French, though they are adaptable to other languages. Managerial language must be carefully

chosen and noted, be initially limited in range, and be exploited linguistically. Pupils cannot take the initiative in the L2 for a long time, but should eventually be able to express requests, ask for help, apologise, and evaluate. Ensuring that the L2 is the normal means of communication also requires materials where instructions and rubrics are in the target language.

**92-173 Chambers, Gary** (U. of Leeds). Suggested approaches to A-level literature. *Language Learning Journal* (Rugby), **4** (1991), 5-9.

Pupils in the Lower Sixth need to be encouraged to read for pleasure in their target language before they are ready to proceed to the study of A-level set texts. There can be no hard and fast line drawn between language and literature. The target language should predominate in discussion of set texts, without however excluding the pupils' mother tongue. [A variety of classroom activities is suggested involving all four language skills. A pupil-centred approach is advocated and the use of pair and group work.]

syllabus has been almost entirely negative. A-level syllabuses are now changing in response to the National Curriculum and the greater freedom of choice offered to pupils is to be welcomed. However, this freedom will remain notional unless adequate resources are made available. In the long term, the effects of the National Curriculum are likely to prove beneficial for both pupils and teachers. In the meantime, teachers must do all they can to make the study of literature an enjoyable experience. [Examples from German.]

In the past, the influence of the examination

**92-174 Deen, Jeanine Y.** (Tilburg U.). Comparing interaction in a co-operative learning and teacher-centred foreign language classroom. *ITL* (Louvain), **93/4** (1991), 153-81.

Co-operative learning (CL) methods are group work methods that have recently received considerable attention in the U.S. as effective classroom methodologies for increasing academic achieve-

ment, especially for minority students. Kagan has hypothesised two elements of CL interaction that might support achievement: (i) increase in opportunities students have to produce more diverse and

complex output and (ii) increase of the amount of comprehensible input students receive. This study investigates these hypotheses for language learning by comparing the classroom interaction in a CL and in a teacher-centred (TC) lesson, recorded in a beginning university course in Dutch. Findings showed that students as expected took more turns and produced a great deal more Dutch output in the CL setting, which supports their language acquisition. However, contrary to CL goals of providing equal opportunities for all, the stronger students – as usual – took more turns and used more

Dutch than the weaker ones. Nonetheless, all students – independent of their proficiency level – asked many questions, modifying their input to a comprehensible level and making language acquisition possible. In terms of quality of output, students proportionally produced fewer ungrammatical Dutch utterances and fewer errors were corrected in the CL setting. In addition, vocabulary usage was more diverse as well as more repetitious. No significant difference between both settings was found in the complexity of students' Dutch.

**92-175 Dole, Janice A.** (U. of Utah) and others. Effects of two types of prereading instruction on the comprehension of narrative and expository text. *Reading Research Quarterly* (Newark, Del), **26**, 2 (1991), 142–59.

The purpose of this study was to compare the effects of two prereading instructional treatments on students' comprehension of narrative and expository texts. The authors randomly assigned 63 fifth-grade students in the US to three groups. Each group was exposed to three treatment conditions. The three conditions were (a) a teacher-directed condition in which teachers read prepared scripts designed to provide students with important information necessary for understanding upcoming texts, (b) an interactive condition in which teachers activated and discussed students' prior knowledge about the topics of upcoming texts, and (c) a control condition in which no prereading instruction was provided. Three narrative and three expository passages were counterbalanced with the three treatments and three teachers across groups, to control for effects of

instructor and passage. Hierarchical multiple-regression analyses of within- and between-subject effects indicated that the teacher-directed condition was more effective than the interactive condition at promoting comprehension, and that both treatment conditions were superior to no prereading instruction at all. The teacher-directed condition may have been more effective because (a) it focused only on the most important information necessary for understanding the text, (b) it included direct and explicit instruction, or (c) it was more typical of traditional prereading instruction and therefore more familiar to students. However, the interactive strategy may be more useful for other instructional goals, such as developing students' abilities to activate their own background knowledge.

**92-176 Elley, Warwick B.** (U. of Canterbury, New Zealand). Acquiring literacy in a second language: the effect of book-based programmes. *Language Learning* (Ann Arbor, Mich), **41**, 3 (1991), 375–411.

This article outlines a set of recent empirical studies of the effects of 'book floods' on students' acquisition of a second language in elementary schools. In contrast to students learning by means of structured, audiolingual programmes, those children who are exposed to an extensive range of high-interest illustrated story books, and encouraged to read and share them, are consistently found to learn the target language more quickly. When immersed in meaningful text, without tight controls over syntax and

vocabulary, children appear to learn the language incidentally, and to develop positive attitudes toward books. In some cases, the benefits are found to spread to other subjects and languages. Implications are drawn for language policy in developing countries and some support is established for such concepts as 'comprehensible input' and 'whole language' approaches to language acquisition in schools.

**92-177 Ford, Elizabeth** (Ontario Inst. for Studies in Ed.). Criteria for developing an observation scheme for co-operative language learning. *Canadian Modern Language Review* (Toronto), **48**, 1 (1991), 45–63.

Co-operative learning is a teaching approach for any subject designed to improve academic per-

formance through group work. There are several models, but all include face-to-face interaction

between students, positive interdependence among members of each group, and individual accountability for learning the material. Other models include social skills. Group composition should mirror that of the whole class. This promotes interethnic understanding and enables stronger students to tutor, and act as role models to, weaker ones (although in L2 classes, students may improve their fluency better in homogeneous groups). Problems with co-operative learning can include failure to teach social skills, refusal of individuals to participate, and disinclination of teenagers to work in groups. This type of learning is appropriate for L2 classes because group work offers students greater opportunities to interact in the L2 and to negotiate for meaning than in traditional classes. Small-group activities are more similar to natural discourse in which information and ideas are exchanged among two or three people. They also provide opportunities to learn functional skills such as how to summarise,

infer and disagree. Teachers can easily individualise instruction, and research suggests that students benefit from the relaxed classroom atmosphere created by group activities. On the other hand, research shows that group members often do not have sufficient command of the L2 to provide each other with accurate, appropriate input, and that group interaction tends to be in the L1. Teachers wishing to implement co-operative language-learning activities in core French classes should begin slowly with student pair work for short periods and teaching of social skills. The author proposes an observation scheme for co-operative learning in L2 classes, divided into two parts. The first focuses on the organisation of activities and the second on student discourse within groups. The purpose of the latter part is to determine if core French students in co-operative groups display those discourse features that L2 theorists believe foster L2 learning.

**92-178 Hirvela, Alan** (Chinese U., Shatin, Hong Kong). ESP and literature: a reassessment. *English for Specific Purposes* (New York), **9**, 3 (1990), 237-52.

The strength of any language teaching methodology rests in part on its ability to adapt to changing circumstances within the larger scene of which it is a member. One of the changes now taking place in ELT is the gradual re-emergence of literature in the form of a language teaching tool. In large measure, this change is a response to what Brumfit calls 'the trivialisation of language teaching' found in many communicative language teaching situations. This shifting in the pedagogical tide creates an excellent

opportunity for a reappraisal of what literature may have to offer in the ESP context. The following paper argues in favour of that step. In the process, it advocates a new form of LSP (traditionally, Language for Special Purposes): Literature for Specific Purposes. This paper makes a case for a literary component in ESP using as a foundation a series of concepts developed by Widdowson. It also provides a brief demonstration of the LSP approach using a science fiction story in an EAP/EST context.

**92-179 Hunter-Carsch, C. Morag** (U. of Leicester). Improving students' essay-writing. *Reading* (Sunderland), **24**, 2 (1990), 76-89.

This paper concerns university tutors' and students' perceptions of essay-writing difficulties in examinations and on coursework, and how to improve essay-writing in the case of those with problems. It is assumed that an awareness of both tutors' and students' expectations and attitudes to essays is necessary in order to understand what are considered to be 'faults' or problems and how best to improve the situation.

On the basis of experience with students, teachers and workshop discussions with university colleagues, a framework for analysing types of prob-

lems and providing support is offered. The framework differentiates between those problems mainly associated with form of writing and those associated with content. Within this broad classification the perceived 'faults' are related to apparent difficulties and these in turn regarded as suggesting areas of need or possibly underlying issues. The 'needs' are not necessarily 'special educational needs' but issues for both student and tutor to tackle sensibly and positively, using relevant learning/teaching strategies, some of which are listed and outlined.

**92-180 Kepner, Christine Goring** (Wheaton Coll., Ill). An experiment in the relationship of types of written feedback to the development of second-language writing skills. *Modern Language Journal* (Madison, Wis), **75**, 3 (1991), 305-13.

This study seeks to identify types of written feedback/response which might be related to

achievement in L2 student writing. It undertakes to measure the levels of grammatical accuracy and

thinking as indicated by journal entries in intermediate Spanish courses in an American college. Students were classified according to high- and low-verbal ability levels based on median splits of ranked previous English grade and grade-point average. The study included random assignment of subjects to cells, semester-long administration of treatments, and measurement by post-test only.

The independent variable was the type of written feedback, message-related comments versus surface error-corrections, which appeared in written form on the guided student journal assignments. The four criteria used were (1) personalisation, (2) sum-

marisation statement of the main point of the piece, (3) reader's reaction and evaluation, and (4) ways of extending or improving the topic in subsequent entries.

The data suggest that the consistent use of L2 teachers' written error-corrections combined with explicit rule reminders as a primary medium of written feedback to periodic discourse-level L2 student writing is ineffective for promoting the development of writing proficiency in the L2, whether for higher- or lower-verbal ability learners at the level sampled.

**92-181 Klapper, John.** The role of the video camera in communicative language teaching and evaluation. *Language Learning Journal* (Rugby), **4** (1991), 12-15.

This report investigates the role of the video camera in developing and evaluating the performance of learners of a foreign language. Activities deemed suitable are role play exercises, interviews, debates, discussions, game show simulations, chat shows, simulated board meetings, news programmes and weather forecasts.

So as to maintain the motivational advantage, teachers must allow students to see the end product. They should play the whole recording through first, then concentrate on presentation, content and language. Although many linguistic errors may be

heard several times over, the urge to correct should be stifled in the playback session. Teachers should concentrate on more general communicative aspects. Persistent errors can be dealt with later. The most sensible approach for video work is to use assessment schemes using specific grade criteria to describe student performance.

The video camera should be regarded as one of the language teachers's repertoire of skills. We can no longer justify excluding the visual component from our recording of communicative activity.

**92-182 Kubanek-German, Angelika.** Außergewöhnliche Schüler – Englischunterricht mit körperbehinderten Jugendlichen in der Sekundarstufe I. [Minority-group students – English teaching with physically disabled teenagers at secondary level 1.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **90**, 5 (1991), 481-96.

The article describes English classes with minority-group students, namely physically disabled teenagers. Apart from giving information about specific problems for teachers and learners, attention is drawn to parallels between students with special

educational needs and those in 'normal' classrooms. Some of the aspects discussed in the article are the relevance of English for handicapped persons, the consequences of speech disturbances, the view of the handicapped as slow learners.

**92-183 Lie, Alfred** (Halden Coll. of Education, Norway). Effects of a training programme for stimulating skills in word analysis in first-grade children. *Reading Research Quarterly* (Newark, Del), **26**, 3 (1991), 234-50.

In this longitudinal study, Norwegian children received daily training sessions in word analysis with the aim of stimulating the children to discover and attend to the phonological structure of language. Ten first-grade classes received one of three treatments during the fall semester. In the three classes (60 children) assigned to the phoneme isolation or *positional* treatment, teachers taught the children to attend to individual phonemes and identify those phonemes in initial, medial, or final position in

target words. In the three classes (52 children) assigned to the phoneme segmentation or *sequential* treatment, teachers taught the children to identify the phonemes in a word in the correct sequence and to blend them. Finally, four classes (100 children) were assigned to a control treatment in which they looked at illustrations and discussed them. Metaphonological skills were measured at various points during the training period, and long-term effects of the training on the pupils' progress in reading and

spelling were assessed at the end of Grades 1 and 2. Both forms of phonological training had a facilitating effect on reading and spelling. At the end of Grade 1, students who had received the sequential phoneme segmentation training scored significantly higher in spelling than students who had received

the positional (phoneme isolation) training; however, this difference disappeared by the end of Grade 2. A significant interaction between type of treatment and intelligence suggested that students of lower ability profited the most from the phonological training.

**92-184 Phillips, Elaine M.** (Southwestern U.). Anxiety and oral competence: classroom dilemma. *French Review* (Baltimore, Md), **65**, 1 (1991), 1-14.

Anxiety seems often (though not always) to have a negative effect on language learning, and paradoxically modern methods, which emphasise oral communication, can make learners feel more exposed and hence more susceptible to anxiety. Several ways to combat this are suggested, including rational emotive therapy, to show students that their fears are unfounded, and advice on strategies, to discourage excessive memorisation and other

ineffective approaches and encourage risk-taking and input maximisation. Teachers should avoid excessive overt correction (native speakers rarely correct formal errors), help students to get to know each other, allow them to volunteer answers, teach expressions for interruption, clarification requests, etc., and use group work. In testing, not only accuracy but creative additions should be rewarded, and group assessment formats should be considered.

**92-185 Reyes, María de la Luz** (U. of Colorado – Boulder). A process approach to literacy using dialogue journals and literature logs with second-language learners. *Research in the Teaching of English* (Urbana, Ill), **25**, 3 (1991), 291-313.

The study was conducted in a classroom that used a process approach to literacy. Ten case studies examined the ability of 6th grade Hispanic bilingual students to construct meaning in dialogue journals and literature logs in first and second language. Journals and literature logs were coded and analysed for language code (L1/L2), topic, codeswitching, sensitivity to audience, writer's voice, spelling, and grammatical structures. Findings indicate that students were more effective in constructing meaning in dialogue journals than in literature logs. Success in the journals revealed positive self-images while failure with literature logs evoked poor self-concepts. Findings also suggest that implementation of process approaches can pose its own set of instructional problems that need to be addressed, especially when effectiveness is judged in terms of

the particular students involved. For example, although the students in this study were able to write in English before having complete control of the language, their development of complex ideas and the construction of meaning suffered considerably. The length and quality of the writing also degenerated when the topic was imposed, when students found no relevance in the literacy activity, and when they were not assisted in contextualising writing tasks in their own terms. Overall, mere exposure to standard writing conventions did not improve the students' use of them. The practice of implementing popular instructional programmes without incorporating appropriate social, cultural, and linguistic adaptations appears to be ineffective with L2 learners.

**92-186 Safty, Adel** (U. of British Columbia). Second-language acquisition in French immersion in Canada: characteristics and implications. *Language, Culture and Curriculum* (Clevedon, Avon) **3**, 3 (1990), 179-97.

The paper describes the Canadian programme of French immersion in terms of some current issues in the theory of L2 learning, (1) the role of consciousness, (2) the optimal timing of L2 learning, (3) types of bilingualism, (4) school-based and social use of L2, (5) the classification of communicative competencies, and (6) the role of L1. The status of

the Canadian programme is defined in relation to these issues, and the author lists nine important implications for L2 pedagogy which follow from the success of the Canadian venture. The paper concludes with some requirements for a new language pedagogy capable of doing full justice to the Canadian experience.

**92-187 Stevens, Vance** (Sultan Qaboos U., Sultanate of Oman). A study of student attitudes toward CALL in a self-access student resource centre. *System* (Oxford), **19**, 3 (1991), 289-99.

It was originally assumed that the proclivity of Arab students for rote learning and their unfamiliarity with technology would preclude their spontaneous use of a student resource centre; however, student use of the centre, and particularly of the computers there, was greater than expected. This article deals with factors in this outcome, i.e. the philosophy on which CALL development was based, the programs used, and student attitudes toward using the computers for self-access learning. In particular, it

was found that the students in this survey enjoyed using computers to study English and that they experienced little difficulty or confusion in doing so. In addition, they felt that they were improving their English by using the computers, and that their ability to use computers improved with time. Furthermore, they thought that using computers was important to them, and their attitudes became increasingly positive the more they used the computers.

**92-188 Valette, Rebecca M.** (Boston Coll.) Proficiency and the prevention of fossilisation – an editorial. *Modern Language Journal* (Madison, Wis), **75**, 3 (1991), 225-8.

The oral proficiency of undergraduate foreign language majors in the USA has deteriorated over the last 25 years. This could be ascribed to a general 'watering down' of the academic curriculum in schools, causing students to learn more slowly. It could also reflect a situation where students have spent six or more years of language training internalising wrong forms. In studying the phenomena of fossilisation and 'terminal' proficiency levels, it is useful to consider the distinction between 'school' and 'street' learners. At the lower levels on the proficiency scale, the speech of 'school' learners is characterised by reasonable grammar control and relatively restricted vocabulary. The 'street' learners, who have picked up the language by living where it is spoken, compensate for their weaker grammar with a considerably richer vocabulary. Fossilisation often occurs among such learners who have had extensive opportunity to communicate successfully with inaccurate lexical and syntactic patterns, so that their errors have become systematised. In the school environment, two factors can lead to fossilisation: contact with inaccurate models and the acceptance of inaccurate speech production.

Teachers with weak oral skills used to rely on English and let students spend class time manipulating forms and reciting paradigms. More recently, all foreign language teachers, even those with intermediate proficiency, have been encouraged to speak the language in class as much as possible. The classroom situation, however, also provides large quantities of comprehensible but flawed input in the form of highly motivating but inaccurate peer speech. The key to preventing fossilisation lies in providing a maximum degree of accurate and appropriate input (from teachers, students and recordings) at early levels of instruction. All teachers working with beginning students should be required to have a reasonably near-native accent and to use only structures that they control accurately. It is important that creative oral classroom activities for beginning students be designed to encourage accurate speech production. Any video or other recorded input must be at the linguistic level of the students. Elementary courses should introduce new structures and vocabulary in a manageable progression, thus minimising all possibility of fossilisation.

**92-189 Winsler, Bill.** Developing literacy in adults: the role of awareness in learning and explicitness in teaching. *Prospect* (Adelaide, Australia), **6**, 2 (1991), 42-50.

This study of adult readers shows how functional it is for readers to become aware of their own reading strategies and of the features of the language system that underlie texts. Awareness in literacy learning complements and supports those approaches to teaching literacy where learning contexts are structured so that features of written language are taken

into account. The stress on explicitness in teaching is shown to be an important element in literacy learning, not only for low-literacy second-language learners, but also to allow adult second-language learners to progress further in both their literacy and language development.



**92–190 Zancanella, Don** (U. of New Mexico). Teachers reading/readers teaching: five teachers' personal approaches to literature and their teaching of literature. *Research in the Teaching of English* (Urbana, Ill), **25**, 1 (1991), 5–32.

This study investigated the relationships between five junior high school teachers' personal approaches to literature and their teaching of literature. Each teacher was interviewed eight times and observed while teaching literature eight times. Data comprised of field notes, transcriptions of audiotapes, and a variety of written artifacts were used to prepare individual case studies.

The case studies revealed that the teachers' personal approaches to literature included an emphasis on vicarious involvement. The case studies further revealed that the teachers' use of the

knowledge present in their personal approaches to literature is limited by a 'school' approach to literature which consists of a focus on comprehension and the learning of literary terms and concepts and which is supported by state-mandated achievement tests.

The conclusions suggest that pedagogically useful knowledge exists in these five teachers' personal approaches to literature but that institutional constraints and the teachers' lack of a theoretical framework for literary studies prevent it from being utilised.