
Language learning and teaching – theory and practice

Theory and principles

90-401 Berns, Margie. Why language teaching needs the sociolinguist. *Canadian Modern Language Review* (Toronto), **46**, 2 (1990), 339–53.

Sociolinguistics has informed language teaching theory and practice over the past 15 years or so, largely through a change of emphasis in language teaching content and innovations in materials and classroom activities. While these changes are fairly widespread and the value of insights from sociolinguistics generally is recognised, understanding of the relationship between sociolinguistics and language teaching among language teaching professionals is all too often limited to concern with language functions and ways to teach rules for use of polite forms. This paper attempts to provide a basis for a broader understanding of the potential of

sociolinguistics as a resource for the language teacher, an understanding that would contribute to a language teaching theory and practice that is more responsive to the needs of learners who want to develop their ability to express, interpret, and negotiate meaning in a second language. A means of achieving this goal is offered in a consideration of a number of areas, including: the nature of language; the goals and concerns of language teaching; a sociolinguistic perspective on curriculum syllabus and materials design; the identification of appropriate goals; and the evaluation of learners' ability to use a second/foreign language.

90-402 Vivian Cook (U. of Essex). Universal Grammar theory and the classroom. *System* (Oxford), **17**, 2 (1989), 169–81.

This paper explores the implications of the principles and parameters theory of Universal Grammar for language teaching. Learning the core aspects of a second language means re-setting values for parameters according to the evidence the learner receives, perhaps starting from the L1 setting. Implications for the classroom can only be drawn for core areas of grammatical competence. Classroom acquisition depends crucially on the provision of appropriate syntactic evidence to trigger parameter-setting;

certain aspects of vocabulary are also crucial. Variability, interaction, active production or comprehension, consciousness-raising and hypothesis-testing are irrelevant. Existing textbooks already supply appropriate evidence for parameter-setting; the grammatical component of syllabuses may be improved by use of principles and parameters, even if this reveals what does not need to be taught, as may the teacher's awareness of language.

90-403 Ellis, Rod. Second language learning and second language learners: growth and diversity. *TESL Canada Journal* (Montreal), **7**, 1 (1989), 74–94.

Two different traditions have grown up in the field of second language acquisition (SLA) studies. One tradition is linguistic and focuses on the process by which learners build up their linguistic knowledge of the L2, the focus being on learning. The other tradition is psychological and focuses on the different ways in which learners cope with the task of learning and using an L2. Here the focus is on the individual learner. Teachers need to take account of both these traditions; though they may appear to be in conflict, they are not, and a 'whole' approach to language teaching must consider both the structural nature of learning and the learner as an individual. Two general models of SLA which characterise much of the current research are outlined: 'development-as-sequence' and 'development-as-growth'. The development-as-sequence model claims that learners follow some kind of 'natural' route as a

result of the processing complexity of different structures. It emphasises the significance of linguistic factors as determinants of acquisition. The development-as-growth model sees language development as part of the process of learning how to communicate. It attaches importance, therefore, to the changing patterns of inter-relationship of form and function. Both models are valid; they both capture important structural facts about the process of SLA.

How do learners differ in their approaches? Learning style is discussed in terms of the learner's cognitive and affective orientations to the task of learning an L2. Learners vary according to what extent they are experiential or studious on the one hand, and active or passive on the other. Do some approaches work better than others? Studies of the 'good language learner' provide a remarkably consistent picture and point to four key aspects: a

concern for language form, a concern for communication, an active task approach, and awareness of the learning process.

The process of SLA is controlled by the learner. It may be possible to organise instruction to correspond to the natural sequence, but the teacher cannot tell when each learner is ready to move on. Grammar teaching should not be abandoned but teachers should be able to distinguish whether

instruction is aimed at direct or indirect intervention. Indirect grammar teaching aims to raise the learner's consciousness about certain forms in the input before such forms are acquired, thereby facilitating subsequent learning. Guidelines to help teachers to encourage communication are suggested, also ways of catering for diversity in learning style (negotiating learning tasks and adapting communication to suit individual learners).

90-404 Pennycook, Alastair (Ontario Inst. for Studies in Ed.). The concept of method, interested knowledge, and the politics of language teaching. *TESOL Quarterly* (Washington, DC), **23**, 4 (1989), 589-618.

Examining the concept of Method in second language education, this paper argues that both a historical analysis and an investigation of its current use reveal little conceptual coherence. Ultimately, the term seems to obfuscate more than to clarify our understanding of language teaching. While this may seem at first a minor quibble over terminology, there are in fact far more serious implications. By relating the role of teaching theory to more general

concerns about the production of interested knowledge and the politics of language teaching, this paper argues that Method is a prescriptive concept that articulates a positivist, progressivist, and patriarchal understanding of teaching and plays an important role in maintaining inequities between, on the one hand, predominantly male academics and, on the other, female teachers and language classrooms on the international power periphery.

90-405 Py, Bernard (U. of Neuchâtel, Switzerland). Les stratégies d'acquisition en situation d'interaction. [Acquisition strategies in an interactive situation.] *Français dans le Monde* (Paris), special no. Feb/Mar (1990), 81-8.

Language acquisition in a natural environment does not come about by a magical symbiosis between the learner and the target language, but rather by hard work on the part of both the learner and the native speaker. This work runs along parallel paths: the communicative (the formulation, transmission and interpretation of the message) and the metalinguistic (the resolution of communicative problems im-

plies the organisation of fragments of the target language). Two important characteristics of asymmetrical interaction (i.e. between a learner and a native speaker) are illustrated: the desire to collaborate and the adoption of 'teacher' and 'student' roles by the native speaker and the learner respectively.

90-406 Rampton, M. B. H. Displacing the 'native speaker': expertise, affiliation, and inheritance. *ELT Journal* (Oxford), **44**, 2 (1990), 97-101.

The terms 'native speaker' and 'mother tongue' are criticised as being inaccurate and misleading. They emphasise the biological at the expense of the social, and confuse language as an instrument of communication with its function as a symbol of social identity. The fact that these weaknesses are exploited for political ends makes a reassessment of these assumptions particularly important. It is thus proposed that the notion of the native speaker should be replaced by that of the 'language expert'. In that expertise is acquired, relative, and accountable, it allows for a shift of emphasis from 'who you are' to 'what you know'. The importance of language as a

symbol of group identification may be expressed in the notion of language 'loyalty', of which two aspects may be distinguished: 'affiliation' and 'inheritance'. Both involve a degree of negotiation in so far as allegiance to social groups may change, as may the groups themselves; however, inheritance expresses language loyalty within social boundaries, whereas affiliation takes place across them. It is argued that the concepts introduced encourage us to consider individual cases in their wider social context, for they insist that we do not equate nationality and ethnicity with language ability and allegiance.

90-407 Savignon, Sandra J. (U. of Illinois, Urbana-Champaign). Les recherches en didactique des langues étrangères et l'approche communicative. [Research in foreign language teaching and the communicative approach.] *Etudes de Linguistique Appliquée* (Paris), **77** (1990), 29-46.

A brief review of the linguistic theories and second language acquisition research that have led to the communicative approach is followed by a discussion of the inadequacies of the concept of 'functional competence' [as exemplified in the American 'Proficiency Guidelines'] as a tool for evaluating learners' competence and communicative pro-

grammes. The second half of the paper is devoted to the suggestion that a communicative course should be developed on the basis of five components: language study, the functional use of the foreign language, the language as self-expression, the language as creative expression, and the use of the language outside the classroom.

90-408 Trim, John. New European programmes in support of foreign language teaching. *BAAL Newsletter*, **34** (1989), 48-64.

The European Community (EC) and the Council of Europe have seen language learning as an essential aspect of closer European co-operation. The EC adopted an action programme to support foreign language teaching in 1976, but legal and political obstacles blocked its implementation. Events in the mid-1980s resuscitated interest in this area, and in 1989 the 'Lingua' programme was announced, receiving general support from member states. Its five-year budget is modest and is likely to be largely devoted to periods of residence abroad for practising teachers and university students of FLs (especially future teachers where these can be identified). The scheme is unlikely to be able to cope with the large numbers of EC English teachers eligible to study in the United Kingdom. The stimulation of the mutual study of each other's languages by smaller EC countries should, however, be considerable. One valuable result of the programme may be the development of a European unit-credit scheme, as universities become accustomed to international co-operation and mobility.

The Council of Europe works in the fields of education and culture through its Council for Cultural Co-operation (CDCC), in which 26 countries are now involved. The basic principles of

the 'Council of Europe approach' to language learning/teaching, exemplified in the Threshold Level and *Un Niveau-Seuil*, gave priority to the communicative needs of learners and the definition of feasible objectives and were laid down in the early 1970s. In the early 1980s the CDCC successfully promoted the more general introduction of communicative objectives and methods in member states. Later a series of well-attended and enthusiastically received workshops for teacher trainers was held to encourage international co-operation in the implementation of these new ideas.

A new programme, *Modern language learning and teaching for European citizenship*, will extend the application of the earlier projects' findings to primary education, upper secondary education, vocational education and advanced adult education. Target themes will include the use of new technologies, bilingual education, and development of study skills. Teacher training will remain a central concern, and a series of 'new-style' workshops with organised programme of dissemination and follow-up action will be held. Co-operation with the EC in areas of common concern will be highly desirable, not least because of the CDCC's very limited funding.

Psychology of language learning

90-409 Cameron, Lynne J. (Coll. of Ripon and York St John, North Yorkshire). Staying within the script: personality and self-directed learning. *System* (Oxford), **18**, 1 (1990), 65-75.

A collection of case studies illustrates the reactions of overseas and British bilingual students in higher education in Britain to a procedure used to initiate a self-directed learning programme in Study Skills. This paper describes the self-assessment procedure briefly and then focuses on insights into students'

feelings about learning that emerged from the trialling. Expectations and insecurity often seem to lead to the adoption, by tutors as well as by students, of particular types of roles and the playing out of 'scripts' associated with these roles. This can affect motivation and the possibility of real, effective

learning taking place. In the light of this, the implications for tutors and for students of moves towards increasing the degree of self-directed learning in higher education are discussed.

90-410 Carroll, Susanne (Ontario Inst. for Studies in Ed.). Second-language acquisition and the computational paradigm. *Language Learning* (Ann Arbor, Mich), **39**, 4 (1989), 535–94.

The central claim of the cognitive science paradigm is that the mind/brain can be thought of as an information-processing device. Classical theories require explicitness about the representations in which knowledge is encoded because processes are defined as algorithms computing over them. In much current second-language acquisition (SLA) research, there is talk of ‘process’ and ‘processing’ without talk of representation or, conversely, proposals about representation with no clarity about how structures are exploited during parsing or production. To accept this state of affairs is not to take the paradigm seriously. An analysis of gender attribution in French L1 and French L2 acquisition is presented here to show how explicit models of acquisition can be developed, blending together the findings of linguistics and experimental psycholinguistics.

90-411 Ellis, Rod (Ealing Coll. of Higher Ed.). Classroom learning styles and their effect on second language acquisition: a study of two learners. *System* (Oxford), **17**, 2 (1989), 249–62.

This article reports on a study of the learning styles of two adult classroom learners of L2 German. Using data collected in a variety of ways it aims to explore to what extent and in what ways the learners’ learning style varies, whether one learner’s learning style results in more effective learning than the other’s and the effect of the instructional style on the subjects’ learning outcomes. A key distinction is made between a studial and experiential learning style. The results indicate that the two learners differed in their cognitive orientation to the learning task, that one learner might have abandoned her own preferred learning style in order to cope with the type of instruction provided and that the learning outcomes reflected what the learners set out to learn.

90-412 Gass, Susan M. (Michigan State U.). Language universals and second-language acquisition. *Language Learning* (Ann Arbor, Mich), **39**, 4 (1989), 497–534.

This paper examines the goals and assumptions of second-language acquisition (SLA) research, in particular relating these goals and assumptions to those of linguistics. It is argued that SLA is linguistics and that second-language data are of import in understanding the nature of language. The main focus is language universals of which three approaches (Universal Grammar, typological universals, and processing universals) are considered. Both theoretical underpinnings and empirical evidence are brought to bear in presenting supporting and disconfirming arguments for each of these three approaches. It is argued that we must take into account an understanding of how apparently disparate facts of language – which are universally related – are conceptually related before we can predict their effect on second-language acquisition. It is further pointed out that because an understanding of second-language learning necessitates an interdisciplinary approach, we must be able to specify where any single approach fits into the total picture. Finally, the author presents a view of the possible ways in which SLA and linguistics are theoretically related and points out that it is incumbent upon SLA researchers to make it known that the data they work with are of relevance and interest to the formulation of theories of language.

90-413 Giacobbe, Jorge (U. of Paris VIII, GRAL). Le recours à la langue première: une approche cognitive. [Recourse to the first language: a cognitive approach.] *Français dans le Monde* (Paris), special no. Feb/Mar (1990), 115–23.

Studies of Spanish-speaking refugees in France serve to demonstrate the strategies used by adult learners to construct for themselves an interlanguage, when they find themselves obliged to communicate but lack the linguistic resources to do so. Falling back on the forms and structures of their own language, such

learners adapt and modify these, in the light of linguistic hypotheses of their own devising, so that they resemble those of the target language. Studies

of pairs of languages less closely related than French and Spanish are envisaged.

90-414 Hansen-Strain, Lynne (Brigham Young U., Hawaii). Orality/literacy and group differences in second-language acquisition. *Language Learning* (Ann Arbor, Mich), **39**, 4 (1989), 469–96.

This paper examines group differences in second-language development from perspectives provided by the literature on orality and literacy. Findings are presented from an empirical study that investigates two hypotheses: (1) that university ESL students from traditional oral cultures tend to focus significantly more on interpersonal involvement in their ESL speaking and writing than do students from more literate cultural traditions, and (2) that in comparison with learners from more literate cul-

tures, the learners from oral traditions tend to use difficult structures more frequently and correctly in the spoken modality than in the written. In support of both hypotheses the data indicate significant group differences in the patterning of interlanguage task variability. In conclusion, a model of discourse variability is proposed which takes into account speech modality, degree of planning, and level of interpersonal involvement.

90-415 Krashen, Stephen (U. of S. California). We acquire vocabulary and spelling by reading; additional evidence for the Input Hypothesis. *Modern Language Journal* (Madison, Wis), **73**, 4 (1989), 440–64.

Of the three hypotheses proposed for language acquisition, recent research is largely consistent with only one of them, the Input Hypothesis (IH). IH assumes we acquire language by understanding messages and that competence in spelling and vocabulary is most efficiently attained by reading. The Skill-building Hypothesis assumes that language is acquired through word lists, rules and

exercises while the Output Hypothesis claims that language is best learned by producing it. A considerable amount of current research is reviewed and it is concluded that conscious learning does not appear to be as efficient as acquisition from input. An hour of pleasure reading is far preferable to 30 minutes of drills.

90-416 Lennon, Paul (U. of Birmingham). Introspection and intentionality in advanced second-language acquisition. *Language Learning* (Ann Arbor, Mich), **39**, 3 (1989), 375–96.

This paper suggests that introspective techniques can profitably be employed with the advanced learner to tap knowledge of strategic approach to the L2 acquisition task, which is largely intentional and therefore conscious. Specifically, an introspective study of four advanced learners under conditions of initial extensive exposure to the L2 community is described. Analysis is based on both written reports and interviews. A considerable degree of concurrence was found both among subjects and between the written and oral reports. This provides some confirmation for the validity of the technique and also suggests a commonness of approach among subjects to their learning task.

It was found that subjects initially adopted a strategy of listening similar to that described by

Wong Fillmore (1976) for young children. Subjects' motivation was essentially to learn the language, and they did not fit into the crude classification of integratively versus instrumentally motivated learners very well.

Subjects were focused on communication rather than correctness, although they did receive limited error correction in the L2 community. Subjects tended to apply different production strategies under different circumstances and reported that their language was very much influenced by the interlocutor. They were aware of their own deficiencies and mistakes, and experimented in production to seek out feedback and practice new linguistic items. Advanced learner performance would appear to be characterised by uncertainty.

90-417 Lepetit, Daniel (U. of Illinois at Urbana-Champaign). Cross-linguistic influence in intonation: French/Japanese and French/English. *Language Learning* (Ann Arbor, Mich), **39**, 3 (1989), 397-413.

This article reports the findings of research on the acquisition of French intonation by native speakers of Canadian English and Japanese. Intonation is limited, in this study, to the domain of phonosyntax where intonational cues are correlated with syntactical units. Results of the study show that cross-linguistic influence in intonation is of central importance in the learner's acquisition of the target system

and that one should not underestimate the degree of complexity of that influence. The study shows that it is relevant to differentiate between cross-linguistic influence of intonational phonological rules and cross-linguistic influence of phonetic characteristics, and that in both aspects a cross-linguistic influence is at work.

90-418 Murphey, Tim (U. of Neuchâtel, Switzerland). The song-stuck-in-my-head phenomenon: a melodic Din in the LAD? *System* (Oxford), **18**, 1 (1990), 53-64.

This hypothesis-raising article deals with the relationship between four phenomena: (1) involuntary verbal rehearsal, also called the 'Din in the head', (2) Piaget's egocentric speech, (3) Vygotsky's inner speech, and (4) the song-stuck-in-my-head (SSIMH) phenomena. The similarity of the Din to the SSIMH phenomenon is suggested based on a tentative pilot questionnaire, the database con-

cerning the Din, a few insights from sources not yet considered in the Din literature (sports, neurology, and subvocalisation studies), and parallel phenomena in visual and kinaesthetic rehearsal. It is hypothesised that song may act as a LAD activator, or be a strategy of the LAD in the ontogenetic development of language.

90-419 Oxford, Rebecca L. (Pennsylvania State U.). Use of language learning strategies: a synthesis training. *System* (Oxford), **17**, 2 (1989), 235-47.

Existing research on language learning strategies is reviewed and synthesised. Good language learners use strategies in six broad groups: metacognitive, affective, social, memory, cognitive and compensatory. Good language learners manage their own learning process through *metacognitive strategies*, such as paying attention, self-evaluating, and self-monitoring. They control their emotions and attitudes through *affective strategies*, such as anxiety reduction and self-encouragement. They work with others to learn the language, using *social strategies* like asking questions and becoming culturally aware. They use *memory strategies*, such as grouping, imagery, and structured review, to get information into memory and to recall it when needed. They employ the new language directly with *cognitive strategies*, such as practising naturalistically, analysing contrastively, and summarising. Finally, they overcome knowledge limitations through *compensatory strategies*, like guessing meanings intelligently and using synonyms or other production tricks when the precise expression is unknown.

Research on what factors affect choice of language learning strategies was also reviewed. It emerged that many factors influence learning strategy choice:

language being learned; duration; degree of awareness; age; sex; affective variables, such as attitudes, motivation level/intensity, language learning goals, motivational orientation, personality characteristics, and general personality type; learning style; aptitude; career orientation; national origin; language teaching methods; and task requirements.

Implications for strategy training are discussed. The most effective strategy training explicitly teaches learners why and how to (1) use new strategies, (2) evaluate the effectiveness of different strategies, and (3) decide when it is appropriate to transfer a given strategy to a new situation. Strategy training should be geared to learners' own needs: affective factors are especially important to consider. Factors such as national origin, sex, and course level are also crucial.

Three kinds of assessment are recommended as a guide to strategy training: (i) assessing students' current learning strategies (using techniques such as diaries, observations, interviews or surveys); (ii) determining learners' existing goals, motivations, attitudes and personality type through informal discussions or more formal assessment techniques; and (iii) considering students' language learning

experience, national origin, sex, age and other background factors. These assessments do not require a great deal of effort, and certainly pay

dividends in terms of more successful strategy training.

90-420 Oxford, Rebecca and Crookall, David (U. of Alabama). Research on language learning strategies: methods, findings and instructional issues. *Modern Language Journal* (Madison, Wis), **73**, 4 (1989), 404-19.

Strategies used by foreign language learners to move towards proficiency may be classified as cognitive (e.g. note taking), memory (e.g. use of mnemonics), compensation (e.g. guessing, using synonyms), communication (a misnomer for compensation strategies in speaking), metacognitive (planning one's learning), affective (e.g. self-reinforcement) and social (e.g. co-operating with peers, developing empathy). The extensive research in this area is summarised and classified according to the research methods used – introspection, inter-

views and thinking aloud, note taking, diary studies, surveys and factor analysis.

Language learners at all levels use strategies, but most are relatively unaware of them and do not use the full range available. On the whole, more proficient learners use a wider range of strategies in more situations. Strategy use varies with sex, ethnicity and individual personality, but it is possible and generally advisable to teach learners how and why to use, transfer and evaluate strategies.

90-421 Palmberg, Rolf (Åbo Akademi, Finland). What makes a word English? Swedish-speaking learners' feeling of 'Englishness'. *AILA Review* (Madrid, Spain), **6** (1989), 47-55.

'Potential' vocabulary in a foreign language consists of words not previously encountered, but which the learner can understand by making lexical inferences. 'Receptive' vocabulary consists of words which are already familiar to the learner and to which he/she can assign correct meaning. In practice, both types of vocabulary include elements of both experience and intuition. An experiment with 26 pupils (average age 14) at a Swedish-medium school in a bilingual Finnish-Swedish part of Finland was designed to find out what kind of words they recognised as English. The pupils had six years of Finnish, four years of English, and had just begun German. They were given a list of 60 words and were asked to indicate which they knew or believed to be English. Following the technique of Meara and Buxton (1987), both real and imaginary English words were included. Of these, 22 words were from the minimum basic vocabulary list recommended for 16-year-old school leavers by the Finnish National Board of General Education (FNBGE). Others were selected from pupil interest areas such as television and computers. The 20 non-English vocabulary items comprised imaginary, German, and Swedish words. Pupils were also asked to

provide a Swedish translation of words they believed to be English.

Their success rate in identifying English words was good (86 %) for FNBGE words, but dropped to 48 % for non-FNBGE words. Some 18 of the test words had Swedish counterparts similar or identical in form. Ten of these were genuine cognates sharing the same meaning, and most pupils identified these correctly as English, as they did the eight deceptive cognates or 'false friends', but these elicited many incorrect translations. The pupils made quite accurate judgements on the words relating to their own interests, but were relatively unwilling to accept foreign loanwords, e.g. *anorak*, *sauna*, as English. The non-English words in the list were largely identified as such, although there was some confusion about nonsense words (e.g. *corandic*, *tarances*) sharing the physical characteristics of real English words. Some mistakes were simply the result of misreadings by individual pupils, as their attempts at translation showed. It is clear that pupils at this level possess both receptive and potential vocabularies in English, the sizes of which depend largely on the input that has been available, and on their own interests.

90-422 Richardson, Ian M. Discourse structure and comprehension. *System* (Oxford), **17**, 3 (1989), 339-45.

Recent discourse analysis has recommended the teaching of discourse through coherence procedure, such as conjunctions. This paper compares pro-

cedures with cohesion procedures with regard to their ease of comprehension. Suggestions are made for a model of discourse comprehension and tested

experimentally. Ten different cloze procedures were constructed by the deletion of five kinds of grammatical categories. Coherence procedures were identified with nouns, verbs and conjunctions. Cohesion procedures were identified with pronouns and articles. The tests were administered to 40 Saudi

EFL students and to 15 British L1 students. Inference of the deleted categories followed the same order for both groups: articles, pronouns, nouns and conjunctions. The results broadly confirmed the predictions of the model.

90-423 Schouten-van Parreren, Caroline (Free U. Amsterdam, The Netherlands). Vocabulary learning through reading: which conditions should be met when presenting words in texts? *AILA Review* (Madrid, Spain), **6** (1989), 75–84.

School methods of teaching huge numbers of words are often ineffective and demotivating. Three experimental studies are discussed (involving adults, young children and low-ability pupils respectively and performed according to the principles of action psychology, which shed light on the psychological processes involved in vocabulary learning through reading, and focus on the semantisation of new vocabulary. Arguments are put forward against presenting words in isolation and in favour of presenting them in meaningful contexts.

The first experiment concerned comprehension and retention of foreign language words presented

in texts, and was meant to aid insight into the nature of the psychological processes involved in vocabulary learning through reading. The second experiment, a case study on vocabulary learning through reading picture books, aimed to gain information on textual and psychological conditions. The final experiment focused on individual differences in a variety of tasks concerning vocabulary learning and reading. Much relevant information on presenting words in texts may be gained by starting from a psychological point of view and using the method of thinking aloud.

90-424 Stone, Gregory B. (Memphis State U.) and **Rubinfeld, Stephen A.** (U. of Minnesota). Foreign languages and the business curriculum: what do the students think? *Modern Language Journal* (Madison, Wis), **73**, 4 (1989), 429–39.

A study is reported which aimed to find out what proportion of business students choose to enroll in college-level foreign language coursework, and what factors influence them in so doing. Data were collected from students enrolled in five different business schools, none of which has a recognised emphasis on international management. Results showed that only about a quarter of students had chosen to enroll in language courses. They frequently had non-business-related reasons for doing so, such as the desire to learn another language or

the expectation of foreign travel. These students tended to have had positive experience of language study in high school. The difficulty for language teachers lies with the majority who have not elected to pursue language study, because they view it as more time-consuming and more difficult than other coursework, and irrelevant to their career development. Such students need to be sensitised to the relevance of international business studies and the value of foreign language skills, possibly by a campaign mounted before their junior year.

90-425 Vechter, Andrea and others. Second language retention: a summary of the issues. *Canadian Modern Language Review* (Toronto), **46**, 2 (1990), 289–303.

This short summary of an extensive annotated bibliography highlights the theoretical issues, principal studies and factors known to influence the retention of second language skills. Factors identified as relevant to changes in second language skill levels are: initially attained levels of proficiency; a supportive during- and post-training environment; exposure to other foreign languages; maturity and/or general self-awareness; literacy and/or the onset of literacy; and a perceived need to use the

language after the initial training period. The notion of a 'critical skill level' which must be reached to predict/ensure retention and the effect of practice on retention are also discussed. Eleven principal research studies exploring these issues are presented in an annotated form. The article concludes with a short question/answer section. Replies in this section make reference to data reported in the annotated studies and to more recent studies in a Canadian context.



Research methods

90-426 Dowd, Janice (City U. of New York) **and others**. L2 social marking: research issues. *Applied Linguistics* (Oxford), **11**, 1 (1990), 16–29.

Research on social marking in a second language (L2), with particular emphasis on pronunciation, is reviewed [examples with discussion]. Findings suggest that marking can occur at all stages of second language acquisition and in speakers of different ages, that some sounds act as markers more frequently than others; and that while several sounds marking the same social factor may shift in different directions, this may also be the case for a single sound marking several social factors. Evidence points to two levels of marking, one serving to categorise speakers on a social or biological level, the other indicating states such as beliefs and motives.

Various issues arising from this research are examined: inherent difficulties relating to the formation of hypotheses, and the analysis and interpretation of results are revealed. The necessarily large body of data and the continuous nature of speech poses problems for consistency in judgements of acceptability. Issues such as whether a group of variables constitute an entity called a 'style' and whether there is adequate rationale for the confirmation of hypotheses must be addressed if we are to recognise the effect they have on the interpretation of research results.

90-427 Grosjean, François (U. of Neuchâtel). Le laboratoire de traitement du langage et de la parole de l'Université de Neuchâtel: recherche fondamentale et appliquée. [The language and speech processing laboratory of the University of Neuchâtel: fundamental and applied research.] *Actes des Journées Suisses de Linguistique Appliquée*, 1 (special no. of *Bulletin CILA* (Neuchâtel)), **50** (1989), 59–65.

This article summarises the equipment and organisation of the Neuchâtel laboratory and gives examples of its work. Fundamental research in progress includes studies of the mental processes involved in perception, comprehension and production. A particular interest is the psycholinguistics of bilingualism: the authors reject explanations of bilingual behaviour in terms of two separate competences, and use a 'holistic' model which can

account for code-switching. Bilinguals' behaviour in word-recognition and their pronunciation when code-switching are being investigated.

Applied research includes speech synthesis to produce a continuum between /k/ and /g/ and investigate how it is perceived, evaluation of a speech recognition system, and work on software for machine-aided translation and composition.

90-428 Higgins, John and Wallace, Ruth (Bristol U.). HOPALONG: a computer reading pacer. *System* (Oxford), **17**, 3 (1989), 389–99.

After reviewing some research findings about reading and reading speed, this paper describes a computer reading pacer, tentatively called HOPALONG, written at Bristol University in 1987–8. It has been subject to two sets of trials, the results of which are described below. Further trials and developments are planned. Its main purpose is to discover something about the interaction of a reader and a text by observing moment-by-moment decisions taken by the reader. It does this by running

a highlight through pages of text at a speed which the reader can control with the arrow keys. It then displays a graph to show all the speed changes, and copies the complete text to the printer with inserted marks to show every point where the reader has speeded up, slowed down, paused, or re-read a page or pages. It is hoped that it can be more than just a research tool, since access to this kind of information may well be of value to teachers and to students.

90-429 McDonough, Jo and McDonough, Steven (U. of Essex). What's the use of research? *ELT Journal* (Oxford), **44**, 2 (1990), 102–9.

The article is concerned with the nature and role of language teaching research, and teachers' perceptions of its relevance. A distinction is drawn between the classical 'top-down' research paradigm and the initiation of research by teachers themselves. Teachers do not always perceive the relevance of research findings to their own classrooms and teaching practices. Teachers are still seen to be recipients of information on academic research; they are concerned with processes (such as learning, classroom interaction, adaptability) whereas research insights reach them as finished products. Much academic research in applied linguistics shows unfamiliarity with the practice of language teaching.

This is not to deny that there is some 'bottom-up' research which has grown out of the ethos of teacher development and of a view of the centrality

of the teacher's role. A growing trend sees the teacher in some sense as a researcher; as a starting-point for exploring teachers' perceptions of empirical research about language teaching and learning, a short questionnaire was devised and administered to 34 native English-speaking teachers of ELT. Results showed that most respondents had been, or were currently involved in research, used the product of research in their teaching, and were able to do research in their own institutions – they were, however, a highly motivated group and not a representative sample of teachers. Problems raised include the difficulty of access to much research (both conceptually and physically), and the need for teachers to receive training in how to formulate researchable questions.

90-430 Meara, Paul (Birkbeck Coll., London U.). Matrix models of vocabulary acquisition. *AILA Review* (Madrid, Spain), **6** (1989), 66–74.

Most tests of the effectiveness of vocabulary teaching methods are unsatisfactory because they ignore long-term changes. Given certain assumptions, the transitional probabilities of a learner forgetting a word previously remembered, or recalling a word previously forgotten, interact over time, so that the number of words remembered finally (i.e. when equilibrium is reached) is not only different from but completely independent of the number remembered initially. Whilst there are certain problems

with this model, it has experimental support and would be of practical utility in standardising research. To deal with the problem of what it means to 'know' a word, a test is advocated in which subjects cross off a list of words which they 'do not know well enough to say what they mean': the list contains both target-language and nonsense words, and the test is scored by totalling crossed target words and subtracting uncrossed nonsense words.

90-431 Mitchell, Rosamond (U. of Southampton). Second language learning: investigating the classroom context. *System* (Oxford), **17**, 2 (1989), 195–210.

This article reviews a number of L2 classroom-based research projects, undertaken at the University of Stirling, Scotland, in which the author was involved between 1976 and 1986. The main group of projects provide accounts of foreign language teachers' instructional practices during this period, documenting shifts towards a more 'communicative' approach to foreign language teaching, but also recording teachers' continuing commitment to structural practice and the continuing use of English as a significant medium for the management of FL classrooms. A variety of research approaches were used in the course of these studies, most notably

systematic observation, 'functional' analyses of classroom language, and action research; some evaluative comments are made regarding the potential and limitations of these different approaches. A later section of the article records the basic principles used in Sterling-based evaluations of L2 instructional programmes, drawing examples mainly from an evaluation study of bilingual (Gaelic-English) primary education. In conclusion, it is argued that a full understanding of classroom-based L2 learning requires the integration of sociolinguistic studies of the classroom context with psycholinguistic studies of SLA processes.

90-432 Slimani, Assia (Inst. National d'Electricité et d'Electronique, Boumerdes, Algeria). The role of topicalisation in classroom language learning. *System* (Oxford), **17**, 2 (1989), 223–34.

The post-seventies era has seen a growing interest in the study of classroom learning processes which are believed to influence second language development. What seems to be conspicuously missing, however, are relevant research techniques capable of examining the on-going interactive processes which characterise classroom language learning.

This paper reports some of the results obtained through the implementation of an innovative

technique designed to investigate the relationship between classroom interaction and learning outcomes. The paper illustrates that the detailed study of classroom interaction can explain 'uptake' – what learners claim to have learned at the end of the lesson. Topicalisation by the learners (i.e. who initiates the topics of interaction) is shown to be influential in accounting for learners' claims about uptake in one instructional setting.

Error analysis

90-433 Laufer, Batia (U. of Haifa, Israel). A factor of difficulty in vocabulary learning: deceptive transparency. *AILA Review* (Madrid, Spain), **6** (1989), 10–20.

A deceptively transparent word is one which seems to provide clues to its meaning but does not; in other words, learners think they know them but they do not. A corpus of errors collected over several years from students following courses in reading comprehension was categorised into five different categories: (1) words with a deceptively morphological structure (*outline, nevertheless, discourse*); (2) idioms (*hit and miss, sit on the fence, miss the boat*); (3) false friends (if the L2 form resembles an L1 form, the learner assumes the meaning must be the same); (4) words with multiple meanings (*since, state*); (5) 'synforms' (similar lexical forms, e.g. *cute/acute, reduce/deduce/induce*).

An experiment was carried out to verify whether deceptive transparency (DT) is a factor causing difficulty in language learning: (a) is the frequency

of errors reduced by DT words different from the frequency of errors induced by non-DT words? (b) Is the learners' awareness of their ignorance of DT words different from their awareness of their ignorance of non-DT words? Subjects were 100 first-year university students of EAP. Results showed that errors were more frequent with DT words; students were less aware of their ignorance with DT words than with non-DT words; there was a significant correlation between reading comprehension and learners' awareness of unknown DT words. The presence of such words in tests of vocabulary size might interfere with the results. Errors induced by DT words could provide information about the characteristics of the L2 mental lexicon.

Testing

90-434 Arnaud, Pierre J. L. (U. Lumière-Lyon 2). Vocabulary and grammar: a multitrait-multimethod investigation. *AILA Review* (Madrid, Spain), **6** (1989), 56–65.

This article provides a brief historical overview of various approaches to testing (e.g. the development of 'communicative' techniques, etc.), maintaining that language tests serve as research instruments when proficiency is included among the experimental variables, as well as having practical functions. The author also describes previous multitrait-multimethod studies (e.g. Bachman & Palmer, 1981) which have tried to find correlations between such traits as oral production and written comprehension; the present study attempted to validate links between grammar and vocabulary tests.

Competence and proficiency are respectively defined as the integration of language components by the individual (e.g. the mental lexicon), and the degree to which an L2 speaker's performance approximates that of a native speaker in qualitative as well as quantitative terms. The author then justifies his linkage of vocabulary and grammar as aspects of pragmatic competence: some non-native speakers are able to achieve meaningful communication on the basis of their knowledge of vocabulary alone.

The two traits were assessed via three testing

methods, i.e. multiple-choice grammar items, French to English translation and error recognition, but the results [tabular data] indicated that the

separate existence of vocabulary and grammar as components of L2 proficiency cannot yet be proven.

90-435 Blanche, Patrick (Cambridge English Sch., Tokyo, Japan) **and Merino, Barbara J.** (U. of California, Davis). Self-assessment of foreign-language skills: implications for teachers and researchers. *Language Learning* (Ann Arbor, Mich), **39**, 3 (1989), 313-40.

Self-assessment accuracy is a condition of learner autonomy. If students can appraise their own performance accurately enough, they will not have to depend entirely on the opinions of teachers and, at the same time, they will be able to make teachers aware of their individual learning needs. The purpose of this article is (1) to summarise the literature on self-evaluation of foreign language

skills and (2) to show what it could mean to teachers and researchers. The conclusions of several self-assessment studies are somewhat contradictory, but these differences seem to support Krashen's Monitor Model/Theory. Therefore, both teachers and researchers should keep in mind that foreign language learners' self-estimates may be influenced to a varying degree by the use of the Monitor.

90-436 Dandonoli, Patricia (ACTFL) **and Henning, Grant** (Educational Testing Service). An investigation of the construct validity of the ACTFL Proficiency Guidelines and oral interview procedure. *Foreign Language Annals* (New York), **23**, 1 (1990), 11-22.

This article reports on the results of research conducted by ACTFL on the construct validity of the ACTFL Proficiency Guidelines and oral interview procedure. A multitrait-multimethod validation study formed the basis of the research design and analysis, which included tests of speaking, writing, listening and reading in French and English as a Second Language. Results from Rasch analyses are also reported. In general, the results provide

strong support for the use of the Guidelines as a foundation for the development of proficiency tests and for the reliability and validity of the Oral Proficiency Interview. The paper includes a detailed description of the research methodology, instrumentation, data analyses, and results. A discussion of the results and suggestions for further research are also included.

90-437 Jonz, John (East Texas State U.). Another turn in the conversation: what does cloze measure? *TESOL Quarterly* (Washington, DC), **24**, 1 (1990), 61-83.

This study addresses a controversy in cloze testing. At issue is whether the cloze procedure measures comprehension that ranges beyond the context immediately surrounding a cloze deletion. Eight cloze passages published over the past 15 years were analysed, using a system that (a) estimates the quantity of text required to cue closure of any one blank and (b) considers the linguistic category of the deleted word. The research reported here demonstrates that across the cloze tests considered, the standard fixed-ratio cloze procedure has a high level

of sensitivity to intersentential ties and lexical selections, and that the kinds of language knowledge required to complete cloze tests is virtually the same from one test to the next. The implication of these findings is that the fixed-ratio cloze procedure is far from erratic in its selection of item types. This study suggests that, for deriving tests of language comprehension, the cloze procedure produces tests that are generally consistent in the ways they measure the language knowledge of examinees.

90-438 Matthews, Margaret. The measurement of productive skills: doubts concerning the assessment criteria of certain public examinations. *ELT Journal* (Oxford), **44**, 2 (1990), 117–21.

The currently fashionable test-type for productive skills assessment criteria expressed in terms of behavioural traits, and recently the trend has been towards the separate assessment of component sub-skills. This article points out that, from an assessor's point of view, there are serious problems relating to this particular trend and to criterion referencing in general. These problems are discussed and an alternative design is proposed. The article was prompted

by experiences as an assessor for four international EFL examinations: the Royal Society of Arts Examination in the Communicative Use of English as a Foreign Language (CUEFL); the Cambridge First Certificate in English (FCE); the Certificate of Proficiency in English (CPE); the English Language Testing Service (ELTS); and the International General Certificate of Secondary Education (IGCSE).

90-439 Pennington, Martha C. (U. of Hawaii at Manoa) **and Young, Aileen L.** (Hawaiian Missionary Academy). Approaches to faculty evaluation for ESL. *TESOL Quarterly* (Washington, DC), **23**, 4 (1989), 619–46.

On the basis of research on teacher evaluation in the larger educational context, this paper assesses the applicability to ESL of seven common faculty evaluation methods: teacher interviews, competency tests, student evaluations, student achievement, classroom observation, peer review, and faculty self-evaluation. Each method is assessed in terms of its strengths and limitations with regard to

faculty evaluation in general and for TESOL in particular. A developmental orientation to faculty evaluation is outlined in which various aspects of teaching are evaluated at different stages of the teacher's career and in which a combination of methods is used. The paper concludes with a series of recommendations for the implementation of faculty evaluation in an ESL context.

90-440 Sciarone, A. G. and Schoorl, J. J. (Delft U. of Technology). The cloze test: or why small isn't always beautiful. *Language Learning* (Ann Arbor, Mich), **39**, 3 (1989), 415–38.

This article presents the findings of an experiment aimed at determining the number of blanks minimally required to ensure parallelism for cloze tests differing only in the point at which deletion starts. Two 200-item cloze tests were constructed, both based on the same Dutch text and differing only in that, in their second halves, deletion in one version lagged one word behind those in the other. The two versions were administered to two groups of 38 and 36 Indonesian learners of Dutch. Analysis of their scores on various subsets of 100, 75, and 50 items revealed that the required minimum depends upon the scoring method used. With the exact-word

method, tests should contain a minimum of about 100 blanks; with the acceptable-word method, a minimum of about 75 blanks will suffice. With tests containing only 50 blanks – the number generally held to be sufficient – parallelism was found to be a matter of pure chance.

In an additional experiment, the tests involved were shown to satisfy a major requirement for the validity of any L2 proficiency tests: administration to two groups of 20 and 19 native speakers of Dutch resulted in high scores, with mean acceptable responses of 190 or more for a total of 200 items.

90-441 Wherritt, Irene and Cleary, T. Anne (U. of Iowa). A national survey of Spanish language testing for placement or outcome assessment at B.A.-granting institutions in the United States. *Foreign Language Annals*, **23**, 2 (1990), 157–65.

This research project has two principal goals for its test development: the first is to improve articulation of foreign language study between feeder high schools and the University of Iowa; the second is to create instruments to assess language competency outcomes necessary to meet the language require-

ment, completion of the major, and teacher certification. It was necessary to know what had been done in foreign language assessment in the United States in order not to duplicate other efforts. Information on procedures for placement or outcome assessment was difficult to find, and literature

reviews and professional contacts did not locate tests that were both appropriate and affordable. A survey was undertaken on departments of Spanish language B.A.-granting institutions in the United States. Spanish language was chosen because most B.A.-granting institutions offer Spanish. Furthermore, Spanish language presents the biggest challenge in

placement and assessment since large numbers of students study Spanish at both the secondary and college level. The results of the survey include information on special first-year courses, purposes for test use, tests used for freshmen placement, skills assessed, incentives and penalties for incoming freshmen, instructional activities, and class size.

Curriculum planning

90-442 Holliday, Adrian (Ain Shams U., Cairo). A role for soft systems methodology in ELT projects. *System* (Oxford), **18**, 1, (1990), 77-84.

There are clear uses for soft systems methodology (SSM) in ELT projects. This piece of 'technology transfer' from the field of management may help us to see better, and therefore learn to manage, some of the interpersonal problems of ELT projects, against which applied linguistics has proved less than adequate. However, there is a danger that SSM could become another example of model building taking attention away from the real world. Also,

SSM can only enable an investigator to see better given an initial understanding of where problems lie. This type of understanding has been particularly difficult to achieve in many ELT projects, involved as they are with foreign cultures. Ethnographic techniques may help in achieving the understanding with which to begin; and SSM may provide a useful means for structuring ethnographic findings.

90-443 Nunan, David (Macquarie U., Sydney, NSW, Australia). Using learner data in curriculum development. *English for Specific Purposes* (New York), **9**, (1990), 17-32.

This paper describes an approach to curriculum development which has evolved out of a learner-centered philosophy of second and foreign language teaching. Learner-centered curricula contain similar elements and processes as those contained in traditional curricula; however, information about and from learners is incorporated into all stages in the curriculum development process. The paper

takes readers through the various stages in the curriculum process, from initial needs analysis and grouping of learners through to assessment and evaluation. The use of information about and from learners for decision-making at each of these stages is illustrated with data from the Australian Adult (Im)migrant Education Programme.

Course/syllabus/materials design

90-444 Adamson, H. D. Prototype schemas, variation theory, and the structural syllabus. *IRAL* (Heidelberg, FRG), **28**, 1 (1990), 1-25.

The evolution of prototype theory and its implications for language teaching are surveyed in this article. A prototype is the most typical member of a category, and from this evolves the concept of the 'prototype schema', in which the elements of a class bear a family resemblance to each other, rather than having essential semantic features. This theory can be extended from semantic categories to linguistic rules. Prototype syntactic and morphological structures can be studied by means of analytical methods used by Labov in describing language variation. As far as language acquisition is concerned, research is

exemplified to show that linguistic knowledge, like semantic knowledge, may be stored in prototype form, and that prototype schemas may be the precursors of categorical rules.

Recent research would seem to indicate that, while some structures [e.g. the copula] can be learned at any stage, others [e.g. word order in German] will only be learned by steps in a certain order. This has implications for functional/notional syllabuses, which have hitherto tended to disregard grading of structures, and, in particular, for a re-emergent interest in the structural syllabus.

90-445 John, David G. Language isn't enough: language students and careers. *Canadian Modern Language Review* (Toronto), **46**, 3 (1990), 514-26.

When choosing fields of study, students are concerned about future careers. Research shows that the choice of subject and programme is related to perceptions of career possibilities and employability. Students who find employment easily upon graduation, especially jobs linked to their field of study, are happiest about their educational path. Humanities students, among them students of language and literature, fare badly in terms of employability

in the early years after graduation, but well in the long term. Language studies must be linked to careers without sacrificing the educational core of the discipline. Results of a survey of language majors enrolled in the Applied Studies Co-op programme at the University of Waterloo show one means to link successfully language study and careers.

90-446 Jones, Gary M. (U. Brunei Darussalem). ESP textbooks: do they really exist? *English for Specific Purposes* (New York), **9** (1990), 89-93.

The idea of an all-embracing textbook for an ESP course is a contradiction in terms, yet the majority of ESP texts are distributed globally. The demand for them comes largely from inexperienced teachers new to ESP. Most ESP materials are an attempt to insert a specific subject content into an EFL framework, thus perpetuating a link between general EFL and ESP which should probably not exist. In many cases, ESP teachers are expected to meet an immediate demand with existing resources, hence it is hardly surprising if they resort to published material which comes fairly close to matching their learners' needs. The publishers aim primarily to sell books, even if they may not be of much use to the buyer. What the ESP teacher really

needs is a bank of materials containing not only a variety of text types, but material which focuses attention on a topic and relates language practice to the topic. It would be helpful if the material in the bank could be cross referenced so that the teacher can see immediately all the uses to which it might be put. Local overseas guides might be produced suggesting how to substitute locally-relevant material where necessary. The resulting package would more closely resemble a file than a book; the user could select what was appropriate from an index and add materials of his/her own creating. The end mix should prove highly marketable and useful to all ESP practitioners.

90-447 King, Charlotte P. (Cumberland Coll., Kentucky). A linguistic and a cultural competence: can they live happily together? *Foreign Language Annals* (New York), **23**, 1 (1990), 65-70.

This article describes a process by which authentic documents may be integrated into first- and second-year college and high-school classes to form a cultural component in the earliest stages of foreign language study. It discusses how linguistic and

cultural information may be extracted from these documents in the form of 'actes de parole' to conform to the grammatical level of the students, and outlines ways by which cultural and linguistic information so taught may be tested.

90-448 Legenhausen, Lienhard and Wolff, Dieter (U. of Düsseldorf, FRG). CALL in use – use of CALL: evaluating CALL software. *System* (Oxford), **18**, 1 (1990), 1-13.

This paper is concerned with the evaluation of commercially available CALL software. In a research project the authors tested language teaching/learning programs in everyday classroom situations. The results of two of their experiments are described and assessed here. In the first part of the paper they discuss their evaluative principles and the selection of the programs evaluated. In the second part they

show how they applied techniques borrowed from cognitive psychology in the evaluation of text manipulation programs of the STORYBOARD type. The results of this experiment are discussed and conclusions are drawn as to the language learning potential of this program. The last part of the paper deals with the computer simulation GRANVILLE. The authors used discourse analytical

means to analyse the communicative interactions in front of the screen when students work with this program. Results indicate that GRANVILLE cannot

work properly as a simulation in the foreign language classroom.

90-449 Lynch, Brian K. (U. of California, LA). A context-adaptive model for program evaluation. *TESOL Quarterly* (Washington, DC), **24**, 1 (1990), 23-42.

The literature on the evaluation of language teaching programmes has focused almost entirely on specific issues of methodology and measurement. This article presents a generalised model for ESL programme evaluation. The context-adaptive model consists of a series of seven steps designed to guide the programme evaluator through consideration of the issues, information, and design elements necessary

for a thorough evaluation. These steps are illustrated with examples from the evaluation of the Reading English for Science and Technology (REST) Project at the University of Guadalajara, Mexico. The model is intended to be flexible, lending itself to effective adaptation and refinement as it is implemented in a variety of ESL/EFL contexts.

90-450 Sharp, Alastair (U. of Brunei Darussalam). Staff/student participation in course evaluation: a procedure for improving course design. *ELT Journal* (Oxford), **44**, 2 (1990), 132-7.

The limitations of testing, which is aimed at monitoring cognitive rather than affective matters, are noted; for example, the objectives/success of a course cannot easily be measured by testing mechanisms; mere percentages give little real idea of whether or not a student's needs as a language user have been met. Course evaluation must be more formative, and use a broader range of strategies (including, of course, testing itself) to check whether course objectives are reasonable or attainable. 'Illuminative' evaluation should provide such a panoramic view, being less concerned with measurement/prediction and more with description and interpretation. It might also require input from psychologists and sociologists as well as language experts.

A four month pre-session course for prospective undergraduates in Brunei is described, wherein the Munby (1980) needs analysis model was used. The subsequent post-course evaluation utilised such techniques as written reports from ELT staff, student questionnaires, end-of-course tests and feedback from non-ELT university lecturers (i.e. the subject-specialist instructors who later taught the course participants). Such data helped to identify problems with the course, though it was felt, for example, that collecting candidate student opinion was problematic, not least because of the culturally-determined reluctance to express forthright criticism of 'superiors'.

Teacher training

90-451 Berry, Roger (Inst. Filologii Angielskiej, Poznan, Poland). The role of language improvement in in-service teacher training: killing two birds with one stone. *System* (Oxford), **18**, 1 (1990), 97-105.

Language improvement components on training programmes for language teachers are often taken for granted, but this should not be so. Drawing on a questionnaire (which investigated teachers' needs from teacher training and influences in their teaching), the author suggests that language improvement can have a dual function: firstly, and obviously, by raising teachers' proficiency level

(with everything else that this entails); secondly, and more subtly, by providing models of teaching behaviour and thereby effecting, where desired, a change in teaching practices. The tentative conclusion is that language improvement, if integrated with a methodology component, can have a central role in in-service teacher training.

90-452 Brown, Raymond W. (Ain Shams U., Cairo). The place of beliefs and of concept formation in a language teacher training theory. *System* (Oxford), **18**, 1 (1990), 85-96.

It is accepted that a teacher's theory of teaching and learning processes evolves during his/her professional life. It is accepted also that belief systems contribute heavily to a teacher's behaviour at the levels of 'approach', 'method' and 'technique'. This paper argues that the same is true for the teacher trainer and that a danger for teacher training lies in the trainer not evolving as coherent and articulated a theory of teacher training as is possible; and that, while beliefs have their place, there is a danger of the trainer relying too heavily on them for too much of his career. It is hypothesised here

that concept formation has a key role to play in teacher trainer development and action, and it is suggested that this direction has not been adequately described or followed up. An attempt is made to show how concept formation could help in developing the teacher trainer beyond a reliance on beliefs. The paper ends by hoping that controlled research will be further carried out into (a) the role of concepts in the development and practice of teacher training, and (b) the possibilities for describing and teaching the relevant concepts.

90-453 Cumming, Alister. Student teachers' conceptions of curriculum: toward an understanding of language-teacher development. *TESL Canada Journal* (Montreal), **7**, 1 (1989), 33-51.

Programmes for the education of second language teachers necessarily base themselves on conceptions of what learning to be a teacher entails. But surprisingly little study has been devoted to understanding the processes by which second language teachers actually develop their knowledge, or to defining what such knowledge consists of. This paper approaches this issue through a content analysis of data on one aspect of student teachers' professional knowledge: their conceptions of curriculum decision making. Different representations

of this knowledge emerge, ranging from schemata which appear inadequately developed to those which seem sufficient to guide curriculum decision-making effectively. Implications are drawn for the education and development of second language teachers, as well as further research in this area. It is argued that current 'input-output' models of teacher education can be augmented by 'developmental learning' models, if further understanding of language teachers' professional knowledge is obtained.

90-454 Woodward, Tessa (Hilderstone Coll. and Pilgrims Language Courses, Kent). An analysis of current approaches to process in teacher training for EFL as evidenced by teacher training manuals. *System* (Oxford), **17**, 3 (1989), 401-8.

This article surveys 10 current EFL teacher-training books [tabular data]. The major aim of the analysis was to focus on the ways in which these books handled the learning process itself, since they were primarily meant for self-access situations, where there is no intermediary course tutor or teacher trainer. Most of the TEFL books considered seem to assume that content was all important, and that readers will already possess the study skills and strategies necessary to digest, recall and use the information presented; i.e. process was somehow to take care of itself.

clues were found: (1) pre-reading exercises and (2) 'moving on' exercises that presume the reader has grappled with and understood (but not actively worked with) the content. It was also perceived, though, that books which have ample process suggestions also assume a privileged and adept professional reader with wide access to colleagues, classes, other books/journals, etc.) In basic terms, there are few authors who feel that the TEFL book alone is probably inadequate, and even fewer who see readers as individuals with different learning styles.

In basic terms, two types of self-access/process

Teaching methods

90-455 Arndt, Horst and others. Überlegungen zu Sprachprogrammen für Manager in Industrie und Handel. [Aspects of language programmes for managers in industry and business.] *Die Neueren Sprachen* (Frankfurt am Main, FRG), **89**, 1 (1990), 2–19.

Foreign-language teaching geared to upper-level management in trade and industry seems to be a relatively neglected aspect of specialised, career-oriented foreign language teaching as a whole. The specific kind of communication and foreign-language skills required by managers are analysed

with the institutional framework of inhouse foreign-language training in mind. Specialised language training is less important for managers than strategies of interaction that will enable them to perform their tasks in international negotiations.

90-456 Bahns, Jens. Consultant not initiator: the role of the applied SLA researcher. *ELT Journal* (Oxford), **44**, 2 (1990), 110–16.

This article examines some possible relationships between research in second language acquisition (SLA) and foreign language teaching. Special reference is made to research findings in SLA about the 'order of acquisition' of grammatical items, and to a model of application for such findings to

classroom practice. The model proposed that, for practising teachers, SLA findings about the order of acquisition of grammatical items are best seen as data to be consulted when appropriate, rather than as information which should by itself be used to initiate change.

90-457 Carrell, Patricia L. (U. of Akron) and others. Metacognitive strategy training for ESL reading. *TESOL Quarterly* (Washington, DC), **23**, 4 (1989), 647–78.

Recent research in second language reading has focused on metacognition (literally, cognition of cognition). These studies investigate metacognitive awareness of reading strategies and the relationships among perception of strategies, strategy use, and reading comprehension. Strategy research suggests that less competent learners may improve their skills through training in strategies evidenced by more successful learners. Relatively little research on metacognitive strategy training has been done in a second language context or, more specifically, in second language reading.

This article reports a study of metacognitive strategy training for reading in ESL. Strategy training was provided to experimental groups.

Control groups received no strategy training, but participated in pre- and post-testing. Several research questions are addressed: does metacognitive strategy training enhance L2 reading? If so, does one type of strategy training facilitate L2 reading better than another? How is the effectiveness of metacognitive strategy training related to the learning styles of the students? Results show that metacognitive strategy training is effective in enhancing second language reading, and that the effectiveness of one type of training versus another may depend upon the way reading is measured. Further, the results show that the effectiveness of the training is related to differences in the learning styles of the students.

90-458 de Kock, Josse. De la enseñanza de las lenguas extranjeras. [On teaching foreign languages.] *Revista de la AEP* (Madrid), **36/7** (1989), 9–18.

Mastery of a foreign language calls for linguistic awareness which in turn demands study of grammar, but of grammar in a living context, not the rigid application of stereotyped rules. Students at university level should study non-literary texts and texts by modern authors which have been chosen for their linguistic potential in exploiting the possibilities and resources of the language, and not

for their supposed literary merits; students should be led to analyse and reflect upon the inner logic and underlying coherence of their target language.

An invaluable aid to learning, an index of the relative frequency of grammatical forms, can be established by the students themselves, making use of the computer.



90-459 Dollerup, Cay and others. Vocabularies in the reading process. *A/LA Review* (Madrid, Spain), **6** (1989), 21–33.

Using a study of Danish freshman undergraduates' vocabularies as a springboard, the paper explores and discusses a number of current assumptions about vocabularies in the mother tongue and in foreign language teaching. The conclusion is that as far as reading is concerned, a reader's vocabulary is part of the process of reading: it is a function of the texts and its contents, of the reader's reading

strategies, and of the reader's more or less stable 'word knowledge'. In the reading of a specific text there is a constant interplay between these factors which suggest that a vocabulary in reading is 'fluid'. Pedagogically, this theory implies that there should be a deliberate teaching of reading strategies in addition to other methods.

90-460 Hastrup, Kirsten (Copenhagen Business School). The learner as word processor. *A/LA Review* (Madrid, Spain), **6** (1989), 34–46.

Teachers should be concerned about raising students' awareness level of communication and learning. Students need to know more about perceived similarity and transfer possibilities as well as about top-ruled and bottom-ruled processing as potentially effective or ineffective inferencing procedures. Getting to understand the dynamic and interactive nature of language processing is a difficult task.

Moreover, as for vocabulary learning based on written input, it seems likely that in order to be a good processor of text and of words the student must also be a good reader in both the L1 and L2. An additional requirement is knowledge of the world, both general and L2-specific. If a student is to be a competent word processor, s/he must also be a good text processor and world processor.

90-461 Hafiz, F. M. and Tudor, I. (Free U. of Brussels, Belgium). Graded readers as an input medium in L2 learning. *System* (Oxford), **18**, 1 (1990), 31–42.

The article describes an experiment into the effect of a 90-hour extensive reading programme using graded readers on the language development of a group ($N = 25$) of learners of English as an L2 in Pakistan. Results show significant gains in both fluency and accuracy of expression, though not in range of structures used. It is suggested that extensive

reading can provide learners with a set of linguistic models which may then, by a process of over-learning, be assimilated and incorporated into learners' active L2 repertoire. The results are discussed with reference to a related study by the same authors in an ESL context in the UK.

90-462 Horowitz, Daniel (International Christian U., Tokyo, Japan).

The undergraduate research paper: where research and writing meet. *System* (Oxford), **17**, 3 (1989), 347–57.

Research and writing are both recursive processes. Researchers begin by asking questions, then search for answers, sometimes find them, and in the finding (or not finding) discover new questions to be answered. Writers move in a similar cyclical pattern, from planning what they will write, to composing, to evaluating what they have written and then back again to making new plans for revising their work. Common procedure for the teaching of undergraduate research paper writing

separates these processes into two distinct stages, research followed by writing, but this paper argues that there is much to be gained by encouraging their interaction from the very beginning. The process of research writing is followed from the choosing of topics to evaluation of the final product, and activities are suggested which encourage students to see research writing as the ongoing search for better questions, better answers, and better ways to communicate those answers.

90-463 Jungblut, Gertrud. 'How to call a spade a spade'. Begründungen für monolinguale Wortbedeutungsvermittlung im Fremdsprachenunterricht. [In defence of monolingual aids to understanding vocabulary in foreign language learning.] *Die Neueren Sprachen* (Frankfurt am Main, FRG), **89**, 1 (1990), 55-68.

Although the monolingual approach has been practised with success for years now, it is repeatedly questioned by critics who point to a lack of theory to support it. In this article an attempt is made to show that there are scientific theories which can be cited to justify this teaching concept. Both general semiotics and the findings of neurophysiological research indicate that learning a language takes the form of a 'semiotic cycle', in which the learners are

(supposed to be) rendered capable of activating concepts in response to the stimuli from the things and events of the real world (their environment), concepts that are linked to the meaning of a word from the sounds of the word in a foreign language. Thus, in the majority of cases learning a foreign language entails a process of acculturation which takes place within the immediate context of sensory perception.

90-464 Lund, Randal J. (Brigham Young U., Provo, Utah). A taxonomy for teaching second language listening. *Foreign Language Annals*, **23**, 2 (1990), 105-15.

This article describes a taxonomy of real-world listening tasks as a conceptual framework for teaching listening. The key elements of the taxonomy are listener function and listener response. In listening, function is defined as 'the aspects of the message the listener attempts to process'. The six functions significant for second language teaching are identification, orientation, main idea comprehension, detail comprehension, full comprehension, and replication. Listener response is also a key feature of any listening task. Nine categories are described. Function and response can be selected

independently of each other, as suggested by the function-response matrix, allowing for wide variation in task difficulty for any given text.

The implications of the taxonomy for the design of listening instruction and the selection of authentic texts are discussed. The taxonomy suggests that growth in listening proficiency is a process of expanding to new function and response categories in familiar contexts. The many options in the taxonomy enable one to structure effective listening tasks involving authentic texts even at novice levels.

90-465 Motteram, Gary J. (U. of Manchester). Using a standard authoring package to teach effective reading skills. *System* (Oxford), **18**, 1 (1990), 15-21.

This article discusses the way in which one particular piece of computer software can be used to teach the skill of reading. The software has not been designed specifically for this end, but can be used to teach any subject area. The software is of the authoring type which means that any teacher willing to spend a few

hours becoming proficient in its use can make effective, interesting and useful teaching material. These materials have proved motivating and valid at a variety of levels and with different types of students.

90-466 Murtagh, Lelia (Linguistics Inst. of Ireland, Dublin). Reading in a second or foreign language: models, processes, and pedagogy. *Language, Culture and Curriculum* (Clevedon, Avon), **2**, 2 (1989), 91-105.

Current research on reading in a second or foreign language is reviewed. Good L2 reading is characterised by fast, automatic word recognition which releases more time for the use of syntactic and contextual information. Successful readers also make good use of background information. Many strategies for L2 reading are generalised from L1 reading, but the degree of successful transfer is limited by the

learner's overall proficiency in L2. Research provides no decisive answers to the issue of correct sequencing of L1 and L2 reading instruction, and suggests that findings will have to be interpreted in the light of the socio-economic, linguistic, and cultural context. The integration of top-down and bottom-up strategies is also a feature of good L2 reading. Overall, L2 reading instruction should focus on the

construction of meaning jointly from the reader's own background information and the new information contained in the text. Simplified texts

should not be used unless the readers still have basic problems with specific syntactic contrasts.

90-467 Olsen, Leslie A. (U. of Michigan) and **Huckin, Thomas N.** (U. of Utah). Point-driven understanding in engineering lecture comprehension. *English for Specific Purposes* (New York), **9** (1990), 33-47.

Non-native speakers have long been known to have trouble understanding academic lectures. ESP researchers and teachers agree that the problem lies mainly at the discourse level, not at the sentence level; accordingly, a body of discourse-oriented teaching materials for lecture comprehension is now on the market. Though a step in the right direction, these materials fail to do justice to the rhetorical, strategic nature of academic lectures. As this study shows, students may understand all the words of a lecture (including lexical connectives and other discourse markers) and yet fail to understand the lecturer's main points or logical argument.

This study was an exploratory one. Fourteen NNS graduate and undergraduate students watched an authentic 16-minute videotaped lecture on a

topic in mechanical engineering and then were asked to provide immediate-recall summaries which were then analysed in consultation with the lecturer. Although the lecture was clearly structured around several main points, most of the students failed to grasp these points. These results are discussed in terms of listening strategies: the successful students used a 'point-driven' strategy while the unsuccessful ones used an 'information-driven' strategy. It is concluded that students should be taught how to listen to lectures in a more rhetorical, strategic way. More generally, if we are to teach students to understand and communicate more effectively, we should help them see how the organisation of their discourse fits into the large goals, agendas, and contexts in their fields.

90-468 Orban, Clara and McLean, Alice Musick. A working model for videocamera use in the foreign language classroom. *French Review* (Baltimore, Md), **63**, 4 (1990), 652-63.

The authors offer a working model of exercises and practical suggestions for videocamera use with foreign-language students of all abilities and levels. Self-evaluation is central. The model involves videotape recording of students under supervision. Equipment and techniques are discussed, the sequence of exercises in the model is reviewed, and grading, staff co-operation and technical considerations are addressed. The exercises are grouped into three categories: (a) text-supported speech, (b) speech supported by a (near)-native interlocutor, and (c) speech without external support.

With video, the configuration of facial muscles during the production of particular phonemes can

be better demonstrated. Videocamera self-evaluation allows for necessary individualised attention. It concentrates primarily on phonetics, but also reinforces grammatical structures and heightens the student's awareness of communicative strategies in order to improve overall communicability. Group dynamics play a key role. [Examples of exercises of each type.] Video may be seen as gimmicky if its pedagogic usefulness is not explicitly detailed. Oral ability can best be monitored through video, and students have tangible proof of how well they speak and how their language skills can improve with time and effort.

90-469 Puren, Christian (U. of Bordeaux III). Méthodes d'enseignement, méthodes d'apprentissage et activités métaméthodologiques en classe de langue. [Teaching methods, learning methods and metamethodological activities in language classes.] *Langues Modernes* (Paris), **84**, 1 (1990), 57-70.

The differences between language learning and language acquisition as defined by Krashen and others are confounded by adherents to the communicative approach, who set up principles and methods of teaching while at the same time stressing

the importance of acquisition to achieve the goals of learning. One way to escape this confusion is to introduce 'metamethodologies' into classes whereby different teaching and different learning methodologies can be discussed in order to reach agreement

on an approach acceptable to all. A typology of learning activities is proposed and discussed, underlying which is the notion that if teachers are

responsible for their teaching, learners must also take responsibility for their learning.

90-470 Rose, Sheila D. Cultural studies and multiculturalism: an experiment in classroom twinning. *Language, Culture and Curriculum* (Clevedon, Avon), **2**, 2 (1989), 117-33.

Students aged 9-12 in three West Hartford, Connecticut classrooms were engaged in a four-month study about themselves, their community and the interdependence of cultures worldwide. Each classroom was twinned with a classroom in Canada (Inuit), England or Spain, and an ongoing exchange of letters, projects and reports took place. The study sought to determine (1) whether this type of contact results in a clearer and more sensitive understanding by American students of their own community, and its similarities and interdependence with another community in the world; (2) whether more sensitive or empathetic understanding, if it occurs, is transferred to other foreign people not

involved in the study; and (3) whether the skills of mutual goal setting and co-operative learning were more fully developed as a result of participation in the twinning study. Students were given pre- and post-tests on a variety of instruments: open-end questions, picture-drawing, interview, and essay. The use of these projective measures in the assessment of social studies programmes is explained and illustrated. Results showed that cultural studies with broad objectives have to confront high levels of ethnocentrism. Yet there were clear indications that progress towards multiculturalism can be made using the school twinning technique.

90-471 Shaffer, Constance (Hun Sch. of Princetown). A comparison of inductive and deductive approaches to teaching foreign languages. *Modern Language Journal* (Madison, Wis), **73**, 4 (1989), 395-403.

An investigation was carried out to determine whether high school foreign language students' understanding of grammatical concepts and their linguistic performance were better served by inductive or deductive approaches. An inductive approach is one in which students formulate the grammatical rule for themselves. A deductive approach is one in which the rule is given first. Some 319 students in three high schools learned

when to use one of four structures in French and Spanish. Of these, 159 were given an inductive approach and 160 a deductive one. No significant difference was found between the mean scores for either group. However, there was a trend in favour of inductive approaches, not least because they tend to promote active participation by learners and involve them in discovering rules by themselves rather than merely being told by teachers.

90-472 Tudor, Ian (Inst. de Phonétique, Brussels, Belgium). Pre-reading: a categorisation of formats. *System* (Oxford), **17**, 3, (1989), 323-38.

The article briefly surveys the importance of background knowledge in L2 reading comprehension and discusses the role of pre-reading within this context. On this basis, a categorisation of pre-reading formats occurring in a corpus of ELT

materials is proposed, each of the seven formats identified being discussed and exemplified with reference to the initial theoretical survey. In conclusion a few general guidelines for the use of pre-reading are suggested.

90-473 van der Vyver, Dawid H. and Botha, H. Ludolph. The implementation and evaluation of suggestopedic/SALT language teaching in South Africa since 1984. *Per Linguam* (Stellenbosch, South Africa), **5**, 2 (1989), 21-59.

The article is an extract from a comprehensive report and gives an overview of the development of suggestopedic/SALT language teaching in South Africa. First the theoretical framework, objectives and methodology of the approach are given,

followed by reports on SALT conferences. Various projects are described, especially the launching of a pilot project to upgrade English in education for blacks in KwaZulu by the Interuniversity Committee for Language Teaching. How this led to the



establishment of the UPTTRAIL Trust and the engagement of the Institute for Language Teaching at the University of Stellenbosch, in cooperation

with the HSRC, to work out a research design for the pilot project is explained.

90-474 Vila, Joaquin (Illinois State U.) **and Pearson, Lon** (U. of Missouri, Rolla). A computerised phonetics instructor: Babel. *CALICO Journal* (Provo, Utah), **7**, 3 (1990), 3-29.

Babel is an expert system able to animate (graphically) and reproduce (acoustically) a text in any language which uses the Latin alphabet. This system has been developed to aid language learners and to help instructors teach the fine nuances of phonemes. Each phoneme has a unique sound and thus requires

a precise positioning of the vocal organs which are displayed on the screen in two different projections: a front view and a profile cross view of a human face in synchronisation with the output sounds of the speech synthesiser.