
Language learning and teaching – theory and practice

Theory and principles

94–353 Archibald, John (U. of Calgary, Canada). Language learnability: an overview of the issues. *TESL Canada Journal* (Montreal), **11**, 1 (1993), 53–74.

Language learnability is an approach to language acquisition that should be of interest to language teachers: it studies what it is that makes a language learnable. The disciplines of philosophy (theories of mind), psychology (theories of learning) and linguistics (theories of language) are drawn on to support the approach. The criteria that must be met by a viable theory of language acquisition are outlined and a principles and parameters model of grammar is described; this says that all human

languages have universal rules (principles), specified as innate, but the linguistic environment to which a learner is exposed will dictate more specific parameters, such as which language he or she will learn and which features it will have. A rationalist, innatist, deductive theory of language acquisition is preferred to empiricist, constructivist, inductive theories. The implications for research and pedagogy are discussed.

94–354 Asher, Colin and Higham, Jeremy (U. of Leeds). Foreign languages and the new Europe: attitude samples in two countries. *Language Learning Journal* (Rugby), **8** (1993), 54–7.

Relatively small samples of the general public in Leeds and Boulogne (75 and 64 respectively) were asked identical questions concerning modern languages and Europe. Similar percentages in both cities laid claim to speaking a foreign language; the spread of languages was slightly wider in Leeds including one or two community languages. Nearly everybody in both countries thought that all pupils should learn a foreign language at school.

In France the favoured language was English, in England, French – thus reflecting the *status quo*. The

pattern of foreign travel proved similar in range and diversity in both Leeds and Boulogne. Both groups felt that the Single Europe Act would make very little difference to their lives. The majority of the French interviewees were in favour of a single European currency whereas the majority of the English were against it; the Boulogne sample had more positive attitudes to the Channel Tunnel. There was general lack of enthusiasm for the government's policies in both locations, and equally general uncertainty about Maastricht.

94–355 Davies, Alan (U. of Edinburgh). Speculation and empiricism in applied linguistics. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **4** (1993), 14–25.

Speculation ought not to be a pejorative term, and ought not to be in conflict with empiricism. Two traditions are contrasted, one originally seeking applications for theory, the other looking for solutions to problems in FLT; both are valuable. Five applied linguistics topics – curriculum, discourse analysis, systemic linguistics, testing, second

language acquisition – are briefly discussed within this framework. The author concludes, in broad agreement with Widdowson, that the value of empirical research depends upon the quality of conceptual analysis, and advocates scepticism and humility.

94–356 Felberbauer, Maria. Frühes Fremdsprachenlernen an der Grundschule – eine Grundsatzentscheidung. [Early foreign language learning in the primary school – a decision about basic principles.] *Fremdsprachenunterricht* (Berlin, Germany), **47**, 2 (1994), 117–21.

The teaching of a foreign language (usually English, sometimes French) in Austrian primary schools began on a small scale in 1962, increased fairly steadily, and became compulsory in 1983. Lessons

are entirely oral in Grade 3 (age 8 approximately), the first year of English/French, with writing introduced from Grade 5. Content and methods were at first rather limited, but communicative and

play-oriented methods have now been developed and variety of activity and appeal to imagination are emphasised. Gloomy predictions of superficial learning and damaging effects on the pupils' German have not been fulfilled, although there have been slight problems of continuity with secondary schools. The time allowed has been two half-hour sessions per week: a third half-hour would be desirable, but not more because the main priority is to motivate and avoid negative feelings towards language learning.

There have been some recent moves to offer

other languages, but only on an optional basis, and also to stress the objective of language awareness, rather than serious learning of one specific language; but this would tend to trivialise language learning, though there may be a place elsewhere in the primary curriculum for learning about the language and culture of immigrant classmates. More work is needed on the retraining of teachers, who have all learned English or French but often by non-communicative methods. Another issue is assessment: numerical grades should not be given but oral feedback on performance is essential.

94-357 Green, Peter S. (U. of York) and **Hecht, Karlheinz** (U. of Munich, Germany). Language awareness of German pupils. *Language Awareness* (Clevedon, Avon), **2**, 3 (1993), 125-42.

Something akin to language awareness has been a curricular aim in German schools for some time. After a discussion of terminology, the aims, content and methods of this area of the curriculum in the *Gymnasium* are presented in broad outline and compared with other – principally English – models. An empirical section of the article considers first of all the standing of *Sprachbetrachtung* – looking at language – with teachers and pupils. Pupils' command of metalanguage is also investigated. The central section describes the design and results of a test to assess the level of pupils' awareness of

language and investigates whether there is any correlation between their test results and their linguistic competence. Both teachers and pupils regard looking at language as very important. However, pupils have only a shaky command of metalanguage, and their awareness of language, as measured by the test, is not well developed. It was not possible to establish any relationship between their level of awareness and their linguistic competence. Possible reasons for these findings are discussed, together with their implications for teaching.

94-358 Hecht, Karlheinz (Frankfurt am Main, Germany). Lernziel: Sprachbewußtheit. [Aims of learning: language awareness.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **93**, 2 (1994), 128-47.

The article begins with a clarification of such concepts as 'language awareness', *Sprachbetrachtung* and *Sprachbewußtheit* (German terms referring to facets of language awareness) and the differing emphases given to these curricular aims by various authors. The overall aims, content and methods related to this aspect of the curriculum in the upper grades of German secondary school are outlined and compared with other – principally English –

models. The empirical section of the article considers the status of *Sprachbetrachtung* as an aim amongst teachers and pupils. Pupils' command of metalanguage is also investigated. The central section examines the current state of language awareness and whether there is a statistical correlation between language awareness and linguistic competence. Finally, the results are discussed, together with their implications for teaching.

94-359 Carroll, Susann and Swain, Merrill (Ontario Inst. for Studies in Ed.). Explicit and implicit negative feedback: an empirical study of the learning of linguistic generalisations. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 3 (1994), 357-86.

The relative effects of various types of negative feedback on the acquisition of the English dative alternation by 100 adult Spanish-speaking learners of English as a second language were investigated. The objective was to determine empirically whether feedback can help learners learn the appropriate abstract constraints on an overgeneral rule. All

subjects were trained on the alternation, which was presented in terms of a simple structural change. Subjects were divided into groups according to the type of feedback they received when they made an error. Specifically, upon making an error, Group A subjects were given explicit metalinguistic information about the generalisation it was hoped they

would learn. Group B subjects were told that their response was wrong. Group C subjects were corrected when they erred, giving them a model of the response desired along with implicit negative evidence that their response was incorrect. Group D subjects, having made an error, were asked if they were sure about their response. The comparison group received no feedback.

Subjects were tested twice on the feedback items

plus a number of novel items to determine whether they had generalised from the feedback items. Analysis of results revealed significant differences between all of the feedback groups and the comparison group on both the feedback and novel items. These results suggest that adult learners can and do use feedback to learn specific and abstract linguistic generalisations and to correctly narrow the application of those rules.

94-360 Khruslov, Georgy (Pushkin Inst. of Russian Language, Moscow).

Language and moral development. *Language Learning Journal* (Rugby), **8** (1993), 77-9.

Works of Comenius such as *The Great Didactics* (1638) still have much to teach us about moral education and moral development. Morals cannot be taught; they are being formed from the cradle to the grave, defined and refined by the community in which one lives and by social influences such as upbringing. If education is narrowly academic, it will always take second place to upbringing in the formation of morals. Moral development cannot be achieved without language, but when one tries to raise moral standards or improve children's conduct only by and through language, the opposite effect is often achieved. Soviet generations of Russian children were surrounded by strictly organised 'moral codes' of different kinds, and school language

manuals were (and often still are) full of dogmatising texts which left the children cold. Language teachers need to integrate moral education into their professional duties, working in the spirit of recommendations promoted by the Council of Europe and UNESCO, which assert that human rights education should proceed in stages according to the pupil's age and psychological development. In selecting material, teachers must be aware of the danger of replacing universal values by ideological stereotypes or of distorting their sense. Moreover, a child has to be helped to get rid of verbal self-deception, words which are found to excuse oneself and blame others. Language is a powerful means of the child's self-regulation.

94-361 Pomphrey, Cathy (U. of N. London). The 'knowledge about' and 'use of' dichotomy. *Languages Forum* (London), **1**, 2/3 (1994), 8-10.

While English teaching has been moving towards the 'knowledge about' end of the language teaching spectrum, modern languages, as reflected in the notional/functional syllabus of GCSE, has swung in the direction of 'use of'. The development of language awareness courses in the 1980s was an attempt to reintroduce 'knowledge about' language whilst avoiding a prescriptive, didactic approach, but such courses sat unhappily beside communicative language teaching and have largely disappeared. The experience of interaction and of using the language for purposeful communication can nonetheless contribute enormously to learners' awareness of it, although this is by no means an

automatic process. To ensure that learners make the connection, they need exposure to various types of knowledge about language: (1) Knowledge about language, and how language relates to self-identity. (2) Knowledge of language structure, including many of the discourse aspects of language such as spoken and written differences, sociolinguistic varieties and appropriateness as well as syntax and morphology. (3) Knowledge about learning a language, of the knowledge and skills learners already possess, in order to transfer them to the foreign language context. Learners should be made aware of the differences between foreign language learning and a natural acquisition context.

94-362 Roberts, Tony (Inst. of Ed., U. of London). Modern languages in perspective. *Languages Forum* (London) **1**, 2/3 (1994), 23-7.

Britain's atomised approach to policy-making in the area of language learning in schools has historically meant that decisions about 'what to teach' have been made in isolation, without reference to any principles underpinning the language curriculum as

a whole. This has undermined any coherence in objectives and covertly prioritised certain forms of language and language learning at the expense of others. Such 'planning by the back door' has been shaped by a deeply monolingual tradition which is

at best indifferent, and at worst actively hostile, to linguistic diversity. Standard English is a class dialect elevated to national status, so the culture it encodes is also a class culture. Within such a tradition, in which the study of other languages is not valorised, it has proved difficult to define principles specific to modern languages as a discipline. The National Curriculum seemed to offer an opportunity for an explicit policy based on respect for linguistic diversity, but in the event it started from the traditional premise of reinforcing uniformity around a given variant of English. Within a framework in which ethnocentric values are reinforced, the only justification for learning another language is on

narrowly-conceived, functional terms which serve, and do not threaten, the nation state and its socio-cultural heritage.

Recent DES reports stress the value of modern language (ML) study in protecting the interests of the nation state in the areas of trade, tourism and international relations; competition and self-interest are the motivating factors. ML study is seen as largely vocational, rather than as an apprenticeship, developing in learners a sense of cultural and linguistic awareness which will enrich their lives as language-using adults and prepare them for using any language that might be useful to them at a later stage in their career.

Psychology of language learning

94-363 Alptekin, Cem and Çetin, Elif (Bogaziçi U., Istanbul, Turkey). Lateral preference and L2 proficiency. *ITL* (Louvain, Belgium), **103/4** (1994), 39–56.

This study investigates the relationship between the L2 proficiency of advanced EFL learners and biological lateral preference. The former is thought of as the person's advanced ability in English, developed within a school setting and involving both reading comprehension and grammatical and lexical knowledge – as represented by the Michigan Test of English Language Proficiency. The latter is conceptualised as a continuous and multifactorial construct that predicts the degree of the hemispheric specialisation of cognitive functions in the human brain as well as the degree of hemisphericity as a

personal trait. It is measured by the Lateral Preference Schedule, developed as an instrument to meet the research and clinical needs for a standardised measure of lateral preference. Sixty university students majoring in TEFL participated in the study. Overall, the findings suggest that, from the various lateral preference patterns, only those which involve footedness and handedness are related to L2 proficiency. The findings further suggest that the relationship between lateral preference and L2 proficiency is independent of differences in gender.

94-364 Andersen, Roger W. (U. of California, Los Angeles) and **Shirai, Yasuhiro** (Daito Bunka U.). Discourse motivations for some cognitive acquisition principles. *Studies in Second Language Acquisition* (Bloomington, Ind), **16**, 2 (1994), 133–56.

This paper offers an alternative interpretation for what has been called the defective tense hypothesis, the primacy of aspect hypothesis, or simply the aspect hypothesis in the literature on first and second language acquisition of tense and aspect. The aspect hypothesis states that first and second language learners will initially be influenced by the inherent semantic aspect of verbs or predicates in the acquisition of tense and aspect markers associated with or affixed to these verbs. This account focuses

on the observation that adult native speakers also appear to adhere to this primacy of inherent semantic aspect in the relative quantitative distribution of tense-aspect markers in their speech. It is argued that a small set of cognitive operating principles and the notion of prototypicality account for this behaviour in learners. Moreover, these principles are a consequence of how learners and native speakers alike organise information and their perspectives on its ongoing discourse.

94-365 Bardovi-Harlig, Kathleen and Hartford, Beverly S. (Indiana U.). Learning the rules of academic talk: a longitudinal study of pragmatic change. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 3 (1993), 279–304.

This paper is a longitudinal study of the acquisition of pragmatic competence. Advanced adult non-

native speakers of English were taped in advising sessions over the course of a semester. Two speech

acts, suggestions and rejections, were analysed according to their frequency, form, and successfulness and compared with similar data gathered for native speakers. The non-native speakers showed change toward the native speaker norms in their ability to employ appropriate speech acts, moving toward using more suggestions and fewer rejections, and became more successful negotiators. However, they changed less in their ability to employ appropriate forms of the speech acts, continuing to

use fewer mitigators than the native speakers. Furthermore, unlike native speakers, they also used aggravators. It is claimed that these results may be explained by the availability of input: learners receive positive and negative feedback from the advisor regarding the desirability and outcome of particular speech acts, but they do not receive such feedback regarding the appropriateness of the forms of such speech acts.

94-366 Bialystok, Ellen (York U.). Analysis and control in the development of second language proficiency. *Studies in Second Language Acquisition* (Bloomington, Ind), **16**, 2 (1994), 157-68.

This paper describes a cognitive framework for explaining the acquisition and use of a second language. The framework is based on the identification of two cognitive processing components, called 'analysis of knowledge' and 'control of processing', that jointly function to develop

proficiency in the language. The framework is explained briefly and then applied to five issues in second language acquisition: the similarity of first and second language learning, the starting point for second language acquisition, consciousness, variability, and instruction.

94-367 Birdsong, David (U. of Texas). Decision making in second language acquisition. *Studies in Second Language Acquisition* (Bloomington, Ind), **16**, 2 (1994), 169-82.

This paper isolates certain domain-general cognitive processes involved in decision making and examines their instantiations in adult second language acquisition (SLA). After reviewing important differences between mature and immature cognition, the epistemological categories and concepts that underlie decision making are discussed. Decision

making is then addressed from the point of view of fallibility – for example, maladaptive biases that mediate learners' decisions – and it is suggested that some impediments to success in SLA may be the result of mature domain-general decision making. The heuristic value of research in the area of decision making is emphasised.

94-368 Carr, Thomas H. (Michigan State U.) **and Curran, Tim** (U. of Oregon). Cognitive factors in learning about structured sequences: applications to syntax. *Studies in Second Language Acquisition* (Bloomington, Ind), **16**, 2 (1994), 205-30.

Cognitive science has developed a number of experimental techniques for studying how people learn about sequentially structured stimulus material. The authors describe these techniques, review findings they have produced, and discuss the findings' relevance for understanding the mastery of syntax during second language learning. Three issues are addressed: (a) the nature or content of what is learned and how it might be represented in the language learner's knowledge base, paying

special heed to acquiring abstract rules versus generalizing across stored examples, (b) the role of conscious awareness in syntactic learning, and (c) the role of limited-capacity processing or focal attention in syntactic learning. Care is taken to distinguish between the latter two factors – focal attention to the task of learning about syntax and conscious awareness of particular syntactic structures are not the same thing and may well play different roles in successful acquisition.

94-369 Chambers, Gary (U. of Leeds). A snapshot in motivation at 10+, 13+ and 16+. *Language Learning Journal* (Rugby), **9** (1994), 14-18.

The author has carried out a survey of attitudes to language learning among three categories of pupils: 10-11 year-olds in the last year at primary school;

13-14 year-olds (an age when problems of disaffection traditionally surface); and 16-17 year-olds in the first year of 'A' level German. This is an early

phase of a planned longitudinal study. Among 10–11 year-olds, the eagerly anticipated subjects at secondary school were science, art and PE, with French ranked joint fifth with English, and German bottom of the list in twelfth place, although pupils surveyed had no experience of learning German. The survey of 13–14 year-olds revealed that German was more popular than expected, and fears that it would be difficult or rather boring had not been realised.

The ranking of the criteria by which pupils judge a subject was almost identical in all three age groups. Important factors were: a subject's potential in the career market, a high level of interest, the effectiveness of the teacher, and good marks in tests. The youngest pupils attached great significance to

the fun-element of a subject. Many 13–14 year-olds felt that an educated person should be able to speak a foreign language, and 16–17 year-olds showed more 'integrative' motivation, reflecting a desire to learn more about the target language community and share its lifestyle. German was regarded by the two older categories of pupil as a comparatively easy and very logical language. Responses showed the 10–11 year-olds to be ethnocentric, but only in so far as they had little knowledge of foreign people. There was little evidence of any prejudice or dislike. Many of the older pupils had had positive experiences in the target language countries, but a disturbing number of them tended to generalise from one example.

94–370 Dupuy, Beatrice (U. of California, Los Angeles) **and Krashen, Stephen D.** (U. of Southern California). Incidental vocabulary acquisition in French as a foreign language. *Applied Language Learning* (Monterey, CA), **4**, 1/2 (1993), 55–63.

Third semester college students of French in one intact class saw the first five scenes of 'Trois hommes et un couffin' and read the next five scenes in class. They were then surprised with a vocabulary test that contained highly colloquial words that were in the text. Subjects performed significantly better than control subjects who were enrolled in another 3rd-semester French class as well as controls enrolled in a more advanced class, confirming that

incidental vocabulary acquisition is possible in a foreign language situation. A conservative estimate of their rate of vocabulary acquisition was about 0.075 words per minute, which included the film and the reading. Rate of incidental vocabulary acquisition may have been underestimated, however, because the text was difficult, only 30 words were tested, and only eight of the 30 words appeared in the film.

94–371 Ganschow, Leonore (Miami U., OH) **and others.** Differences in language performance among high-, average-, and low-anxious college foreign language learners. *Modern Language Journal* (Madison, Wis), **78**, 1 (1994), 41–55.

Differences in FL anxiety, native oral and written language, and aptitude for learning a FL among three groups of college learners are examined: HI-, AVE-, and LO-ANX students. The authors speculate that HI-ANX students may exhibit poorer language skills and FL aptitude than LO-ANX students. Results support this hypothesis. LO-ANX learners as a group had above average to superior language skills and FL aptitude, with mean standard scores ranging from 109 to 118. In contrast, HI-ANX students' mean scores, though still in the average range, were substantially lower, ranging from 97 to 107. Significant differences between HI- and LO-ANX students were found in oral language, two phonological tasks, and FL aptitude. Despite these significant differences, it is clear that there are highly anxious FL learners whose language skills are commensurate with their overall intellectual ability. Twenty-five percent of the HI-ANX learners in this study received an A average in FL classes. There are

others, however, whose language skills are not commensurate with their intelligence, and most of these students tend to do poorly in FL classes. Among the HI-ANX group, twenty-eight percent of the FL grades were Ds, Fs, or withdrawals. When subjects were compared according to their performance on tests of phonology, FL GPAs of the HI-phonology group were found to be significantly higher than those of the LO-phonology group. The mean phonology score of the LO-phonology group was over one standard deviation lower than their mean cognitive ability score. Level of one's perceived difficulty with FL study also appeared to be related to anxiety. Since the subject sample was small and representative of a population of student volunteers at only one university, inferences must be interpreted cautiously. However, based on the existing findings and results of previous studies, the authors make recommendations concerning evaluation/remediation.

94-372 Gruneberg, Michael and Sykes, Robert (U. Coll. of Swansea). Students' attitudes to their experience of school language teaching. *Language Learning Journal* (Rugby), **9** (1994), 12-13.

Some 273 non-language undergraduates were surveyed to discover how the experience of language learning at school had affected their attitudes towards learning languages and also how many non-language students might be interested in learning another language.

More than half the sample said that they had not enjoyed languages at school. Nevertheless, a majority of those interviewed said they would like to

learn another language, the most common reason being that this would be useful. Those not wishing to learn another language cited lack of interest or difficulty. Mechanical list learning and traditional grammar appeared to be the main reasons for negative attitudes towards language learning, underlining the need for more imaginative and innovative methods.

94-373 Hamilton, Robert L. (U. of South Carolina). Is implicational generalisation unidirectional and maximal? Evidence from relativisation instruction in a second language. *Language Learning* (Madison, Wis), **44**, 1 (1994), 123-57.

This study re-examined previous research and presented new data testing two predictions of the Implicational Generalisation Hypothesis, a strong form of Gass's proposal that instruction focused on one level of an implicational (i.e., markedness) hierarchy such as Keenan and Comrie's Noun Phrase Accessibility Hierarchy may generalise to uninstructed hierarchy levels. Analyses of sentence combination data from 33 adult ESL learners instructed in sentence combination tasks (a) yielded inconclusive results as to whether implicational generalisation (IG) is unidirectional to hierarchy levels implicated by the instructed level, and (b) suggest that IG is clearly not uniformly maximal to

all such implicated levels. Moreover, these data suggest that IG is cumulatively constrained; that is, development via IG always involves consecutive levels of the hierarchy (no levels may be skipped). The ramifications of these findings on a theory of IG are discussed, including modifications to Eckman's explanation of IG in terms of inclusion relations. Additionally, the consequences for learnability theory in SLA are explored, the data suggesting that learners may not be setting parameters according to the Subset Principle, though they are observing the Cumulative Development Principle and the Continuity Principle.

94-374 Hong Gang Jin (Hamilton Coll., NY). Topic-prominence and subject-prominence in L2 acquisition: evidence of English-to-Chinese typological transfer. *Language Learning* (Madison, Wis), **44**, 1 (1994), 101-22.

Previous investigations of the role of syntactic typology in L2 acquisition have led to two controversial, contradictory findings. One set of studies has claimed that the process of L2 acquisition is characterised by an early universal topic-comment stage, the other set has found that L2 learners transfer topic-prominent (TP) features from an L1 to an L2 at an early stage. This study investigated whether TP is a universal developmental stage or a transferable typology by analysing the behaviour of adult native speakers of a subject-prominent (SP) language learning a TP language. A total of 46 native speakers of English learning Chinese as a second language participated in the study. Three production tasks were used to measure learners'

overall performance on Chinese topic structures such as null elements, specificity marking, and double nominative constructions.

This study resulted in three important findings. First, the study did not find a universal TP stage. Rather, English L2 learners displayed a process of systematically transferring English SP features to Chinese before their proficiency reached a level at which concept of topic emerged. Second, learners' TP/SP typological interaction and realisation of Chinese as a TP language revealed a process of typological transfer. Third, the study also established that not only TP but also SP are transferable typologies.

94-375 Hudson, Thom (U. of Hawai'i at Mānoa). Nothing does not equal zero: problems with applying developmental sequence findings to assessment and pedagogy. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 4 (1994), 461-93.

During the past decade and a half, a great deal of research has posited a developmental sequence approach in second language acquisition. Much of this research has proposed that certain linguistic structures are acquired in a natural immutable order while other linguistic structures are acquired variably as a result of a learner's orientation. Proposals have been made for extending the model

into language assessment and pedagogy. This study re-examines the original social-psychological research upon which the multidimensional model is based and shows that it is incorrect due to faulty analyses. Further, it examines the limited applicability and generalisability of the developmental sequence approach for assessment and pedagogy.

94-376 Hyland, Ken (International Pacific Coll., New Zealand). Culture and learning: a study of the learning style preferences of Japanese students. *RELC Journal* (Singapore), **24**, 2 (1993), 69-91.

Following a brief review of recent research on learning styles and the learning experiences of Japanese students, this article describes a replication of a study by Reid (1987) of learning style preferences of ESL learners in the US. A questionnaire asking students to identify their perceptual learning preferences was administered in either Japanese or English to 440 students at eight universities in Japan and to Japanese students at a tertiary college in New

Zealand. Statistical analysis shows that variables such as sex, college level, years of English study, number of semesters with a foreign teacher and study overseas are all related to learning style differences. Japanese students appear to exhibit no major learning style but have multiple minor learning styles. The study concludes by discussing the implications of the results for TESOL teachers working with Japanese students.

94-377 Kenning, Marie-Madeleine (U. of East Anglia, Norwich). Language preference and time allocation in the joint languages diversification model. *Language Learning Journal* (Rugby), **9** (1994), 19-21.

This is a report on a follow-up study of the attitudes of secondary school children to language learning. Each pupil learns two languages out of French, German and Italian, with one period for one language and two periods for the other for half the year, switching to the opposite proportion for the other half. The results are analysed in respect of the different language combinations, individual groups of pupils, and present and earlier findings.

German emerges as the most popular language, having overtaken French. This result, taken with

that of other studies, would confirm its suitability as a first foreign language. The unequal time distribution would appear to have an impact on attitudes, but this varies according to the language: the popularity of German increased with contact time, whereas that of French diminished. Pupils seem to find less confusion between German and Italian and more between French and Italian, showing that linguistic proximity may be an obstacle rather than a help; however, this would not seem to be a major problem.

94-378 Koda, Keiko (Ohio U.). Second language reading research: problems and possibilities. *Applied Psycholinguistics* (Cambridge), **15**, 1 (1994), 1-28.

A major purpose of this article is to examine first language (L1) reading theories from second language (L2) perspectives and, in so doing, to uncover significant research voids related to L2 problems. The article first considers the unique aspects of L2 reading in order to identify dimensions in which its theory must differ from accepted L1 constructs. It then discusses three fundamental distinctions that separate L1 and L2 reading: (a) the consequences of

prior reading experience; (b) the effects of cross-linguistic processing; and (c) the compensatory devices stemming from the efforts of learners with limited linguistic knowledge to solve comprehension problems. Finally, several pedagogically oriented research themes which may be helpful in evaluating the instructional utility of current L2 reading theories are delineated.

94-379 Krashen, Stephen D. (U. of Southern California, Los Angeles). Self-correction and the monitor: percent of errors corrected of those attempted *v.* percent corrected of all errors made. *System* (Oxford), **22**, 1 (1994), 59–62.

Green and Hecht [*see abstract* 93–465] have reported that their students of EFL were able to successfully self-correct 81 per cent of the errors they attempted to correct in oral performance, and claim that this result is inconsistent with the Monitor hypothesis. They also reported, however, that their subjects did not attempt a great deal of self-correction and could

only self-correct about 13 per cent of the total errors they made, results that are consistent with the Monitor hypothesis. The subjects' high accuracy of attempted corrections could be due to subjects' limiting their self-corrections to items that were easiest for them to correct.

94-380 Leow, Ronald P. (Georgetown U.). To simplify or not to simplify: a look at intake. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 3 (1994), 333–55.

This study investigates the effects of simplification, type of linguistic item, and second language experience on learners' intake of linguistic items contained in written input. Learners at two levels of language experience were exposed to one of the following four conditions: a simplified or unsimplified reading passage with the present perfect tense form or a simplified or unsimplified reading passage with the present subjunctive form. To measure learners' intake, a repeated-measures analysis of variance was performed on the raw scores

obtained on a task consisting of a pre- and posttest. The tests were a multiple-choice recognition assessment task. Significant main effects were found for type of passage and language experience, and there was a significant interaction between type of passage and task. Results suggest that simplification does not have a facilitating effect on learners' intake and that learners at different levels demonstrate a different pattern of performance while internalising written input. Implications for pedagogical written materials and future research are also discussed.

94-381 Macdonald, Doris (Northern Illinois U.) **and others.** Attempts to improve English L2 pronunciation: the variable effects of different types of instruction. *Language Learning* (Madison, Wis), **44**, 1 (1994), 75–100.

This study compared the pronunciation of targeted vocabulary items in spontaneous speech by 23 adult Chinese L1 learners of L2 English grouped into four different conditions reflecting current pedagogical practices: (a) traditional drilling activities, (b) self-study with tape recordings, (c) interactive activities, and (d) a no-intervention control condition. One hundred and twenty native-speaking listeners judged whether there was improvement or de-

terioration in pronunciation before and at two separate times subsequent to each of the four conditions. Because none of the results appeared to overwhelmingly favour one teaching technique, a discussion of the range of patterns of change brought about by the four input types is included. Arguments are presented for a consideration of the complex effects potentially involved when setting out to modify a learner's L2 pronunciation.

94-382 Oxford, Rebecca L. (U. of Alabama). Instructional implications of gender differences in second/foreign language (L2) learning styles and strategies. *Applied Language Learning* (Monterey, CA), **4**, 1/2 (1993), 65–94.

Basic gender differences in language learning styles and strategies are reviewed. As background, the author discusses some basic gender differences in human development and language use. The focus then shifts to research on styles and strategies in learning a second or foreign language (L2).

Some existing research on learning style suggests that males might have more strongly specialised brain hemispheres than women, the left hemisphere

in men being dominant for language. Some research suggests that, compared with men, women more readily use the right hemisphere or use both hemispheres in an integrated way for language processing. In processing language, men are often somewhat more field independent, analytic, objective, and logical-minded, while women have been found to tend toward field-dependent, globally patterned, subjective, and emotional capabilities. In

many investigations females have been more reflective than males. However, the distinct possibility of multiple kinds of reflection has yet to fully surface in psychological and educational research, particularly in the area of L2 learning. Some auditory style preferences have been shown by females more than by males. Preliminary research shows that style conflicts between teachers and students occurred frequently and were exacerbated by faulty cross-gender communication.

L2 learning strategy research shows that females reported using more varied strategy types and

employing strategies more frequently than males. In the available studies, females more often than males reported tendencies toward using general study strategies, social and emotional strategies, and conversational or functional strategies. Across most studies, males failed to report greater strategy frequencies in any of the major strategy categories.

It is concluded that teachers should assess strategy use by students. Learner training helps students to understand their own styles of learning, and to progress further.

94-383 Oxford, Rebecca (U. of Alabama) **and Shearin, Jill** (Coll. of Education, Tuscaloosa, Alabama). Language learning motivation: expanding the theoretical framework. *Modern Language Journal* (Madison, Wis), **78**, 1 (1994), 12-28.

The widely known distinction between integrative and instrumental motivation has proved inadequate, and has been partially abandoned even by its originator, Gardner. It does not cover many real life cases, and does not allow for changes over time.

The authors survey five main groups of motivation theories, and in each case suggest practical implications for language teachers. Theories stemming from Maslow's hierarchy of needs show the importance of providing psychological security and support, and experience of success. Expectancy-value theories point to the need to secure learners' agreement on hard but achievable learning goals, which may be different for extroverts and introverts, and for analytical and 'open' people. Equity theories suggest that people calculate a mathematical ratio of gains obtained over effort expended, and imply that

what is asked of learners should be strictly limited to what they accept as useful. Reinforcement theories, though best known to teachers, are probably least helpful. Lake and Latham's concept of self-efficacy implies that we must make learners feel they have control of learning outcomes. [Summary of Ames and Archer's mastery approaches, and some aspects of Piaget and Vygotsky.]

There are five general recommendations which fit all the models: teachers should identify why students are learning the new language, help to shape their beliefs about success and failure, show that L2 learning can be an exciting mental challenge, make the classroom a welcoming and positive place, and help learners to develop their own intrinsic reward systems.

94-384 Paribakht, T. Sima and Wesche, Marjorie Bingham. Reading comprehension and second language development in a comprehension-based ESL programme. *TESL Canada Journal* (Montreal), **11**, 1 (1993), 9-29.

The paper reports on an exploratory study of the acquisition of specific content vocabulary, discourse connectives and grammatical knowledge over time by instructed adult L2 learners. A major objective of the study was the development of an appropriate methodology and instruments for classroom research on these questions.

The study followed 37 intermediate level ESL students through one semester, including one class in a theme-based programme centered on comprehension activities, and a comparison class in a four-skill programme.

Findings are reported and discussed in terms of the methodology and instruments developed and adapted for the study, and of learning outcomes for the two groups. The instruments proved to be largely appropriate for the authors' purposes. The findings indicate that gains on grammatical knowledge measures were somewhat greater for the four-skill class, while the comprehension-based demonstrated greater gains in vocabulary knowledge (both discourse connectives and content words).

94–385 Parkinson, Brian (U. of Edinburgh). Can applied linguists do ethnographic interviews? *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **4** (1993), 96–109.

Eight subjects who had used 'study packs' in their learning of French and Italian were interviewed by colleagues of the teachers who wrote them. This article presents, not the findings of the interviews, but an analysis of attempts at an 'ethnographic' interviewing strategy, entailing *inter alia* an open-ended approach and adoption of an 'outsider'

role. A coding system designed to measure 'ethnographicity', with sample codings and descriptive statistics, is presented, together with subjective analyses of sample interviews. The surprising and highly provisional conclusion is that 'insider' interviewers can sometimes achieve similar results to ethnographers, but by rather different means.

94–386 Prentice, Deborah A. (Princeton U.). Do language reforms change our way of thinking? *Journal of Language and Social Psychology* (Clevedon, Avon), **13**, 1 (1994), 3–19.

A naturalistic experiment investigated the effects of language reforms on several aspects of thought. Half of the students in an introductory psychology class received corrections any time they used 'he' as a generic pronoun in their written work; the other half received no corrections to their written language use. At the end of the semester, all students completed measures of their language use, their gender imagery, and their attitudes toward language reforms. Results showed that the language

corrections did reduce students' subsequent use of gender-biased language but did not affect their imagery nor their attitudes toward language reforms. Additional results revealed that gender imagery was related to the gender connotations of the language encountered in the imagery task, especially for female students, and to language use for students who did not receive corrections. Implications of these results for the debate about the masculine generic prescription are discussed.

94–387 Py, Bernard (U. of Neuchâtel). L'apprenant et son territoire: système, norme et tâche. [The learner and his territory: system, norm and task.] *A/LE* (Paris), **2** (1993), 9–24.

Over and above individual case studies based on naturalistic data there is a level to be investigated which we may call the learner's 'territory', that is to say, the linguistic context in which the acquisition of a non-native language takes place. A tri-polar definition of this 'territory' is proposed: the construction of a system of linguistic forms, the

setting up and adjusting of a relationship with native-speaker norms, and the accomplishing of specific linguistic tasks. Every learner has to take each of these poles into consideration – more or less – and is thus confronted with a set of choices which contribute to the definition of his or her profile.

94–388 Robinson, Peter J. and Ha, Mee Aie (U. of Hawai'i at Mānoa). Instance theory and second language rule learning under explicit conditions. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 4 (1994), 413–38.

This study investigates the generalisability of claims by Logan about the development of automaticity in the adult learning of alphabet arithmetic problems to the context of adult second language acquisition. Logan's proposal is that as individual solutions to problems accumulate in memory a transition in problem-solving procedures takes place. This transition involves the shift from an algorithm-based procedure for deducing correct solutions to direct retrieval of individual solutions or instances from memory. In the present study, second language learners of English were presented with a rule for understanding the morphological constraint on the

dative alternation and asked to judge the acceptability of 36 sentences presented in a training set. The sentences were controlled for frequency of presentation, one being presented eight times, one seven times, and so forth. When presented together with novel instances of the same type in a transfer set, reaction times to old instances were significantly faster. Reaction times to repetitions of the previously presented verbs in new frames and novel verbs in old frames were compared as a test of hypotheses about strategy switches in processing alternating and nonalternating verbs.

94-389 Schumann, John H. (U. of California, Los Angeles). Where is cognition? Emotion and cognition in second language acquisition. *Studies in Second Language Acquisition* (Bloomington, Ind), **14**, 2 (1994), 231-42.

This paper argues that the brain is the seat of cognition, that cognitive processes are neural processes, and that, in the brain, affect and cognition are distinguishable but inseparable. This perspective allows a reconceptualisation of the affective filter in

terms of the brain's stimulus appraisal system, which interacts with cognition to promote or inhibit second language acquisition. A research strategy is proposed for investigating these ideas.

94-390 Schwartz, Bonnie D. (U. of Durham). On explicit and negative data effecting and affecting 'competence' and 'linguistic behaviour'. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 2 (1993), 147-63.

Psychologically speaking, all linguistic behaviour is the overt manifestation of some type of underlying knowledge that is represented in the mind/brain of an individual. Exposure to linguistic data is necessary for growth of the system of knowledge. On the basis of only overt linguistic behaviour, how can we ascertain whether the native and non-native knowledge systems that people have are of distinct or similar types? Is there a (necessary) relationship between 'type of knowledge' and 'type of linguistic exposure'?

The hypothesis to be defended is that negative data and explicit data result in a type of knowledge that is not to be equated with linguistic competence. The claim is not that negative and explicit data cannot give rise to knowledge; rather, the specific claim is that only positive data can effect the construction of an interlanguage grammar that is comparable to the knowledge system that characterises the result of first language acquisition.

94-391 Sharwood Smith, Michael (U. of Utrecht). Input enhancement in instructed SLA: theoretical bases. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 2 (1993), 165-79.

The concept of 'input to the language learner' is examined with reference to some current theorising about language processing and the idea of modular systems of knowledge. The question of what this can tell us about the actions taken by teachers and textbook writers is addressed specifically with regard to manipulating, or 'enhancing', the input ideally so that it will affect learner knowledge and thereby

learner behaviour. The logic of the argumentation is that, in exposing the learner to the second language, we are engaging a whole battery of different processing mechanisms. Input enhancement research and the conclusions drawn from it have to be set within the context of a modular view of language and language learning.

94-392 Shimron, Joseph (U. of Haifa) **and Sivan, Tamar** (Levinsky Teachers Coll. and Bar Ilan U.). *Language Learning* (Madison, Wis), **44**, 1 (1994), 5-27.

Two experiments were carried out to test whether the orthography of readers' first or second languages affects their reading time and comprehension in each. In both experiments, very skilled bilinguals read texts translated from Hebrew to English, or from English to Hebrew. Half the texts were originally written in Hebrew and the other half in English. In the first experiment, 24 native Hebrew speakers read two passages of four texts in the Hebrew version. Each read one of the texts vowelized and the other one unvowelized. Twelve native English speakers read two passages from the same four texts in English. Participants in the study were either

students or teachers at the University of Haifa. The English native speakers read the English texts significantly faster than the native Hebrew speakers read the same texts in their Hebrew version. The origin of the text (English or Hebrew) and vowelisation were non-significant, as was any interaction between the main factors. The comprehension of the Hebrew vowelized texts was nearly significantly better than was the comprehension of the Hebrew unvowelized texts.

In the second experiment, 24 advanced bilingual, Hebrew native speakers read two passages in Hebrew (one vowelized and the other unvowelized)



and two in English. Again, the reading time in English was significantly shorter. Post-hoc comparisons showed that reading time was shorter in English than in unvoiced Hebrew, but not shorter than in voiced Hebrew. Comprehension of

English was not significantly different from comprehension of voiced Hebrew, but was significantly better than comprehension of unvoiced Hebrew.

94-393 Sikogukira, Matutin (U. of Edinburgh). Influence of languages other than the L1 on a foreign language: a case of transfer from L2 to L3. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **4** (1993), 110-32.

The phenomenon of transfer in language learning has mostly been investigated with reference to L1 and L2. This paper describes a case of transfer from L2 to L3, specifically the influence of French (L2) on the learning of English (L3). The study focuses on French-English lexical cognates and suggests that although the learners perceive French and English as

closely related, they do not adopt a wholesale transfer strategy. Their assessment of the transferability of the cognates seems to depend on such factors as the category of cognates, the sense relations holding between cognates and other semantically related lexemes, and the learners' level of proficiency.

94-394 Simmons-McDonald, Hazel (U. of the West Indies at Cave Hill, Barbados). Comparative patterns in the acquisition of English negation by native speakers of French Creole and Creole English. *Language Learning* (Madison, Wis), **44**, 1 (1994), 29-74.

This study of comparative patterns in the acquisition of standard English is part of a larger study on acquisition by St Lucian native speakers of French Creole and Creole English in a formal setting. The study compares the developmental patterns in the acquisition of negation by French Creole and Creole English speakers, and presents the results of an error analysis of the learners' inter-language. The speech samples of nine children – five French Creole and four Creole English speakers – is the corpus used for the analysis. Similar patterns of development and error types were found for both groups, but the French Creole speakers remained at a less advanced stage than did the Creole English speakers through-

out the study. The findings suggest that the target language for the French Creole speakers is a variety of Creole English, and not Standard English, which is the language of instruction. The Creole English speakers, on the other hand, appear to be moving toward Standard English as a target. After two and a half years of instruction in a formal setting, the French Creole speakers were not as advanced as the Creole English speakers in the acquisition of Standard English. Overall, the French Creole speakers had a higher number of Creole English structures in their interlanguage. The findings raised questions about the efficacy of the methods used to instruct these learners.

94-395 Spada, Nina (McGill U.) and **Lightbown, Patsy M.** (Concordia U.). Instruction and the development of questions in L2 classrooms. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 2 (1993), 205-24.

This paper is a report on a quasi-experimental study designed to investigate contributions of form-focused instruction and corrective feedback to the development of interrogative constructions in the oral performance of English-as-a-second-language (ESL) learners. The subjects were young francophone learners of English (age 10-12) receiving intensive ESL instruction. Their accuracy and developmental progress in the use of interrogative structures was measured prior to a two-week period of instructional treatment. Immediate

and delayed posttests were administered after the instruction. The language produced by the instructors while teaching interrogative structures was examined in relation to the learners' oral performance. Similar analyses were carried out with a comparison group. The results support the hypothesis that form-focused instruction and corrective feedback provided within the context of communicative interaction can contribute positively to second language development in both the short and long term.

94–396 Tobin, Yishai (Ben-Gurion U. of the Negev, Israel). Showing native speakers what and why they say what they do say: awareness raising from a semiotic point of view. *Language Awareness* (Clevedon, Avon), **2**, 3 (1993), 143–58.

More often than not, native speakers use alternative ways to express the same linguistic or communicative function or message without being aware of why they choose one form over another. Examples of this phenomenon include: (a) ‘irregular’ plurals: mass/count nouns, singular-plural agreement; (b) ‘quantifiers’: *much/many, each/every, some/any*; (c) ‘conditionals’: *if/whether*; (d) ‘connectives’ (indicating ‘addition’): *also/too*; (e) ‘restrictives’: *like/just*; (f) ‘adverbs of comparison’: *like X/as X*; (g) ‘comparatives/superlatives’: *X-er/est/more/most X*; and (h) ‘genitives’ or ‘possessives’: *X’s Y/the Y of X*.

This paper presents a semiotic approach based on the theoretical and methodological principles of invariance, markedness and distinctive feature theory to explain these and other problematic and oftentimes unexplained language phenomena. This semiotic or sign-oriented explanation of why speakers say what they do uncovers an aspect of language awareness which may have not been previously explored in traditional word and sentence-oriented approaches.

94–397 Tomlin, Russell S. and Villa, Victor (U. of Oregon). Attention in cognitive science and second language acquisition. *Studies in Second Language Acquisition* (Bloomington, Ind), **16**, 2 (1994), 183–203.

This paper examines how the cognitive notion of attention has been employed in SLA and how it is understood in cognitive science. It summarises recent research on attention from cognitive and neuroscience approaches. Some reformulations of problems raised in SLA research related to attention are proposed. Current research offers detailed ideas about attention and its component processes. These ideas, elaborated theoretically and empirically in cognitive neuroscience, may help untangle some

important but difficult issues in SLA. Early, coarse-grained conceptions of attention, such as the limited-capacity metaphor or the automatic versus controlled processing dichotomy, are recast into an integrated human attention system with three separate yet interrelated networks: alertness, orientation, and detection. This finer grained analysis of attention is employed in a model of the role of attention in SLA.

94–398 Towell, Richard (U. of Salford) **and others**. Systematic and non-systematic variability in advanced language learning. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 4 (1994), 439–60.

Variability, both systematic and nonsystematic, has been the subject of much debate in recent years in the study of learner interlanguage. This article presents empirical evidence from a longitudinal study of a small group of advanced learners of French. Variability is noticeable throughout the period of learning of a particular structure in French. Nonsystematicity observed in individual

learners’ performance is explained in the light of developmental stages such as those put forward in Gatbonton’s diffusion model. When looked at in terms of developmental processes, nonsystematic variability becomes an essential element of progress. Patterns of development are observed across the subjects, and learning can thus be seen to follow a systematic route.

94–399 Trahey, Martha and White, Lydia (McGill U.). Positive evidence and preemption in the second language classroom. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 2 (1993), 181–204.

In this paper it is shown that supplying positive evidence in the second language (L2) classroom does not necessarily trigger the appropriate L2 value of a parameter of Universal Grammar. The parameter investigated is the verb movement parameter of

Pollock (1989), which accounts for the fact that English and French adverbs differ as to where they occur in relation to the verb: in French the verb raises past the adverb, allowing the order SVAO but not SAV, whereas in English the verb does not raise,



allowing SAV but not SVAO. Fifty-four francophone children (aged 11) in intensive English-as-a-second-language programs in Quebec, Canada, were exposed to a two-week input flood of specially prepared materials containing English adverbs used naturalistically. No form-focused instruction or negative evidence on adverb placement was provided. Subjects were pretested immediately prior to the input flood, posttested immediately afterward, and again three weeks later, on four different tasks. On all tasks there is a change between pretest and posttest behaviour, namely, a dramatic increase in

use of the English SAV order but little or no decline in incorrect usage of SVAO. Results are also compared to groups reported in White (1991); the subjects in this study differ from both groups in the previous studies. The results of the present study suggest that positive evidence does not serve to preempt the first language parameter setting in this case; acquiring the correct English SAV order did not lead to loss of incorrect SVAO. Implications of this result for theories of preemption and parameter setting in L2 acquisition are discussed.

94-400 Trévise, Anne (U. of Paris X). Représentations métalinguistiques des apprenants, des enseignants et des linguistes: un défi pour la didactique.

[Metalinguistic representations of learners, teachers and linguists: a challenge for didactics.] *Bulletin Suisse de Linguistique Appliquée* (Neuchâtel, Switzerland), **59** (1994), 171–90.

All learners form mental representations, more or less detailed and explicit, of metalinguistic facts about the language they are learning. Such representations do not necessarily influence actual language performance in any given case, and we do not know in what circumstances and how they can do so, but they are worthy of study in their own right, and the similarities and differences between metalinguistic knowledge and actual performance can be studied without assuming any causal link. Young French children learning English are normally exposed to explanations (often wrong or incomplete) of grammatical categories and rules as applied to both French and English, and their representations in the two languages can be compared. In distinguishing

the functions of various past tenses, for example, most learners seem to operate with a distinction between ‘brief’ and ‘prolonged’, which is inadequate for both French and English.

The author is in favour of teachers giving explanations – because they are normal in the French school context, because learners will devise their own anyway, and because they may provide a framework within which learners can solve their own future problems. The form of such explanations, however, requires careful thought: they must be both correct and simple. The input provided should also include contrastive examples of the two tenses or other forms being taught.

94-401 Trévise, Anne (U. of Paris X). La gestion cognitive de l'étrangeté dans l'acquisition d'une langue étrangère. [Cognitive processing of the unfamiliar in the acquisition of a foreign language.] *A/LE* (Paris), **1** (1992), 87–106.

Research has not yet answered most of the fundamental questions of second language acquisition, in particular those concerning the similarities and differences between first and second languages, and the relations between comprehension, memory and interior language and between consciousness, intuition, control, automatisisation and acquisition.

We do know that all learners, even without formal teaching and even if they have no academic background, form mental representations, more or less detailed and explicit, of metalinguistic facts about the language they are learning, but it is far from clear when and how such representations influence actual linguistic performance, and the

answer to this may depend on situational and individual variables, the latter including cognitive style, past experience and attitude to writing. Acquisition should be understood in terms of the cognitive process of managing language use – production, reception, interaction – and in this process learner attention is likely to be on lexical, semantic and contextual clues more than morphological and syntactic ones.

Learners tend to process second language input in terms of the cognitive schemata of the first language, and do not develop a real feeling for what is right or wrong in the second language until they have reached a very advanced, almost bilingual, level.

94-402 VanPatten, Bill (U. of Illinois at Urbana-Champaign) **and Cadierno, Teresa** (U. of Aarhus). Explicit instruction and input processing. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 2 (1993), 225–43.

An experiment in explicit instruction is described which compares traditional form-focused instruction and what is called here ‘processing instruction.’ Traditional instruction involves explanation and output practice of a grammatical point. Processing instruction involves explanation and practice/experience processing input data, taking learner strategies in input processing as the starting point for determining what explicit instruction should look

like. Pretest and posttest measures involving both a sentence-level interpretation (comprehension) task and a sentence-level production task were submitted to an analysis of variance. Results reveal significant gains in both comprehension and production for subjects who experienced processing instruction. For those experiencing traditional instruction, significant gains were made in production only.

94-403 Vasseur, Marie-Thérèse. Gestion de l’interaction, activités métalangagières et apprentissage en langue étrangère. [Interactional management, metalanguage activities and foreign language learning.] *A/LE* (Paris), **2** (1993), 25–59.

This paper attempts to throw a new light on the notion of ‘learning’ by specifying its place in between interaction and acquisition. It centres its analysis on the ‘scaffolding’ the expert partner gives (based on Bruner’s analysis of child language). Examples from naturalistic data are used to show

what the non-native does with scaffolding either locally or globally. Within this framework, the status of learner, which the non-native can choose to assume or not, is evidenced by different forms of interactional management and by a more or less autonomous relationship to language.

94-404 Véronique, Daniel (U. of Provence). Recherches sur l’acquisition des langues secondes: un état des lieux et quelques perspectives. [Research on second language acquisition: an overview and some perspectives.] *A/LE* (Paris), **1** (1992), 5–35.

Whereas second language acquisition research in the 1970s concentrated on morpheme acquisition sequences, the watchwords now are ‘interactive’ and ‘cognitive’. Under the first of these headings, the author lists and discusses learner strategies, summarises Long’s work on native-speaker modifications when addressing non-natives, and introduces the concepts of Potential Acquisition Sequences (Di Pietro and others) and Second Language Acquisition Support System (Gulich and others), both concerned with how native-speaker interlocutors can help learners through repetition, reformulation and many other devices. Under the cognitive heading, Pienemann’s concept of teach-

ability implies that certain grammatical rules must be learned in a fixed sequence, whereas Klein, following Vygotsky, postulates a ‘zone of proximate development’, and Kellerman and others emphasise the filter effect of the first language (e.g. in French learners of Spanish trying to distinguish *ser* from *estar*). Chomskyan work on grammaticality judgments is now considered unreliable, e.g. by Ellis, who is also one of several to point out important differences between classroom and non-classroom learning. [Overview section includes main ideas of other SLA researchers. The rest of the article serves as a preface to the first issue of the journal, and introduces the other articles.]

94-405 Yule, George (Louisiana State U.) **and Powers, Maggie** (West Virginia U.). Investigating the communicative outcomes of task-based interaction. *System* (Oxford), **22**, 1 (1994), 81–91.

In contrast to much of the previous research on non-native speaker (NNS) interaction, with its narrow focus on linguistic repair in the negotiation of meaning and comprehensible input, this paper will be concerned with the communicative outcomes of NNS interaction and present a methodological

framework for the analysis of different solutions to referential problems encountered in a task. A distinction can then be made between more vs less successful solutions, providing a means of measuring some aspects of L2 communicative effectiveness in interaction.



94-406 Zobl, Helmut (Carleton U.) and **Liceras, Juana** (U. of Ottawa). Review article: Functional categories and acquisition orders. *Language Learning* (Madison, Wis), **44**, 1 (1994), 159–80.

The authors analysed some earlier studies of English L1 and L2 morpheme orders, basing their analysis on current functional categories theory. The analysis meets two long-standing charges against morpheme order data; namely, that the heterogeneity of the morphemes does not yield up any insights into L2 acquisition and that the English language-based orders lack generalisability.

The salient differences between the L1 and the L2 orders reduce to a number of simple contrasts. These involve (a) the category-specific emergence

of functional categories in L1 versus their cross-category development in L2; (b) an L2 ordering hinging crucially on the lexical head versus inflectional head distinction in L2 and its absence in L1; (c) the at least coequal, or possibly even spearheading, role that inflections play *vis-à-vis* free functional categories in L1 versus the earlier and independent emergence of the latter in L2; and (d) the apparently greater difficulty that affix-movement poses for L2 learners.

Research methods

94-407 Gill, Martin (U. of Edinburgh). The significance of 'significance'. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **4** (1993), 63–80.

Testing for statistical significance is an integral part of the methodology of research in applied linguistics, yet its implications are easily neglected. This paper examines some of them. After considering methodological issues raised by two examples from the literature, it proceeds to look in detail at a variety of

misunderstandings attached to the reporting of 'significant' results. Its conclusion is that significance testing is, at best, of limited utility, but, as commonly used, highly misleading. A final section considers the implications of abandoning the significance test.

Testing

94-408 Davidson, Fred (U. of Illinois at Urbana-Champaign). Norms appropriacy of achievement tests: Spanish-speaking children and English children's norms. *Language Testing* (London), **11**, 1 (1994), 83–95.

Appropriacy of a nationally standardised test normed on English speakers but used with non-English speaking students is examined. Data from the 1988–89 school year in Illinois are analysed via reliability comparison, exploratory factor analysis

(for comparison of dimensionality via principal components analysis) and comparison of variances. Generally, it appears that the use of this test was statistically defensible. This finding does not, however, speak to the need for additional measures.

94-409 Dollerup, Cay and others. 'Sprogttest': a smart test (or how to develop a reliable and anonymous EFL reading test). *Language Testing* (London), **11**, 1 (1994), 65–81.

This article deals with a Danish English-language reading proficiency test. It is dubbed '*Sprogttest*' which means 'language test'. Since English textbooks are used extensively in Denmark, the test is offered to freshman students in order to diagnose weaknesses which may impede the undergraduates'

academic careers. The test has to be anonymous and convincing to those who use it. In order to facilitate the immediate assessment of what parts can be transferred and used in other language areas, the article discusses the test construction, development and improvement in detail.

94-410 Ghonsooly, Behzad (U. of Edinburgh). Development and validation of a translation test. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **4** (1993), 54–62.

Translation testing methodology has been criticised for its subjective character. No real strides have so far been made in developing an objective translation test. In this paper certain detailed procedures including various phases of pretesting have been performed to achieve objectivity and scorability in translation testing methodology. In validating the newly-developed objective translation test, the following research questions are asked: (a) What is the reliability of scores of the translation test and

how does it compare with the criterion measure? (b) What is the concurrent validity of the test and of the criterion measure? (c) Are there any factors such as underlying constructs that the translation test and each subtest of the criterion measure may assess? The following general hypothesis is proposed: in measuring the English proficiency of Iranian EST university learners, a translation test is as valid and reliable as a standardised objective test. Results showed significant reliability for the new test.

94-411 Hale, Gordon A. and Courtney, Rosalea (Educational Testing Service, Princeton, NJ). The effects of note-taking on listening comprehension in the Test of English as a Foreign Language. *Language Testing* (London), **11**, 1 (1994), 29–47.

This study examined the effects of taking notes in the portion of the TOEFL listening comprehension section that contains short monologues, or 'minitalks'. These effects were assessed in experimental testing sessions with students in intensive English language programmes and with undergraduate and graduate international students. A multiple-choice questionnaire surveyed the students' reactions to the opportunity to take notes and their previous note-taking experiences.

Allowing students to take notes had little effect on their performance, and urging students to take

notes significantly impaired their performance. These effects were observed even for students who reported being in the habit of taking many notes or reported having had classroom instruction in note-taking. Apparently, then, little benefit is gained by taking notes in the context of the present TOEFL minitalks, perhaps because they are designed to assess listening comprehension with minimal demand placed on memory. Responses to the questionnaire aid in understanding the results and provide useful general information about the students' note-taking experiences and habits.

94-412 Henning, Grant (Pennsylvania State U.) **and others**. Automated assembly of pre-equated language proficiency tests. *Language Testing* (London), **11**, 1 (1994), 17–28.

This study examines the effectiveness of an automated language proficiency test assembly system introduced at the Lackland Air Force Base Defense Language Institute English Language Center in several stages over the previous year. Since it is desirable that the recently recalibrated item bank and newly implemented test assembly hardware and software be effective in the rapid generation of equivalent test forms, the criteria of effectiveness adopted for this study have been the established classical standards of test equivalence. Thus, the focus of the study is on the investigation

of the equivalence of mean score difficulty, total score variance and intercorrelation covariance across ECL test forms. An experimental comparison of four randomly selected, computer-generated ECL test forms was made employing a representative sample of 338 ELC examinees. Results indicated that a high level of test-form equivalence and uniformly high internal consistency evidence exist across ECL test forms, exceeding the levels present in any known commercially available language tests. It was concluded that the automated system meets requisite quality standards as implemented.

Curriculum planning

94-413 Davidson, Keith. Double standards. *English Today* (Cambridge), **10**, 2 (1994), 3–11.

The introduction of the National Curriculum for 5–16 year-olds in 1989 marked the transition from

an examination-driven curriculum to a curriculum-driven assessment system, but also marked the end

of the autonomy of the teacher in the classroom, and of curriculum development by practitioners and specialists based on the experience of the teachers. Independence and autonomy were also among the features of the GCE/CSE examination system. The advent of the National Curriculum, in which English is one of three 'core' subjects, with national monitoring under government control in tests and assessments at ages 7, 11, 14 and 16, has had a centralising effect in the interests of 'standards'. The development of CSE examinations in the 1960s and the criticisms of the Lockwood Report (1960) that traditional ways of teaching and examining English were inadequate, led to new examination features (retained in the GCSE of today), such as tests of spoken English and the elimination of the separation of language and literature, gradually emerging. Initiatives to improve 'standards' in the 1960s were mostly short-lived, as were those arising from the Bullock report (1975), although its notion of 'language across the curriculum' was kept alive, and eventually found new support in the Language in the National Curriculum (LINC) Project

1989–92. In the meantime, widespread notions of declining standards in education in general and in English in particular persisted, in spite of evidence to the contrary in national surveys carried out by the Assessment of Performance Unit set up by the government. In more recent years there has been renewed debate about 'standards' and 'standard English' in the National Curriculum, including right-wing attacks, in the popular press and elsewhere, on 'progressive' approaches to language teaching. 'Standard English' became an issue specifically in the spoken language, and the government looked to the LINC Project to provide teaching programmes for 'correct/standard English'. The Project, however, developed materials based on notions of autonomy and diversity in linguistic form and function at the heart of English teaching, which the government deemed unacceptable and refused to publish. Traditional misconceptions about language appear to have resurfaced, prompted by the underlying political agenda of 'back to basics'.

94-414 Johnston, Bill and Peterson, Shannon (U. of Hawaii at Manoa). The programme matrix: a conceptual framework for language programmes. *System* (Oxford), **22**, 1 (1994), 63–80.

This paper presents a conceptual framework which is intended to help those involved in language teaching programmes, especially teachers and administrators, to get the 'big picture' of a given programme. Programmes are conceptualised using a matrix formed by the interaction of processes such as design, implementation and revision, and elements such as curriculum and the groups of people involved in the programme. Previous work on programmes has concentrated on evaluation and on the curriculum; the model presented here places these in the broader context of the programme as a whole. This paper synthesises other work on different aspects of programmes. It presents pro-

grammes as integrated and contextualised, involving processes that are not necessarily linear and emphasising the human elements in the programmes. Particular importance is placed on the role of stakeholders in the programme. Four groups of stakeholders are identified: learners, teachers, administrators and controlling authorities. The purpose of the framework presented is to raise awareness of programmes, to encourage critical thinking on power structures in programmes, to facilitate the description and comparison of programmes, and to assist in the implementation of change in programmes.

94-415 Nunan, David (Macquarie U.). From learning-centeredness to learner-centeredness. *Applied Language Learning* (Monterey, CA), **4**, 1/2 (1993), 1–18.

Two closely-related concepts are explored in this article: learner-centeredness and learning-centeredness. A learner-centered curriculum will contain similar elements to those contained in traditional curriculum development: needs analysis, goal and objective setting, methodology, materials development, assessment and evaluation. However, the key difference between learner-centered and traditional curriculum development is that in the former the curriculum is a collaborative effort between teachers and learners, because learners will

be more closely involved in the decision-making process regarding the content of the curriculum, how it is taught, and how it is assessed. The concept is not an absolute one, and does not assume that learners will be able to make choices from the beginning of instruction. In fact, parallel with the learning of language, learners should also be taught about the learning process. Where feasible, while one major aim or set of aims will relate to the teaching of specific language skills, other aims will relate to the development of learning skills. Such

aims may include the following: (1) to provide learners with efficient learning strategies; (2) to assist learners to identify their own preferred ways of learning; (3) to develop skills needed to negotiate the curriculum; (4) to encourage learners to set their own objectives; (5) to encourage learners to adopt realistic goals and time frames, and (6) to develop learners' skills in self-evaluation.

In the second part of the paper, some recent empirical research which has implications for curriculum development is reviewed and a number of conclusions emerge, specifically that: (a) learners are different and learn in different ways; (b) there may be as many different interpretations of what is

going on in the classroom as there are learners in the class; (c) learning is enhanced when learners are actively involved in communicating with each other and with the teacher in the target language, and (d) learning is enhanced when learners are given opportunities to select content and learning tasks and also when they are provided with opportunities to evaluate their own progress.

The final part provides some practical suggestions which have been developed and tried in Japan, and the paper concludes with a brief look at a new curriculum which is organised around a set of cognitive, communicative learning strategies.

Course design

94-416 bar-Lev, Zev (San Diego State U.). Sheltered initiation language learning. *Applied Language Learning* (Monterey, CA), **4**, 1/2 (1993), 95-130.

This paper reports on a multi-language project for the development of a foreign-language curriculum, and the teaching method which has developed from it, which aims at giving confident, continuous, and creative speaking abilities. The method is represented primarily in a set of 'mini-courses', each being a short introduction to a given language.

The main features of the method are: (1) students first learn to concatenate words as they learn them, thus creating their own discourses, rather than first learning prefabricated whole conversations. (2) The

distraction of grammatical inflection is deferred until after the initial 'pre-language' stage, which has the power of a pidgin or telegraphic stage of L1 acquisition, but none of the deviance of these simplified forms of language. (3) Grammatical inflection is subsequently introduced 'asymmetrically,' one category at a time, for maximal absorption into the developing fluency. (4) Comprehension skills of skim-reading and 'skim-listening' are taught with special exercises.

94-417 Heafford, Michael (U. of Cambridge). The belly-dancer is dancing very well, but only the gods seem to applaud: specifications for 'getting by' courses. *Language Learning Journal* (Rugby), **8** (1993), 70-2.

The criteria for a successful 'getting by' course are defined as follows: the users should be clearly defined and clearly targeted; the language presented should relate to their needs and concentrate on essentials; it should be interesting and motivating. The four skills should be correctly, but not equally, balanced; vocabulary should be taught systematically; and attention must be paid to the rate at which new items are presented for assimilation. The coursebook should contain background and cultural information, information about the language and instructions on how the course is to be used. The tape should not begin with a section in which all the

sounds of the language are pronounced in turn, but a pronunciation guide in the book, which can be referred to when necessary, is useful. It is best if tape and book are complementary and can be used separately. The main source of language for the learner should be the tape, not the book. The learner should be guided to useful supplementary learning materials, especially after completing the course.

Courses such as those described above, since they promote language-learning skills and independent learning, can be of use to the sixth formers and GCSE pupils as well to the adult beginners for whom they are designed.

94-418 Itoh, Kohei and others. Curriculum outline of Japanese courses at the collegiate level in Saskatchewan. *Canadian Modern Language Review* (Toronto), **50**, 3 (1994), 482-506.

The curriculum outline was developed for credit courses in the Japanese language at the collegiate

level in the province of Saskatchewan for the students without a Japanese language background.

The curriculum aims respectively at Japanese 10 for grade 10, Japanese 20 for grade 11, and Japanese 30 for grade 12 students. The goals and objectives for each level in speaking, listening, reading, and writing were defined; basic sentences from a grammatical point of view were selected; and the most commonly used expressions in daily situations were

chosen as the standard references. The curriculum was evaluated after one year's practice at the pilot credit course level, leading to the refined version presented here. The importance of cultural understanding and evaluation procedures are emphasised and suggestions are made for textbooks.

94-419 Morgan, Carol (U. of Durham). They think differently from us. *Language Learning Journal* (Rugby), **9** (1994), 4–6.

Traditionally in 'A' level foreign language syllabuses, 'culture' has taken the form of well-known literary texts; there is no systematic programme to guide the student to greater awareness of another culture and the concomitant benefit of recognising the relativity of one's own culture. This has been the focus of a project undertaken by researchers in Durham, conceived and implemented as a joint project with a team in Paris and funded by the Leverhulme Trust. The British team prepared experimental course units, which they then taught for two years in comprehensive schools and sixth-form colleges.

Rather than adapting existing topics in current 'A' level French syllabuses, they looked at 'A' level sociology syllabuses and anthropology courses for undergraduates, and selected five units: the family; education and school; the world of work; social

identity; and power/politics. One of the main aims was to encourage pupils to re-think their own frames of cultural reference, to defamiliarise the cultural norms they take for granted and reveal the viability of other cultures. Comparative studies of Britain and France were an integral part of all units. Contact with people from another culture was another key feature, whether through exchanges or by meeting locally-resident native speakers. The incremental nature of the project work meant that teachers found it relatively easy to integrate into their own 'A' level syllabuses, and some current teaching material was found very useful. Collaboration with the team in Paris meant that the researchers were frequently faced with exactly the kind of cultural differences which they were hoping their pupils would come to understand.

94-420 Roberts, Celia. Cultural studies and student exchange: living the ethnographic life. *Language, Culture and Curriculum* (Clevedon, Avon), **6**, 1 (1993), 11–17.

The paper discusses the value of both textual and ethnographic approaches to cultural studies. While recognising the importance of textual cultural studies, the author suggests some limitations to it and argues for the centrality of 'living the ethnographic life' for any students spending a period of time abroad. Such an approach combines the analytical and the experiential, based as it is on a methodology in which data and concepts illuminate

each other. Language is no longer separated from social and cultural knowledge but 'lived' and developed within a community in which the student participates and studies. An ethnographic approach requires an intense engagement in the routine lives of ordinary people and as such brings both rigour and personal development to a cultural and language learning experience.

94-421 Thacker, Mike (U. of Surrey). European languages for engineers: the role of the language centre. *French Language Studies* (Cambridge), **36** (1994), 13–19.

The European Languages Teaching Centre at the University of Surrey is responsible for providing tuition in French and German to students from different departments within the Faculty of Engineering. The course, which aims to prepare the students to live and work abroad, consists of 100 class hours during the first and second years, a one month course in France or Germany at the beginning of the second year, a work placement abroad during the third year and 80 hours tuition during the final

year. Highly specialised or technical content is avoided but a business component is introduced during the final year to meet the modern students' career needs and aspirations.

The cost of the course is met by the Engineering Faculty. There is pressure to teach larger groups in order to cut costs, but the Language Centre has to resist this on the grounds of more effective teaching and the best interests of the learners.

Teacher training

94-422 Besse, Henri (CREDIF). Plaidoyer pour une formation bivalente des enseignants des langues vivantes. [The case for dual training for teachers of modern languages.] *Langues Modernes* (Paris), **87**, 4 (1993), 45–55.

In half the member countries of the European Community teachers of modern languages are trained and qualified to teach one foreign language only, while language teachers in the other half train and qualify in two – or, in some instances, in one foreign language and the national language/mother tongue of the country concerned. The historical reasons for these differing systems are examined.

The two-language option, which improves

teachers' employment prospects and facilitates educational exchanges and the movement of teachers from country to country, is advocated as better suited to the needs and opportunities of the new Europe. It is further suggested that teachers trained to teach the mother tongue and one foreign language should be regarded as qualified to teach the former as a foreign language in another European country.

94-423 Mok, Waiching Enid (U. of Hawaii at Manoa). Reflecting on reflections: a case study of experienced and inexperienced ESL teachers. *System* (Oxford), **22**, 1 (1994), 93–111.

A case study was conducted with 12 experienced and inexperienced ESL teachers to investigate their major concerns and changing perceptions over time. Data were collected from the teachers' reflective writings (journals and practicum reports) and individual introspective interviews. Five common categories of concerns were identified: (1) teacher's self-concept, (2) attitudes, (3) teaching strategies, (4) materials used, and (5) expectations. Although no drastic cognitive changes were found in the teachers over time, after they finished their practicum the teachers expressed a widened and

more pragmatic view of language learning and teaching, and added a greater variety of opinions and solutions to problems. Comparisons between the inexperienced and experienced teachers revealed only slight discrepancies in their perceptions of teaching. The study showed that teachers' beliefs and theories of and about teaching are guided by their previous experience as a learner and as a teacher. This paper provides a detailed account of how the study was planned and implemented, and concludes with implications for ESL teacher education and suggestions for future research.

Teaching methods

94-424 Beck, David J. and Simpson, Catherine (Victoria Language Inst., British Columbia). Community service and experiential language learning. *TESL Canada Journal* (Montreal), **11**, 1 (1993), 112–21.

Because of the enormous potential benefit to students of experiential language learning – genuine input in an authentic setting – the Victoria Language Institute has decided to include community service in its programme for overseas learners of English. Care is taken to prepare students for voluntary work through a programme of visits to community organisations and a Volunteer Fair, and also to find appropriate placements.

The assignments provided the students with a purpose for learning and enabled them to interact with people on both a personal and professional basis; they acquired a new awareness of their language needs. [Appendices include a list of goals and objectives for student volunteers working in pre-school or day care settings and an evaluation form sent to host organisations.]

94-425 Björk, Lennart. Teaching expository writing. *Odense Working Papers in Language and Communication* (Odense, Denmark), **6** (1994), 141–53.

This article argues in favour of a broader view of the role of writing in L1 and L2 language teaching, a

view that extends the use of writing as primarily a testing tool into a learning and thinking tool.

Practically, this attitude can be implemented in the teaching of expository texts within the process model framework to promote language proficiency, writing and critical thinking skills. In support of this argument results of a pilot study are presented as are the main elements of a writing course in the Department of English, University of Göteborg.

94-426 Chambers, Gary and Higham, Jeremy (U. of Leeds). Information technology and new entrants to modern language teaching. *Language Learning Journal* (Rugby), **8** (1993), 47–50.

This article reports on a research project investigating the patterns of computer use in schools encountered by newly qualified modern language teachers. PGCE students at six English universities and one college were asked to interview senior colleagues at their teaching-practice school, and data were obtained from 106 heads of modern languages and 89 information technology (IT) co-ordinators.

The most common types of computer were BBC, Nimbus and Archimedes. Few modern language departments had more than three computers, most had one or two, 28 had none. Most generic software was of the word-processing type,

with far fewer database programmes. Most schools reported some problems or limitations of access to computers. Only 21 schools reported systematic staff training in IT, elsewhere this often depended on individual enthusiasm and goodwill. Within language teaching, computers were used mainly for word-processing or games, and use was in many cases infrequent, around once per term. 40 schools had satellite television, but some of these never used it. There was wide variation in respondents' opinions on the level of IT competence expected of, and actually possessed by, new language teachers.

94-427 Chapelle, Carol A. (Iowa State U.). CALL activities: are they all the same? *System* (Oxford), **22**, 1 (1994), 33–45.

For effective use and study of CALL, teachers and researchers need to be able to assess the degree of similarity among CALL activities as well as the significance for language learning of any apparent differences among activities. This paper explains how the concept of genre is useful for investigating similarities among the types of language produced in CALL activities (i.e. CALL texts). Examples of CALL texts are provided to demonstrate how their

functional elements can be analysed and how their significant features might be identified in light of classroom research results. On the basis of this analysis, it is concluded that apparent differences in the example CALL texts are not significant. Three relevant levels of analysis for CALL activities – text, genre, and context – are clarified and their implications for CALL are explained.

94-428 Chun, Dorothy M. (U. of California). Using computer networking to facilitate the acquisition of interactive competence. *System* (Oxford), **22**, 1 (1994), 17–31.

The main thesis of this paper is that conducting class discussions on a computer network is an effective method for increasing the interactive competence of first-year foreign language learners because it provides students with the opportunity to generate and initiate different kinds of discourse. In addition, computer-assisted class discussion (CACD) allows students to play a greater role in managing the discourse, e.g. they feel freer to suggest a new topic, follow up on someone else's idea, or request more information. Written transcripts of discourse produced by first-year German students in CACD show that learners do indeed perform a number of different interactional speech acts: they ask more questions of fellow students as well as (occasionally)

of the teacher; they give feedback to others and request clarification when they have not understood someone else; they end conversations with appropriate leave-taking utterances. In general, they take the initiative more than they do in the normal classroom, since the instructor's role has been decentralized. CACD thus provides students with the opportunity to acquire and practice more varied communicative proficiency. Although this is essentially written practice, the fact that the interactional structures resemble spoken conversation suggests that this competence can gradually be transferred to the students' spoken discourse competence as well.

94-429 Clark, Ann (U. of Sheffield). Bridging the gap: GCSE to 'A' level. *Language Learning Journal* (Rugby), **8** (1993), 66–8.

The mismatch between GCSE and 'A' level seems to present an insurmountable obstacle for some students. The typical GCSE syllabus devotes much time to role play and very little to grammatical explanation, creative writing or cultural background. Teachers must help students who wish to continue studying a foreign language to recognise patterns of language and piece language together for themselves rather than relying on set phrases. Many schools have devised programmes to ease the transition between two radically different examinations. Pupils confronted with enormous deficiencies in their knowledge of the language need close support to foster a positive attitude. They should be encouraged to use dictionaries and verb tables, and to use and assimilate new vocabulary. Grammar must be taught systematically from the most basic level. The students' literary background may lack substance, as reading for pleasure in the foreign language pre-16 is rare, and in weaning students from leaflets and newspaper articles to novels and plays teachers need to use a carefully structured reading programme with set times and weekly targets. Initial reading tasks should not be

too onerous: relentless solid typeface is more intimidating than shorter, illustrated texts. Sixth formers need to be taught how to read for gist. Writing is the area most neglected at GCSE, where it is restricted to lists, postcards and occasional narrative pieces. 'A' level candidates are expected to write in an informed way, in a formal register, with regard for style, and on complex topics. This cultural shock can be mitigated in the transition phase by making writing tasks progressively more difficult, and postponing essay writing until students feel more confident. GCSE already concentrates on oral competence, but 'A' level students need to develop a good accent, knowledge of grammar, and a wider vocabulary range. It is important to choose subject matter which appeals to students and promotes discussion. Confidence can be boosted by allowing adequate preparation time with access to works of reference. GCSE-type role play can be taken up again in the early stages and extended, with recordings of native speakers in a similar scenario providing both a good model and desirable listening practice.

94-430 Damhuis, Resi (U. of Amsterdam). Immigrant children in infant-class interactions: opportunities for second language acquisition of young multilingual children in Dutch infant classes. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 3 (1993), 305–31.

This article reports on research aimed at identifying ways of improving the contribution of Dutch infant classes to the second language acquisition of non-native children. Verbal interactions of 15 Dutch infant classes with immigrant children were investigated. Conversations were audiotaped during five types of activity: the pupil-centred conversation, the instructional exchange, the children's group, the small-group-with-teacher, and the special second-language group. Several input and production features, which are assumed to facilitate second language acquisition, were analysed. Po-

tentially, the special second language group offers the best opportunities for second language acquisition with respect to input and response production; the children's group is the most favourable activity with respect to self-initiated production. Regarding the actual contribution of the five activities to an average infant-class day, however, the children's group offers most of the beneficial interaction for second-language acquisition. Implications for the teaching of young multilingual children are presented.

94-431 Early, Margaret and Gunderson, Lee. Linking home, school and community literacy events. *TESL Canada Journal* (Montreal), **11**, 1 (1993), 99–111.

This article examines the social and cultural value of literacy within home communities. It then considers ways of linking classroom instruction to ways of 'doing literacy' in the home/community first by viewing the classroom and school as communities and second by designing classroom instructional practices that reach out to the broader community.

Such practices can not only provide a way to link the organisation of instruction to the social world of the child but a way to promote respect among children, and between home and school community members.



94-432 Furnham, Adrian (University Coll., London). Communicating in foreign lands: the cause, consequences and cures of culture shock. *Language, Culture and Curriculum* (Clevedon, Avon), **6**, 1 (1993), 91–109.

The ability to communicate well in a foreign culture is considered as a set of learnable social skills. The notion of culture shock is introduced to cover a broad range of psychological and social reactions to immersion in another culture, many of them detrimental to communication. Programmes aimed at reducing the harmful effects of culture shock are examined in terms of the strategies adopted: (1) information giving, (2) cultural sensitisation, (3) isomorphic attribution, (4) learning by doing, and (5) social skills training (SST). The latter, it is argued, is the most effective.

94-433 Geranpayeh, Ardeshir (U. of Edinburgh). Functional controlled writing. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **4** (1993), 41–53.

This study reports the results of two experiments involving a focus on the rhetorical functions of generalisation and classification in the teaching of the writing skill to EFL learners in Iran. The main research question is whether the teaching of language functions is relevant in the development of writing ability in university EFL learners. The results suggest that teaching language functions has a positive effect on the development of this ability.

94-434 Harley, Birgit (Ontario Inst. for Studies in Ed.). Instructional strategies and SLA in early French immersion. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 2 (1993), 245–59.

Examining the role of instruction in second language acquisition (SLA) entails not only a specification of what aspects of SLA stand to be affected but also a clear conception of what is meant by instruction. In this paper the potential of various instructional strategies for promoting SLA among child second language (L2) learners is considered in relation to empirical findings in early French immersion programmes. Several principles are proposed concerning the what, when, and how of code-focused L2 instruction in a communicatively oriented school-based acquisition context. These proposals need to be put to the test in further experimental research.

94-435 Hood, Philip (U. of Nottingham). Communicative grammar: a practical problem-solving approach? *Language Learning Journal* (Rugby), **9** (1994), 28–31.

Recent research shows support for some use of overt teaching of grammar rules. The aim here is to provide a model for teaching the accurate use of language, based on the idea of learners needing to find rules underlying the language they are learning. The approach encourages learner discovery through problem-solving. A description of the initial stages of the approach is given, leading up to the use of a gapped 'framework sheet' in which pupils fill in what they think they have discovered. This is followed by details of activities suitable for the freer production stage.

94-436 Kerl, Dieter (U. of Jena, Germany). The case of 'Landeskunde': a vicious circle? *Language, Culture and Curriculum* (Clevedon, Avon), **6**, 1 (1993), 5–9.

Cultural Studies has a history of some 100 years in Germany, where it is known as *Landeskunde* or *Kulturkunde*, during which time it has been widely debated and written about. Yet its status is still low, relative to language teaching, and it is not certain that it will survive. The paper looks at the principal reasons for the predicament of *Landeskunde* and identifies the steps necessary to rectify the situation. *Landeskunde* tends to be eclectic in content and method, with the result that its status as an autonomous discipline is in question. It is trapped in a vicious circle because the only avenues of development open to it relegate it to a subsidiary role within language education. If it is to develop in the long term it will be necessary for it to define its objectives independently of language learning, as the understanding of other cultures and the promotion of international understanding.

94-437 Klapper, John. Zur Arbeit mit Videoaufzeichnungen von Lernerleistungen im Fremdsprachenunterricht. [Working with video recordings of learner performance in foreign language teaching.] *Fremdsprachenunterricht* (Berlin, Germany), **47**, 2 (1994), 88–92.

The main arguments for recording student oral performances on video are that it creates a definite purpose and motivation, encourages (especially in unscripted work) inventiveness and use of strategies, gives due emphasis to the paralinguistic dimension of language use, and makes possible (by repeated viewing of the tape) close analysis and evaluation, including self-evaluation. Suggested activities include discussions, game-shows, news bulletins (perhaps for sending to other schools), simulated business meetings. For preparation, pair-work activities with information gaps are recommended. Learning of scripts by heart should normally be discouraged, but use of notes allowed. In playback sessions the main dangers are negative peer criticism and a sense of anti-climax and boredom; these can

be avoided if the teacher carefully selects short extracts for viewing and provides a clear and simple set of dimensions for peer evaluation, e.g. presentation, content, language. Correction of formal errors should be kept to a minimum, as it is ineffective and distracts attention from the dimensions of communicative effectiveness. The criteria for grading should include (i) successful completion of task with minimum strain on listener; (ii) quality of pronunciation, delivery, etc., as they affect (i); (iii) paralanguage, e.g. maintaining eye contact with partner or camera. [Appendix contains band descriptors for 5-band video performance grading scale used at University of Wolverhampton.]

94-438 Kock, Christian. Generating strategy in writing. *Odense Working Papers in Language and Communication* (Odense, Denmark), **6** (1994), 63–81.

The paper suggests that the best writing strategies for generating more and better content are really just written counterparts of behaviour patterns natural to speech. Some speculative reasons are suggested why speech may be, for some writers, a better tool for generating content. Given that, it would be reasonable to see how one can exploit this potential of speech directly – i.e. by speaking rather

than by writing (a practice to be distinguished from dictation). In support of this idea, the paper offers three examples of student writers writing and then speaking on the same topic. Some practical applications of speech as a writing strategy are suggested, but there are problems as well, and further discussion and experimentation is called for.

94-439 Lyster, Roy. La négociation de la forme: stratégie analytique en classe d'immersion. [The negotiation of form: an analytic strategy for immersion classes.] *Canadian Modern Language Review* (Toronto), **50**, 3 (1994), 446–65.

This article proposes that the negotiation of form could play a beneficial role in immersion pedagogy. As an analytic strategy, the negotiation of form differs from the negotiation of meaning in that it requires students to go beyond the stage of simply getting their meaning across. Students are pushed to produce more accurate and more appropriate utterances in a way which allows them to draw

actively on their own (socio)linguistic resources. Examples of such a strategy are provided from a Grade 8 immersion classroom where the teacher effectively negotiated form with students by providing feedback, asking questions, and initiating discussions about language use, and where students negotiated form amongst themselves in co-operative learning activities with an analytic focus.

94-440 Mondria, Jan-Arjen and Mondria-de Vries, Siebrich (U. of Groningen, The Netherlands). Efficiently memorising words with the help of word cards and 'hand computer': theory and applications. *System* (Oxford), **22**, 1 (1994), 47–57.

An efficient method for memorising words is the 'hand computer': a deck of cards in which word cards are combined with a repetition system on the

basis of ever bigger intervals. The hand computer, based on two learning-psychological principles, namely 'distributed practice' and 'retrieval prac-

tice,' has various advantages over traditional memorising with the help of either contextualised or non-contextualised inflexible lists. The system, with which positive results have been obtained in several places, is suitable for all types of learners and for all

levels, and is very flexible with respect to content (words, idioms, language functions, pronunciation). The system has also been implemented in a few CALL-programs.

94-441 Pogner, Karl-Heinz. Text-ing. Toward a didactics of (second-language) writing. *Odense Working Papers in Language and Communication* (Odense, Denmark), **6** (1994), 115-39.

The first part of this article attempts to describe paradigms central to the current discussion of writing didactics (in L1 and L2). The approaches result in differing text genres and didactic courses to take. This is illustrated by numerous practical writing tasks. The second part of the paper presents propositions for a communicative/creative process and production didactics, the central focus being above all writing problems and to a lesser degree

foreign-language problems. This didactics is in deliberate contrast to the endeavour to make all writing processes conform to the same linear stage model, a practice which can frequently be observed in process teaching. Instead of reducing the complexity of the writing process (for didactic reasons), this didactics will run extensive writing processes 'in slow motion' and reflect upon them.

94-442 Roberts, Tony (Inst. of Education, London). Grammar: old wine in new bottles? *Languages Forum* (London), **1**, 2/3 (1994), 2-5.

After years of teaching language through the inductive/functional approach, teachers are now considering to what extent the explicit treatment of form will help in the mastering of it. After consideration of what is specific to instructed and non-instructed second language acquisition, the difference between linguistic and pedagogical grammars is discussed. The latter are based on the selection and sequencing of language items in order

to teach communication skills. Guidelines are given as to how language items should be selected and sequenced and it is argued that graded input is an efficient way of helping learners to test out their hypotheses and get feedback on their language production. The use of meta-language and how grammar rules can best be formulated for learners are also discussed.

94-443 Tardif, Claudette. Classroom teacher talk in early immersion. *Canadian Modern Language Review* (Toronto), **50**, 3 (1994), 466-81.

This article describes the nature of teacher talk in an early immersion classroom. The study focuses on the following questions: What is teacher talk? What do teachers talk about? And what factors of teacher speech are modified in order to aid learner comprehension and output in a second language?

The findings indicate the importance of discourse modification by the teacher and of the scaffolding process and raises the question as to the relative effects of classroom teacher talk on second language acquisition.

94-444 Vigneron, Françoise (IUFM des Pays de Loire). Représentations de la langue/culture étrangères et démarches d'aide aux élèves. [Presenting a foreign language or culture: ways of helping pupils.] *Langues Modernes* (Paris), **88**, 1 (1994), 45-53.

The mother tongue should not be totally excluded from the foreign language classroom. Learning a new language is not simply a matter of assimilating a new code; it is rather a skill, and one not easy to acquire. Just because language learning is not a mechanical operation but one which calls for thought from the learner, many of the learner's

errors are in fact the result of misapplying or extrapolating what they think they have learned about the new system.

Analysis of the mother tongue, of the distinctions it makes and the way it makes them, of what is really meant or is really happening when certain constructions are used, can lead the pupils to a

greater awareness of language in general and therefore, paradoxical though it may seem, lead them away from following blindly and literally the patterns of their first language, and towards a greater understanding of the differences between languages. The reassurance derived from stressing

the similarities between languages can be counter-productive, encouraging interference from the mother tongue. [Examples of exercises to help pupils to analyse and reflect upon their own mother tongue (French) are given.]