

Theory and principles

94–1 Beretta, Alan (Michigan State U.) **and Crookes, Graham** (U. of Hawaii at Manoa). Cognitive and social determinants of discovery in SLA. *Applied Linguistics* (Oxford), **14**, 3 (1993), 250–75.

This paper addresses an important part of theory construction, the production of new ideas, that is, the process of discovery, in order to determine what value insights from the philosophy, history, and sociology of science might have for the emerging discipline of SLA. The authors recognise the current conflict between those who espouse the rationality of science and those who point to social forces and personal motives as causal agents in the process of discovery. They present a case that endorses the role of reasoning in discovery and which accepts the need for social mechanisms appealing to the interests of individual scientists in order to explain how

rationality flourishes. They give particular attention to a set of reasoning strategies for generating hypotheses, identified by Darden, and illustrate them with examples from SLA, where possible, and neighbouring fields. They proceed to argue that a plausible social explanation for the centrality of reasoning is that the institution of science has evolved in such a way that its interests coincide with the interests of individual scientists, an account which is based primarily on the work of Hull. Again, they indicate possible implications for the new field of second-language acquisition.

94–2 Brooks, Frank B. (Florida State U.). Some problems and caveats in 'communicative' discourse: toward a conceptualisation of the foreign language classroom. *Foreign Language Annals* (New York), **26**, 2 (1993), 233–42.

This article argues for a conceptualisation of the foreign language classroom that matches descriptions of real functional language for communication within a cultural group. Teaching and learning are conceptualised as linguistic or communicative processes and the classroom is conceptualised as an emerging culture, that is, as a 'linguistic community' within which students are learning both academic and social dimensions of

language and language use. The social interaction that takes place in the classroom serves to shape and maintain both the classroom community and the goals of foreign language instruction. The article ends with suggestions for needed kinds of classroom-based research from a social interaction perspective to help us better understand what actually goes on in the foreign language learning environment.

94–3 Cameron, Lynn (U. of Leeds). Degrees of knowing: an exploration of progressive abstraction in language awareness work. *Language Awareness* (Clevedon, Avon), **2**, 1 (1993), 3–13.

This paper uses an analysis of the Language Awareness/Knowledge about Language components of the National Curriculum (England and Wales) in English and in Modern Foreign Languages to investigate the explicit awareness of language (in its various guises) expected of secondary school pupils. It is predicted that the recent statutory requirements will bring about a change in teaching focus and content. The analysis uses a framework of

description derived from recent work in novice and expert knowledge and in cognitive linguistics, in which progression in Language Awareness for the individual is characterised by an increasing degree of abstraction and by changes in the types of categorisation and conceptualisation involved. The implications for teachers in English and Foreign Languages Departments in secondary schools are considered.

94-4 Christ, Herbert (U. of Giessen). Pour et contre la méthode directe: les débats au sein de l'Association Allemande des Professeurs de Langues Vivantes entre 1886 et 1914. [For and against the direct method: the debates within the German Association of Modern Language Teachers between 1886 and 1914.] *Études de Linguistique Appliquée* (Paris), **90** (1993), 9–22.

The decades leading up to World War One witnessed great controversy in Germany over the reform of language teaching: between 1876 and 1909 there were 1278 books, articles and brochures published on this subject. The annual conferences of the ADNV (*Allgemeiner Deutscher Neu-Philologenverband*), founded in 1886, were one forum for this debate.

The proposals for reform were varied but often included a shift from written work to oral (using the new science of phonology), from translation to creative writing, from deductive to inductive grammar, from classical and mediaeval topics to

'expressions of the life of modern peoples'. Traditionalists, and more importantly moderates, appealed to notions of comparability with other school subjects, need for teacher choice, and variability of teaching contexts and learner backgrounds. The debate was prolonged and confused, with fringe meetings, rival journals, and accusations of agitation and even terrorism, but four main phases can be distinguished, with approximate dates: initial enthusiasm (1886), resistance (1892), renewed attack by reformists (1896), victory of 'mixed method' (1905).

94-5 Coste, Daniel (U. of Geneva and ENS de Fontenay/Saint-Cloud). Réforme de l'enseignement des langues modernes en Europe sur quelques traits marquants de la période 1880–1914. [Some aspects of reform in the teaching of modern languages in Europe from 1880 to 1914.] *Études de Linguistique Appliquée* (Paris), **90** (1993), 111–18.

Intensification of international communications and contacts in Europe led to an upsurge of unprecedented collaboration between philologists, teachers and phoneticians during the period reviewed here. The universities played an important role in spreading new ideas on methodology, which gave rise to the beginnings of the Reform Movement and the development of some basic features of the direct method, as well as to a more scientific approach to the teaching of foreign languages. A look at

geographical differences shows there was more enthusiasm for the reforms in northern Europe than in the south. There was also more resistance to them in the prestigious, traditional sector of secondary schooling than in institutions where studies did not lead to formal qualifications such as the Abitur. Finally, a comparison is made between France and the French language and developments in the Nordic countries, which were much affected by the reforms.

94-6 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 here 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.

94-7 Doyé, Peter (Technische U. Braunschweig). Fremdsprachenerziehung in der Grundschule. [Foreign language teaching in the primary school.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **4**, 1 (1993), 48–90.

A wide range of ideas about primary-school foreign language teaching, covering both research and

syllabi from several countries and including the author's own work, is reviewed under the following



headings: arguments in favour, goals, content, methods, materials, evaluation, teacher training, problems.

Psychological arguments for a 'critical period' when children can acquire language are no longer convincing, but there is a much stronger 'anthropological' argument, that young children are more open to different ideas and cultures, and should therefore be exposed early to foreign language and culture as a form of *Lebenshilfe* (help in living). As regards objectives, some syllabi have included specific grammar and vocabulary, others have emphasised cultural and sometimes meta-linguistic understanding: the author seeks to combine the two. Under content, arguments are made against over-use of toys, fairy-tales etc., and for

teaching other school subjects through the foreign language. Methods should be mainly communicative and oral, often play-oriented, and should integrate cognitive, practical, affective and social learning. Materials provided are very varied [list of types of material in 12 courses published in Germany], but nearly all teachers use at least a textbook. Learner evaluation is desirable as long as it is diagnostic and not linked to official marks. Doyé's model of teacher training has four main divisions: education, methodology, linguistic and cultural studies, psychology. The problems discussed are the integration of foreign language teaching into the primary curriculum, continuity between primary and secondary schools, and transfer of learning to new foreign languages.

94-8 Ferguson, Gibson (U. of Edinburgh). Implementing innovation in language education. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **4** (1993), 27-39.

This paper offers a commentary on the problems of implementing innovation with particular reference to ELT. Various factors that influence adoption and implementation are considered: properties of the innovation, the transmission process, and the man-

agement of change. The overall aim is to contribute to a sounder conceptualisation of the change process which will assist those involved in the management of change.

94-9 Gregg, Kevin R. (St Andrew's University, Osaka). Taking explanation seriously; or, let a couple of flowers bloom. *Applied Linguistics* (Oxford), **14**, 3 (1993), 276-94.

It is usually thought that one goal of a theory is to explain the phenomena within the theory's domain. Hence one criterion for assessing a putative theory of second-language acquisition (SLA), for instance, or for assessing SLA research conducted within a given theoretical perspective, is the degree to which it can be seen as a successful contribution to such an explanation.

Unfortunately, a good deal of SLA research has been less than thoroughgoing in its commitment to explanatory goals, making it harder to judge the

value of the research in question. This paper discusses some of the issues and problems involved in scientific explanation in general, and their relevance to SLA theory in particular. The relation between SLA and the property theory/transition theory distinction (Cummins, 1983) is examined, the inadequacies of the deductive-nomological (D-N) model (Hempel, 1965) are detailed, and an approach is outlined toward using Lipton's (1991) account of inference to the best explanation as a guide to evaluating SLA theoretical frameworks.

94-10 Kenny, Brian (Asian Inst. of Tech.). Investigative research: how it changes learner status. *TESOL Quarterly* (Washington, DC), **27**, 2 (1993), 217-31.

What matters about an educational activity is how researchers respond to it. This involves questions of 'authenticity' (Widdowson, 1981) and of meaning, especially 'meaning which is one's own' (Prabhu, 1987). If a learner responds as a pupil, not showing much personal interest, the author calls this an 'exercise'. If a learner responds in a creative way, with spontaneity and independence, he calls this a 'piece of work'. Work authored by the learners themselves is authentic in a way that assignments

provided by a teacher or materials designer are unlikely to be. This is significant for notions of learner autonomy which is partly a matter of learners having an opportunity to define their own meanings and develop them. Investigative research facilitates learners pursuing their own interests and meanings, and releases them from the need to behave as pupils. The change of status is emancipating and is a way of engaging learner autonomy.

94-11 Kenny, Brian (Asian Inst. of Technology, Bangkok, Thailand). For more autonomy. *System* (Oxford), **21**, 4 (1993), 431–42.

This paper examines the working hypothesis that autonomy in education and language learning is something more significant than the ability to make responsible choices, relating more to exploration of the self-concept and to the realisation of personal and group potential. Education is about empowerment and what it empowers is people's autonomy. This allows them opportunities to generate knowledge, as opposed to being passive consumers of it. What learners must do is initiate, plan, organise and carry out work of their own. This is autonomy in practice and can lead to the challenge of innate belief systems and assumptions.

This in turn begins to unblock peoples' capacities for independent and interdependent thought and action. Experiential learning is one context in which autonomy receives a fuller exploitation. A particular example of this is discussed. Experiential learning is holistic, transcending both the subject disciplines and understandings of the curriculum as a way of organising knowledge. Where autonomy is at work, the curriculum becomes a way of organising what learners want to do. This validates the learners' voices, and is emancipating, no matter what languages are being used.

94-12 Long, Michael H. (U. of Hawaii at Manoa). Assessment strategies for second-language acquisition theories. *Applied Linguistics* (Oxford), **14**, 3 (1993), 225–49.

There are numerous theories of second-language acquisition (SLA), many of them oppositional. Whether or not this is inevitable now, culling will eventually be necessary if researchers are to meet their social responsibilities or if SLA is to be explained and a stage of normal science achieved. For the culling to be principled, a rational approach

to theory assessment is needed, and the difficulty of identifying universally valid evaluation criteria makes this problematic. Assessment strategies used in other fields can be useful in SLA, but choice among them will depend on the researcher's (implicit or explicit) philosophy of science.

94-13 Schachter, Jacquelyn (U. of Oregon). Second-language acquisition: perceptions and possibilities. *Second Language Research* (Utrecht, Netherlands), **9**, 2 (1993), 173–87.

Those working on second-language acquisition have an 'image problem': university authorities see their field as academically suspect, and they find it hard to obtain tenure. When and if finally accepted, they are tempted to retreat into purely academic study within linguistics. This, however, is undesirable: SLA can provide insights which enrich mainstream linguistics, but it is also a field in its own right with an impressive conceptual apparatus, and furthermore it is a discipline derived from the study of human behaviour and should use the language classroom as its laboratory. Researchers must work closely with teachers, listen to their problems and seek evidence to answer their questions.

As an example, the author considers the question 'Should I correct errors?' This can be solved only by theory-based study of the usability of negative evidence in interlanguage development. It is generally agreed that negative evidence is not usable in first-language acquisition, but nobody knows if this is true of second languages, and finding the answer, which is likely not to be a simple yes or no but to vary between language areas, will require extensive research and should be the main priority in SLA for the next decade.

94-14 Timm, Johannes-Peter (Pädagogische Hochschule Heidelberg) and **Vollmer, Helmut J.** (U. Osnabrück). Fremdsprachenforschung: Zur Konzeption und Perspektive eines Wissenschaftsbereichs. [Second language research: towards a definition of and perspective on cognitive acquisition.] *ZFF: Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **4**, 1 (1993), 1–47.

The paper presents, in the context of the changes that are presently occurring in the Federal Republic

of Germany and in Europe, perspectives for a new and enlarged understanding of teaching and learning

a foreign/second language and, consequently, for a new framework of teacher training. On the basis of this analysis it defines 'second language research' (*Fremdsprachenforschung*) in new terms, including research on the respective speech communities and their cultural systems as well as on the structure and cognitive acquisition processes of pragmatic-interactive and intercultural competence. Such an interdisciplinary, learner- and, at the same time, teaching-oriented approach requires a clear and sophisticated view of the research methods appropriate for the objects, issues and goals defined.

The paper also discusses the interrelation between second/foreign language learning and teaching theory based on research and the actual learning and teaching process in school. It warns against rash generalisations and direct applications aiming to 'optimise' classroom practice. Finally, other basic issues in second-language research are identified that are relevant on a national/international level and that will have to be dealt with more systematically. In this context, some perspectives are developed for the near future.

94-15 Trim, John L. M. Language teaching in the perspective of the predictable requirements of the twenty-first century. *AILA Review* (Madrid, Spain), **9** (1992), 7-20.

Seventeen questions regarding language policy and language planning in the next century are considered at length. It is argued that universal basic literacy in the mother tongue (and in the national language where this differs) must be the first priority, with language awareness as the constant aim of education across the curriculum. To this end, interdepartmental cooperation is urged. Mother tongue education is crucial to the development of linguistic and cultural identity, and should be fostered in the context of general awareness of the manipulative potential of language. Modern technology has a vital role in providing access to other languages and countering prejudice. In facilitating interactive learning it is also an important element in adult and distance education.

In the domain of classroom methodology, the emergence of an accepted functional descriptive scale of proficiency is predicted, and teachers are urged to develop a more experimental attitude, undertaking research and participating in in-service training.

Language policies should point a clear direction but allow for flexibility and initiative. On an international level, UNESCO, working through national government organisations, is well placed to foster interaction, and several recommendations are put forward for the promotion of language learning and teaching well into the next century.

Psychology of language learning

94-16 Carrell, Patricia L. and Monroe, Laura B. (U. of Akron, Oh). Learning styles and composition. *Modern Language Journal* (Madison, Wis), **77**, 2 (1993), 148-62.

This study attempts to extend the work of Jensen and Di Tiberio (1989) in using the Myers-Briggs Type Indicator, a self-report inventory which categorises individual preferences for perception/judgement [excerpted scale descriptors/criteria]; it is maintained that individual learning styles influence the reading and writing development of foreign language learners. The authors examined 'basic', traditional freshman composition, and ESL writers, and felt that the MBTI has such intercultural applicability that it was valid to administer it across these diverse groups. The differing class writing activities for each group are outlined.

In-class and out-of-class assignments were collected (albeit only in-class writing in the case of ESL learners), and scored both holistically and with reference to formal linguistic features (i.e. a number

of measures of length, syntactic complexity and lexical diversity). The results were cross-referenced with the MTBI categorisations [tabular data] and seemed to indicate, for example, that ESL writers who were intuitive/feeling/perceiving tended to use greater lexical diversity in their writing. The 'Thinking' scale seemingly yielded positive correlations with holistic ratings, 'thinkers' apparently being more concerned with structure, and less at home writing personal narratives (as opposed to 'analytical' pieces).

In basic terms, Thinking/Feeling writers may need different classroom approaches, that explicitly recognise and build on their strengths. Further research is needed into the interface between teacher/learner styles.

94-17 Chambers, Gary (U. of Leeds). Taking the 'de' out of demotivation. *Language Learning Journal* (Rugby), **7** (1993), 13-16.

In September 1995, all KS4 pupils in year 10 will have to take a modern language. The author supervised a questionnaire in four Leeds schools, which was completed by 191 year nine pupils in eight classes containing demotivated pupils. A questionnaire was also completed by seven teachers, who made the following suggestions: (a) praise and reward immediately; (b) give pupils time and support, insisting on small groups; (c) ensure material and tasks are appropriate to interests and ability, offering variety in approach.

The learners suggested the following: (1) the language room should be special; (2) groups should be small; (3) teachers should use both teacher-centred and pupil-centred approaches; (4) teachers should make instructions clear and progress at an

appropriate pace; (5) oral practice is not liked by all pupils – some find it embarrassing; (6) listening tasks must be carefully prepared; (7) more reading should be done; (8) teachers should ensure writing tasks are useful; (9) teachers should help and encourage rather than shout at or ignore pupils; (10) teachers should write more neatly.

The conclusions drawn are: (i) pupils have different needs and interests. (ii) 'Demotivated' pupils want to be encouraged. (iii) 'Demotivated' pupils need attention and must be praised where possible. (iv) Their opinions are of value. (v) They need a more immediate incentive than some future GCSE certificate. (vi) Learning problems need to be addressed, and attitudes of parents, friends and society adjusted.

94-18 El Marzouk, Ghiath (Dublin City U.). Some aspects of phonological transfer from Arabic to English. *Teanga* (Dublin, Ireland), **13** (1993), 29-40.

The purpose of this article is to examine the specific effects of transfer from Arabic on the English interlanguage system of a group of Syrian-Arab adult learners. By recourse to both the Standard and Colloquial varieties of Arabic, the areas of language transfer are identified with some features of the phonological subcomponent; namely, epenthetic phenomena which affect several types of consonant clusters. Given that Arabic offers tremendous variation between the two main varieties (a seemingly unique language situation in the world), the

article will indicate that it is the Colloquial, rather than the Standard variety, which acts as the strongest trigger of language transfer at a phonological level. This will be demonstrated by analysing a number of interlingual identifications of epenthesis actually produced by the Syrian-Arab learners in their oral production of English. The article concludes with some suggestions and implications for teaching the aspects of English phonology under discussion to Syrian-Arab learners in general.

94-19 Gardner, Robert C. and MacIntyre, Peter D. On the measurement of affective variables in second-language learning. *Language Learning* (Ann Arbor, Mich), **43**, 2 (1993), 157-94.

This study focuses on four issues concerning aspects of the validity of the Attitude/Motivation Test Battery. Data were obtained from 92 students of university-level French. The first issue deals with whether the various subtests assess the attributes they are presumed to measure. A multitrait/multimethod analysis of three methods indicated that they did. The second issue focuses on the relationship of the subtests to higher order constructs. A factor analysis provided empirical support for the higher-order constructs of Integrativeness, Attitudes Toward the Learning Situation, Language Anxiety, and Motivation. The third issue is concerned with whether the strategy used to measure

affective variables influences their correlations with measures of achievement. The correlations obtained suggested that they did; moreover, some measures of achievement were less related to all affective measures than were others. The fourth issue directs attention to measures of integrative and instrumental orientation, their relationship to each other and to achievement. The results demonstrated more communality among integrative orientation items and measures than among instrumental orientation measures. Neither correlated that highly with achievement, but the correlations were slightly higher for measures of integrative orientation.

94-20 Hecht, Karlheinz and Green, Peter S. Englischunterricht im Gymnasium: Wie wachsen Wissen und Können? Eine empirische Untersuchung zur Entwicklung der Lersprache. [English language teaching in the 'gymnasium': how do knowledge and ability develop? An empirical study of the development of students' interlanguage.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 3 (1993), 196–214.

This is an investigation of the development of learner language, for the target language English, in the course of the nine years of instruction of the *Gymnasium*. It reports on a longitudinal study in which linguistic competence (knowing about language) and linguistic performance (using language) were analysed on the basis of 1,779 tests. Identical sets of tests were completed by groups of pupils at beginners', intermediate and advanced levels, and

further by a control group of native English pupils. The tests and testees are described and the results are evaluated in terms of both linguistic deficits and linguistic achievement. The article concludes with a discussion of the implications of the findings for the development of linguistic competence and performance in the context of English teaching in schools.

94-21 Hulstijn, Jan H. (Free U., Amsterdam). When do foreign-language readers look up the meaning of unfamiliar words? The influence of task and learner variables. *Modern Language Journal* (Madison, Wis), **77**, 2 (1993), 139–47.

Most research literature on reading in a foreign language highlights 'product', rather than process. A more dynamic orientation is needed, wherein such elements as self-reported strategy use (an 'off-line' measurement) and eye movement observation/reading aloud behaviour ('on-line' measurements) are considered.

The study reported in the article used computers to log the 'on-line' looking up of unfamiliar words encountered by 82 Dutch high school students when reading English language texts. In particular, the influence of reading goal, word relevance/word inferability, and reader vocabulary knowledge were examined, inferring ability, for example, being measured with a test using 50 neologistic 'pseudo-words' [examples] throughout selected reading passages.

The results indicated that readers who can infer word meanings well from contextual clues acquire new words easily, and extend their vocabulary more readily than those with a lower ability to infer. However, individuals with large vocabularies do not necessarily have good inferring skills, since their lexical knowledge may be the result of other strategies (e.g. memorisation). Readers with good vocabularies looked up fewer words, but this was not necessarily the case for students who had good inferring ability. Teachers should respect the varying, valid strategies students use in processing texts, and allow them freedom to decide how, when, or if, to look up unfamiliar words.

94-22 McCargar, David F. (Tennessee State U., TN). Teacher and student role expectations: cross-cultural differences and implications. *Modern Language Journal* (Madison, Wis), **77**, 2 (1993), 192–207.

A study involving students of English as a second language (ESL) from seven countries and ESL teachers from the USA found that significant differences in the role expectations for ESL teachers and students existed between the two groups. For example, the value of group work and error correction was rated differently, a finding which has obvious implications for classroom methodology. The study also found differences in attitude across student cultural groups [examples with discussion], giving some support to the concept of a regional culture, and suggesting that there may be a class of expectations in culturally homogeneous classes.

Teachers using unfamiliar classroom methods obviously risk their students withdrawing or being unhappy when expectations are violated. It is suggested that teacher trainers provide teachers with data on student expectations and help them build learner training skills to help students change their expectations. Administrators and curriculum developers should use research on characteristics of good language learners to encourage the development of shared expectations and adapt to the needs of culturally different populations.

94-23 Martin, Ann L. (U. of South Australia) and **Laurie, Ian** (Flinders U., South Australia). Student views about the contribution of literary and cultural content to language learning at intermediate level. *Foreign Language Annals* (New York), **26**, 2 (1993), 188–207.

It is well known that language students consistently rate the study of literature below the linguistic aspects of their foreign language course. The reasons for this low priority accorded to literary studies are less well understood. One plausible hypothesis was tested: students do not perceive literary studies to be useful in helping them to achieve their primary goal

of oral proficiency. This hypothesis can be supported from the evidence of a survey of a group of intermediate-level university students of French, but it does not account for all the findings. The phenomenon of 'culture panic' may be at least as important.

94-24 Nold, Günter (Pädagogische Hochschule Ludwigsburg). Forschungsprojekte Die Entwicklung sprachlicher Verstehensstrukturen in Englisch als Fremdsprache. [Research project: the development of linguistic learning processes in English as a foreign language.] *ZFF: Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **4**, 1 (1993), 110–20.

The Ludwigsburg research project into cross-subject learning investigates factors that have an impact on the learning processes in different school subjects (mathematics, physics, and English as a foreign language). One part of this project specifically focuses on the processes underlying foreign language development in the context of instruction at the pre-intermediate level. The results of a previous investigation underline the importance of both

general and language-specific cognitive and affective factors. Based on these findings and in the light of theories of second-language acquisition a second stage of the research project has been planned to study to what extent the learning-acquisition processes are open to interventions by the learner or the teacher. Consequently, the usefulness of certain cognitive and metacognitive strategies of learning will be a specific focus of this research.

94-25 Reinwein, Joachim (U. of Quebec at Montreal). L'effet de la mise en pages d'un livre sur l'appariement texte-illustration en lecture. [The effect of the page-setting of a book on the matching of text and illustration in reading.] *Bulletin of the CAAL* (Montreal, Canada), **15**, 1 (1993), 41–58.

Illustrated children's books reflect a remarkable diversity with respect to the spatial-temporal relationship between text and illustration. Well-established rules being absent, the author aimed to discover which pictoverbal relationship is best suited to the particular demands of reading. The experiment described here compares the effect of different types of pictoverbal relationships (illustration to the left/to the right of the text; illustration presented before/at the same time as/after the text;

illustration and text presented recto-verso/verso-recto, recto-recto) on third graders in primary school. Two analyses of variance (ANOVA) reflect a rather complex situation. The simultaneous presentation of a paragraph and an inappropriate illustration diminishes the reader's comprehension. The simultaneous presentation of a paragraph and the corresponding illustration is not significantly more effective than their chronological presentation.

94-26 Ridley, Jennifer (Trinity Coll., Dublin). Problem-solving strategies in 'ab initio' learners: a study of two adult learners. *Teanga* (Dublin), **13** (1993), 84–91.

In order to discover how individual learners develop their own coping style when producing L2, two adult learners, both university students with previous language learning experience who were starting German from scratch as a mainstream subject in their degree course, were asked to produce, over a period of two years, a series of translations

from English to German (translation being chosen because it calls for the ability to reflect consciously upon, and manipulate, two language systems) and to think aloud about the task they were engaged upon.

Both subjects had attended the same classes and were exposed to the same instructional input.

Although initial informal interviews had suggested they were similar learner types, they exhibited markedly different strategies and contrasting approaches to their task.

Successful learners need flexibility in strategy use

and the ability to monitor their own progress. Strategies previously successful at school may not be appropriate to new learning situations. Mature adult learners, however, are the most likely to be able to develop the qualities and approach required.

94-27 Samway, Katharine Davies (San José State U.). "This is hard, isn't it?": children evaluating writing. *TESOL Quarterly* (Washington, DC), **27**, 2 (1993), 233-58.

This paper describes the evaluation criteria that nonnative-English-speaking children (grades 2-6) employed when evaluating writing. Specifically, the paper discusses: (a) the range of evaluation criteria that children used, (b) whether authorship influenced evaluation criteria (not all the stories were written by the children), and (c) whether the evaluation criteria used by the children varied according to age. The study is grounded in 14 in-depth interviews of nine students, in which they

rated pieces of writing and explained why they had given each story its particular rating. An analysis of the data reveals that the students (i) were critical evaluators, (ii) tended to focus on meaning regardless of their age and whether the piece of writing had been written by themselves or an anonymous peer, (iii) were highly idiosyncratic in the range of evaluation criteria that they employed, and (iv) were influenced by the pedagogical focus in their ESOL classes.

94-28 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.

94-29 Singleton, David (Trinity Coll., Dublin). Second-language instruction: the when and the how. *A/LA Review* (Madrid, Spain), **9** (1992), 46-54.

In the light of a range of published work, two questions are considered: when should second-language (L2) instruction optimally begin, and how should it proceed? Research suggests that children can benefit from early L2 learning and that L2 instruction should therefore be initiated as early as is compatible with both the right material, social and educational conditions, and with a positive learning experience. That instruction, it is argued, should be guided by two fundamental principles. Firstly, learners should be exposed to the maximum comprehensible input from the L2 which engages

their interest. In this respect, the move towards increasing the autonomy of the learner and providing authentic materials has played an important role. Such a development should not be regarded as incompatible with the second principle, namely some focus on form. Formal instruction has been seen to yield better results than contact alone. With this in mind, it is suggested that learners should have their attention explicitly focused on at least some aspects of the grammar and lexicon of the target language.

94-30 Tamamaki, Kinko (Fukui University, Japan). Language dominance in bilinguals' arithmetic operations according to their language use. *Language Learning* (Madison, Wis), **43**, 2 (1993), 239-62.

This study investigated the alleged persistence of first language dominance for arithmetic operations

in bilinguals. Thirty-two Japanese-English bilinguals aged 19-58 years solved arithmetic problems

presented auditorily. They were required to respond verbally in the language in which the problems were presented. The problems were presented only in one language in each experimental session so that the participants did not have to switch between two languages. The participants were divided into short-term and long-term residents according to their length of residence in the U.S. and self-estimated percentage of English use per day. Reaction time

data from the two groups were then analysed. For the short-term residents, a strong dominance for calculation in Japanese was found, but this dominance decreased with increasing length of residence in the U.S. and their extent of English use. For the long-term residents, reaction times in English and Japanese were virtually identical. Possible explanations for first-language dominance are discussed.

Research methods

94-31 Crookall, David (U. of Alabama) **and others.** Computer-mediated language learning environments: prolegomenon to a research framework. *CALL* (Exeter), **5**, 1-1-2 (1992), 93-120.

In this article, the authors raise several research issues in CALL (computer-assisted language learning). These lead to an emphasis on the importance of the environment in which the computer is used. They identify two dimensions, control and interaction, that form two dimensions of a suggested framework within which certain CALL research comparisons

may be made. Within the terms of this framework, two examples of research on computerised simulation are examined in detail. Such a framework highlights the current importance of descriptive, rather than explanatory, research in helping us to understand what is actually going on in computer-mediated language learning environments.

94-32 Crookes, Graham (U. of Hawaii). Action research for second-language teachers: going beyond teacher research. *Applied Linguistics* (Oxford), **14**, 2 (1993), 130-44.

There is one kind of action research that is perhaps better called teacher research: teachers doing research on their own teaching and the learning of their own students. There is also a more radical and less well understood kind of action research, which produces results relevant to the immediate needs of teachers and supports the process of teacher reflection that is vital for professional growth. Because of its basis in critical theory, it challenges the values embodied in educational institutions and the exploitative pressures to which teachers are subjected. This kind of action research is collaborative and encourages unconstrained dialogue. It capitalises on the actors' and investigators' deep familiarity with

the situation, and starts with the ideas and concepts of teachers, recognising at the same time that these are likely to embody the underlying assumptions of the school culture which are among the causes of the teachers' problems. Its objective is locally valid understandings of problems in learning and teaching, not findings of maximal generality, and it is intended to lead to immediate action among those involved. Resulting reports may be discursive, subjective or discursive by 'orthodox' standards. Stylistic features of academic writing may be inappropriate, suggesting a withdrawal from personal involvement.

94-33 Legenhausen, Lienhard. Textproduktion in Kleingruppen: Zum Problem der Datenerhebung in der L2-Forschung. [The writing of text in small groups: on the problem of data gathering in second-language research.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 3 (1993), 215-27.

This article is concerned with different methods and data types in SLA research. It is claimed that, in addition to discourse (product) and introspective (process) data, a third type of data should be recognised which combines features of both. The term 'interactional process data' is suggested for this type of data. They are generated when small groups of learners are asked to collaborate in the writing of

texts. It is shown that such data help to make text planning processes and communicative strategies such as avoidance behaviour accessible and/or observable. It is furthermore suggested that the end product of collaborative writing be characterised in terms of the notion 'interlanguage koiné', which facilitates the interpretation of learning stages.

94-34 Lenzuen, R. E. and Couto, V. R. de A. (Cultura Inglesa, Rio). The administrator's role in action research. *Teacher Trainer* (Canterbury), **6**, 2 (1992), 4-5.

There has been much interest recently in teacher-initiated research and development. This article details briefly what is meant by the term 'action research' and then goes on to explain that an action research project involves not only the teachers but also the setting up of an adequate support system for

the individual teachers and teacher teams. Support needs of teachers undertaking action research are varied: they can be grouped into affective, cognitive and practical categories. The authors discuss briefly how these needs might be met from the institution's side.

94-35 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.

Error analysis

94-36 Kihl, Preben. Visible phonemes – or how to extract an inventory of phonemes from a corpus of spelling errors. *IRAL* (Heidelberg, Germany), **31**, 3 (1993), 189-203.

The study attempts to single out the phonological inventory of a young Danish schoolboy from his spelling errors by means of an explicit, analytical procedure. After a presentation of the problem, the subject, the data collection and the classification of the sound-to-letter patterns of misspellings, i.e. the types of spelling errors found, the analysis begins. In this the child's perceptions of his speech sounds are

analysed by way of letter-to-sound rules, i.e. discrimination rules or the reverse of spelling rules. When the wrong letters due to hypercorrection are peeled off the discrimination rules the phonetic errors remain. The resulting system – the letter-to-sound relations of the phonetic errors – appears to be a good approximation to the subject's phonemes.

94-37 McCretton, Elena and Rider, Nigel. Error gravity and error hierarchies. *IRAL* (Heidelberg, Germany), **31**, 3 (1993), 177-88.

Twenty judges (ten native-speaker teachers of English and ten non-native-speaker teachers) completed a questionnaire evaluating 25 sentences containing seven types of error. While the NNST judges were consistently more severe in their judgements than the NST judges, the order in which both groups ranked the errors was re-

markably similar, leading the authors to consider the validity of establishing a 'universal hierarchy of errors'.

In the final analysis, however, they concluded that any such error hierarchies are not inherent and 'universal', but merely reflect the subjects' own educational training.

Testing

94-38 de Jong, John H. A. L. (CITO, Dutch National Inst. for Educational Measurement). Assessment of language proficiency in the perspective of the 21st century. *AILA Review* (Madrid, Spain), **9** (1992), 39–45.

Objectives for national language programmes for the next century are suggested. While native language literacy is a priority, the increasing demands of multicultural societies and international communication have also made learning an additional regional language and a major world language such as English necessary.

An action plan leading to an internationally accepted programme for language learning and internationally interpretable standards of proficiency is proposed, with the following aims: (1) the definition of objectives and content in foreign language learning; (2) the development and use of internationally comparable language tests; and (3)

the development of international standards for language tests and assessment procedures. The realisation of the first two objectives has started, with the emergence of common objectives for language learning in Europe (the 'Threshold Level') and in the United States, and moves towards the establishment of internationally comparable language tests in Europe.

Two predictions are made regarding the direction of progress in the next century: international tests and assessment procedures will emerge due to increasing demand, and educational measurement will come to maturity.

94-39 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.

94-40 Moeller, Aleidine J. (U. of Nebraska-Lincoln, NE) and **Reschke, Claus** (U. of Houston, TX). A second look at grading and classroom performance: report of a research study. *Modern Language Journal* (Madison, Wis), **77**, 2 (1993), 163–9.

This paper describes a study (using a sample of 89 high school students) aimed at determining whether formal grades motivate students to perform better in the classroom. The authors considered variables such as learning styles, prestudy/poststudy oral proficiency test scores, final course grades and results obtained on the American Association of Teachers of German Achievement Test.

Communicative oral performance was evaluated in terms of a modified Brusckie Scale [comprising 10 points instead of the usual 25, and outlined in tabular form], and an outside OPI interviewer/rater was used as well to obtain both formative and exit levels. Learner categorisation was undertaken via the four-field Kolb Learning Style Inventory Test, wherein a student could be assessed as, for example,

a 'diverger' (someone who learns by listening and sharing ideas) or a 'converger' (who exploits problem definition/solving and deductive reasoning).

The data produced nine key results, including the equivalence of oral achievement between students who had been graded/ungraded – for example, the formal scoring of classroom communicative activities seemed to have no influence whatsoever on the AATG Achievement Test or OPI results. Also, there was no perceived relationship between Kolb categorisation and oral performance. Further study of proficiency in other languages (e.g. Russian) is needed, and consideration of motivational factors such as the students' reasons for learning, classroom climate and affective filters.



Curriculum planning

94-41 Boswood, Tim (City Poly. of Hong Kong). Events in context: a systems approach to modelling communication needs. *Language, Culture and Curriculum* (Clevedon, Avon), **5**, 2 (1992), 117–40.

Curriculum planners agree on the importance of needs analysis yet few institutions take adequate steps to systematically maintain the information that is accumulated through formal and informal needs analysis enquiries; such data are highly subject to erosion over time, resulting in wasted resources and the loss of essential expertise. This paper conceives this problem in management information terms and proposes that needs analysis data should be stored in data-bases which allow easy on-line access by course stakeholders. Implementing information systems of this kind requires development of a model of communication needs capable of including data

items relating to the full range of cultural, communicative and linguistic aspects of behaviour in the target situation, as well as the views of course stakeholders concerning course content and methodology. The paper contains a detailed outline of such a model, based on the ethnographic analysis of communication within discourse communities in terms of communicative events. The combination of ethnolinguistic insights with the genre and text analysis techniques typical of mainstream ESP (English for Specific Purposes) allows the placement of texts in their full context of ethnic, organisational and professional cultures.

94-42 Goethals, Michaël (Teacher Training Centre, Erasmushuis, Leuven, Belgium). Language awareness in Belgium: more of an implicit fact than a clear curriculum item. *Language Awareness* (Clevedon, Avon), **2**, 1 (1993), 15–24.

An outline is given of how mother tongue and foreign languages are taught in Belgian, especially Flemish, secondary schools. A brief comment is then made about the consequences for language awareness if the multilingual situation in Belgium. Then, at some length, a number of activities ‘out of school’ but felt to have a significant effect on the

pupils’ awareness of languages, are reported. The second half of the article discusses how far topics and sub-themes of language awareness are actually and explicitly present in Belgian mother tongue and foreign language teaching practice and more specifically in the curricula, the official guidelines.

94-43 Schwerdtfeger, Inge C. (Ruhr U., Bochum, Germany). A phenomenological approach to the teaching of culture: an asset to the teaching of language awareness? *Language Awareness* (Clevedon, Avon), **2**, 1 (1993), 35–46.

The first part of the paper introduces aspects of phenomenological psychology and examines them as to their contribution to a new concept of cultural studies. The phenomenological approach helps us to see the separation of person, body, language, and culture as artificial. This approach offers a fresh perspective on language and culture. The body of a person is seen as the centre of language, emotions

and meaning. The explanation of this unit allows us to gain a new understanding of culture. In the second part, the author shows how this phenomenological concept of culture implies a new concept of language. The final part of this paper shows how these findings can be integrated into a programme for the teaching of language awareness.

Materials/syllabus design

94-44 Jones, Francis R. (U. of Newcastle upon Tyne). Beyond the fringe: a framework for assessing teach-yourself materials for ‘ab initio’ English-speaking learners. *System* (Oxford), **21**, 4 (1993), 453–69.

Recent interest in individualised language learning indicates that it is high time the teach-yourself phenomenon were taken seriously. This paper presents a detailed, non-impressionistic assessment checklist for teach-yourself packages. Two examples

of research applications are given: a survey of a range of course packages, and an analysis shedding light on the patterns of materials use by an individual learner of Hungarian.

94-45 Morgan, Carol (U. of Durham). Teaching 'culture' at A-level. *Language Learning Journal* (Rugby), **7** (1993), 42-4.

This article examines cultural learning as embodied in eight A-level syllabuses. Different emphases exist, encouraging students to consider culture from the other's viewpoint and to consider their own cultural values. New syllabuses require the processing of ideas and information, forfeiting the intellectual rigour and personal response required by traditional prescribed texts. Although focus on contemporary problems often reflects English rather than foreign concerns, social issues are addressed, and students prepared for understanding culture in terms of shared meanings and value systems.

Examination questions and marking systems are considered in the light of the criteria for cultural

understanding given in the syllabus. The article concludes with several questions. What purposes do the non-linguistic components of an examination serve? How far can they be termed cultural? How can the skills and range of responses formerly demanded in literary topics be successfully transferred to an understanding of other cultural values as reflected in topics? If a spirit of insider cultural awareness is valuable, students need to understand the factual basis of a foreign context and the conventions and attitudes which exist when reacting to that context. If such cultural understanding is to be part of a sixth-form syllabus, radical changes to the current A-level format are necessary.

Teacher training

94-46 Bress, Paul (Hilderstone Coll.). An examination of the effects of using consciously applied empathy in situations of potential conflict. *Teacher Trainer* (Canterbury), **6**, 3 (1992), 12-15.

A hypothesis is raised relating to communication in conflict situations. The author questions whether, in order to communicate successfully, one should concentrate on one's own thoughts, intentions and feelings, since, in conflict situations, there is already a natural tendency to egocentric communication. An experiment is described in which advanced, non-native speakers simulated conflict situations. The conversations were filmed and shown to native-

speaker observers who assessed the communicative performance of the actors in a subjective, global way. The author discusses the notion of consciously applied empathy; i.e. a deliberate attempt to understand the other interlocutor's thoughts, intentions and feelings. It is found to be a powerful tool in situations of potential conflict including teaching-practice feedback sessions.

94-47 Freeman, Donald (Sch. for International Training) **and Richards, Jack C.** (City Poly. of Hong Kong). Conceptions of teaching and the education of second language teachers. *TESOL Quarterly* (Washington, DC), **27**, 2 (1993), 193-216.

Teaching is variously defined as a science, a technology, a craft, or an art. Each of these characterisations carries with it defined orientations towards what teaching is, what essential skills it involves, and what teachers must know. They also contribute to defining different approaches to the preparation of teachers. Using a framework proposed by Zahorik which classifies general conceptions of teaching into three main categories – science/research conceptions, theory/philosophy

conceptions, and art/craft conceptions – the authors review the different conceptions of second-language instruction prevalent in the field of TESOL and consider their implications for second-language teacher education. The aim is to present a framework for analysing second-language teaching which will shift the focus of discussions of teaching from behaviour and activity to the thinking and reasoning which organises and motivates these external practices.

94-48 Lademann, Norbert (Martin-Luther-U. Halle-Wittenberg). Didaktik des Englischen und Englischunterricht in den ostdeutschen Bundesländern. [The methodology of English language teaching in the former GDR.] *ZFF: Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **4**, 1 (1993), 91-109.

In the former GDR the methodology of teaching English as a foreign language (TEFL) was subject to

a strict system of directives from the Ministry of Education and the Academy of Pedagogical Sciences



in the fields of teaching and research. Apart from conducting uniform courses of studies and state-run research assignments, several universities carried out their own investigations, mostly continuing decades of research. Their results were often included in the training of student teachers. Continuous training in the methodology of TEFL as well as a well-balanced proportion of theory and practice was ensured by a one-phase course of studies.

Besides the usual communicational objectives, all

the curricula, documents, and text-books of TEFL in the GDR underlined the necessity of proving the 'superiority of socialism to capitalism'. Selected texts served to compare specific aspects of both societies. The Universities of Leipzig and Halle and the Potsdam College of Education were prominent centres of research into the methodology of TEFL. After the revolutionary events of 1989 these institutions have been continuing their investigations in a reunited Germany.

94-49 Moirand, Sophie (U. of Paris III). Les discours de la formation: diversité des formes, diversité des intentions. [Teacher-training discourse: diversity of form and intention.] *Dialogues et Cultures* (Paris), **37** (1993), 181-92.

Selected features of the language of teacher trainers speaking to trainees are analysed. The trainers are in a position analogous to popularisers of science, reporting the work of others, but through their use of pronouns and various words for 'teacher' coupled with a 'permanent mode of injunction', they try to define their listeners as members of the community of teachers and impose their view of the kind of teachers their listeners should be. 'Portraits' are

offered, most of them negative, of types of trainers, concerned with self-justification, with prescription, with theory for its own sake, with language politics. In contrast, the author's own model of teacher education emphasises helping teachers to find their own answers, by introspection, data-gathering, creativity, problem-solving, and considering relevance of ideas to their own contexts.

94-50 Peck, Antony (York U.). How trainees can provide a resource for staff development. *Teacher Trainer* (Canterbury), **6**, 1 (1992), 10-11.

The placement of post-graduate language students in teaching practice in local school language departments is usually done singly. This article discusses the placement of students in twos. Background information is given on the preparation necessary for this system. Since two students in a

school can, between them, account for approximately one whole timetable, a number of normal staff members will find they have an increased number of free lessons. This extra free time can be used in different ways for staff development.

94-51 Rhodes, Nancy C. (Center for Applied Linguistics) **and Heining-Boynton, Audrey L.** (U. of North Carolina). Teacher training with a twist: a collaborative project in North Carolina. *Foreign Language Annals* (New York), **26**, 2 (1993), 155-70.

With the growing demand across the country for foreign language instruction in the elementary school, there is an urgent and increasing need for qualified teachers. One of the reasons for the current shortage of trained elementary school foreign language teachers is the serious shortage of qualified teacher educators.

This article describes a three-year teacher training project that aimed to improve the training of elementary school foreign language teachers at institutions of higher education. The components of the training model were based on the principle that, in order to be successful, teacher trainers should have experience observing and teaching at the level for which they will be training others.

The training model paired North Carolina teacher trainers with experienced elementary school teachers

who served as their mentors. The teacher trainers participated in the following activities: (1) an intensive four-day seminar on elementary school foreign language methodology (also attended by their elementary school colleagues), (2) observations of their partners' elementary school language classes, (3) teaching of their partners' elementary school classes, (4) collaboration with the elementary school language teachers in the development of a teacher education curriculum, and (5) peer coaching with a new group of teacher trainers. These teacher educators were then responsible for incorporating the new material and methodologies into their universities' curricula and providing elementary school language instruction to undergraduate foreign language students preparing to become teachers.

Teaching methods

94-52 Berry-Bravo, Judy (Wichita State U.). Teaching the art of circumlocution. *Hispania* (Worcester, Ma), **76**, 2 (1993), 371–7.

We teach students at an early stage to ask ‘How do you say ... in [the FL]?’ and respond by giving them the translation or telling them to look up the word in the dictionary. These are useful skills but circumlocution is more useful for various reasons, not least in that it makes the students more independent. But the teaching of circumlocution is not included in textbook courses. The approach

described here encourages students to build on language they already know. Activities suggested range from introducing definitions at a very low level of proficiency [e.g. ‘It’s a place where.../a thing that.../a person who...’] to practising negotiated meanings as the process becomes more sophisticated.

94-53 Clarke, Michael (U. of E. Anglia). Vocabulary learning with and without computers: some thoughts on a way forward. *CALL* (Exeter), **5**, 3 (1993), 139–46.

The comparative neglect of vocabulary learning, and of the development of vocabulary teaching materials according to psychological and linguistic principles, may be explained by lack of understanding of how vocabulary is processed and stored in the internal lexicon of the individual. Existing CALL vocabulary programs appeared to test rather than teach, and are of limited value because they deal with words in isolation, or in the sentence level receptacle. Activities of a more creative kind, establishing networks of meaning between words, are a desirable development, but often lack a discourse dimension. Studies of various types of lexical cohesion, particularly in LSP discourse, offer a good starting point, and computers can easily store dictionary, concordance and other information

specific to LSP text-types. The priority must be to enable learners to construct networks of word relations discovered in discourse, rather than to present them with endless lists of decontextualised one-to-one correspondences. The proposed way forward is: (a) to provide students with on-line access to specialised reference information, including thesauruses and collocational programs, as well as training them in discourse analysis; (b) to observe the way in which they form their own organisational principles for analysing and storing lexis, and use this information to develop a computer support system; (c) to seek to understand learners’ preferred internal strategies by investigating how they ‘triangulate’ on new vocabulary in discourse.

94-54 Coudurier, Beate (U. Lumière-Lyon II). Le travail sur le texte en LEA: une approche énonciative de la traduction. [Working on the text in the Applied Foreign Languages option: a communicative approach to translation.] *Langues Modernes* (Paris), **87**, 2 (1993), 51–60.

Students who opt for LEA (*Langues Etrangères Appliquées* ‘Applied Foreign Languages’) study two modern foreign languages in addition to their specialism (e.g. law or economics), and translation, in both directions, forms part of the course. To teach translation is to teach the mechanisms by which a given message is transposed into another language. Reformulating a text in another language is a process analogous to its formulation in the original language.

Various activities and exercises are suggested to

wean the students away from their preoccupation with surface forms and structures and their tendency to produce literal translations. Emphasising the communicative function of translation, rather than seeing it as a means of acquiring specialist vocabulary and terminology, helps them to acquire an understanding of how language actually works, and a concept of the mechanisms of language production – and to understand language as opposed to one or more languages.

94-55 Heafford, Michael (U. of Cambridge). What is grammar, who is she? *Language Learning Journal* (Rugby), **7** (1993), 55–8.

After reviewing extensive evidence that an explicit knowledge of grammar does not guarantee correct

and effective speaking of a foreign language, and may even impede it, the author proposes a limited

and non-traditional role for grammar teaching in modern language classes. Teachers should concentrate on a few of the simplest and most unequivocal rules, and should teach them, not initially as a direct guide to production, but to help learners towards a more rapid perception of patterns in comprehension. Errors should not be corrected as

they occur, but summarised with the most common/serious selected for treatment. Traditional lessons introducing one grammar point should be replaced by fewer, broader inputs. Spoken language should be the main focus, and extensive comprehensible input, including audio- and videotapes for home use, should be provided.

94–56 Hieber, Wolfgang. Grammatikfenster und Gedächtnisbilder – Zum Konzept einer Lernerzugriffsgrammatik. [Grammatical windows and memory images – on the concept of a learner-accessible grammar.] *Deutsch als Fremdsprache* (Leipzig, Germany), **29**, 4 (1992), 195–200.

The user-friendly ‘Windows’ computer program with its images, language, graphics and symbols may be relevant to our understanding of the role of memory function in grammar teaching. Grammatical material must be presented in a form that the memory can easily ‘digest’. The task of each discrete grammatical ‘window’ in this context might be to structure and simplify grammatical phenomena for storage in memory. Grammatical windows in teaching could provide a visual grammatical ‘album’, facilitating such storage. The presentation of grammar in tabular form is one example. This approach has been much criticised, but it has the advantage of reduction, compression and ordering. Pre-sorting of linguistic material (e.g. phrases) into units or ‘molecules’ of meaning,

classifying and establishing hierarchies, can accelerate the students’ subsequent mental processes including later recall of stored information. The use of grammatical rules should not be overlooked, as long as they are rules which serve to simplify, reduce, and distinguish the essential from the non-essential. Mnemonic techniques are also useful, and in addition it may be helpful to use visual ‘icons’ to help students locate information. One of the most important functions of a learner grammar is to promote a mental ‘nesting’ of grammar images, creating hierarchical networks, and possibly allowing interlinking of form and function. Materials following this ‘grammatical windows’ principle are under development and will be tested in the classroom.

94–57 Jung, Udo O. H. (U. of Bayreuth, Germany). Technology and language education in the twenty-first century. *AILA Review* (Madrid, Spain), **9** (1992), 21–38.

While product media, such as audio and video tape, are favoured for language education by industrialised nations, process media, such as radio and television, have an important role to play. Research has shown how the use of satellite television, telephone, local radio and local newspapers has provided students with invaluable foreign language exposure and experience of translation and interpretation [examples with discussion]. Video – and interactive video – and computer-assisted language learning will continue to be invaluable in the classroom, challenging the ingenuity of the teacher and increasing the autonomy of the learner.

The use of both process and product media may

be seen to support three assumptions: that the learner needs contact with speakers of the target language, that explicit teaching is indispensable to successful language learning, and finally that the foreign language teacher must have technological support.

On a global level, teacher training programmes must be attuned to the kind of media predominantly in use in the area. The rediscovery of process media in the industrialised nations would necessitate a transfer of managerial expertise from the less developed countries, with benefits to be reaped by all.

94–58 Kasper, Loretta F. (Kingsborough Community Coll./CUNY). The keyword method and foreign language vocabulary learning: a rationale for its use. *Foreign Language Annals* (New York), **26**, 2 (1993), 244–51.

Acquiring a strong foundation in vocabulary is critical to successful foreign language learning. Many studies have shown that students can learn

foreign vocabulary more easily and can retain that vocabulary over long periods of time when the mnemonic keyword method is used to teach the

vocabulary. The keyword method is an associative technique that makes use of acoustic and imagery links between the foreign word and its English translation. The impressive levels of recall produced by use of the keyword method indicate that the method should be implemented into foreign language programmes. This paper asks the question, 'Why isn't the keyword method being used to teach foreign language vocabulary?' It addresses the

possible concerns of language teachers, provides a rationale for using the keyword method to teach foreign vocabulary, and describes a procedure for implementing the method into the language class. Although examples are given for Spanish vocabulary, the method has been applied successfully to several other languages and can be used in any foreign language class.

94-59 Klapper, John (U. of Birmingham). Practicable skills and practical constraints in FL reading. *Language Learning Journal* (Rugby), **7** (1993), 50-4.

The first part of this paper discusses ways of helping learners to acquire vocabulary (it looks at 'formal' and 'contextual' guessing, the role of graded readers, the pre-teaching of vocabulary and 'glossed' texts), language skills (with suggestions for rapid phrase and word recognition exercises and for syntax-attack strategies) and textual skills (by looking at the organisation of text to see how ideas are typically arranged). It then looks at ways in which computers can be used to assist the acquisition of reading skills, in both bottom-up and top-down approaches, but

points out the lack of something that approximates the actual FL reading experience, the interaction of cognitive skills at different levels.

There is finally some discussion of problems facing FL teachers, such as syllabus constraints, particularly at GCSE level: an over-emphasis on narrowly functional and transactional language has left the teaching of reading behind and given learners a false perception of what functioning in an FL is about. The importance of extensive reading, especially at higher levels, is stressed.

94-60 Lupescu, Stuart (U. of Chicago) and **Day, Richard R.** (U. of Hawaii). Reading, dictionaries, and vocabulary learning. *Language Learning* (Madison, Wis), **43**, 2 (1993), 263-87.

This article focuses on the contribution to vocabulary learning of the use of bilingual dictionaries during reading by 293 Japanese university students studying English as a foreign language. The results of the study show that students who used a dictionary scored significantly better on a vocabulary test than students who did not use a dictionary. However, evidence appeared for dif-

ferential item functioning: some items were harder for the group that used dictionaries. A possible explanation for this tendency is that students who were unable to locate the appropriate gloss in the dictionary were misled as to the meaning of the word. Moreover, students who used a dictionary read nearly half as quickly as the group that did not use dictionaries.

94-61 Lynch, Tony (U. of Edinburgh). Questions in lectures: opportunities or obstacles? *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **4** (1993), 87-95.

One of the consequences of the rise in numbers of non-native students at British universities is an increased risk that lecturers will fail to make themselves adequately understood to heterogeneous audiences. Although listeners may be invited to ask questions, there are linguistic, psychological and sociocultural pressures on non-native students that

can deter them from doing so. This paper discusses the nature of those pressures on would-be questioners and suggests ways in which teaching staff could make the asking and answering of questions less inhibiting. This would bring benefits in terms of the accessibility of lectures to both non-native and native listeners.

94-62 Mings, Robert C. (Arizona State U.). Changing perspectives on the utility of error correction in second-language acquisition. *Foreign Language Annals* (New York), **26**, 2 (1993), 171-9.

Attitudes towards the correction of student errors have changed markedly since the 1960s, when audiolingual methods and automatic, almost ob-

sessive, error correction prevailed in North American schools. A review of research over the past three decades indicates the shift that took place with

the emergence of genuine communication as an essential goal of language teaching. It is increasingly recognised that errors play a significant part in language acquisition. Current research continues to probe the process and focuses on particular types of error and ways of correcting them.

The teacher has a crucial role to play where the effectiveness of error correction is concerned, and questions relating to the teacher-in-the-classroom and to the teacher-student interaction point the way to the most promising research direction for the 1990s.

94-63 Rampillon, Ute. Fremdsprachen lernen – gewußt wie: Überlegungen zum Verständnis und zur Vermittlung von Lernstrategien und Lerntechniken. [Learning foreign languages – knowing how: considerations of the understanding and teaching of learning strategies and techniques.] *Der Fremdsprachliche Unterricht* (Stuttgart, Germany), **25**, 2 (1991) [publ. 1992], 2–8.

The article pleads for the teaching of learning techniques and the promotion of autonomous learning in the language classroom. Pupils obtain most information from classmates, then from relatives, and finally from books and teachers. Pupil independence should be developed. Pupils should be responsible for their own learning. Learning processes need to be improved rather than learner results. Learning stemming from the pupil's own

initiative leads to success. Definitions are offered for learning and communication strategies and learning habits. All pupils have their own learning difficulties and must find their own learning style. The teacher should develop 'learning subjects' rather than 'teaching objects', introducing learning techniques into the curriculum and showing by example how to utilise learning strategies.

94-64 Thomas, Wayne P. (George Mason U., Va) **and others.** Academic achievement through Japanese, Spanish, or French: the first two years of partial immersion. *Modern Language Journal* (Madison, Wis), **77**, 2 (1993), 170–9.

This article describes a two-year study of 719 immersion students across eight elementary schools (in three of which Japanese was used as one of the languages of instruction, a perceived innovation according to the researchers). The general historical background to immersion programmes is outlined (i.e. the bilingual French/English schemes initiated in Canada), and the terms 'total' and 'partial' immersion defined; whereas the former begins with sole use of the minority language for instruction across the subjects, moving to a 50/50 split between the two languages at the end, the latter provides 50/50 instruction in each language from the outset.

The study compared matched groups of immersion/non-immersion students, in terms of math-

ematical, English-language and target-language ability, using a combination of locally designed and national tests (including the Metropolitan Achievement Test and the Student Oral Proficiency Rating). The results [tabular data] basically showed that in terms of mathematical skills, immersion students scored at least as well as, and often better than, non-immersion participants. They significantly outperformed the non-immersion groups in English language achievement (possibly by transferring skills from the minority languages). Excellent oral progress was observed in TL proficiency, which the researchers felt was due to natural acquisition through the use of the relevant language(s) as the medium of instruction in maths and science.

94-65 Wallet, Francis (IUT Lille). Les langues vivantes dans les IUT. [Modern languages in French technological universities.] *Langues Modernes* (Paris), **87**, 2 (1993), 31–40.

The article considers the objectives and contents of language teaching in French technological universities or IUTs (Instituts Universitaires Technologiques), founded in 1966. English, German, Spanish and Italian are taught. The initial objective is for students to be able to explain orally in French the contents of technical material in the foreign language, which becomes a tool of the trade. Later steps are to be able to produce an oral or written

message. Two hours a week are available for two years. Most departments use a language laboratory, video, and sometimes computers. Authentic documents are used from newspapers, or scientific and technological periodicals. Radio recordings are taken from the business world, and television programmes are mainly technological. Student numbers in IUTs are increasing. Students tend to be professional adults with no recent exposure to a foreign language.

Language teaching in these institutions seems satisfactory despite lack of time. Many students pass the Cambridge First Certificate in English. French students in Great Britain wrote (grammatically)

better papers than their British counterparts. Interdisciplinary teaching is responsible for good results.

94–66 Wunsch, Raphael. Tuning up the language classroom: how the computer can make writing more effective. *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 3 (1993), 228–49.

An integrative approach is described, whereby students are involved in a learning spiral of writing sessions, reconstruction exercises, cognition and further writing assignments. Their receptive skills support their productive ones and vice-versa. It helps to bridge the gap between creative writing and text analysis and combines features of product-orientation and process-orientation.

A brief outline of text restructuring programs, which are generally based on jumbled or deleted

elements, is followed by the description of an approach to networking writing activities with computer-assisted phrases of text reproduction. Examples are given of pre-computer/computer/post-computer activities. It is argued that this methodology leads to long-term memory retention, individualised learning, motivation, efficient learning, linguistic accuracy and learner autonomy. [Practical considerations and hardware requirements are also briefly commented on.]

94–67 Xiuqing Yao (Qingdao U., China). Foreign languages in Chinese higher education. *Language Learning Journal* (Rugby), **7** (1993), 74–7.

In the 1950s, China's education policy was influenced by the USSR, and Russian became the most widely taught foreign language. After the breakdown of the Sino-Soviet relationship, English became the prestige foreign language in both secondary and higher education. Teachers of Russian had to convert to English in order to remain in the profession, and in the early 1960s, the recruitment of teachers from Britain began. Foreign language teaching was badly affected by the cultural revolution; foreign language teachers were said to be 'victims of the influence of the bourgeoisie', and many were put in labour camps or sent to work on farms. Higher education did not begin to return to normal until 1972, and foreign teachers were not allowed back until 1977. China's opening up to the outside world in the late 1970s led to the rapid growth of cultural exchanges

and great expansion of English and Japanese programmes. Chinese higher education now has one programme for foreign language majors, and another for students taking a foreign language for specific purposes. Since 1982 there has been a National Curriculum for each of these. Foreign language teaching methodology in China today is in an 'eclectic' phase, visiting lecturers have introduced the communicative (or functional) approach after periods of domination of the direct, grammar-translation and audiolingual methods. Provision of appropriate textbooks remained a problem until quite recently, and authentic texts and teaching materials about Western culture are still rare. Most language teachers in China have never experienced the target culture.