Language learning and teaching – theory and practice

Theory and principles

96–269 Cook, Vivian (U. of Essex). Multi-competence and the learning of many languages. *Language, Culture and Curriculum* (Clevedon, Avon), **8**, 2 (1995), 93–8.

The term 'multi-competence' is used to define an individual's knowledge of a native language (L1) and a second language (L2), that is L1 linguistic competence plus L2 interlanguage. The paper discusses the persistent tendency in L2 pedagogy, from the 1920s to the present, to make fallacious comparisons between multi-competent L2 learners and monoglot speakers of the target language. The fallacy is perpetuated by many formal models of language acquisition, such as Universal Grammar, which is opposed to any notion of multiple competences. The paper lists and describes the principal elements of multi-competence and presents a number of their implications for the construction of syllabi and examinations and the development of teaching methods.

96–270 Fischer, Gerhard (Wisconsin Dept. of Public Instruction). Tourist or explorer? Reflection in the foreign language classroom. *Foreign Language Annals* (New York), **29**, 1 (1996), 73–81.

The primacy of form over content has long dominated the teaching of foreign languages, and in a predominantly positivistic educational environment the acquisition of content has often been equated with the learning of facts. Such learning and teaching is at odds with John Dewey's views of education in general and with his philosophy of language in particular. This paper uses the metaphors of 'tourist' and 'explorer' to illuminate the distinction between acquiring linguistic forms and cultural facts on the one hand and using a second language to construct an understanding of another social reality on the other hand. E-mail messages of German and U.S. students are used to illustrate this point. The paper argues that students and teachers should not take received messages at face value, but that careful reading and asking questions can lead to an understanding of another and of one's own culture. It does not really matter which topics the students discuss under the guidance of their teachers, as long as the students are inquisitive and curious. Such an approach views language as a tool that gives access to another culture, and it is compatible with ethnographic methods of research. Reflection and thoughtfulness is both a prerequisite and an outgrowth of foreign language instruction that is based on the assumptions outlined in the paper. This can be achieved at fairly low proficiency levels.

96–271 Hermann-Brennecke, Gisela (Osnabrück U.). Affektive und kognitive Flexibilität durch Fremdsprachenvielfat auf der Primarstufe. [Affective and cognitive flexibility through a variety of foreign languages at primary level.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **5**, 2 (1994), 1–21.

The feasibility and methodology of promoting multi-language awareness in primary school children are discussed. Currently the first four years of education emphasize fact-learning to the exclusion of practising inference, elaboration, generalization, abstracting and hypothesis construction. After discussion of research into prejudices and long-term ethnic attitudes amongst young children, a number of suggestions for increasing pupils' cognitive and affective flexibility are made. These include the development of teaching about communication between people and animals, possibilities of non-verbal communication, acoustics, foreign alphabets, speech families and varieties within the school, and genealogy/ethnographics. Statistical surveys are cited which place the general development of prejudices (societal and language-related) at a high point in nine-year-olds. More differential opinions are developed after this age. Hypotheses about educational possibilities are put forward: that foreign language (FL) sensibilisation at primary level promotes cognitive flexibility, combats dogmatism and increases 'trans-national communicative competence'. It is argued that empirical testing of these hypotheses should be addressed by child-care professionals because resultant changes in schooling practice may lead to the following benefits for pupils: a more informed choice of FL at secondary school, more efficient FL learning, and increasingly flexible 'life skills' in a multi-cultural society.

96–272 Kramsch, Claire (U. of California, Berkeley). The cultural component of language teaching. *Language, Culture and Curriculum* (Clevedon, Avon), **8**, 2 (1995), 83–92.

Despite the advances made by research in the spheres of the intercultural and the multicultural, language teaching is still operating on a relatively narrow conception of both language and culture. Language continues to be taught as a fixed system of formal structures and universal speech functions, a neutral conduit for the transmission of cultural knowledge. Culture is incorporated only to the extent that it reinforces and enriches, not that it puts in question traditional boundaries of self and other. In practice, teachers teach language and culture, or culture in language, but not language as culture. The theoretical framework proposed here for teaching culture through language suspends the traditional dichotomy between the universal and the particular in language teaching. It embraces the particular, not to be consumed by it, but as a platform for dialogue and as a common struggle to realign differences.

96–273 Kubanek-German, Angelika (Eichstätt U.). Der frühe Fremdsprachenunterricht und sein Kanon – einige Anmerkungen [Early foreign language instruction and its canon – some comments.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **5**, 2 (1994), 22–31.

As an early start in foreign language (FL) learning is increasingly being institutionalised, it seems to be appropriate to reflect on the methodologists' implicit images of children as FL learners and on the assumptions in the early start programmes of what is right or wrong for children. Four controversial aspects are the focus of the article. Firstly, the interpretation of the term 'child-oriented/developmentally appropriate' is discussed. Secondly, the question of starting-age is raised: the 60's assumption that, as young children naturally learn languages easily, teaching FLs early was *per se* correct has not been borne out empirically. Thirdly, the issue of the communicative approach versus grammar-oriented teaching is considered: here there are no clear conclusions available. Though commonsense ascribes willingness to speak uninhibitedly to eight-year-olds, psychologists observe that classroom communication is determined by group dynamics, background and personality. Categories of functions and notions designed for adults may not fit children. Finally, the question of what is easy or difficult for young children is raised; and it is suggested that a child-based view of teaching materials may give teachers a reductionist view of pupils as constant beginners.

96–274 Pendanx, Michèle (U. of Barcelona). Enseignement communicatif et réflexion sur la langue: quelle complémentarité en contexte scolaire? [Communicative teaching and reflection on language: how do they complement each other in the school context?] *Etudes de Linguistique Appliquée* (Paris), **100** (1995), 117–27.

A recent teaching experiment in French as a modern foreign language at secondary level in Catalonia, Spain raises a question relevant to the teaching of foreign languages generally: how should the communicative approach and reflection on language be expressed? In order that learners can take responsibility for the metalinguistic and cognitive aspects of the communicative teaching/learning of a language, it is suggested that they should develop linguistic awareness. Details are given of the objectives and the impact of this proposal in a school context.

96–275 Puren, Christian (IUFM, Paris). La problématique de la centration sur l'apprenant en contexte scolaire. [Problems associated with the learner-centred approach in a school context.] *Etudes de Linguistique Appliquée* (Paris), **100** (1995), 129–49.

The aim of this article is to question the place, the function and the relevance of the concept – fundamental to communicative teaching – of the 'learner-centred' approach, and to analyse some practical problems raised by its introduction in a school context. After a study of its deficiencies, it is suggested here that it should be replaced by a 'multi-centred' approach (focus on the learner, the adolescent, the pupil, communication, content, language, the teacher, the materials, the methodology, the group, the institution), and that the simultaneous management of these many elements (by different selections, combinations and adaptations) can only be considered in the context of a complex methodology.

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96–276 Thompson, Geoff (U. of Liverpool). Some misconceptions about communicative language teaching. *English Language Teaching Journal* (Oxford), **50**, 1 (1996), 9–15.

Although communicative language teaching (CLT) is accepted by many applied linguists and teachers as the most effective approach among those in general use, there are still a number of misconceptions about what it involves. This article sets out four of the main misconceptions: that CLT means not teaching grammar, teaching only speaking, using pairwork in a particularly narrow way, i.e. role-play, and expecting too much from the teacher. The author discusses why these misconceptions have arisen, and why they can be so described. In doing so, the article attempts to define some important characteristics of CLT as it is practised at present.

96-277 Zuo, Biao. On control in second language teaching classrooms. *The Teacher Trainer* (Canterbury, Kent), **10**, 2 (1996), 8–10.

The word 'control' has gained a slightly negative connotation in second language teaching and is often considered old-fashioned, teacher-centred or non-communicative. Some essential aspects of the nature of control are considered, namely that control can mean the simultaneous gaining of freedom within a limit and losing of freedom beyond that limit. Also a teacher can keep nearly 100% of control while at the same time the learner can exercise nearly 100% of the initiative. It is argued that control over technical skills, classroom atmosphere, the balance of the curriculum, disruptive students and teacher role are in fact essential pre-requisites for a communicative classroom.

Psychology of language learning

96–278 Abdesslem, Habib (Kairouan U., Tunisia). Communication strategies or discourse strategies in foreign language performance? *IRAL* (Heidelberg, Germany), **34**, 1 (1996), 49–61.

The present article reviews Faerch and Kasper's model (1983) of communication strategies. It demonstrates with examples taken from Tunisian learners' communication in English, both in formal and near-informal settings, that the model, despite its usefulness, is too rigid to have a sound psychological foundation. It argues for more emphasis on studying learners' strategies from a discourse analyst's perspective and it touches upon the interrelation between language, culture, and personality in verbal behaviour. The article does not, however, pretend to develop a full-fledged model of discourse strategies, but can be seen as a contribution towards such an enterprise.

96–279 Abu-Rabia, Salim (Haifa U., Israel). Multicultural and problematic social contexts and their contribution to L2 learning. *Language, Culture and Curriculum* (Clevedon, Avon), **8**, 2 (1995), 183–99.

This study investigated the relationship of attitudes and cultural back-ground to reading comprehension in a second language (L2) of eighth-grade students in three different social contexts: Israeli-Arab students learning Hebrew as their L2, Israeli-Jewish students learning English as their L2, and Canadian-Arab students learning English as their L2. Cloze tests, attitude questionnaires, foreign and familiar (cultural) stories, and multiple choice questions were employed. The results showed that generally the students were instrumentally motivated rather than integratively motivated and that instrumental motivation was commonly a strong predictor of L2 learning. Furthermore, the cultural content of the stories was a strong predictor of L2 learning for Israeli-Arabs and Israeli-Jewish students, but not for Canadian-Arab students. The paper discusses the implications of the findings for the design of L2 programmes.

96–280   Allen, Linda Quinn (Vincennes U.). The effects of emblematic gestures on the development and access of mental representations of French expressions. *Modern Language Journal* (Madison, Wis.), **79**, 4 (1995), 521–9.

The study investigated the effect of emblematic gestures on the development and access of mental representations of French expressions. The major hypothesis of the study was that learning emblematic gestures with simultaneously presented French expressions would cause an increased depth of processing as measured by greater retention. The second hypothesis was that recall would persist over time. A pretest posttest repeated measures design was used. Three groups consisting of 112 first-semester university French students participated in the study. The experimental group learned the gestures and used them to recall the expressions in the posttest. The no-treatment group did not see the gestures at any time. The comparison group did not learn the gestures, but did see them in the posttest. Results of analysis of variance performed on the posttest scores revealed that learning emblematic gestures simultaneously with French expressions does lead to greater recall. Secondly, although all groups experienced a decay in recall, the groups that saw the emblematic gestures forgot significantly fewer sentences than the group that did not see the gestures.

96–281   Bell, Jill Sinclair (York U.) The relationship between L1 and L2 literacy: some complicating factors. *TESOL Quarterly* (Washington, DC), **29**, 4 (1995), 687–704.

This paper explores ways in which the wholesale transfer of assumptions from first language literacy can sometimes complicate the process of acquiring second language (L2) literacy. Using the methods of narrative inquiry, the author attempted to reach a deeper understanding of L2 literacy via an autobiographical study of Chinese literacy acquisition. She describes the ways in which her prior English language literacy experiences affected her progress in the L2, and outlines the very complex set of unconscious assumptions about literacy which were held by both her and her Chinese tutor. Some of the key areas in which they held different assumptions about literacy included: the qualities of self which literacy skills display; the value of analytic approaches to learning literacy versus holistic ones; the relationship between form and content; and the signs of a good learner. The article also touches on the emotional impact of this experience and suggests that teachers need to reach a fuller understanding of their unconscious assumptions about literacy if they are to help L2 literacy learners.

96–282   Bogaards, Paul (U. of Leyde, Netherlands). Dictionnaires et compréhension écrite. [Dictionaries and reading comprehension.] *Cahiers de Lexicologie* (Paris), **67**, 2 (1995), 37–53.

This article investigates the relationship between dictionary use and reading. The author critically discusses the rare experimental evidence and the explanations that have been given for the lack of advantages for readers of a foreign language when using dictionaries. Referring to two particular examples by way of illustration, he seeks to demonstrate the complexity of the relationship between reading a text and reading a dictionary. In conclusion he proposes some new lines of thought, and discusses recent research which throws a new perspective on the relationship between dictionary use and reading.

96–283   Chen, Hsiu-Chieh (Tamkong U.) **and Graves, Michael F.** (Minnesota U.). Effects of previewing and providing background knowledge on Taiwanese college students' comprehension of American short stories. *TESOL Quarterly* (Washington, DC), **29**, 4 (1995), 663–86.

This study investigated the effects of previewing and providing background knowledge for American short stories on Taiwanese college students' comprehension of the stories and attitudes toward the treatments. Approximately 240 college freshmen were randomly assigned to one of four treatment groups and read two short stories. Before reading each story, one group listened to a 200-word preview, a second group listened to a 200-word presentation of background knowledge, and a third

group listened to both the preview and the background knowledge presentation. The fourth group read each story without any prereading assistance. Results on short-answer and multiple-choice posttests showed strong positive effects of the pre-viewing and combined treatments and weaker positive effects of the background knowledge

treatment. Students' responses to a semantic differential and an open-ended attitude question showed that they generally responded positively to all experimental treatments. Implications of the findings for reading instruction in second language classrooms are discussed.

96–284 Cohen, Andrew D. (U. of Minnesota). In which language do/should multilinguals think? *Language, Culture and Curriculum* (Clevedon, Avon), **8**, 2 (1995), 99–113.

Methods of foreign language teaching and learning are often predicated on the principle that learners need to think as much as possible in a language that they wish to learn. This paper first explores what it means to think in a target language. Next, those factors which determine both unplanned and planned use of more than one language for thinking are discussed, and empirical data from a mini-survey are presented. Thirdly, the paper considers the role of target-language thinking in improving language ability, again drawing on empirical data from the survey. Finally, the paper looks at mental translation in the reading of intermediate college French, the

language of thought in an elementary school Spanish immersion programme, and thought patterns in the production of speech acts by college students learning English as a foreign language. The conclusion reached after reviewing the responses from the mini-survey and the other empirical studies is that there are definite benefits from making an effort to think through the target language. It is suggested that further research may ultimately produce a set of guidelines for learners as to the advantages and disadvantages of thinking through the native language while performing target language tasks.

96–285 de Florio-Hansen, Inez (Gesamthochschule, Kassel). Lernen, wie man Wortschatz lernt: von der Instruktion zur Lernerautonomie. [Learning how to learn vocabulary: from instruction to learner autonomy.] *Der fremdsprachliche Unterricht: Französisch* (Stuttgart, Germany), **30**, 3 (1996), 4–11.

Cognitive science tells us that lexical knowledge is stored in mental lexicons, and this applies equally to second language (L2) vocabulary learning. It may be beneficial if L2 learners are made conscious of the complex, and normally unconscious, mental procedures for information storage and retrieval. According to the widely accepted Subset hypothesis, mother tongue and foreign language are stored together, so the learner is working with a multilingual mental lexicon. According to constructivist principles, learning consists of constructive operations (constructing 'reality') on the basis of human experiential knowledge, and thus can only succeed if autonomous. Holec's ideas on autonomy are sadly not reflected in current teaching materials for French. Even beginners need to be encouraged to make autonomous vocabulary

selections, but textbook authors' selection criteria (frequency, usability, learnability) are rarely made explicit. Intrusive teacher explanation of these may however disturb the learner's natural, intuitive interaction with the target language vocabulary, and selection criteria are better taught through relevant examples, e.g. why *raison* requires more attention than *raisin*. Even beginners must acquire the habits of inferencing meaning and of asking in the target language for explanation, and become aware of strategies for ratification and repair. Isolated, random words in a vocabulary list are not as easy to learn as groups of related words: coordinates, collocations, subordinates, synonyms and antonyms. Mnemonic techniques, especially of a personal nature, should be encouraged, although they may not suit every learner.

96–286 Hood, Philip (U. of Nottingham). Early foreign language reading competence: some issues and evidence. *Language Learning Journal* (Rugby), **13** (1996), 16–18.

Comparatively little is known about early foreign language reading competence in British comprehensive school pupils. Important issues in need of investigation include pupils' ability to deal with unknown words; motivation to persevere;

ensuring permanent vocabulary gain; and transfer of first language reading skills to the second language (L2). Addressing these issues, this paper provides an account of part of a research programme designed to examine competence, confidence and strategies in

L2 reading in 11–12-year-old mixed ability pupils learning French. Details of the experimental design are given. A major finding was the immense gap in reading skills between the most and least able/confident pupils. Evidence that the pupils were able to monitor the ease or difficulty of the comprehension task, and analyse (albeit in an unsophisticated way) their comprehension strategies, leads to the conclusion that the overt discussion, teaching and use of reading strategies can be productive. An awareness of strategies can result in increased confidence, leading to greater perseverance. Some examples are given of techniques which can raise awareness and build links in pupils' minds between receptive and productive language.

96–287 Kyriacou, Chris and others (U. of York). Pupil learning styles and foreign language learning. *Language Learning Journal* (Rugby), **13** (1996), 22–24.

This paper examines the notion of learning style and reviews examples of research in this area. Some of the problems involved in the research are highlighted, namely the large number of different research instruments used, the confusion of learning style with cognitive style, and the unsatisfactory academic foundations of some work, including some of the most frequently cited. A brief outline is given of the six major influential descriptions of learning styles which have stood the test of research scrutiny, and implications for teaching are discussed. The paper then considers research into learning styles in foreign language learning in a wide variety of settings. It is concluded that research has yielded no consistent findings in respect of learning styles and their implications for foreign language teaching.

96–288 Lennon, Paul (Justus-Liebig U.). Getting 'easy' verbs wrong at the advanced level. *IRAL* (Heidelberg, Germany), **34**, 1 (1996), 23–36.

This paper focuses on the errors made in lexical verb choice in speech by a small group of advanced learners of English. Of a corpus of 745 total errors, 100 consisted of verb choice error (13%). This figure represents types per subject per text (15 texts×4 subjects). There was considerable recurrence of verbs used erroneously across subjects and texts and almost without exception the verbs involved were high-frequency verbs, first encountered in the early stages of learning English. In most cases, too, the posited target verb was a high-frequency, 'easy' verb. For this reason the explanation that learners are 'overextending' verbs available in their lexicon to compensate for lack of rarer, more 'difficult' or specialised verbs was rejected. Erroneous uses of 'put', 'go', 'recognise' and 'take' are scrutinised. Although in some cases first language (German) influence is to be discerned, subjects' problems are more fundamental. In particular they include lack of knowledge of collocational probabilities and restrictions, and confusion as to the semantic boundaries of verbs of deictic movement and apperception, respectively, complicated where these do not map onto the German system neatly in terms of 'translation equivalents'. It is suggested that teaching at the advanced level should aim not only to increase the word store but also to flesh out the incomplete or 'skeleton' entries which even advanced learners may have for high-frequency verbs.

96–289 Lockhart, Charles and Ng, Peggy (City U. of Hong Kong). Analyzing talk in ESL peer response groups: stances, functions, and content. *Language Learning* (Cambridge, MA), **45**, 4 (1995), 605–55.

This study analyses the interaction during peer response as it occurs in an authentic writing class. Transcripts of 27 response groups are analysed using the constant comparative method (Glaser & Strauss, 1967) to identify reader stances and determine the characteristics of these stances. Four categories of reader stances were identified – authoritative, interpretive, probing, and collaborative. The language functions and topics discussed during the response sessions were then analysed. This analysis reveals interesting differences across the four stances in five function categories (Summarize Essay, Express Intention, Give Suggestion, Give Opinion, and Give Information) and in three content categories (Writing Process, Ideas, and Audience and Purpose). It is concluded that interactive peer response offers benefits to the students. However, in the probing and collaborative stances, the writer is encouraged to articulate the intended meaning of the text, thereby clarifying, expanding, and shaping meaning. These two stances therefore engage students in a fuller understanding of the writing process.

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96–290 McLaughlin, Barry (U. of California, Berkeley). Aptitude from an information-processing perspective. *Language Testing* (London), **12**, 3 (1995), 370–85.

This paper discusses the extent to which individual differences in language-learning aptitude may largely be a result of the joint function of availability of knowledge about the target language and the speed and efficiency of working memory. It is argued that notions of automatization and restructuring are central to the information-processing approach to language learning. The first section addresses the issue of how cognitive skills become automatic through the initial use of controlled processes. Second language (L2) learning, like any other complex cognitive skill, involves the gradual integration of sub-skills, as controlled processes initially predominate and later become automatic. Studies reveal that L2 researchers have been more concerned with the development of automaticity than with restructuring. Restructuring helps explain how language performance declines as more complex internal representations replace less complex ones, and increases again as skill becomes expertise. The second section raises questions about how far these processes help to explain the different language-learning aptitudes of experienced and novice learners. It is claimed that teaching strategies may facilitate the efficiency of working memory and so promote aptitude.

96–291 Musau, Paul M. (Kenyatta U., Nairobi). Communicative strategies of Swahili learners: the one to one principle. *IRAL* (Heidelberg, Germany), **33**, 4 (1995), 279–314.

With reference to Swahili, a Bantu language spoken in East and Central Africa, this paper examines how second language learners compensate for their target language deficiency in communication. This is done within the One to One Principle of interlanguage communication which specifies that an interlanguage should be constructed in such a way that an intended underlying meaning is expressed with one clear invariant surface form. The examples considered here are taken as support for the claim that second language learners, just like first language acquirers, operate with a principle that expects the target language rules to be exceptionless and also to relate clearly to meaning. It is further concluded that target language aspects that do not adhere to one-to-one mapping between semantic elements and surface elements are problematic to the learners and are seemingly acquired late.

92–292 Oliver, Rhonda (U. of Western Australia). Negative feedback in child NS-NNS conversation. *Studies in Second Language Acquisition* (Bloomington, Ind.), **17**, 4 (1995), 459–81.

This study examined the pattern of interaction in child native speaker (NS)-nonnative speaker (NNS) conversation to determine if the NSs provide negative feedback to their NNS conversational partners. It appears that, just as children are able to modify their input for their less linguistically proficient conversational partners in first language acquisition (Snow, 1977), so too are children able to modify their interactions for NNS peers in the second language (L2) acquisition process and, in doing so, provide negative feedback. Two forms of NS modification were identified as providing reactive and implicit negative feedback: (a) negotiation strategies and (b) recasts. The results indicated that NSs respond differentially to the grammaticality and ambiguity of their NNS peers' conversational contributions. Furthermore, NS responses appeared to be triggered by the type and complexity of NNS errors, although it was more likely overall that negative feedback would be used rather than the error ignored. Additionally, evidence suggested that negative feedback was incorporated by the NNSs into their interlanguage systems. This indicates that, not only does negative evidence exist for child L2 learners in these types of conversations, but that it is also usable and used by them in the language acquisition process.

96–293 Paribakht, T. Sima and Wesche, Marjorie (U. of Ottawa). Enhancing vocabulary acquisition through reading: a hierarchy of text-related exercise types. *The Canadian Modern Language Review* (Toronto, Ontario), **52**, 2 (1996), 155–78.

This paper presents a classification scheme for reading-related vocabulary exercise types currently advocated in textbooks for English as a second and foreign language. The scheme was developed within the context of an ongoing research project on second language (L2) vocabulary acquisition through reading. The classification scheme proposes a hierarchy of the degree and type of mental

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processing required by various kinds of vocabulary exercises, in accordance with an information processing framework for the acquisition of L2 knowledge from input (Gass, 1988). It reflects a view of initial vocabulary acquisition as a multistage, iterative process involving repeated exposures to new words in meaningful contexts. The categories of the classification scheme are: 'selective attention',

'recognition', 'manipulation', 'interpretation', and 'production'. The theoretical rationale for the classification scheme is presented together with illustrative examples. Evidence for the validity of sample exercises is then discussed. Finally, implications for vocabulary research and teaching are considered.

96–294 Pauels, Wolfgang (Bonn U.). Sprachenbegabung im Lichte kognitiver Zweitsprachenerwerbsmodelle. [Language ability in the light of cognitive second language acquisition models.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **94**, 6 (1995), 622–33.

First and second language (L2) acquisition research has increasingly focused on individual variations of language performance and language acquisition, and has thus provided new approaches to the description of language ability. Based on process-oriented analyses of L2 acquisition, language ability is regarded as a cognitive learner variable. Theoretical models and findings of empirical studies indicate that language ability depends on the number, nature and

extent of the consciously applied strategies which learners have at their disposal. The conclusion to be drawn from these findings are that intentional training of strategies has to be planned for the foreign language classroom; this may help decrease the frustrations of poor language learners in the early stages of acquisition, and may further improve the learning efficiency of good language learners.

96–295 Pica, Teresa (Pennsylvania U., PA). Do second language learners need negotiation? *IRAL* (Heidelberg, Germany), **34**, 1 (1996), 1–21.

Theoretical claims have been made regarding what learners need to do for successful second language (L2) learning, e.g., to obtain comprehensible input, produce modified output, and focus attention on L2 form. That learners' participation in negotiation addresses the first two of these needs has been shown through extensive research. This study, therefore, aimed to examine whether negotiation also addresses the third of these needs. To achieve this purpose, an analysis was carried out on the utterances of negotiation which were produced as 20 English native speaker-non-native speaker (NS-NNS) dyads engaged in communication tasks. The analysis revealed that the NS utterances produced during

negotiation offered data on L2 forms, the meanings they encoded, and some of the structural relationships into which they could enter. These utterances were also found to contain information which could help the NNSs distinguish between lexical and structural features of their interlanguage that were native-like and those which were not; however, there were few explicit cues which could make such distinctions salient to the NNSs. Thus negotiation appeared to assist the NNS needs for data on features that were possible in the L2, but it was limited in the extent to which it could inform the NNSs on which of their own interlanguage features were not possible in the L2.

96–296 Robinson Peter (Aoyama Gakuin U.). Learning simple and complex second language rules under implicit, incidental, rule-search, and instructed conditions. *Studies in Second Language Acquisition* (Bloomington, Ind.), **18**, 1 (1996), 27–67.

This study examines the generalizability of claims by Reber about the implicit learning of artificial grammars to the context of adult second language acquisition (SLA). In the field of SLA Krashen has made claims parallel to those of Reber regarding the differential effectiveness of conscious learning of rules and unconscious incidental acquisition of rules. Specifically addressed are Reber's and Krashen's claims that (a) implicit learning is more effective

than explicit learning when the stimulus domain is complex, and (b) explicit learning of simple and complex stimulus domains is possible if the underlying rules are made salient. One hundred and four adult learners of English as a second language were randomly assigned to implicit, incidental, rule-search or instructed computerized training conditions. Speed and accuracy of judgments of novel tokens of easy and hard rule sentence types

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presented during training were used as dependent measures. Results do not support the first of Reber's and Krashen's claims but do support the second. Implicit learners do not outperform other learners on complex rules, but instructed learners outperform all others in learning simple rules. Analyses of the effect of sentence type and grammaticality on learning suggest a transfer-appropriate processing account of the relationship among consciousness, rule awareness, training, and transfer task performance.

96–297   Schaerlaekens, A. and others (Catholic U. of Louvain, Belgium). Comparative vocabulary development in kindergarten classes, with a mixed group of monolinguals, simultaneous and successive bilinguals. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **16**, 6 (1995), 477–95.

This article reports on a language-evaluation study which was made in Brussels kindergartens. More particularly the vocabulary evolution of originally monolingual Dutch-speaking children, originally simultaneously bilingual children (Dutch/French) and young successive second-language learners (French at home, Dutch in kindergarten) was charted. A cross-sectional, as well as a longitudinal investigation was conducted with three-, four-, and five-year-olds. A special instrument, which evaluates active and passive vocabulary, sentence comprehension, morphology proficiency and spontaneous speech production, was designed for this study. Especially the vocabulary items are discussed in this article as they are representative for all other test parts. The conclusion highlights the possibilities and problems with regard to looking after these children continuously in Dutch-speaking primary education. The study also seeks an answer as to the relative possibility or impossibility of instructing these groups of children together.

96–298   Schairer, Kim S. and Nelson, Nickola Wolf (Western Michigan U.). Communicative possibilities of written conversations with adolescents who have autism. *Child Language Teaching and Therapy* (London), **12**, 2 (1996), 164–80.

Oral and written conversations were held with three adolescents with autism in 15-20-minute sessions over a 15-week period. The discourse of several oral and written sessions was transcribed, and coded for mean length of utterance, communicative functions, turn-taking, and topic matching. These features were compared within and across participants for modality effects. Results showed a range of individual discourse styles, with two participants showing more elaborate language and two participants relying less on partners to carry the conversation in the written modality. One of the three participants also took significantly more non-obligatory turns and never passed an obligatory turn in writing but did orally. This individual also matched his partner's topic significantly more often in written than in oral conversations. If written capabilities exceed oral performance, written communication might provide supplemental or alternative methods to teach students with autism in the classroom or to enhance social communication across settings.

96–299   Selinker, Larry and Baumgartner-Cohen, Beatrice (U. of London, Birkbeck Coll.). Multiple language acquisition: 'Damn it, why can't I keep these two languages apart?' *Language, Culture and Curriculum* (Clevedon, Avon), **8**, 2 (1995), 115–21.

This paper addresses the following question: in multiple language acquisition, what principles exist in the mixing and merging of interlanguages? It is the authors' premise that difficulties that learners have in keeping languages apart is an interesting and important topic, both for multiple language acquisition and, more generally, for a cognitive theory of language and mind. The data they use are primarily fragments from a five-year diary study into the learning of German. It is claimed that there is an 'interlanguage logic' in multiple language acquisition, where the learner is in a cognitive 'talk foreign' mode. The paper ends with the claim that in multiple language acquisition one can see glimpses of the structure of what Weinrich (1953) claims is the basic learning strategy in interlanguage creation: 'interlingual identifications'.

96–300   Takano, Yohtaro (U. of Tokyo) **and Noda, Akiko** (Waseda U.). Interlanguage dissimilarity enhances the decline of thinking ability during foreign language processing. *Language Learning* (Cambridge, MA), **45**, 4 (1995), 657–81.

This study tested a hypothesis that the 'foreign language effect' is larger when similarity between a foreign language and a native language is less. Foreign language effect refers to a temporary decline of thinking ability during foreign language processing, a decline that is distinguished from foreign language processing difficulty per se. In the first of two divided-attention experiments, 16 adult native speakers of German and 16 of Japanese given English as a common foreign language were compared; in the second, 16 adult native speakers of Korean and 16 of English given Japanese as a common foreign language were compared. The participants performed a thinking task (addition) and a linguistic task (question-answering) in parallel. The thinking task contained *no* foreign language; the linguistic task was presented in either the native language or the foreign language. In accordance with the hypothesis, the foreign language effect (defined by lower performance in the thinking task when the linguistic task was in the foreign language) was larger in both cases for those whose native language was less similar to the common foreign language.

96–301   Terborg, Roland (Escuela Nacional de Enseñanza Profesional, Acatlán). *Interesse und Motivation im Zweitspracherwerb: Eine vorläufige Klassifizierung der situativen Kontexte im Sprachunterricht.* [Interest and motivation in second language acquisition: A preliminary classification of the situational context in language teaching.] *Die Unterrichtspraxis* (Philadelphia, Pa.), **29**, 1 (1996), 42–51.

This is a report from a Mexican research project exploring the relationship between interest, pressure and motivation. Interest in learning a foreign language (FL) creates pressure of different kinds, but not necessarily intention to learn. Motivation only develops out of pressure when the individual's success is predictable, but it always leads to intention to learn. The wish to acquire a language in order to use it in a particular career constitutes permanent pressure; the urge to communicate at a certain moment can be termed direct pressure. In FL classroom dialogue, there are some utterances with propositional content, and some without; the former, in 'outer language', equate with so-called direct interest, the latter, in 'inner language', with permanent interest. A balance must be maintained between them, and between direct and indirect pressure, which reach their optimum interactive state in communications with the target language community. There is limited scope for this for learners of German in Latin America, so it is necessary to try to boost the propositional content of classroom dialogue, whilst remaining aware of how it differs from everyday linguistic encounters. Outer discourse, which can be seen as identical with some everyday situations, should be given prominence. The ethnography of communication also yields insights into the nature of the speech event and how to manipulate setting, choice of theme etc. to maximise autonomy, motivation and learning.

96–302   Towell, R. (U. of Salford) **and others.** The development of fluency in advanced learners of French. *Applied Linguistics* (Oxford), **17**, 1 (1996), 84–119.

The authors argue that the proceduralisation of linguistic knowledge is the most important factor in the development of fluency in advanced second language (L2) learners. Levelt's (1989) model of language production is used to provide the descriptive base for the sub-processes of language production. This posits the existence of a conceptualizer, a formulator, and an articulator, each of which contains procedural knowledge. Anderson's (1983) model of 'adaptive control of thought' is used to account for developmental aspects. This posits that the learning process involves the conversion of declarative knowledge into procedural knowledge via cognitive, associative, and autonomous stages of compilation and tuning. Neither Levelt nor Anderson, however, have stated how the contribution of the sub-processes or how the developmental stages may be measured in language use. It is argued that the 'temporal variables' used by Grosjean and Deschamps (1972, 1973, 1975) provide a way of establishing comparisons which measure (a) differences in the global level of fluency and (b) the contribution of the sub-processes in the model. Evidence from 12 advanced learners of French performing the same task before and after a period of residence abroad and in French and English is used to show how this may be done. Initial results indicate that on a specific

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task learners became more fluent (as measured by speaking rate) as a result of the residence abroad and that an increase in mean length of run was the most important of the temporal variables contributing to this development. It is argued that this increase is mainly attributable to the proceduralisation of different kinds of knowledge, including procedural knowledge of syntax and of lexical phrases (Nattinger and DeCarrico, 1992). It is concluded that the quantitative and qualitative evidence supports the contention that increases in fluency are attributable mainly to increases in the degree of proceduralisation of knowledge.

96–303 Tremblay, Paul F. and Gardner, Robert C. (Western Ontario U.). Expanding the motivation construct in language learning. *Modern Language Journal* (Madison, Wis.), **79**, 4 (1995), 505–20.

Recent reviews by Crookes & Schmidt (1991), Dörnyei (1994), and Oxford and Shearin (1994) have suggested that research concerned with motivation in second language acquisition would benefit from a consideration of motivational constructs from other research areas. The present study addresses this issue by investigating the relation of a number of *new* measures of motivation such as persistence, attention, goal specificity, and causal attributions, to each other, to existing measures of attitudes and motivation, and to indices of achievement in French courses. A sample of 75 students in a francophone secondary school completed various motivational and attitudinal measures, and subsequently wrote a French essay. Their final grades in the French course were later obtained from the school records. Support was found for a LISREL structural equation model linking different aspects of motivation with language attitudes, French language dominance, and French achievement. It was concluded that the new motivational measures add to our understanding of motivation in language learning.

96–304 Vandergrift, Laurens (U. of Ottawa). The listening comprehension strategies of core French high school students. *The Canadian Modern Language Review* (Toronto, Ontario), **52**, 2 (1996), 200–23.

This paper reports on the first phase of a study investigating the comprehension strategies used by core French students in listening tasks. By means of interviews, students at four different course levels reported on their conscious use of listening strategies in different contexts. All students evidenced a familiarity with metacognitive, cognitive, and socio- affective strategies. Overall, the percentage of metacognitive strategies reported by students increased for each course level. A chart of identified strategies and representative examples is provided. The paper concludes with pedagogical implications for fostering the acquisition of the metacognitive strategies that can enhance success in listening.

96–305 Warden, Michael (Oakville Trafalgar High School, Ontario) **and others** (Ontario Inst. for Studies in Ed.). Adolescent language learners on a three-month exchange: insights from their diaries. *Foreign Language Annals* (New York), **28**, 4 (1995), 537–50.

This paper examines the diaries that were kept by 18 anglophone high-school students of French while they spent three months in Quebec as part of an exchange program. The four main research issues deal with: (1) insights into the language learning process provided by the student diarists; (2) affective factors in language learning; (3) extralinguistic benefits of the exchange; and (4) the ways in which the diaries supplement other data, such as tests and questionnaires. The analysis yields a great deal of information about individual differences among language learners. While generalisations about students' language learning strategies must await replications of this study, there are common themes with respect to affective factors. All the diarists express some degree of linguistic and cultural shock at the beginning of the visit. However, these initial feelings of frustration and anxiety gradually subside as the students become acclimatised and start to make linguistic progress, and by the end of the exchange all the diarists express satisfaction with their experience in terms of both language learning and personal growth.

Research methods

96–306 Block, David (ESADE, Barcelona). Not so fast: some thoughts on theory culling, relativism, accepted findings and the heart and soul of SLA. *Applied Linguistics* (Oxford), **17**, 1 (1996), 63–83.

This paper is a response to claims made by several prominent applied linguists in recent articles about second language acquisition (SLA) research. These claims are as follows: (1) The existence of multiple theories in SLA research is problematic (Beretta 1991), and the field should be united around a single theory or a few theories (Long 1993); (2) The alternative to such a concerted effort is a relativistic stance where 'anything goes' (Long 1990a, 1993; Beretta 1991); (3) There is now an ample body of 'accepted findings' which a good theory of SLA will have to account for (Long 1990a; Larsen Freeman and Long 1991); (4) The existence of 'accepted findings' means that SLA researchers should get on

with the task of putting the findings to the test, attempting to falsify them through replication studies. The author begins by disagreeing with each of these suggestions and then goes on to elaborate his own view of SLA research which sees SLA as a process of exploration (Schumann 1993) and speculation (Davies 1991) rather than one of discovery and proof. In addition, it is suggested that SLA is multi-dimensional in nature, including not only cognitive mechanisms (Long 1990a), but also the social psychology of the classroom (Allwright 1989). The paper ends by considering how SLA research carried out according to the principles outlined might be evaluated.

96–307 Low, Graham (York U.). Intensifiers and hedges in questionnaire items and the lexical invisibility hypothesis. *Applied Linguistics* (Oxford), **17**, 1 (1996), 1–37.

The wording of questionnaires has suddenly become a fashionable research topic again, with the claim by Gaskell, Wright, and O'Muircheartaigh (1993) that respondents do not notice – and thus do not respond to – high-degree, or 'extreme', intensifiers in the majority of survey questions. This phenomenon is labelled 'The Lexical Invisibility Hypothesis'. One of the major roles of intensifiers and their 'inverse', attenuating devices, or hedges, is to allow the questionnaire designer to control for social and psychological connotations. If Gaskell *et al.* are correct, hedges, as backgrounding devices, should be even less visible than intensifiers. This paper takes the data from a small think-aloud study and explores

how nine randomly selected first-year undergraduates react to six 'extreme' intensifiers ('very', 'extremely', 'far', 'full', 'never', and 'consistently') and two hedges ('seem' and 'tend'). The data suggest that (a) think-aloud data can within limits provide valid and linguistically rich evidence of attention to specific words, and (b) there is a need to distinguish between attending to a word and using it to formulate a response. There is evidence that most of the intensifiers are attended to by half or more of the subjects, but the hedges (apart from one example of 'seem'), along with 'never' and 'consistently', do seem to be more 'invisible'.

96–308 Snyder, Ilana (Monash U., Clayton, Australia). Multiple perspectives in literacy research: integrating the quantitative and qualitative. *Language and Education* (Clevedon, Avon), **9**, 1 (1995), 45–59.

The quantitative–qualitative debate positions researchers between two apparently opposed epistemological extremes: the positivist or experimental and the constructivist or contextual. This article argues that the two research traditions are not mutually exclusive: rather they are inextricably linked. Further, seemingly divergent assumptions about objective reality simply represent different understandings about our relationship to reality, and both have validity under certain sets of conditions. Using her own research in computer literacy education as an example, the author explores

how the application of the two approaches allows researchers to bring different methodologies and insights to bear on the same question, at the same time pointing out that the use of different approaches is not unproblematic. The article concludes by identifying the need to develop ways of understanding language practices which are both structured and dynamic. Researchers in language education require a flexible, sensitive theoretical framework for understanding and portraying the complex phenomena of literacy classrooms.

Error analysis

96–309 Cox, Terry B. (Saskatchewan U.). Les Fransaskois et les diplômés d'immersion française: comparaison de leurs erreurs à l'écrit. [Fransaskois students and French immersion graduates: a comparison of their written errors.] *The Canadian Modern Language Review* (Toronto, Ontario), **52**, 1 (1995), 34–47.

The paper describes a study repeated over three consecutive academic years aimed at monitoring and correcting the writing of bilingual Fransaskois students and immersion graduates who, for economic reasons, were in the same class. All lexico-grammatical errors were identified in written assignments, prepared on diskette, and were to be corrected. The main objectives of the study were: (1) to determine whether francophones and anglophones made similar or different mistakes; (2) to decide whether the two groups could be taught together without prejudicing one or the other. The author presents the results of error analysis, which lead him to conclude that the two groups made similar errors, and that combining the two groups had no major disadvantage.

Testing

96–310 Fulcher, Glenn (U. of Surrey). Testing tasks: issues in task design and the group oral. *Language Testing* (London), **13**, 1 (1996), 23–51.

This article investigates issues surrounding the use of tasks in oral tests, with particular reference to the group discussion, from the perspective of a group of students asked to attempt three oral tasks. Questionnaire techniques and retrospective reports were used to collect data from the students. The principle is that test-takers have a great deal to offer to the researcher in making judgements about the value of the tests they take. The issues surrounding task design and use are complex, and are currently debated not only in language-testing circles but also in the fields of second language acquisition and discourse analysis. The article thus refers to discussions in all three areas to shed light on the selection of tasks for use in oral tests. Information from the statistical analysis of tests is also presented. All views about tests and tasks used in tests, however much some authors might eschew theory or statistical analysis, spring from inherent theoretical positions. These positions make predictions about test scores under particular conditions, and the results of analysis enable the researcher to assess whether a view can be supported by empirical evidence. Finally, the article examines possibly one of the most problematic questions in proficiency testing: the generalizability of a test score given on one task to another task or tasks, in the absence of which, arguably, there is no justification for proficiency testing.

96–311 Garrett, Peter (U. of Wales, Cardiff) **and others**. The development of a scoring scheme for content in transactional writing: some indicators of audience awareness. *Language and Education* (Clevedon, Avon), **9**, 3 (1995), 179–93.

Much importance is given to 'audience awareness' in writing research and pedagogy, but there have been few attempts at measuring it. In a study investigating the effects of using the mother-tongue in the oral preparation for classroom writing in a second language, pupils were asked to explain how to play a game. In the scoring of the writing scripts at the level of content, it soon became clear that whether and how some information should be included was partly dependent on the writer's judgement of the reader. This paper starts by showing how the initial scoring scheme proved inadequate, and describes and explains how a more robust scheme was gradually developed. The final scheme attempts to take some account of the notion of audience awareness. In the context of this particular writing task, such awareness is seen in terms of whether the writer introduces certain details as new or assumed known information, and how far the writer relies on the reader's pragmatic inference. Finally, some remaining questions for future work in this field are posed.

96–312 Halleck, Gene B. and Moder, Carol Lynn (Oklahoma State U.). Testing language and teaching skills of international teaching assistants: the limits of compensatory strategies. *TESOL Quarterly* (Washington, DC), **29**, 4 (1995), 733–57.

This study examines the relative contributions of linguistic and strategic competence to the performance of international teaching assistants (ITAs) on a teaching task. Study 1 examines the relative contribution of language and teaching skills to overall test performance, whereas Study 2 examines the effect of a one-semester training class on the retest performance of ITAs who initially did not pass the test. The results indicate that the extent to which language abilities are critical to the teaching task varies with the proficiency of the learner. Compensatory strategies, which enable more proficient students to overcome linguistic weaknesses, do not have a strong effect for less proficient learners.

96–313 Milanovic, Michael (U. of Cambridge). Comparing language qualifications in different languages: a framework and code of practice. *System* (Oxford), **23**, 4 (1995), 467–79.

This article describes the research carried out by the Association of Language Testers in Europe (ALTE) into the possibility of comparing, via a 'framework', the language examinations offered by the Association's 13 members. The background to ALTE is explored, the framework being seen very much as a natural development of the Association's original goals of establishing common levels of proficiency (in order to promote the transnational recognition of foreign language (FL) certification in Europe) and formulating common standards for all stages of the testing process. The ALTE scheme is, apparently, intended to provide objective proficiency descriptions in the context of European employment, both for the benefit of firms needing to know which language qualification they should stipulate when advertising posts, for example, and employees who wish to rate their current level of expertise/need for further training more accurately.

Publications arising from the project are discussed, most notably *European Examination Systems*, a booklet apparently including self-access testing materials which provides advice to item writers on such matters as models of linguistic ability, the characteristics of expected testee responses and the adequate specification of content and marking/scoring issues. In effect, it is felt, the ALTE framework scheme has generated useful, readily understandable checklists of what FL speakers should be able to do at various levels, as well as an 18 point Code of Practice for test designers covering setting/pre-testing, marking, striving for fairness, interpreting/disseminating results and ensuring security. The ultimate, avowed aim of the ALTE research is to provide a means of evaluating ALTE examinations with those offered by other providers in Europe (and perhaps internationally).

96–314 North, Brian (Eurocentres Foundation, Zurich). The development of a common framework scale of descriptors of language proficiency based on a theory of measurement. *System* (Oxford), **23**, 4 (1995), 445–65.

This article reports initial results from a Swiss National Science Research Council project aimed at providing adequate descriptions of linguistic competence at a number of 'cross-over points' within proficiency bands. The author first examines perceived deficiencies in current framework competence scales (e.g. Waystage), which are felt to: (1) rely too much on subjectivity/intuition (2) often be uncritically derived from other scales. An objectivity transcending the opinions of scale designers and the features of particular contexts is felt to be essential in order to successfully accommodate a range of descriptive and measurement issues, an example of the latter being the claim that assessors are not really capable of arriving at consistent band distinctions if a scale has too many levels. To this end, the current study analysed 30 scales of language proficiency, grouped them into 6 levels and produced an initial descriptor bank, the latter being scrutinized/reduced by teams of teachers to 280 core items. The Rasch-based data collection apparently revealed such phenomena as excessive teacher discrimination/norm-referencing and the need to separate 'sociolinguistic cultural competence' as a distinct, problematic assessment component. Descriptors were often found to be redundant and fraught with problems of definition (of, for example, the qualifiers 'extensive' or 'detailed' in describing a particular level of skill performance). The choice of inappropriate items (i.e. the cross-band, common

performance elements at the core of each level) was also seen to result in data distortion, there being possible expectation/definitional differences in the regions of Switzerland, and amongst age groups and educational sectors. The paper concludes by claiming that the distilled scale produced by the study is 'on the borderline' of psychometric acceptability and, thus, generalisability.

96–315 Perkins, Kyle (Southern Illinois U.) **and Gass, Susan M.** (Michigan State U.). An investigation of patterns of discontinuous learning: implications for ESL measurement. *Language Testing* (London), **13**, 1 (1996), 63–82.

Research from cognitive psychology, second language (L2) acquisition and psychometry suggests that competence/proficiency is multidimensional, and that proficiency does not always develop at the same rate in all its domains. In particular, L2 acquisition research indicates that competence does not always develop in a linear, monotonic pattern at an equal rate in all its component parts owing to restructuring and reorganization. Rehearsal, automatic and controlled processing, creative simplification, task constraints and attention to form have been adduced to explain restructuring and reorganization. Classical test theory and item response theory models are not consonant with findings from cognitive psychology and L2 acquisition, because these models pinpoint individuals on a single continuum of proficiency. The study reported here tested the experimental hypothesis that there would not be a monotonic relationship between increasing competence in different linguistic domains and growth in L2 proficiency. There was general support for the hypothesis. The article concludes with a brief introduction to some assessment models which can accommodate discontinuous patterns of growth. The models examined can be used to describe and model a student's qualitative cognitive state and knowledge structures.

96–316 Wu, Siew-Mei (Adult Migrant Ed. Service, Melbourne). Evaluating narrative essays: a discourse analysis perspective. *RELC Journal* (Singapore), **26**, 1 (1995), 1–26.

This paper presents a case study of the use of a narrative discourse model (Labov and Waletzky, 1967) to provide a more objective assessment of two English as a second language (ESL) compositions. The model allows a clause by clause analysis to demonstrate the discourse function of each clause within the narratives. A comparative analysis which describes the overall narrative structures of the two stories is also presented. The evaluation of the narrative quality of the essays using the model as a guide seems to be consistent with the impressionistic marks awarded by the ESL teacher. Research has shown that the quality of a text is enhanced by grammatical patterns within the sentence as well as patterns of discourse organisation beyond the sentence. Various studies also suggest that the conventional ESL writing class, which emphasises mainly intra-sentential skills, may not address the students' lack of organisational skills in a piece of discourse (Mohan and Loh, 1985; Clayton and Klainin, 1994). Thus, insights from discourse analysis research can provide the writing teacher with ideas for a more discourse-oriented approach in the classroom.

Curriculum planning

96–317 Scarino, Angela (U. of South Australia). Planning, describing, monitoring long-term progress in language-learning. *Babel* (Victoria, Australia), **30**, 3 (1995), 4–13.

This paper examines the basis of the development of the 'Statements and Profiles for Australian Schools', and discusses the extent to which the provisions make allowance for long-term progress in language learning. The first section addresses the need to recognise the interdependent nature of languages education, wherein each aspect is seen as part of a more holistic system. The point is made that such interdependence also has consequences with regard to the way long-term progress is provided for in the 'Statements and Profiles'. A comparison is then made between the 'Statements and Profiles' and 'The Toronto Benchmarks Program' to reveal the different conceptions of long-term progress in each. The second section discusses the impact that the 'Statements and Profiles' initiative is having on

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languages education. It is claimed that the initiative does not address the issue of the nature of the curriculum as a whole, fails to account for developmental sequences in learning, and provides imprecise descriptions of progress. Further collaborative dialogue and empirical research is called for in order to refine the objectives of the initiative and help focus on aspects which are needed to improve both the descriptions of progress and the way progress is promoted.

96–318   Vez, José M. (U. of Santiago de Compostela, Spain). Perspectives communicatives et développement des curricula des langues européennes. [Communicative approaches and the development of European language curricula]. *Etudes de Linguistique Appliquée* (Paris), **100** (1995), 55–65.

The increasing importance of the European dimension in the development of curricula offers an excellent opportunity for educators to reflect on the extent and style of the evolution of communicative approaches in the teaching of languages in Europe, which target a richer and culturally more diverse linguistic competence. The article puts forward a proposal for work on a new dimension in European language curricula, the aim of which would be to encourage, on the one hand, linguistic 'intercomprehension' as an alternative to the present domination of the new bilingualism (knowledge of one's national language plus a knowledge of English) and, on the other hand, a more sociological and multicultural development of the communicative competence of the citizens of Europe.

Course design

96–319   Lynch, Tony (U. of Edinburgh). Basing discussion classes on learners' questions: an experiment in (non-) course design. *Edinburgh Working Papers in Applied Linguistics*, (Edinburgh), **7** (1996), 72–85.

This paper describes the development of an innovative discussion group course designed to move the responsibility for choice of topic from the teacher to the learner. In the place of a preplanned syllabus a structure which allows learners to select their own points for discussion was introduced in an attempt to increase learner involvement and make discussions more valid. The format of the sessions follows three stages. Firstly the students write down a question they want answered and the tutor allocates students into small groups to discuss related questions. Secondly the group attempt to answer the questions, and finally the teacher provides feedback on both language and content. The course was evaluated at mid-term and end of term by collecting learners' responses and by analysing learners' choice of questions. It was found that the course appeared to have mainly fulfilled the aims of providing both procedural knowledge about student life at university and practice in conversation. It seems that the course also helped to increase learner autonomy and independence in learning. Finally, some issues for future research relating to the course such as study of student use of language are outlined.

Materials design

96–320   Carette, Emmanuelle and Holec, Henri (U. of Nancy). Quels matériels pour les centres de ressources? [Choosing materials for resource centres.] *Mélanges CRAPEL* (Nancy, France), **22** (1995), 85–94.

This article attempts to define the characteristics of the materials that should be found in a resource centre whose aim is to enable learners to self-direct their learning. Three basic characteristics are considered, i.e. adaptability, self-sufficiency and accessibility. A distinction is made between language-learning materials and aid-to-learning materials. Numerous examples of both types are given. In conclusion it is emphasised that these adaptable, self-sufficient and accessible materials can only be used by learners who have had prior training in learning to learn. Appropriate materials are part of a whole 'learning in a resource centre' policy.

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96–321   Hargreaves, Mary. Developing materials to help bilingual pupils gain access to the curriculum. *Multicultural Teaching* (Stoke on Trent, Staffs.), **14**, 2,(1996), 10–15.

This paper is concerned with the involvement of 'beginner' bilingual children in the mainstream curriculum of Wandsworth Primary Schools. In order that Stage 1 bilingual beginners can be meaningfully included in classroom activity it is suggested that specially designed appropriate materials and resources should be developed. Materials are important for both pupils and teachers in the multilingual context as they provide a framework for cognitive development and also enable teachers to evaluate classroom provision for bilingual children. In this study a programme of classroom observation was undertaken to pilot an approach to materials which unified child perception, speech and action as suggested by Vygotsky (1986). Firstly, resources were developed for the imaginative play area and secondly materials for visual storytelling were employed. These materials were evaluated and conclusions were drawn relating to choice and organisation of materials and also to the issue of bilingual children being marginalised in play. The significance of active support of bilingual beginners was pointed out and emphasis was placed on consideration of these children in the selection of classroom systems.

96–322   Roberts, J. T. (U. of Essex). An anatomy of home-study foreign language courses. *System* (Oxford), **23**, 4 (1995), 513–30.

Home study foreign language materials (of the Linguaphone and Berlitz type) have been less exposed to public scrutiny than those intended for class use, and this investigation set out to examine the claims made for such courses by their publishers. It presents analysis and evaluation of twenty-three courses (emanating from eight publishers), mainly for beginners, in French, German and Spanish, the majority relying on audio tapes as a vital component. The specially developed assessment instrument used for these materials covered composition and technical quality of the materials, and linguistic, communicative and pedagogic analysis. Principal findings are presented and discussed in some detail. The author concludes that publishers' claims for new methods and breakthroughs in language learning could not be substantiated, given that the methodologies used are generally outdated, and that there is little evidence of dedicated research into the needs of the autonomous learner in the design of the materials. No specific recommendations are made, but the analysis shows that some courses may be more suitable for learners with particular objectives (such as a public examination or holiday travel) than others.

Teacher training

96–323   Courchêne, Robert (U. of Ottawa). Teaching Canadian culture: teacher preparation. *TESL Canada Journal* (Montreal), **13**, 2 (1996), 1–16.

With the transformation of cultural content from an add-on to an integral part of the K-Adult English as a second language classroom, second language (L2) specialists must come to grips with three separate but related issues in the Canadian context: What is Canadian culture? How do we prepare teachers to teach Canadian culture? How do we teach about culture in the classroom? After presenting a new vision of Canadian culture that is to serve as a framework for deciding what to teach in the L2 classroom, the author discusses three important pedagogical issues: (a) consciousness-raising: making both teachers and students more aware of the origins and role of culture; (b) teacher preparation: how adequately to prepare teachers to teach Canadian culture in a multicultural classroom; and (c) tolerance and conflicting visions: how to strike a balance between the dominant cultural paradigm and the new cultural knowledge and experience that arrives with each new Canadian.

96–324   Kiely, Richard (Thames Valley U., London). Professional development for teacher trainers: a materials writing approach. *English Language Teaching Journal* (Oxford), **50**, 1 (1996), 59–66.

The broad theme of this article is the evaluation of a materials writing approach to professional development in English language teaching (ELT). The context is the training of teacher trainers, and the specific focus is a UK course for ELT professionals from Polish teacher training

institutions. The key issues that an evaluation of this kind should aim to address are: 'To what extent are the stated goals achievable?' and 'What is required to achieve them more effectively?' To this end the background to the course is described, the teacher training materials are analysed, and a procedure for the evaluation is discussed.

96–325 McGrath, Ian (U. of Edinburgh). Participant action plans and the evaluation of teachers' courses. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **7** (1996), 85–99.

Courses are intended to bring about change in participants but in the case of teachers' courses measurement of change can only be achieved once a course is finished. This paper therefore describes an attempt to follow up and evaluate a teacher's course through use of 'participant action plans'. These action plans involve participants stating which aspects of the programme they intend to act upon once returned to their teaching context. Their statements are then followed up two months later by enquiring whether participants fulfilled their intentions. Looking at participants' self-reports there was evidence to suggest that some action was taken on a proportion of objectives set, although reliability of self-reports is questioned. Explanations and comments on non-implementation of objectives are also analysed. In view of this study, the use of action plans for course evaluation is then considered and it is suggested that, while they are time-consuming, they provide interesting data relating to the effects of a given course. Finally some suggestions are made for improvements to the administration and implementation of action plans and some important issues such as timing and value of follow-up are raised.

96–326 Pennington, Martha C. (City U. of Hong Kong). The teacher change cycle. *TESOL Quarterly* (Washington, DC), **29**, 4 (1995), 705–31.

This article posits a teacher change cycle based on an investigation of eight Hong Kong secondary teachers' adoption of innovative practice over a 6-month period in which they received training and ongoing support to carry out three units of process writing lessons in one of their English classes. The evidence for the proposed model of teacher change comes from teachers' diary records describing and reacting to the instructional units, reports of observations, transcripts of monthly meetings, and information from questionnaire responses written before and after the tryout period. The model proposes that teachers typically move through a change cycle in responding to an innovation in which their focus shifts over time from its procedural aspect, to its interpersonal aspect, and finally to its conceptual aspect. Through this process, they achieve a higher level of expertise, psychological comfort, and understanding of the innovation, thereby personalizing it to bring it into their own practice. The investigation helps to shed some light on not only the adoption of innovations but also teacher change and development.

96–327 Tedick, Diane J. and Walker, Constance L. (U. of Minnesota). From theory to practice: how do we prepare teachers for second language classrooms? *Foreign Language Annals* (New York), **28**, 4 (1995), 499–517.

Major reform efforts in the field of teacher education have occurred during the past decade. This article provides a description of one institution's response to reform efforts within the context of a post-baccalaureate second language teacher education program, which combines the preparation of foreign language and English as a second language teachers. The description begins with a brief overview of the theoretical and philosophical foundations that guide practice within the program. These foundations include a brief analysis of what the authors perceive as fundamental problems in second language education as well as their beliefs that teachers and students both act as knowers and learners in an active, experiential, and integrative process; that teaching is context sensitive; and that reflection is a cornerstone in teacher development. The program description details how the various components – underlying themes, coursework, experiences, and demonstrations of growth – interact to form an integrated whole. The article also highlights challenges that face second language teacher educators and invites colleagues in the profession to continue dialogue on the issues.

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96–328   Williamson, John and Hardman, Frank (U. of Newcastle-upon-Tyne). Time for refilling the bath?: a study of primary student-teachers' grammatical knowledge. *Language and Education* (Clevedon, Avon), **9**, 2 (1995), 117–34.

The introduction of the National Curriculum for English in England and Wales has placed an increased demand on primary teachers to promote a greater knowledge about language including the teaching of grammar. Critics of the English curriculum believe, however, that too little attention has been paid to the teaching of grammar, and proposals for a revised curriculum which place more emphasis on the teaching of grammatical structure and terminology have been put forward. This study investigates the current levels of some aspects of grammatical knowledge amongst 99 trainee primary school teachers. Results indicate a higher level of grammatical knowledge than some critics might have us suppose. There are, however, significant gaps which could affect the student-teachers' ability to teach about language and grammar, and to analyse and help develop pupils' use of language, which suggest the need for a systematic course of study during initial teacher training and beyond.

Teaching methods

96–329   Braun, Alain (U. of Mons-Hainaut) **and Habib, Matmati** (Tunis Linguistic Inst.) Français langue seconde: apprentissage de la grammaire intégré à des activités de production écrite. [French as a second language: integrating grammar learning into written production activities.] *Dialogues et Cultures* (Paris), **40** (1996), 94–101.

Classroom learners often carry out grammar exercises successfully yet when asked to produce written work make frequent errors and seem to have forgotten all they have learnt. The article suggests that the answer lies in setting the grammar in a meaningful context, and in integrating – and reinforcing – the teaching of grammar with the production of written work. Students do not so much need to know grammar as to know how to use it. A step-by-step strategy is proposed to promote the production of worthwhile written work relating to a project chosen by the class; and the various stages of grammar presentation within the overall scheme are indicated. It is claimed that the transfer of knowledge achieved by this approach has been shown to be more effective than the traditional methods which keep the learning and teaching of grammar separate from writing.

96–330   Defays, Jean-Marc (U. of Liège, Belgium). De la phrase au texte dans l'enseignment d'une langue étrangère. [From sentence to text in foreign language teaching.] *Dialogues et Cultures* (Paris), **40** (1996), 63–70.

Neglected for a long time in favour of the sentence, text has now returned as the focus of attention, due to the failure of structural linguistics to take account of how language works in the broader context. It is argued that the transition from sentence to text is a crucial step in the progress of foreign language teaching/learning, but in French as a foreign language this move is made at a very late stage. When the learners get to this point, they can already operate at the linguistic and encyclopaedic/cultural levels, but lack competence in reading discourse [i.e. at the level of coherence and cohesion] and in operating at the level of pragmatics, intertextual relations, etc. Different approaches currently used in the teaching of reading text are discussed, but it is suggested that a better way of accessing a foreign language text might be through a literary criticism approach.

96–331   Flowerdew, John and Tauroza, Steve (Hong Kong City U.) The effect of discourse markers on second language lecture comprehension. *Studies in Second Language Acquisition* (Bloomington, Ind.), **17**, 4 (1995), 435–58.

This paper measures the effect of the presence or absence of discourse markers such as 'so', 'right', 'well', 'OK' and 'now' on second language lecture comprehension. A control group viewed a video recording of an extract of a naturally occurring lecture whereas an experimental group viewed the same extract but with discourse markers deleted. The results clearly indicate that subjects

comprehended the lecture better when discourse markers were included than when they were deleted. This finding contrasts with earlier research that suggested discourse markers play no significant role in comprehension. This contrast is interpreted as being due to differences in experimental procedures.

96–332 Fraser, Helen (U. of New England). Guy-dance with pro-nun-see-ay-shon. *English Today* (Cambridge), **47**, (12), 3 (1996), 28–37.

This paper discusses the advantages of non-phonemic over phonemic pronunciation guides and presents the results of two experiments with these systems involving native speakers. First, eight primary-school children were observed whilst exploring non-phonemic pronunciation guides. Results showed a tendency for subjects to interpret the guides as whole words in ordinary spelling, rather than as sequences of individual phonemes. The initial success with the system prompted a second, more formal, experiment with fifteen adults to measure the relative effectiveness of three kinds of pronunciation guide: the International Phonetic Alphabet (IPA) phonemic transcription, the Macquarie phonemic re-spelling system, and a non-phonemic re-spelling approach designed by the researcher. Interpretation of the IPA took considerably longer than the other systems, due to the time spent looking up or processing the symbols. Less problems of time and frustration were reported using the Macquarie system, although subjects expressed confusion over the appearance of the guide. The non-phonemic system was preferred overall and was effective in eliciting correct pronunciation and in less time. Further research is called for with non-native subjects and recommendations are made for the further development of non-phonemic re-spelling systems.

96–333 Gremmo, Marie-José (U. of Nancy). Former les apprenants à apprendre: les leçons d'une expérience. [Training learners to learn: experimental evidence.] *Mélanges CRAPEL* (Nancy, France), **22** (1995), 9–32.

Training learners to develop their learning competence is vital to the success of resource centres. This training is often done through counselling sessions while learners are learning a language, but the development of large resource centres dealing with several foreign languages, means devising forms of learner training which are not specific to particular languages. This article discusses the feasibility of such learner training sessions: it analyses their potential contents and pedagogical structure. An experimental learning-to learn session, offered in the framework of an in-service course for a large French firm, is then presented and analysed.

96–334 Gremmo, Marie-José (U. of Nancy). Conseiller n'est pas enseigner: le rôle du conseiller dans l'entretien de conseil. [Counselling isn't teaching: the role of the counsellor in counselling sessions.] *Mélanges CRAPEL* (Nancy, France), **22** (1995), 33–61.

The development of resource centres entails the setting up of self-directed learning schemes. Central to these schemes is a new pedagogical role, the role of counsellor. One of the main tasks of a counsellor is to help learners develop their learning competence. In most learning-to-learn schemes, this is done through counselling sessions. This article examines the role of the counsellor in such counselling sessions. After defining what a counselling session is in terms of pedagogical content, the author analyses the communicative features of these sessions, as the interaction must reflect their pedagogical aims. The article then describes the pedagogical expertise that this new role requires. Finally, through four case studies, the article exemplifies the way counsellors can help learners develop their learning competence.

96–335 Herman, Rebecca L. (U. of Texas, Austin) **and Flanigan, Beverly Olson** (Ohio U., Athens). Adding grammar in a communicatively based ESL program for children: theory in practice. *TESL Canada Journal* (Montreal), **13**, 1 (1995), 1–16.

In an effort to improve the quality of young students' second language production, classroom teachers regularly search for more efficient ways to address grammatical form under the time pressures of a content-based school curriculum. If self-correction can be increased through 'consciousness-

raising' (Rutherford and Sharwood Smith), then learners would seem to benefit from form-focused instruction. For the present study, 11 elementary school students aged 7–14 were pre-tested and then given daily formal instruction for two weeks in the use of past tense and plural noun forms in an otherwise content-based and communicatively oriented English as a second language (ESL) programme, after which they were post-tested twice. A significant difference was found between this instructed group and a matched control group receiving no instruction in the successful detection and correction of noun plural forms, but not in a similar test of past tense forms. Furthermore, the instructed group continued to perform well on noun plurals after one month of no focused instruction, suggesting that attention to form had some lasting beneficial effect. Possible reasons for the differential results are discussed.

96–336   Kèochanthala, Kindavone (U. of Quebec). L'enseignement du français langue seconde au Laos: le communicatif entre rêve et réalité? [The teaching of French as a second language in Laos: communication – dream or reality?] *Dialogues et Culture* (Paris), **40** (1996), 71–80.

On account of the country's recent colonial past, the teaching of French is relatively important in Laos. It is a compulsory subject from the first year of secondary school and is taught according to the traditional grammar-translation method. An experimental group of 65 pupils was taught using a communicative approach and role-play for three hours a week over eight weeks. Analysis of the results achieved by the experimental and control groups revealed that, not only was the experimental group more relaxed and confident and in possession of better oral comprehension and production skills, but they also made fewer grammatical errors. However, although the communicative approach would appear to be advantageous in a country like Laos where French is a second language, its general introduction requires more time and more resources to be devoted both to the teaching of the language and to the relevant teacher training. [Bibliography.]

96–337   Kern, Richard G. (U. of California, Berkeley). Restructuring classroom interaction with networked computers: effects on quantity and characteristics of language production. *Modern Language Journal* (Madison, Wis.), **79**, 4 (1995), 457–76.

This study describes the use of *Daedalus InterChange*, a local area computer network application, to facilitate communicative language use through synchronous, written classroom interaction. The study compares the quantity and characteristics of the discourse produced by two groups of second-semester French students during an *InterChange* session and during an oral class discussion on the same topic. Students had over twice as many turns, produced two to four times more sentences, and used a much greater variety of discourse functions when working in *InterChange* than they did in their oral discussion. Furthermore, the distribution and direction of turns were radically different in the two conditions, with much more direct student-to-student exchange in the *InterChange* condition. Students' and instructors' responses to using *InterChange* were assessed: both groups responded favourably, although some students more enthusiastically so than the instructors. Features of *InterChange* that may be unsettling for teachers include: decentring of teacher authority, lesser attention to grammatical accuracy, and less clear coherence and continuity of discussions.

96–338   Lazar, Gillian. Using figurative language to expand students' vocabulary. *English Language Teaching Journal* (Oxford), **50**, 1 (1996), 43–51.

Figurative language is an area often neglected in the teaching of vocabulary. This article examines some definitions, and suggests examples of types of figurative language to which students may usefully be exposed in the course of their learning. Arising from these examples, three implications for the teaching of figurative language are then discussed: understanding figurative language involves a process of inference; figurative language ranges from the conventional to the original; and figurative meanings are culturally determined. The author then offers sample materials representing three different strategies for helping students to understand and generate figurative language.

96–339   Lussier, Denise and Massé, Carole (McGill U.). Un bain culturel et linguistique de trois mois en milieu francophone, peut-il effacer les lacunes de l'immersion? [Can three months in a francophone cultural and linguistic environment overcome the shortcomings of immersion?] *Canadian Modern Language Review* (Toronto, Ontario), **52**, 1 (1995), 59–80.

French immersion programmes are popular in Canada but have so far failed to deliver complete functional bilingualism. In the restrictive and artificial environment of the classroom, pupils who may achieve high levels of reading and listening comprehension skills nevertheless fail to attain communicative fluency in speaking or writing and exhibit 'fossilised' errors originating from early stages of language acquisition. To discover whether three months in a real-life francophone environment could eliminate errors of 'fossilisation', four anglophone French immersion secondary students from British Columbia taking part in a French exchange programme were interviewed at the beginning, middle and end of their three-month stay with French-speaking families in Quebec. Errors made during the first and last of these interviews were analysed and compared. It was found that, though the interviewees had gained in confidence and the ability to express themselves in French, they in fact committed more errors than before. These, however, were different errors, confirming the hypothesis that errors are part of learning. The article concludes that there should be more systematic and contextualised language teaching in immersion courses, and more feedback for pupils.

96–340   Macaro Ernesto (U. of Reading). Teacher use of the target language. *Languages Forum* (London), **1**, 5 (1996), 2–7.

This article examines teachers' use of the target language in the classroom. Data from a research project at Reading University are analysed and various authors are quoted, in order to assess the result of the National Curriculum's attempt to impose methodological strategies on teachers. Language teaching in the classroom and various aspects of the teacher's role are discussed. The research project is described. Data were collected from interviews with teachers and pupils and from questionnaires given to 200 teachers. The interviews showed that teachers relied on classroom language being acquired through unconscious learning, whereas topic language retained some elements of formal learning. Classroom language was subject to much greater variability than content language. Length of lessons often dictated the language used by the teacher. Teachers felt there were many advantages to using a foreign language in the classroom, including an improvement in listening skills and the pupils' realisation of the importance of learning a foreign language. Disadvantages included the tiring and time-consuming nature of such instruction, and most teachers felt that this method was only suitable for highly motivated classes.

96–341   McMeniman, Marilyn (Griffith U., Australia). Putting thinking back into language learning. *Languages Forum* (London), **1**, 5 (1996), 21–26.

The author discusses how teachers can enhance language learning by capitalising more on learners' thinking skills. Learning training is an integral part of language training, and in order for learners to be trained how to learn, they need to be made aware of their own thinking processes and how to exert control over them. Some examples are given of ways in which learners can be made more aware of the underlying processes involved in writing, and in reading and listening comprehension. It is argued that learners, as well as teachers, need to know about the latest findings in language learning research.

96–342   McQuillan, Jeff (U. of S. California, Los Angeles). How should heritage languages be taught?: the effects of a free voluntary reading program. *Foreign Language Annals* (New York), **29**, 1 (1996), 56–72.

The United States has experienced a sharp rise in recent years in the number of heritage language (HL) bilinguals, students who speak a language other than English at home. Due to a lack of advanced language development in other settings, many of these students enrol in foreign language courses in their respective home languages. This paper reports on a program designed to promote heritage language

and literacy development in one university-level HL course, Spanish for Native Speakers (SNS). The ten-week program involved two classes of mostly English-dominant SNS students participating in an experimental course that included a combination of the following elements: free voluntary reading (FVR) outside the classroom, in-class literature circles (small group book discussions), a survey of popular literature in Spanish, and individual inquiry learning projects. Three measures of the course were used to evaluate its success in terms of vocabulary acquisition, attitudes toward Spanish literacy development, and reading habits. The experimental group made significant gains in word knowledge, read more than a comparison group of SNS students, and exhibited positive attitudes toward Spanish literacy at the end of the ten-week course. The evidence in favour of FVR, theoretical justifications for the approach in SNS courses, and implications for redesigning heritage language curricula at the secondary and university levels are discussed.

96–343 Nakuma, Constancio (U. of Tennessee). The crisis in FL teaching in American colleges: towards a diagnosis and a remedy. *Language, Culture and Curriculum* (Clevedon, Avon), **8**, 3 (1995), 281–90.

This paper assesses the effect of a partially implemented programme of communicative language teaching on foreign language acquisition in the United States of America. It describes a situation of generalised frustration, on the part of both foreign language (FL) teachers and students across FL departments in colleges and universities, at the difficulty that students are experiencing in making the transition to the senior-level component of the language programme. Calling this difficult transition the Post-Intermediate Void, the author attributes it to an unacknowledged dual system, consisting of communicative teaching at beginner and intermediate levels, followed by grammar-and-translation pedagogy at post-intermediate and undergraduate level. It is suggested that the institutions affected can remedy the problem by requiring that their FL majors spend their third year in college on a minimum one-year immersion programme in countries where their target languages are spoken.

96–344 Northover, Mehroo and others (U. of Ulster). Developing a skill-based model of language teaching. *Language, Culture and Curriculum* (Clevedon, Avon), **8**, 3 (1995), 317–31.

To speak a foreign language successfully is to know when to speak, when not, what to talk about, with whom, when, where, in what manner. To achieve these ends, language learners should be introduced to an interactional mode of language teaching as soon as they have achieved a basic knowledge of vocabulary and grammar. Since every utterance is potentially novel, the vast choice of language facing the learner in interaction has to be constrained within a suitable framework. Such a framework is provided by a communication skill model developed on principles of communication and cognitive social psychology. The model offers a programmatic conception of communication needs, realised through language. A 'speech act', performed within a specific situation, is an appropriate linguistic unit to be integrated with the stage-wise acquisition of communicative skills. The paper offers an exploratory approach to such an integrated model and calls for research to test its benefits to language learners.

96–345 Oliva, Maurizio and Pollastrini, Yvette (U. of Uttah). Internet resources and second language acquisition: an evaluation of virtual immersion. *Foreign Language Annals* (New York), **28**, 4, 551–63.

The opportunity for authentic communication with native speakers provided by the Internet represents an unprecedented resource for foreign language learners. Based upon student assessment in self-evaluation questionnaires, this paper reports on the findings of a two-year study into the value of integrating Internet tools with other more traditional teaching instruments in the teaching of Italian language classes in the University of Utah. Primary tools included Electronic mail, Usenet NEWS, Gopher, Internet Relay Chat, and WordPerfect in Italian. Eighty-eight students in five

advanced-level Italian language courses were asked to assess their progress in four language skills, evaluate the course, and give suggestions for possible improvement. Of the four skills assessed, subjects perceived the highest degree of improvement in writing. E-mail was generally seen as the most useful tool employed in class. The fact that other tools received considerably less appreciation is said to reflect the fact that other Internet tools require a higher skill level to access them. Results reflected overall a general perception of the positive impact of Internet-mediated instruction on learning, and revealed some areas where improvement is needed, notably in the technical settings.

96–346 Ooi, Diana and Lee Kim-Seoh, Julia (Nanyang Technological U., Singapore). Vocabulary teaching: looking behind the word. *English Language Teaching Journal* (Oxford), **50**, 1 (1996), 52–8.

This paper discusses some findings on the lexical competence of a group of undergraduates who are not native-speakers of English, but who have been through an education system in which that language is the medium of instruction. The data indicate that they have a problem which is related to use rather than to inadequate knowledge of word-meaning. It is argued that the teaching of vocabulary depends on the integration of lexis, grammar, and discourse, and that this can be achieved if lexis is taught through reading. Given the evidence, it is suggested that traditional criteria for item selection might have to give way to new ones that would allow specific learner needs to be more directly attended to.

96–347 Panagopoulou-Stamatelatou, Anthi and Merrett, Frank (U. of Birmingham). Improving children's writing: the construction of a behavioural self-management package. *British Educational Research Journal* (Oxford), **22**, 2 (1996), 207–22.

In this study, the effect of self-management on the quantity and quality of primary school children's writing was examined. Self-management was used as an intervention technique, because its rationale coincides with that of writing as an interactional process and both of them seek ways to promote independent learning. To serve the aims of the present research, several self-management procedures were integrated into a package which was constructed especially for the purpose. An attempt was made to include as many as possible of these procedures, in order to maximise the effectiveness of the intervention. Results showed self-management to be associated not only with increased output, but higher quality of output and higher attentional levels as well.

96–348 Schmid, Stephan (U. of Zurich). Multilingualer Fremdsprachenunterricht: Ein didaktischer Versuch mit Lernstrategien. [Multilingual foreign language teaching: a didactic experiment with learning strategies.] *Multilingua* (Berlin), **15,** 1 (1996), 55–90.

This paper deals with cross-linguistic influence from a second towards a third language and with the possibility of enlarging the number of languages taught in secondary schools. It is claimed that similarities between two closely related languages are naturally perceived by students and therefore constitute a cognitive resource which is not normally exploited in the classroom. It is demonstrated by means of a teaching experiment that German-speaking learners of Spanish not only understand easy texts in Catalan and Portuguese, but are also able to detect formal correspondences between the second and third language, and to formulate hypotheses about possible lexical items in the new language. Such multilingual language teaching aims at enhancing comprehension skills and students' procedural knowledge through a process of consciousness-raising, which operates with a detailed model of learning strategies for closely related languages.

96–349 Schmitt, Norbert (U. Coll., Swansea). A fresh approach to vocabulary: using a word knowledge framework. *RELC Journal* (Singapore), **26**, 1 (1995), 86–94.

The majority of vocabulary exercises and tests currently in use deal almost exclusively with conceptual meaning and word form. The desirability of this state of affairs seems to be unquestioned by most teachers and researchers, despite Richard's (1976) assertion that it takes more than just

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knowledge of a word's meaning and form to fully use that word. Unfortunately, there are still many language practitioners who remain largely unaware of non-meaning-based kinds of word knowledge. This paper suggests that an understanding of the various kinds of word knowledge is necessary in order fully to understand what is occurring in vocabulary activities and tests.

96–350 Schwartz, Michael, (U. of East Carolina). Computers and the language laboratory: learning from history. *Foreign Language Annals* (New York), **28**, 4 (1995), 527–35.

In the 1950s and 1960s the introduction of the language laboratory convinced educators and researchers that language learning would become quicker and more efficient through use of the new technology. Retrospective research, such as Smith's 1960s studies, however, indicated that use of the language laboratory had no discernible effect on student achievement. In fact, it is argued here that this research itself was flawed in that assessment of achievement was based on tests written for the grammar translation method when students had learned language in the laboratory through audiolingual methods. The lack of effective research into best use of the technology of the language laboratory parallels recent developments in Computer Assisted Language Learning (CALL). Too much emphasis has been placed on developments in hardware and what is possible for students to achieve, and there has not been enough focus on development of software and its effective use. More recently some research has begun in the field, such as with programs which allow the computer to track student input. However, further research into student use of CALL programs is necessary if this new technology is to succeed where language laboratories have failed.

96–351 Skehan, Peter (Thames Valley U.). A framework for the implementation of task-based instruction. *Applied Linguistics* (Oxford), **17**, 1 (1996), 38–62.

This paper examines recent proposals for task-based approaches to instruction. It reviews relevant research, before going on to examine a number of potential problems with task-based teaching, such as a potential focus away from form and towards lexis. It reviews recent developments in cognitive psychology which support a dual-mode perspective for language processing, and then proposes the goals of accuracy, complexity-restructuring, and fluency as the most relevant for task-based instruction. In the final section, the paper proposes a framework for the implementation of task-based instruction which draws upon relevant theory and research, and which organizes the methods by which such instruction could be put into practice in such a way as to minimize problems, and maximize the probability that all three above goals can be achieved.

96–352 Starks, Donna (U. of Auckland). Audience in language teaching and learning. *TESL Canada Journal* (Montreal), **13**, 2 (1996), 26–32.

The pragmatic competence of second language learners is often overlooked in the attempt to develop grammatical competence. This article reports on a case study of a task-based project designed to increase the pragmatic competence of adult learners. The project, which aimed to provide authentic audiences for students' oral and written practice, was divided into two modules, both of which involved arranging an interview with a native speaker and writing a report on it. The project provided 'real' situations for both written and oral communication, as tasks such as letters of request, follow-up letters and phone calls were set for the students. It was found that the students who had demonstrated the highest levels of pragmatic competence on the college entrance test experienced the fewest difficulties in conducting the interviews, whereas the students with higher grammatical competence and lower pragmatic competence reported communication difficulties. Analysis of the project suggested that students developed an awareness of the effect cultural and social factors can have on a speech event in a way that would be difficult to recreate in a formal classroom setting.

96–353 Strodt-Lopez, Barbara (U. of Puerto Rico). Using stories to develop interpretive processes. *English Language Teaching Journal* (Oxford), **50**, 1 (1996), 35–42.

This paper presents a procedure, based on research into listening and reading comprehension, that involves students in analysing and defending their interpretation of oral and written stories. This procedure, it is claimed, extends students' range of interpretive strategies, developing their sensitivity to the differences between oral and written input, and their ability to balance top-down and bottom-up processing of both. More specifically, it enhances their ability to assess the demands of a text, exploit background schemata, combine factual and inferential interpretation, and revise interpretation when desirable. Using group work, it helps students to interact productively and harmoniously, exploiting both agreement and disagreement. Finally, it increases students' confidence and enjoyment in reading and listening to stories in English. The procedure is appropriate for both English as a second language and English as a foreign language, and for students of all ages and all proficiencies above absolute beginner. It is readily adaptable to student interest and teacher proficiency, and requires minimal equipment.

96–354 Svalberg, Agneta M.-L. (Brunei Darussalam U.). Meanings into pictures: icons for teaching grammar. *Language Awareness* (Clevedon, Avon), **4,** 2 (1995), 65–87.

There is a growing consensus that language learning is facilitated by an awareness of language structure. A vital component of this structure is the relationships between meaning and grammatical encoding. The ability of the teacher to help learners discover these relationships is, however, dependent on a number of factors. One is the availability of descriptions which are both descriptively adequate and easily understandable to teachers and learners. In the area of Tense–Aspect–Modality (TAM) such a description has, in the author's view, been lacking. One difficulty has been overcoming the opaqueness of the metalanguage. Another is that of clearly distinguishing between key notions such as 'tense' and 'aspect'. This paper discusses a visual representation of the English TAM (verb) system which helps overcome both of these difficulties through the use of 'icons'. It is based on the author's previous research into TAM in English and Modern Greek (Svalberg, 1991). The paper endeavours to show how learners can be made aware of the very abstract meanings involved through the use of 'icons' which obviate the need for grammar terminology. Grammar is presented as meaningful and a number of grammar rules can be taught as 'visual rules'.

96–355 Trebbi, Turid. Apprentissage auto-dirigé et ensiegnement secondaire: un centre de ressources au collège. [Self-directed learning and secondary teaching: a school-based resource centre.] *Mélanges CRAPEL* (Nancy, France), **22** (1995), 169–92.

The article outlines the self-directed learning scheme implemented in the author's French language classroom in Norway. It is claimed that choosing a self-directed approach has allowed the teacher both to follow the objectives of the Norwegian national curriculum and to help pupils to become better learners. The article describes how the classroom has been modified in order to allow for small-group or individual work, how language material has been made available to pupils, and how the working time has been organised in 'learning to learn' phases in which pupils reflect on their learning behaviours, and 'French learning' phases where the teacher acts as counsellor. It is claimed that the pupils, trained in learning competence as much as in linguistic competence, fare better in French when they move on to their upper secondary classes.

96–356 Vogel, Klaus (Georg-August U., Göttingen) **and Cormeraie, Sylvette** (U. of Sussex). Du role de l'autonomie et de l'interculturalité dans l'étude des langues étrangères. [On the role of autonomy and interculturality in foreign language studies.] *IRAL* (Heidelberg, Germany), **34**, 1 (1996), 37–48.

Setting communicative competence as the ultimate objective in foreign language teaching programmes results in serious shortcomings if the cross-cultural aspects of learning are not taken into consideration. This paper investigates the ways in which that dimension can be integrated into the teaching. It is

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suggested that foreign language studies constitute for the learner a preparation for a way of thinking and behaving that takes into account the 'foreigner' as a necessary and enriching value. The notion underlying such a preparation goes beyond school and university training: it is about learning languages for life and not for examinations. With this definition in mind language learning is seen as a methodological tool to help one discover for and by oneself, and tackle the cross-cultural dimension by stepping back to reconsider one's own culture as well as the partner culture. The learner is thus akin to an anthropologist who observes while participating, with the aim of understanding, and acquires by doing so a broader outlook, a flexible approach and remains perpetually inquiring. Using examples of pragmatic failures in communicative language practice, it is proposed that pair-learning can stimulate cross-cultural awareness in an autonomous system of discovery. The objective is to allow learners to find their own way and overcome obstacles once let loose in the private and professional world.

96–357 Yule, George (Louisiana State U.) **and Macdonald, Doris** (Northern Illinois U.). The different effects of pronunciation teaching. *IRAL* (Heidelberg, Germany), **33**, 4 (1995), 345–50.

The purpose of the study reported here was to observe the different effects when specific aspects of second language (L2) learners' pronunciation are targeted for improvement. Students with noticeable pronunciation problems in English were asked to give the same oral presentation on three occasions, under a number of varying conditions reflecting L2 teaching practice. Changes in the direction of performance were assessed: immediate change (improvement or deterioration); sustained improvement or deterioration over time; no change at all. The basic and commonly held assumption that instruction focussed on form will lead to improved performance was not upheld by the results of the study. Instances of immediate deterioration in L2 pronunciation after instruction may be interpreted as evidence of the restructuring of the interlanguage. It is concluded that the wide range of individual reactions to differing instruction conditions indicates that the individual learner may represent a more powerful variable in research studies than the type of teaching method. The changes in direction of performance observed here indicate that it is unlikely that there exists a simple one-to-one relationship between pronunciation teaching and learning, and should serve as a warning against jumping to conclusions about the effectiveness of particular instruction procedures.