

Theory and principles

93–268 Cummins, Jim (Ontario Inst. for Studies in Education). Conversational academic language proficiency in bilingual contexts. *AILA Review* (Madrid), **8** (1991), 75–89.

There is solid linguistic evidence for distinguishing between cognitive academic language proficiency (CALP) and basic interpersonal communicative skills (BICS). L1 and L2 academic skills are manifestations of a common underlying proficiency. Whether or not transfer takes place may depend on the status of the languages in question. It cannot be assumed that children who have attained surface-level fluency in English have overcome all difficulties with that language.

Schools should encourage minority language students to develop their abilities in their L1 rather than hastening their premature maximum exposure to L2 in mainstream classes. There is evidence that there are positive cognitive advantages in bilingualism, although it has not been established whether ‘thresholds’ of linguistic competence exist which children need to attain in order to benefit.

93–269 Klapper, John (U. of Birmingham). Theoretical models of foreign language teaching in Germany. *German Teaching* (Rugby), **6** (1992), 20–4.

The dominance of Russian in the former GDR has resulted in a lack of experience of teaching other languages, and state prescriptions offered little opportunity for experimentation or innovation. Stress was on cognition, with the mother tongue as a methodological tool. Attempts were made latterly to synthesise East German orthodoxy with communicative theory, emphasising understanding, reinforcing, practising and applying. The 1987 *Lehrpläne* assumed that the FL would be the language of instruction. A comparison between the two German models highlights the absence from the East German model of an explicit, contextualised presentation phase. The first stage (*Erfassen*) starts with grammatical abstraction, with an *Einprägen* stage seeking to locate new material within the

linguistic system of the FL. The *Einübung/Einüben* stages are similar in both models and involve intensive practice of new linguistic material to familiarise learners with phonological and morpho-syntactic difficulties. The *Anwendung/Anwenden* phases concentrate on content and meaning within a freer linguistic environment.

The future of FL teaching in Germany is uncertain, with disillusionment rife in the former GDR. The two models are not mutually exclusive, but there are signs that the solid pedagogical traditions of FL teaching in East Germany and their potential enrichment of theory and practice in the unified Germany are being ignored by the new *Länder*.

93–270 Nemni, Monique. Méfiez-vous du discours interculturel! [Beware of intercultural communication!] *Canadian Modern Language Review* (Fredericton, New Brunswick), **49**, 1 (1992), 10–36.

In the last few years there have been an increasing number of articles and books on the importance of culture in second language teaching. This article tries to demonstrate that the concepts of culture and intercultural communication are theoretically unclear and potentially dangerous. Rather than fighting racism and stereotypes, a commonly accepted view of culture can, in fact, contribute to their de-

velopment. The author argues against the notion of dialogue across cultures based on ethnic characteristics of groups that are considered homogeneous, unchanged by contact with others. In the present state of our knowledge, it is premature and unwise to propose a cultural syllabus and evaluation techniques.

93-271 Reeves, Nigel and Wright, Susan (Aston U., Birmingham). Languages and pluralism in Britain: the challenge of multiculturalism. *Linguist* (London), **31**, 2 (1992), 64–5; **31**, 3 (1992), 89–91 and **31**, 4 (1992), 108–10.

The issue of multiculturalism in Britain is examined in the context of an increasingly linguistically and culturally diverse Europe. It is argued that national reports advising on education policy from the 1960s onwards have provoked an uneasy and patchy response to the need for multilingual and multicultural training and that the UK has taken too long to move away from the naive assimilationist approach of the 1970s and 1980s [examples with discussion]. The National Curriculum's proposal that every school leaver should have some knowledge of a European Community language is hailed as enlightened, despite failing to recognise that the

justification for this must inevitably be political and economic rather than cultural and social. It also neglects to recognise that for many immigrant communities the foreign language may well be English and that it may not be possible to speak of a homogeneous learner group. However, statistics indicate a modest trend towards multilingualism in schools which is to be encouraged. There are signs that while official policy has moved little over the years, grass roots pressure from minority speech communities themselves have combined effectively with that from foreign linguists to develop within the system the basis of multicultural education.

93-272 Reisener, Helmut. 1993 and all that – der Englischunterricht vor neuen Prozessen, Prognosen, Profilen. [1993 and all that – the teaching of English facing new processes, prognoses, profiles.] *Der Fremdsprachliche Unterricht* (Stuttgart, Germany), **27**, 9 (1993), 4–11.

Six areas of current radical change and controversy in school language teaching are identified and discussed. First, foreign language teaching in primary schools: it is argued that all children should learn English at this level, that age-specific approaches should be used (multi-sensory input, play, humour and creativity, story-telling, emphasis on spoken language, pictorial elements, etc.), that continuity with secondary schools and teachers with fluent English are essential. Second, some other school subjects should be learned through the medium of English. Third, better use can be made of learning time, concentrating on essential vocabulary

[Birmingham corpus] and listening skills. Fourth, narrowly communicative approaches should be superseded by a model of learning based on activity, co-operation and social development. Fifth, intercultural competence must be developed rather than knowledge restricted to native-speaker cultures. Finally, the social problems of today's children must be addressed, especially the widespread addiction to drugs, video, T.V.; pupils must be helped to filter (from media input) what they need, and a role must be retained for primary experience as opposed to the secondary experience of electronic media.

93-273 Steinmann, Siegfried. Vorurteile? Ja, bitte! Plädoyer für den redlichen Umgang mit Vorurteilen im Fremdsprachenunterricht [Prejudices? Yes, please! A plea for honest treatment of prejudices in foreign language teaching.] *Zielsprache Deutsch* (Munich, Germany), **23**, 4 (1992), 217–24.

It is fashionable to stress the value of all cultures. However, the removal of prejudices may not increase the understanding of another culture. Attractive traits of the other culture may be adopted by the indigenous culture, resulting in the exclusion of less easily understood ones. The demand for the removal of stereotypical views is wrong if we wish to understand other cultures better. Stereotypes provoke discussion and motivate oral communication in language learning. It is sensible and necessary to be able to discuss cultural stereotypes – both foreign and indigenous – as a catalyst for intercultural communication. This mid-point be-

tween two cultures may be described as the 'threshold position', and enables the teacher to educate pupils to become better human beings. Our prejudices in favour of our own culture come through when we teach it; the foreign-language teacher should be knowledgeable about both cultures. Culture is not the politics of an Ayatollah nor the regulations set out in the Koran, but the striving towards universal human rights, it is claimed. The author suggests ways of discussing stereotypes (for example, through video and television), and reminds us that prejudices can be shown in register, intonation and body language.

93-274 Underhill, Adrian. The role of groups in developing teacher self-awareness. *ELT Journal* (Oxford), **46**, 1 (1992), 71–80.

The idea of teacher development takes many forms, has different meanings in different contexts, operates from a variety of implicit and explicit beliefs and value bases, and is manifested in different forms of action. This article attempts to get behind this apparent diversity to look for an underlying common core, focusing on the development of self-awareness, on which practical models for teacher

development may be built. Certain aspects of action research and experimental enquiry approached by highlighting the importance of the facilitative role of groups in the development of critical self-awareness. The overall perspective is informed by the values and assumptions of a person-centred psychodynamic approach.

Psychology of language learning

93-275 Anderson-Hsieh, Janet, (Iowa State U.) **and others.** The relationship between native speaker judgments of non-native pronunciation and deviance in segmentals, prosody, and syllable structure. *Language Learning* (Ann Arbor, Mich), **42**, 4 (1992), 529–55.

This study investigated the relationship between experienced SPEAK Test raters' judgments of non-native pronunciation and actual deviance in segmentals, prosody, and syllable structure. Sixty reading passage speech samples from SPEAK Test tapes of speakers from 11 language groups were rated impressionistically on pronunciation and later analysed for deviance in segmentals, prosody, and syllable structure. The deviance found in each area of pronunciation was then correlated with the pronunciation ratings using Pearson correlations

and multiple regression. An analysis of the 60 speakers showed that whereas deviance in segmentals, prosody, and syllable structure all showed a significant influence on the pronunciation ratings, the prosodic variable proved to have the strongest effect. When separate analyses were done on two language subgroups within the sample, prosody was always found to be significantly related to the global ratings, whereas this was not always true for the other variables investigated.

93-276 Bacon, Susan M. C. (U. of Cincinnati) **and Finnemann, Michael D.** (Augustana Coll.) Sex differences in self-reported beliefs about foreign-language learning and authentic oral and written input. *Language Learning* (Ann Arbor, Mich), **42**, 4 (1992), 471–95.

This study examined differences in the self-reports of men and women regarding their attitudes, beliefs, strategies, and experience in language learning. Nine hundred and thirty-eight students of Spanish at two large institutions responded to a questionnaire that had previously yielded 11 stable factors. Through discriminant analysis, the responses of men

and women could be distinguished on two language-learning factors, two dealing with authentic input, and two exposure variables. The discussion includes a justification for using discriminant analysis as a statistical tool in second-language attitude and belief research.

93-277 Bardovi-Harlig, Kathleen. The relationship of form and meaning: a cross-sectional study of tense and aspect in the interlanguage of learners of English as a second language. *Applied Psycholinguistics* (Cambridge), **13**, 3 (1992), 253–78.

The task of all language learners is to match form and meaning. This study investigates the associations of form and meaning in the developing tense and aspect systems of adult learners of English as a second language. A cross-sectional study of 135

learners at six levels of proficiency was conducted using a cloze passage and compositions on the same topic. The interlanguage tense and aspect systems can be characterised as showing high formal accuracy, but relatively lower appropriate use across

all levels. During the period when appropriate use lags behind formal accuracy, learners seem to associate form and meaning through alternative interim hypotheses related to lexical aspect and discourse function.

93-278 Bardovi-Harlig, Kathleen (Indiana U.). The use of adverbials and natural order in the development of temporal expression. *IRAL* (Heidelberg, Germany), **30**, 4 (1992), 299–320.

Research on the learning of foreign languages by adults shows that as beginners they make use of time adverbials to express temporal reference; the correct verbal forms are not learned until much later. The article examines the use of time adverbials by advanced adult learners, whereby the temporal

forms are introduced in a progressively systematic way. It was found that the use of time adverbials decreases in proportion to the growth of the role of verbal morphology, which carries the same information as the time adverbials.

93-279 Bossers, Bart (Free U., Amsterdam). On thresholds, ceilings and short-circuits: the relation between L1 reading, L2 reading and L2 knowledge. *A/LA Review* (Madrid, Spain), **8** (1991), 45–60.

Is successful reading in a foreign language related to the level of language proficiency in the foreign language or to the level of reading ability in the mother tongue? It is suggested that poor foreign language reading results from non-transfer of reading strategies from the mother tongue, and that this is a result of inadequate knowledge of the foreign language.

Findings of three quite independent experiments appear to support the view that there is a significant effect of reading standard in the mother tongue on reading in the foreign language, but only after a certain level of acquisition in the foreign language

has been reached. The experiments also showed that in low levels of foreign language competence, reading problems are related to a low level of language knowledge.

However, many factors exist which suggest that the findings have to be treated with caution. The first experiment, for example, concerned young Turkish immigrants to Holland whose mother tongue deteriorated because it was not maintained and, therefore, transfer between the languages was not possible. It is clear that much research remains to be done.

93-280 Boudreau, Annette and Dubois, Lise (U. of Moncton). L'insécurité linguistique comme entrave à l'apprentissage du français. [Linguistic insecurity as an impediment to learning French.] *Bulletin of the CAAL* (Montreal, Canada), **13**, 2 (1991), 37–50.

A 1989 sociolinguistic study done in the Acadian region of New Brunswick has shown that many Acadian adolescents have developed feelings of linguistic insecurity with regard to their mother tongue. The authors develop the problem of linguistic insecurity and outline the sociolinguistic

situation in this region. Then they examine, through discourse analysis, how these adolescents perceive their mother tongue, how they evaluate it and their linguistic performance. Finally, they discuss how linguistic insecurity reveals itself in discourse and how it affects learning the mother tongue.

93-281 Danan, Martine (Michigan Technological U.). Reversed subtitling and dual coding theory: new directions for foreign language instruction. *Language Learning* (Ann Arbor, Mich), **42**, 4 (1992), 497–527.

The purpose of this study was to examine how subtitled video programmes could enhance foreign language learning. Three viewing methods were compared in a pilot study: French audio only, standard subtitling (English subtitles) and reversed subtitling (English dialogue with French titles). In

two subsequent experiments, standard subtitling was replaced with bimodal input (French audio with French titles). The beginning and intermediate French college students selected for the study were tested on vocabulary recall after watching a five-minute video excerpt of *French in action*. The success

of reversed subtitling, which proved to be the most beneficial condition, can be explained by the way translation facilitates foreign language encoding. Retrieval is also enhanced by the multiple memory paths created by the visual and bilingual input (Paivio's bilingual dual coding model, 1986). Dual

processing in the bimodal input condition also gave positive results. Based on the results of this study, a model integrating both reversed subtitling and bimodal input into a complete curriculum is advocated.

93-282 Hatzichristou, Chryse and Hopf, Diether (Max Planck Inst., Berlin). School performance and adjustment of Greek remigrant students in the schools of their home country. *Applied Psycholinguistics* (Cambridge), **13**, 3 (1992), 279-94.

This study explores the adjustment of Greek remigrant students in Greek public schools after their families' return to Greece from the Federal Republic of Germany. Teacher and self-rating instruments were used, and achievement and language competence data were obtained. The sample consisted of 13- to 15-year-old junior high school students in northern Greece. The emigrant students were

divided into two groups ('early return' and 'late return'), based on the year of return to Greece. The control group consisted of all the local classmates of these students. Remigrant students (mainly late return) were found to experience difficulties mainly in the language/learning domain and less in the interpersonal and intrapersonal behaviour domains.

93-283 Hedgcock, John (U. of Houston, TX). Well-formed vs. ill-formed strings in L2 metalingual tasks: specifying features of grammaticality judgements. *Second Language Research* (Utrecht, The Netherlands), **9**, 1 (1993) 1-21.

The use of metalingual tasks in L2 acquisition research has recently been challenged by a number of critics on the grounds that they may constitute only an indirect and unreliable reflection of learner competence. Recent research involving metalingual judgements tests has revealed that learners' reactions to well-formed and ill-formed strings emerge largely as a result of the cognitive processes brought about by the particular characteristics of the linguistic stimulus. Moreover, the assumption that learner judgements tap into a unitary or stable knowledge source has been called into question, since a number of knowledge systems and levels of

awareness have been found to contribute to learner performance in L2. Because disagreement continues about the usefulness of metalingual judgements and the information they can provide, this article aims to clarify currently established perspectives on this issue, particularly with respect to the question of how learners' tolerance of ill-formedness compares with their acceptance of well-formedness. It is argued that specific aspects of the form and content of grammatical and ungrammatical test strings may strongly influence the saliency of certain malformations, and impact the decision-making process in systematic ways.

93-284 Hsia, Sophie (City Poly. of Hong Kong). Developmental knowledge of inter- and intraword boundaries: evidence from American and Mandarin Chinese speaking beginning readers. *Applied Psycholinguistics* (Cambridge), **13**, 3 (1992), 341-72.

This article addresses native monolingual American and Mandarin Chinese incipiently bilingual children's ability to detect and identify inter- and intraword boundaries. Two hypotheses are reported: first, that young children will demonstrate similar patterns in their segmentation behaviour, and that there will be a development progression in this behaviour; and second, that Mandarin Chinese subjects learning to read Chinese and English simultaneously will segment English words more readily into syllables than American subjects,

treating them as Chinese monosyllables (C)V(C). Although results partially support the first hypothesis, no group main effect was found. However, when the same subjects' intraword segmentation patterns were further analysed to probe their awareness of adult phonological constraints while spontaneously segmenting words into (C)VC or CV(C) units, there was evidence of difference in group segmentation patterns. With time, though, the bilingual subjects appear to develop nativelike phonological constraints.



93–285 Hulstijn, Jan H. (Free U. Amsterdam). How is reading in a second language related to reading in a first language? *AILA Review* (Madrid, Spain), **8** (1991), 5–14.

[Guest editor's preface to an issue of *AILA Review* devoted to the potential relationships between L2 and L1 reading proficiency.] Many advanced L2 users, despite being highly skilled in L2 and displaying fluency under normal conditions, do not perform as well on L2 reading tasks as on L1 reading tasks, reading them about 30% slower. This difference can be understood as being analogous to differences in L1 reading between less skilled and skilled readers. Less skilled readers lag behind in terms of the automaticity (speed and accuracy) with which word recognition is carried out, and make greater compensatory use of contextual information to aid word recognition. Training the appropriate subskills could free up resources which are currently being devoted to word recognition, giving them a greater capacity to comprehend the content of the text using topical, cultural and textual knowledge.

Three recent studies provide evidence that the relationship between performance on an L2 reading comprehension task and on a similar L1 reading comprehension task is mediated not only by knowledge of L1 grammar and vocabulary, but also by factors pertaining to the L2 setting involved. Important factors are, for example, whether the language is being learnt as a second or foreign language, whether students had left their native country before achieving L1 reading proficiency, and whether L1 loss has occurred. L1 reading performance can only begin to correlate substantially with L2 reading after knowledge of L2 has attained a threshold. Research in the Netherlands shows that transitional literacy education is more effective than L2 submersion education for minority students.

93–286 Hume, Elizabeth and others. Attitudes des étudiants canadiens anglais face aux accents des professeurs de français en Ontario. [Attitudes of English Canadian students towards the accents of teachers of French in Ontario.] *Canadian Modern Language Review* (Toronto), **49**, 2 (1993), 209–35.

This study investigated English Canadian attitudes towards French accented speakers presented as potential teachers of French as a second language. Two groups of undergraduate students of French ($n = 149$) rated taperecorded speakers representing the following four accented styles: standard European French (FS), Franco-Ontarian French (FO), Québécois French (FQ) and English accented French (FA). Each stimulus speaker read the same content controlled passage in French. The first group of raters was informed of the linguistic origin of the accented speakers while the second group was not; both groups had to rate the stimulus speakers but only the second group had to identify the recorded accents. Results showed that informed and non-informed English Canadian undergraduates did

not differ in their evaluative ratings of the stimulus speakers. Standard French speakers were evaluated most favourably on status traits (intelligence, competence), linguistic competence (most correct pronunciation and grammar) and professional competence (good professor). On these same traits, the English accented speakers were rated least favourably while Franco-Ontarian and Québécois accented speakers were rated midway between the standard French and English accented speakers. Finally, the Québécois accented speakers were rated least favourably on the solidarity traits (friendly and likeable) relative to the other accented speakers in the study. The results are discussed from both a pedagogical and sociolinguistic perspective.

93–287 Oxford, Rebecca L. (U. of Alabama), and others. Language learning styles: research and practical considerations for teaching in the multicultural tertiary ESL/EFL classroom. *System* (Oxford), **20**, 4 (1992), 439–56.

The issue here addressed is how clashes between particular types of learning and teaching styles can be minimised in the multicultural tertiary ESL/EFL classroom. Learning styles are defined as general approaches to learning and problem solving; it is suggested that these are culturally based. Thus Hispanics, for example, have a global approach,

using holistic strategies such as guessing to get the overall sense of a task, whereas Japanese learners tend to prefer an analytic approach of attention to detail and precision as opposed to risk-taking.

Six case studies of culturally-based style clashes are discussed and ten suggestions are made for managing student–teacher style differences. Ac-

knowledge of such disparities in group discussions with students is an important first step in aiming for matches of style and, if necessary, a change in teaching methods through a wide range of activities. The adoption of different styles should be encouraged, and overall it should be recognised

that style differences are an opportunity to learn from others' experience while increasing the awareness of one's own style; thus can the creativity and effectiveness of the classroom experience be enhanced.

93-288 Rowsell, Lorna V. Adults dropping out? Try Repgrid! *ELT Journal* (Oxford), **46**, 4 (1992), 362-72.

This article is concerned with classroom related reasons for drop-out from the adult ESL classroom. It presents a novel method of discovering how adult students from various different cultural backgrounds perceive language learning events. The instrument used, called Repertory Grid Technique, or 'Repgrid', is based on Kelly's (1955) Theory of Personal Constructs. This theory, and its associated instru-

ment, seem relevant for research in the multicultural classroom, since Kelly's work is concerned with the belief that everyone perceives the world differently according to varying background experience. It is hoped that the use of this awareness-raising tool can lead to greater mutual understanding between students and teachers in the multicultural adult ESL classroom.

93-289 Sik Hung Ng and others (Victoria U. of Wellington, New Zealand). Polarised semantic change of words associated with females and males. *Journal of Language and Social Psychology* (Clevedon, Avon), **12**, 1/2 (1993), 66-80.

This laboratory experiment was inspired by semantic changes reported in etymological studies: many words that at one time had a positive or neutral connotation became negative when later applied to females. In contrast to this negativity bias, male-associated words underwent a positivity bias. Miller and Swift (1976) referred to the gender-based biases as gender-related semantic polarisation. The authors developed the concept further by distinguishing between gender-stereotypic and gender-non-stereotypic polarisations, which involved, respectively, gender-stereotypic (e.g., dependent-independent) and gender-non-stereotypic (e.g., honest-deceitful) affective connotations. In the experiment, participants learned four-letter invented words in association with male or female pictures; the connotative meanings that had been acquired

during the learning process were later measured and related to respondents' gender schema and gender attitude. The results showed that the acquired connotations of words associated with male pictures were more stereotypically masculine than were those associated with female pictures. This gender-stereotypic polarisation was independent of respondents' gender schema and attitude. Gender-non-stereotypic polarisation, on the other hand, was a function of respondents' gender attitude: on gender-non-stereotypic connotations, respondents who had unfavourable attitudes toward women downgraded, whereas pro-women respondents upgraded, female-associated words relative to male-associated words. The interaction effect showed that semantic change can occur in favour of women, but not always in favour of men.

93-290 Sorace, Antonella (U. of Edinburgh). Incomplete vs. divergent representations of unaccusativity in non-native grammars of Italian. *Second Language Research* (Utrecht, The Netherlands), **9**, 1 (1993), 22-47.

The term 'near-native', used to refer to speakers at the most advanced stage of second language acquisition, may denote either incompleteness of their competence (lack of given L2 properties) or divergence (interlanguage representations of L2 properties that are consistently different from native representations). An undifferentiated use of the term conceals the fact that incompleteness and divergence are two distinct states of grammatical competence, corresponding to two qualitatively different kinds of ultimate attainment. This article looks at the

linguistic intuitions of French L1 and English L1 near-native speakers of Italian L2 about some syntactic and semantic properties related to unaccusativity in Italian, and concludes that the near-native grammar of French subjects exhibits divergence whereas the near-native grammar of English subjects exhibits incompleteness. It is argued that these competence differences reflect differences in the overall representations of unaccusativity in French and English.

93–291 Straube, Dieter. Lernpsychologische Gründe für einen obligatorischen Fremdsprachenunterricht in der Grundschule. [Arguments from the psychology of learning for obligatory foreign-language teaching in primary school.] *Fremdsprachenunterricht* (Berlin, Germany), **45**, 6 (1992), 356–9.

The introduction of a foreign language in the third year of primary school (age 8 to 9) is advocated. Evidence is offered that this is an ideal age for learning – better than age 11 to 12 because of the plasticity of the brain and availability of both brain hemispheres for learning; better than age 6 to 7 because memory has been developed and more words can be retained. Contrary to traditional views, there is room at this age both for some written work, which aids motivation, and for explanation of language system, as the cognitive potential of 8-year-olds is greater than once believed, and various cognitive processes (analysis, synthesis,

concretisation, abstraction, comparison, etc.) can be fostered through language learning.

The practical requirements for good primary school teaching include suitable teachers (with linguistic and methodological competence and love of children), sufficient time (3 hours per week spread over 5 days), class sizes between 8 and 15, and guaranteed continuation of the language in the first year of secondary school (age 10 to 11). Materials and methods must be suitable for the age group, including use of games and music, and (oral) tests are needed to provide evidence of progress.

93–292 Uziel, Sigal (Bar-Ilan U., Israel). Resetting Universal Grammar parameters: evidence from second language acquisition of Subjacency and the Empty Category Principle. *Second Language Research* (Utrecht, The Netherlands), **9**, 1 (1993), 49–83.

This article is concerned with whether the principles of UG are available in adult second language acquisition (SLA) as in child first language acquisition. The hypothesis is that these principles are fully available to the L2 learner, and that the process of L2 acquisition is, in fact, a process of parameter-reassignment or new assignment in which the L2 learner resets the parameter-values of the L1 to their values in the L2. In order to test this hypothesis, the author built on previous work by Martohardjono (1991) and conducted a study which examined the acquisition of two principles of UG, Subjacency and

the Empty Category Principle, by native speakers of Hebrew learning English as a second language. A series of predictions were made with respect to the patterns of acquisition for various constructions in the target language, based on the assumption that L2 grammars are systems of knowledge guided by the internal logic, or ‘systematicity’ specified by UG. These predictions were borne out by the results of the study, leading to the conclusion that UG is indeed available in SLA. The conclusion corroborates other studies in the field.

93–293 Wigzell, Roy and Al-Ansari, Saif. The pedagogical needs of low achievers. *Canadian Modern Language Review* (Toronto), **49**, 2 (1993), 302–15.

This paper focuses on the problem of failure and underachievement in foreign language learning and associates it with negative attitudes and poor motivation rather than a lack of aptitude. The discussion draws upon the results of a questionnaire administered to a group of low achievers in EFL at the University of Bahrain, the purpose of which was to gain some understanding not only of what might encourage low achievers to persevere in their attempts to learn a foreign language but also of what is likely to discourage them from learning. Some suggestions are offered that might assist

practitioners to remove certain common impediments to learning in the foreign language classroom and to foster a stronger desire to learn in students who are neither instrumentally nor integratively driven to learn a foreign language. These suggestions are supported by some empirical evidence which shows that by attending to the wants and preferences of low achievers and by rewarding productive effort and subject matter learning through the medium of the foreign language, considerable improvement can be achieved in their standard of proficiency.

93–294 Young, Richard (Southern Illinois, U.). Functional constraints on variation in interlanguage morphology. *Applied Linguistics* (Oxford), **14**, 1 (1993), 76–97.

This paper critically evaluates the functional hypothesis that interlanguage (IL) is an efficient means of communicating referential information. The presentation includes: (1) a review of the evidence of previous investigations of the functional hypothesis in various different forms of language; (2) a description of two studies of the spoken English IL of learners with very different first language backgrounds (Chinese and Czech/Slovak) that show how little functional constraints affect variation in IL morphology; and (3) a discussion of the

consequences for learners if interlanguage is indeed an inefficient means for communicating referential information, and the options available to learners and their interlocutors to repair misunderstandings. It is concluded that early IL is a relatively poor vehicle for the communication of referential information, and that this weakness is not peculiar to IL from any one group of learners. As a result, a significant amount of repair through interaction is necessary if information is not to be lost altogether.

Error analysis

93–295 Hsien-Chin Liou (National Tsing Hua U., Taiwan). An automatic text-analysis project for EFL writing revision. *System* (Oxford), **20**, 4 (1992), 481–92.

In order to leave more time for EFL teachers to work on higher-level re-writing tasks, a project was launched to develop an automatic English grammar test-analysis program for Chinese students in Taiwan, Republic of China to help writing revision processes. This year-long project included extensive research work in several areas: error analysis, linguistic analysis of English, and natural language processing in computational linguistics. The initial effort was devoted to error analysis of 135 writing samples collected from the students mainly with engineering backgrounds. Most of the error types were then formulated into patterns to facilitate the on-line implementation of the grammar program.

In addition, linguistic analyses in the areas of idiom collection/analyses, subcategorisation of word categories (such as verbs and adverbs), and lexical feature analyses were performed. A small electronic dictionary with 2066 word stems and necessary features was also built, and a suffix processor with morphological rules to accommodate morpho-syntactic variants of each word stem was designed. A parser, equipped with phrase structure rules and error patterns, was then constructed. In addition, appropriate feedback messages were provided when the program located an error. Initial achievements indicated that the grammar program performed slightly better than commercial packages.

Testing

93–296 Allan, Alastair (City Poly. of Hong Kong). Development and validation of a scale to measure test-wiseness in EFL/ESL reading test takers. *Language Testing* (London), **9**, 2 (1992), 101–22.

Researchers investigating how EFL/ESL students take reading tests typically note that testees use a combination of prior knowledge, analysis of the text and accompanying questions, and test-taking skills. Test-wiseness (TW) is an important source of test content/construct invalidity since it examines students' ability to answer correctly by exploiting weaknesses in test design. The purpose of the study reported here was to design a valid and reliable test of TW in EFL/ESL students. A 33-item multiple-choice instrument with four subscales was constructed and trialled on several groups of ESL students. The test was validated by analysis both of

item form and content and of testees' explanations of their answers. Statistical item analyses suggest that the test has reasonable internal consistency and that two subscales may have psychological reality. The findings indicate that students are differentially skilled in test taking and that the scores of some learners may be influenced by skills which are not the focus of the test, thus invalidating their results. The test of test-wiseness in ESL students (TOT-WESL) described here can be used to diagnose inexperienced or underachieving language test takers, and (by exposure and sensitisation) to confront their weaknesses.

93-297 Buck, Gary (East Texas State U.). Translation as a language testing procedure: does it work? *Language Testing* (London), **9**, 2 (1992), 123-48.

This article looks at translation from L2 to L1 as a language testing procedure. Two studies are presented. The first examines the reliability and validity of a translation reading test under conditions where minimal, or no effort is made to ensure rater reliability. Seven raters, with no instructions or training, rated translations by 121 Japanese junior college students. All estimates of reliability proved acceptable. Criterion validity was examined by correlating the translations with other measures of passage comprehension, and were found to be satisfactory. The second study reports the inclusion of two tests of translation in a multitrait-multi-

method validation study. They showed satisfactory reliability as estimated by four different methods, and examination of the correlation matrix indicated that the translation tests had acceptable construct validity with almost no method effect. It is argued that these results are generalisable to many other translation tests in other situations, and hence the widespread rejection of translation as a language testing procedure by teachers and testers is probably not warranted on psychometric grounds. However, it is further argued that translation would often have an undesirable washback effect on classroom practice, and thus ought to be used with extreme care.

93-298 DeMauro, G. (Educational Testing Service). Examination of the relationships among TSE, TWE and TOEFL scores. *Language Testing* (London), **9**, 2 (1992), 149-61.

Several analyses are presented on the relationships among the Test of Spoken English (TSE), the Test of Written English (TWE), and the Test of English as a Foreign Language (TOEFL). The multivariate prediction of each of these tests from the scores on the others is very accurate. Factor analysis reveals two prominent factors. One accounts mainly for oral proficiencies measured by the TSE, and the

other accounts for the abilities measured by the TOEFL and the TWE. Scores on the TOEFL listening comprehension, TSE Grammar, TSE overall comprehensibility and the TWE share considerable variance with both factors. The factors may be related to different cognitive skills required to answer different types of questions.

93-299 Dörnyei, Zoltán and Katona, Lucy (Eötvös U., Budapest). Validation of the C-test amongst Hungarian ELF learners. *Language Testing* (London), **9**, 2 (1992), 187-206.

This article reports on the results of a research programme carried out to validate the C-test amongst Hungarian EFL learners. One hundred and two university English majors were administered four different language tests (including an oral interview) to form a General Language Proficiency measure against which the C-test was evaluated. Various analyses were made, partly to replicate the results of the earlier studies to see to what extent these could be generalised, and partly to shed light

on controversial issues. The same C-test was then administered to four groups of secondary school pupils ($n = 53$) to examine whether the findings amongst university students were also true in another proficiency range. The results of the programme confirmed that the C-test is a reliable and valid instrument, and detailed information was obtained about issues such as text difficulty and text appropriateness, the role of content and structure words, and the use of different scoring methods.

93-300 Hall, Christopher. The direct testing of oral skills in university foreign language teaching. *IRAL* (Heidelberg, Germany), **31**, 1 (1993), 23-38.

In the past, the validity and reliability of oral examinations have been questioned, although more recent studies of reliability have tended to show that the problems might not be as great as was once imagined. This article focuses on some practical problems that are said to accompany oral examinations, in particular the claim that a short oral

examination does not provide an adequate basis for the assessment of oral skills because of the small sample of foreign language produced by the examinee. Samples from 15-minute oral examinations were compared with those produced by the same students in 3 hour written examinations, and it was found that the difference in size was rather

small, although the variance in the size of the oral samples was considerably greater than in the written samples. The results have implications for the use and assessment of oral examinations.

93-301 Henning, Grant (Educational Testing Service, Princeton, NJ). The ACTFL Oral Proficiency Interview: validity evidence. *System* (Oxford), **20**, 3, (1992), 365–72.

A number of researchers have raised concerns about the validity of the ACTFL Guidelines in general and the Oral Proficiency Interview in particular. This study reports results of a variety of validity analyses involving the ACTFL Oral Proficiency Interview as it was administered to 59 learners of English and 60 learners of French. Scalability of the level descriptors was investigated using the one parameter Rasch model. Based on estimates of internal consistency, inter-rater reliability, concurrence between ratings from ACTFL-trained raters and from naive native speakers, and scalability of levels, it is concluded that the Guidelines can be useful as an assessment tool and offer advantages which warrant serious consideration in the development of language testing procedures.

93-302 Kieweg, Werner. Leistungsmessung im Fach Englisch: Praktische Vorschläge zur Konzeption von Lernzielkontrollen (LKZ). [Measurement of achievement in English: practical suggestions concerning the concept of study goal checks or SGCs.] *Fremdsprachenunterricht* (Berlin, Germany), **45**, 6 (1992), 321–32.

An objective comparison of grades is impossible between schools or within schools, but criteria must be given for measurement of learning. Pupils must be given possible points and their evaluation in advance; a suggested outline is given as an example. SGCs should contain grammar exercises and practical tasks (such as letter-writing) which are weighted more heavily [examples]. The author discusses placement of the vital threshold between satisfactory and unsatisfactory grades. An SGC is valid only if it covers all possible grades, and contains several different tasks. Strict criteria and practical examples are given for the following suggested kinds of SGC: reading comprehension; listening comprehension (multiple choice and true/false); writing skills (dialogue composition, advertisement production, cloze tests); oral skills (fluency, phonology); competence in grammar, vocabulary and interpreting skills; socio-cultural knowledge (especially register); and translation skills. Teachers are encouraged to work in teams to administer parallel tests with cross-marking and evaluation in an attempt to move towards more objective and valid testing.

93-303 Lazaraton, Anne (Pennsylvania State U.). The structural organisation of a language interview: a conversation-analytic perspective. *System* (Oxford), **20**, 3 (1992), 373–86.

This paper examines the widely-held – but largely untested – assumption that a language interview is a ‘structured conversational exchange’. Specifically, the structural organisation of 20 audio- and videotaped oral-skills course-placement interviews were analysed for features of conversation and interviews by using conversation analysis techniques, in which talk-in-interaction is studied on a turn-by-turn, sequential basis from the perspective of the participants in the interaction. The results indicate that the interview encounters proceed through distinct phases and are composed of sequences that roughly parallel the organisation of conversation. However, the responsibility for initiating the sequences and the form the initiations take differ, and thus lend to the characterisation of the encounters as interviews, and interviews of a distinctive kind, for the participants. It is suggested that the analytic procedures illustrated in this paper be applied to more widely-used oral testing instruments in order to evaluate their utility in eliciting conversational interaction.

93-304 Perkins, Kyle (Southern Illinois U.). The effect of passage topical structure types on ESL reading comprehension difficulty. *Language Testing* (London), **9**, 2 (1992), 163–73.

This study investigated the effect of five types of topical structure on the item difficulty of reading comprehension questions. A topical structure includes the initial sentence element which is the

initially placed discourse material in a sentence; a mood (surface structure) subject; and a topical subject which is a surface subject relating to the discourse topic of a text. The results indicated that there was a difference in the item difficulty of the questions according to the type of topical structure on which the questions were based. The questions derived from sentences in which given information

occurred before new information and from sentences in which topical information occurred in subject position tended to be easier than questions derived from sentences manifesting other types of topical structure. The article concludes with a suggestion that topical structure types be included as a variable in future models of ESL reading comprehension difficulty.

93-305 Reed, Daniel J. (Indiana U.). The relationship between criterion-based levels of oral proficiency and norm-referenced scores of general proficiency in English as a second language. *System* (Oxford), **20**, 3 (1992), 329-45.

This paper presents data from a validation study of the American Council on the Teaching of Foreign Languages (ACTFL) *Oral Proficiency Interview* (OPI). The 'distinctness' of OPI ratings from scores generated by *Test of English as a Foreign Language* (TOEFL) and one other examination was assessed on the basis of comparisons among 70 sets of scores from students of English as a second language who took all three tests. Results of correlational analyses provide evidence that the OPI measures an ability (or collection of abilities) distinct from the skills evaluated by the other testing instruments, and thus are supportive of the 'construct validity' of this oral

interview. Correlations involving the OPI were consistently lower than correlations among sub-scores from the other tests. Even the correlation between regression-based, 'predicted' OPI ratings and actual OPI ratings was not significantly higher than the correlation between actual OPI ratings and the single best predictor among the raw test scores. However, employing one particular 'cut-off' procedure rendered OPI ratings completely predictable from TOEFL scores, a finding which underlines the relevance of potential test uses to the validation process.

93-306 Reisener, Helmut. Wie lassen sich mündliche Leistungen bewerten? [How can oral performance be measured?] *Der Fremdsprachliche Unterricht* (Stuttgart, Germany), **26**, 8 (1992), 32-6.

Tests of foreign languages in German schools have until recently been mainly written; more oral tests are now being introduced, but are often found difficult to design, administer and mark. After a brief discussion of error types, skills and communicative competence, a model for oral testing is offered, based on integrated rather than discrete-point assessment, and encouraging peer interaction in groups of two or three, each candidate speaking

for five minutes. Tests are tape-recorded and marked later, on three main levels: the formal level, including comprehension, pronunciation, fluency, lexis, grammar; the intentional level, including ability to contradict, correct, ask supplementary questions; and the functional level, covering appropriate reactions to situation and partners. [Examples of assessment forms and band descriptions.]

93-307 Robison, Robert E. (Columbus City Schools). Developing practical speaking tests for the foreign language classroom: a small group approach. *Foreign Language Annals* (New York), **25**, 6 (1992), 487-96.

A major goal of foreign language learning is acquiring oral facility in the target language. Methods of instruction and testing must correlate with each other to achieve the goal. The Columbus Public Schools Level I Foreign Language Oral Assessment Project has created a systematic oral testing program, and the department is practicing with at least one strategy that can enable foreign language teachers to achieve the goal within a

reasonable amount of class time. Foreign language classroom testing can be enhanced by limiting the paper-and-pencil portion of the test and by using a small-group or team approach, so that the oral production of large numbers of students can be evaluated quickly and efficiently with brief, real-life samples from the 'universe' of tasks students have been asked to accomplish over the course of the week, unit, semester, or school year.

93-308 Ross, Steven (U. of Hawai'i at Manoa). Accommodative questions in oral proficiency interviews. *Language Testing* (London), **9**, 2 (1992), 173-87.

The processes involved in defining oral proficiency in second languages have to date not involved detailed analysis of the discourse characteristic of oral proficiency interviews. This study considers the phenomenon of variation in questions posed by interviewers at key junctures in the interview process. Based on variable rule analyses of 16 full-

length oral proficiency interviews, it is argued that perceptions of oral proficiency are reflected in the extent of accommodation in interviewer questioning, and that the extent of accommodation may provide a powerful factor in determining oral proficiency as well as a criterion for interviewer training.

93-309 Stansfield, Charles W. and Kenyon, Dorry Mann (Center for Applied Linguistics, Washington, DC). Research on the comparability of the oral proficiency interview and the simulated oral proficiency interview. *System* (Oxford), **20**, 3 (1992), 347-64.

The simulated oral proficiency interview (SOPI) is a tape-mediated test designed to be a surrogate for the oral proficiency interview (OPI) in situations where a face-to-face interview is not possible or desirable. This article reviews research that sheds light on the comparability of the two tests. It begins

with a brief description of the SOPI and continues to discuss the results of research on the reliability of the two tests, the agreement of scores obtained on the two tests, the comparability of the approach to testing, and the qualitative content of speech samples obtained via the two approaches.

Curriculum planning

93-310 Dodds, Dinah (Lewis and Clark College, Portland, OR). Using proficiency as the organising principle in an advanced speaking course for majors. *Foreign Language Annals* (New York), **25**, 6 (1992), 497-506.

While the proficiency movement has spawned numerous first and second year textbooks, very few proficiency-based materials are available for advanced students and majors. This article describes an advanced speaking course designed using the *ACTFL Proficiency Guidelines* as the organising principle. Students prepared and performed a wide variety of communicative tasks at the Advanced and Superior levels, including narrating and describing,

hypothesising, supporting an opinion, debating and being interviewed for a job. Assignments involved students in pairs and small group work as well as in the class as a whole. Audio and video taping provided feedback. Oral Proficiency Interviews administered at the beginning and the end of the course indicated an improvement in OPI rating for some students.

93-311 Powell, Robert C. (U. of Bath). 'More than just a hobby': language teachers' perceptions of involvement in a curriculum development project. *System* (Oxford), **20**, 4 (1992), 493-505.

This article begins by describing the national context in which a regional modern languages project was conceived. The aims of the project are set out as are the means by which monitoring and evaluation took place. The main focus of the article, however, is the perceptions and emotions of the teachers involved, both as clients of an in-service programme of professional development and as writers of

language teaching materials for the 16-19 age range. The evidence gathered through open-ended questionnaire responses and diary entries reveals an interesting spectrum of feelings. It also underlines the benefits of networking and the importance of external support for writing activities. The positive outcomes in terms of curriculum developments at institutional level are listed in a brief conclusion.

Course design

93-312 Thompson, Chihiro Kinoshita (National U. of Singapore). Learner-centered tasks in the foreign language classroom. *Foreign Language Annals* (New York), **25**, 6 (1992), 523–31.

The article first discusses communicative language teaching and self-directed learning, then introduces an analytical framework for designing a task, using Nunan's framework. This is followed by a case study done in the Department of Japanese Studies at the National University of Singapore involving 220

first-year Japanese language students. The case study is a description and analysis of a task which is communicatively based, learner-centred and which promotes self-directed learning. Then some suggestions are made for course and task designers.

Teacher training

93-313 Finkenstaedt, Thomas. Europa naht auf leisen Sohlen. Das Jahr 1993 und die Lehrerausbildung. [Europe treads carefully: 1993 and teaching training.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **91**, 4/5 (1992) 408–15.

The article discusses problems posed for modern languages, and especially for teacher training, as a result of the developments in Europe. In contrast to the past, training must be made to focus on mastery of the foreign language and the ability to communicate. For political reasons, a uniform official language for Europe should be rejected. Schools must prepare pupils for a multilingual environment in the future and diversify the foreign language

offerings. The question is whether it would not be more effective to train language teachers in a separate institution (university department); pilot programmes along these lines would be advisable. In view of a unified Europe, ministries and associations have to make a more intensive effort than they have in the past to initiate the necessary reforms in the training of foreign language teachers.

93-314 Taylor, Roy. The production of training packs in in-service teacher training. *ELT Journal* (Oxford), **46**, 4 (1992) 356–61.

This article describes part of a programme designed to enhance teaching standards among black South African teachers of English. It focuses on the production of training packs as a way of disseminating the knowledge and skills acquired by a small group of twelve teachers on a twelve-week training course in the UK, by means of a cascade programme. In so doing, it aims to show how,

while it is hoped that the product of the programme will contribute to a successful on-going teacher development scheme run by local teachers – a so-called ethnographic approach, the process of producing suitable materials is in itself a worthwhile method of conducting a short, intensive, in-service course.

Teaching methods

93-315 Akünal, Zühal (U. of Kent at Canterbury). Immersion programmes in Turkey: an evaluation by students and teachers. *System* (Oxford), **20**, 4 (1992), 517–29.

This paper examines the effectiveness of content-based second language instruction at university level in Turkey. The impetus for the study arises from research indicating that a foreign language is more effectively learnt when it is the medium of content-based instruction than when content and language skills are taught separately. Data were collected by means of questionnaires and first-hand observations

and recordings of classroom activities at Middle East Technical University, Ankara. Results indicate that, although content-based second language instruction appears to be effective in improving students' receptive skills, it is far from being as effective in promoting ability to engage in meaningful, communicative activities in English.

93-316 Allwright, Dick (Lancaster U.). Exploratory teaching: bringing research and pedagogy together in the language classroom. *Revue de Phonétique Appliquée* (Mons, Belgium), **103/4** (1992), 101–17.

A gulf between the perspectives of academic researchers and classroom teachers has created wounds which are difficult to heal, and this is only made worse by ill-considered demands on teachers to become 'action researchers' without addressing some of the fundamental problems. 'Exploratory teaching' is a possible way of reconciling teaching and research perspectives, by addressing teachers' specific concerns rather than attempting to justify universalistic claims about teaching. It starts from the questions 'What puzzles teachers?' and 'What puzzles learners?' Examples of both kinds of puzzles are given – the teachers' list includes the question 'Why do students feel they *have* to know all the

vocabulary in order to understand a text?' A teacher can explore such a question through familiar classroom activities, e.g. closely observed pair-work; after this colleagues can be consulted, whilst experts and/or research literature are consulted only at a later stage (to avoid imposing an outside agenda.)

Good exploratory teaching studies should minimise the time commitment, skills-learning burden and threats to teachers' self-esteem. They should promote relevance, reflection, continuity, learner development, free co-operation between teachers, and theory building.

93-317 Barnett, Lew and Jordan, Geoff (ESADE Idiomas, Barcelona). Self-access facilities: what are they for? *ELT Journal* (Oxford), **45**, 4 (1991) [publ. 1993], 305–12.

Self-access facilities are generally recognised to be a valuable language learning resource, but optimal exploitation of hardware and materials has not been examined closely enough. The Barcelona experience suggests that initially a database be created of audio and video materials, classified according to level, topic, grammar area, function etc. This enables the production of indexes to which individual students can refer to discover what is available for their particular requirements.

Students require training in self-monitoring and self-assessment, so they are asked to assess whether

self-access is right for them, to establish goals for themselves, to draft a plan for their own studies. In addition, once they have started to use the facilities, they keep a record of progress, evaluate materials, and, by means of worksheets are taught to use materials in different ways. Students also learn to manipulate materials to enhance learning and retention by, for example, practising note-taking or scanning. Information about learning strategies is made available. For teamwork multi-media activities have been judged by students to be stimulating and successful.

93-318 Haggstrom, Margaret A. Study strategies for the beginning foreign language classroom. *Canadian Modern Language Review* (Toronto), **49**, 2 (1993), 236–54.

Students who come to their instructors for help are often unable to identify what it is they do not understand. This article outlines ways to help students (*a*) read their textbooks and do homework exercises effectively; (*b*) know when they really understand the material; (*c*) pin-point what it is that

they do not understand; and (*d*) know when they need outside help. The article also offers suggestions for incorporating student training and practice in study strategies into both classroom activities and homework assignments.

93-319 Halsall, Nancy and Wall, Cecilia. Pedagogical practices in French immersion and regular English programmes. *Canadian Modern Language Review* (Fredericton, New Brunswick), **49**, 1 (1992), 60–79.

Many countries are adopting child-centred teaching and learning practices and moving away from teacher-directed pedagogy. French immersion is criticised for being, as many believe, more teacher-

directed in pedagogy than the regular English programmes. The pedagogical practices of highly child-centred classrooms in French immersion were compared with highly child-centred classrooms in

the regular programme by means of a qualitative research study. Results indicated that the practices used in French immersion classrooms can be as child-centred as those in regular English programme classrooms. Further research is needed to reveal the

effects of child-centred pedagogy on language outcomes in French. This information may be useful to policy makers and to parents. It also has implications for professional development for teachers in both programmes.

93-320 Kusel, Paul A. (Christ Church Coll. of Higher Ed., Canterbury). Rhetorical approaches to the study and composition of academic essays. *System* (Oxford), **20**, 4 (1992), 457-69.

This article focuses on essays at undergraduate level, whether written in the native language or in a second language. It contributes to the view that students can improve the quality of their essays if they concentrate on the rhetorical effects of their writing. Taking a rhetorical-functional approach, a study was made of the structuring of essay introductions and endings across six subject departments. The results suggest that the rhetorical organisation of these sections of essays is influenced significantly by the conventions adopted by the subject department. This study leads to several practical approaches, designed to heighten students'

sensitivity to rhetoric. The first of these employs reading tasks that combine reflection and analysis; by drawing on departmental texts for this, the local conventions of the subject discipline become apparent. Secondly, the review of draft material by peers is contrasted with that done personally by the essay writer. Some practical suggestions are made for employing personal review effectively. The common goal of these approaches is to assist students to communicate with their readership more effectively through an appreciation of the reader's perspective.

93-321 O'Neill, Robert (Higher Inst. of Medical Sciences, Santiago de Cuba). The plausible myth of learner-centredness: or the importance of doing ordinary things well. *ELT Journal* (Oxford), **45**, 4 (1991), 293-304.

There are inherent dangers in believing that teacher-talk is always wasteful and should be avoided as much as possible. A key part of the process of learning a foreign language is the struggle to use fairly standard forms accurately in order to express something, and students need good models in order to do this. There is a risk that student-centredness, taken to extremes of non-intervention as it sometimes has been, can degenerate into student neglect. The current quest for 'authenticity' obscures the fact that it may also be 'authentic' for a native speaker to modify his or her speech slightly so that the pauses between word-groups are a little longer, the choice of words is more careful and the style of speech allows students to ask questions. Research by Lily Wong-Fillmore (1985) suggests that lessons which can be described in the jargon as 'teacher-centred' or 'teacher-fronted' are more effective than 'student-centred' ones. The salient 'structural characteristics of lessons that worked well for language learning', according to her findings, were that: they were formal lessons with clear boundaries; they were regularly scheduled events; they had a clear lesson format across groups, from day-to-day 'scripts'; and that there were clear and fair turn-allocation procedures for student participation.

Wong-Fillmore's 'characteristics of teacher-talk that work as input', such as heavy message redundancy and repeated use of the same sentence patterns or routines, are not those normally espoused by advocates of authenticity. A high level of predictability in a lesson may be a positive thing for the foreign learner struggling to make sense of the foreign language and eager to find clear features in the structure of the language and the format of the lesson. It is important for the teacher to do obvious and ordinary things extremely well, with obvious professional control and sensitivity. The term 'teacher-centred' somehow implies that the teacher is ignoring the needs of the student, but in good teacher-centred lessons, teachers are playing close attention to those factors in a lesson they believe will promote learning and which are most directly under their own control. Asking questions is a crucial and neglected teaching skill, and one way students learn how to ask questions is by hearing these questions formulated regularly and accurately during the lesson. The distinction that some experts draw between 'teaching' and 'learning', or 'teacher-centred' and 'student-centred' ones, is shallow, because good teaching is characterised by a variety of styles to promote learning.

93-322 Pennington, Martha C. (City Poly. of Hong Kong). Beyond off-the-shelf computer remedies for student writers: alternatives to canned feedback. *System* (Oxford), **20**, 4 (1992), 423-37.

This paper makes a case against the educational application with non-proficient writers of the sort of preset, 'canned' feedback provided in a whole class of text analysis programs marketed as grammar checkers and style analysers. These programs are criticised for offering feedback which: (1) is not

generalisable, (2) does not train the editing process, (3) has no direct link to writing quality, (4) presents no clear educational rationale, and (5) is highly inaccurate. Other approaches to computer-based feedback are then described as alternatives for student writers.

93-323 Secules, Teresa and others (Emory U., Atlanta). The effect of video context on foreign language learning. *Modern Language Journal* (Madison, Wis), **76**, 4 (1992), 480-90.

Two experiments were carried out to determine whether video or traditional teaching methods were more successful in improving listening comprehension in learners of French in an American university. It was predicted that video would help lexical acquisition whereas traditional teaching would help grammar acquisition.

Results supported the view that video does achieve considerably enhanced results in the case of lexical acquisition, but also that there is no significant

difference between video and traditional input in relation to grammar. More advanced learners certainly benefited from video input in grammar acquisition.

Although the video programme was demonstrated to be effective, there is still a need for the teacher to be involved in class preparation and monitoring, and in skills which involve original dialogue. Further research is required to discover other classroom uses of video.

93-324 Tschirner, Erwin (U. of Iowa). From input to output: communication-based teaching techniques. *Foreign Language Annals* (New York), **25**, 6 (1992), 507-18.

Communication-based activities which guide students from input to output offer advocates of both communicative- and structure-oriented approaches the opportunity to foster accurate, yet communicative, language skills in the target language. This article outlines communication-based teaching techniques that lead students from input to output in a stimulating and motivating learning environ-

ment. Four input and four output activity types are presented. Whereas input activities are most useful for the presentation of speech acts, vocabulary, and grammatical structures, output activities are valuable for the recycling and fine-tuning of previously introduced speech acts, vocabulary, and grammar, and for expanding students' productive skills.

93-325 Verhoeven, Ludo (Tilburg U., The Netherlands). Acquisition of biliteracy. *AILA Review* (Madrid), **8** (1991), 61-74.

The biliteracy development of 138 Turkish working-class primary-school children (68 boys and 70 girls) was studied under two conditions: L2 submersion vs transitional L1/L2 literacy education. All the children had Turkish as their mother tongue and their cultural orientation was Turkish; they had been in the Netherlands for at least two years and attended nursery school during that time.

The children in the transitional classes not only achieved better results as regards literacy in Turkish but also tended to do better in Dutch than those in the regular submersion classes, thus providing

positive evidence for the interdependency hypothesis, which postulates that if instruction in one language is effective, transfer of this proficiency will occur, provided there is adequate exposure to that language and the motivation to learn it.

Results confirmed the socio-cultural suitability of the transitional approach and showed that biliteracy education does not entail any negative consequences for later linguistic and academic progress, indicating that the submersion approach currently favoured in Dutch schools is not the most appropriate, given the needs and background of Turkish minority children.

Teaching particular languages

English

93-326 Bowers, Roger (British Council, Manchester). Memories, metaphors, maxims and myths: language learning and cultural awareness. *ELT Journal* (Oxford), **46**, 1 (1992), 29–38.

The relationship between language learning and cross-cultural awareness is of increasing interest, particularly in the wider European context. At the international level, English is essentially acultural: it is the medium for subcultures which cut across national and political boundaries. Its use is based on its universal functional value. In the European context, English stands alongside the other languages of the community as part of a cultural heritage. Britain, with its poor record in foreign language learning, has far to go in ensuring for its own population the role in European integration that can only be achieved through cross-cultural and therefore cross-linguistic communication. At the national level, it is in the interests of a society to promote its own cultural values through its own language(s). The dominance of English at the international level militates against its unthreatening promotion as a national cultural medium. A shared culture is an agglomeration of common knowledge, perceptions, values and tradition, showing through in verbal

expression and labelled for the purposes of this article as memories, metaphors, maxims and myths. Where language teaching addresses the issue of intercultural communication, it is concerned with transferring to members of another language group those common elements which bind us together. Eschewing a historical and developmental sweep of the future prospects for language teaching, the author provides a thought-provoking culture quiz. Finally, he asks whether, given the complexity of culture, intercultural communication is a feasible objective. What does a 'common European culture' really have in common? Can we prioritise cultural components for learners, and decide what we need to teach and what they can acquire by exposure? In formal education, how much of this is the responsibility of language teachers, and where are their sources, since there are no dictionaries or reference grammars of culture? It may in the end be impossible to transmit culture in a way which is not itself value-laden.

93-327 Medgyes, Péter. Native or non-native: who's worth more? *ELT Journal* (Oxford), **46**, 4 (1992), 340–9.

Among the trends which have recently emerged in ELT, two are challenged in this article. One trend suggests that researchers' attention should be focused on the learner rather than on the teacher. However, the implicit message of this article is that the road to the learner leads through the teacher and that teacher-related research should therefore be increased. The other trend attempts to get rid of the native speaker versus non-native speaker division, offering various alternative terms and concepts to replace it. However, a non-native cannot aspire to acquire a native speaker's language competence. In

ELT, native- and non-native-speaking teachers reveal considerable differences in their teaching behaviour and that most of the discrepancies are language-related. It does not follow from this, however, that non-native-speaking teachers are by definition less efficient. Indeed, a deficient command of English may even have hidden advantages. The explicit message of this article is that natives and non-natives have an equal chance to become successful teachers, but the routes used by the two groups are not the same.

93-328 Phillipson, Robert (Roskilde U., Denmark). ELT: the native speaker's burden? *ELT Journal* (Oxford), **46**, 1 (1992), 12–18.

The article concentrates on ELT marketing arguments that native speakers should become the standard foreign-language teachers within the EEC. This ideal stems from when language teaching and culture teaching were synonymous, before the advent of tape-recordings and videos and the indigenisation of English throughout the world. Native speakers demonstrate fluent, idiomatically appropriate language, appreciate cultural connotations and assess language forms correctly, but

well-trained non-natives can acquire these skills. Indeed, the untrained or unqualified native speaker is a hazard, though the native-speaker ideal is fundamental to the practices of ELT publishers. Foreign language teachers should have learnt a foreign language successfully themselves. Ideally, then, EFL teachers should have near-native-speaker proficiency and come from the same linguistic and cultural background as the learners. They may thus be better qualified than native speakers.

93-329 Prodromou, Luke (British Council, Thessaloniki). What culture? Which culture? Cross-cultural factors in language learning. *ELT Journal* (Oxford), **46**, 1 (1992), 39–50.

The 'cultural background' in language teaching has recently moved to the foreground: there is renewed interest in subjects as varied as the politics of national language policy, sexism in EFL, and the ideology of textbooks. There has been a shift in emphasis in course design from a preoccupation with form to an interest in content. A survey was carried out to elicit the views of students on what language teaching should be about. A questionnaire was distributed to 300 Greek students of English, mostly young adults, studying EFL in private language institutes or at the British Council Teaching Centre, Thessaloniki. One third were beginners, the others intermediate or advanced students. There were questions about attitudes to the bilingual/biculture teacher, questions to discover how strongly students felt about native-speaker models of the language, and a question asking students to choose from a list of ten areas of study the kind of content they would like in their English lessons. Just over half the students thought the (native-speaker) teacher should know the learners' mother tongue and know about local culture. British English was much more popular than American English. Some

62% of students said they would like to speak English like a native speaker. The most popular source of content apart from language itself was 'facts about science and society', and the least popular 'American life and institutions'. There was a strong interest (60%) in British life and institutions, in contrast to the lack of interest in American culture. There was a low response to 'political problems' and the personal experience of students as content in language teaching. The degree of interest in literature (44%) matches the revival of interest in the subject in applied linguistics circles. Nearly 40% of students thought a more multicultural approach to content would be appealing. The survey suggests that there is a place for materials based on local culture in the EFL classroom, as they involve a built-in recognition of the value of the learners' culture and the value of their contribution to the learning process. Non-native speaker teachers of English can be as expert in methodology as native speakers, and have the added advantage of being able to draw on the vast reservoir of the students' first language and culture.

93-330 Pugsley, Jenny (British Council, Manchester). The rise and fall of academic management. *ELT Journal* (Oxford), **45**, 4 (1991), 313–19.

This article traces the emergence in the United Kingdom of the notion of 'academic management' in English language teaching. The rise of academic management is attributed to the proliferation in recent years of EFL courses and related TEFL training programmes; to the effect on the ELT profession of contemporary concepts of management issues and their associated terminology; and

especially to the redefinition of the traditional role of the Director of Studies in private-sector TEFL in the UK. The article offers one account of the questions to be addressed by academic managers today, and outlines the development of academic management in The British Council's schemes for accrediting private-sector institutions and state-sector courses in Britain.

93-331 Soh Bee-Lay and Soon Yee-Ping. English by e-mail: creating a global classroom via the medium of computer technology. *ELT Journal* (Oxford), **45**, 4 (1991), 287–92.

This article describes a telecommunications project involving teenage EFL/ESL students in Singapore and Quebec. With the help of telephones, fax machines, word processors, computers, and electronic mail (e-mail), the students exchanged ideas and opinions on a variety of topics which they selected themselves. In an expansion of the project into cross-cultural and cross-curricular work on

literature, the students produced an impressive range of written work, based on their reading of stories about their own and their correspondents' cultures. The project developed the students' grasp of technology, improved their command of English, gave them a sense of pride in their own work, and enlarged their awareness of themselves as members of an international, global community.

93-332 Sunderland, Jane (Lancaster U.). Gender in the EFL classroom. *ELT Journal* (Oxford), **46**, 1 (1992), 81-91.

Gender (culturally influenced characteristics of each sex) manifests itself in the EFL classroom in the English language itself, in materials, and in processes (learning styles and strategies, teacher-learner and learner-learner interaction). Pedagogic grammars and dictionaries play an important role in language awareness as far as English gender is concerned. Non-sexist reforms provide a reminder that language is constantly changing, and class discussion of relevant sections of grammars can help students to understand that there are relationships between language and society. More advanced students need to understand that in some contexts, male and female 'equivalents' are not equivalent in meaning, status, connotation or even denotation. Sexism in EFL materials matters because their representations

of gender potentially affect students as language learners and users. Any unconscious influence of female characters who play restricted social, behavioural and linguistic roles does not suggest cognitive and communicative empowerment for female learners. Teachers' guides should promote with due sensitivity equal male-female participation, raise awareness of the likelihood of teachers paying more attention to male students and, where the coursebook reflects sexist practices or attitudes, comment on this if culturally appropriate.

There may be gender (or even sex) differences in language learning styles and strategies. If so, perhaps different styles and strategies can be catered for, and training in strategies could be feasible and beneficial.

93-333 Talib, Ismail bin Said. Why not teach non-native English literature? *ELT Journal* (Oxford), **46**, 1 (1992), 51-5.

Literary works chosen in ELT are often those written in native or standard varieties of English. This article suggests that in a country where a particular non-native variety of English is spoken, wider functions in ELT can be served by the use of a literary work written in that variety. Using the Singaporean writer Catherine Lim's 'The Taximan's Story' as an example, the author explains that the integrative goal in language teaching, which in-

volves the enhancement of the students' sociocultural awareness, sense of self-identity, and communicative competence within the community they live in, is more easily achieved with a literary text written in a variety of English which the students understand or can empathise with, than with that written in a native or standard variety. Such texts can also be used to improve the students' command of the standard language itself.

93-334 Taylor, David S. (U. of Leeds). Intonation and accent in English: what teachers need to know. *IRAL* (Heidelberg, Germany), **31**, 1 (1993), 1-21.

Despite its importance, intonation continues to be relatively neglected in English pronunciation teaching. One possible reason for this neglect is that most accounts of English intonation and accent are too complicated and detailed. They are not easily accessible to the average English teacher, and hence of very little practical use. This article aims to present an account of the general workings of English intonation and accent which, while hope-

fully preserving reasonable accuracy, is of greater pedagogical value to teachers. Some emphasis is placed on the functions of intonation and a prominent role is assigned to accent placement (otherwise known as tonicity). The discourse dimension is taken into account to provide an overall framework for the interpretation of intonation and accent in English in a manner easily accessible to both teachers and learners.

93-335 Zimmermann, Rainer. John Lennon's 'Imagine': ein Unterrichtsvorschlag für die Mittelstufe. [John Lennon's 'Imagine': a teaching suggestion for the lower secondary school.] *Fremdsprachenunterricht* (Berlin, Germany), **45**, 8 (1992), 450-8.

English teaching at this level in Germany is dominated by prescribed coursebooks, and there is a need to boost student motivation by using supplementary material on appealing topics. The author's personal appreciation of the music of the

Beatles and the many-sided talents of John Lennon has led him to devise communicative activities based on Lennon's life and work. As recipients of texts, learners should not merely be consumers without rights, expected to reproduce given interpretations.

They must become subjects in the reading and learning process. Dealing with a text is only meaningful if in the process facts are transmitted, social relations are thematised, and emotional reactions are not suppressed, but taken seriously.

This necessarily means that the reactions of the students cannot be predicted exactly, and the lesson, like other communicative processes, must be allowed to run its natural course, even to the point of breakdown.

French

93-336 Berwald, Jean-Pierre (U. of Massachusetts, Amherst). Teaching French language and culture by means of humour. *French Review* (Baltimore, Md), **66**, 2 (1992), 189–200.

The uses of humour in the language classroom are many: enlivening the lesson, improving students' knowledge of vocabulary and culture, testing listening and reading comprehension.

Sources of suitable material are suggested: books of jokes, advertising, strip cartoons – and also ways of exploiting them. Some types of material, e.g.

video or audio tapes of stand-up comedians, can only be used with more advanced groups, while other examples are appropriate to beginners. Humour affords instant feedback. Humour arising out of a culture clash additionally prepares students to function in another setting.

93-337 Blane, Sandra and McAdoo, Jane (Goldsmiths' Coll., London). Transcription for advanced learners. *Francophonie* (Rugby), **6** (1992), 26–34.

The use of transcription – that is, the orthographic transcription of unscripted speech – for university level students (of French, in this case) is recommended as both an exercise in itself and as leading to other exercises in the language. Its main advantage lies in its being based on authentic spoken language, thus helping students in listening com-

prehension and introducing them to informal registers. The discussion of the rationale for its use is followed by practical considerations, such as where it should be done, the length of passages/sessions, how to introduce it, suggestions for transcription-writing conventions and marking, and for pre-teaching and follow-up activities.

93-338 Cuq, Jean-Pierre (U. Stendhal – Grenoble III). Une notion à préciser. Français langue seconde. Un point sur la question. [A notion to be defined. French as a second language. One aspect of the question.] *Etudes de Linguistique Appliquée* (Paris), **88** (1992), 5–26.

French as a second language has been relatively slow in becoming an area of research separate from French as a foreign language. Its arrival is welcomed but presents a number of problems, both in research and in methodology, and not least in the definition of the term. The first part of the article discusses the problems in defining the area – and in particular how the use of the phrase in various French-speaking countries [e.g. Francophone Africa, Canada, Switzerland, France] contributes to the confusion. A review of the research shows how the

concept of French as a second language has emerged as a field of research and a methodology.

The rest of the article looks at the different directions linguistic and didactic research have taken, depending on the situation in the countries of the researchers. Detailed reference is made to published research: journals and reviews, historical studies, socio-linguistic studies, linguistic and grammatical studies, and methodology. The area of French as a second language urgently needs better formal organisation.

93-339 Dicks, Joseph E. Analytic and experiential features of three French immersion programmes: early, middle and late. *Canadian Modern Language Review* (Fredericton, New Brunswick), **49**, 1 (1992), 37–59.

Linguistic and communicative competence have often been perceived as two separate concepts giving rise to two distinct approaches to second language

teaching – experiential and analytic. Classroom practice, however, suggests that the approach taken to second language teaching depends upon a number

of variables related to the learner, the teaching/learning environment, and other factors. The results of a classroom-based observation study designed to determine the degree of analytic and experiential focus in early, middle, and late French

immersion programmes are presented. Implications of these findings for the interpretation of the linguistic success of French immersion pupils in these programmes are discussed.

93-340 Doering, E. Jane (Northwestern U.). Gaining competence in communication and culture through French advertisements. *French Review* (Baltimore, Md), **66**, 3 (1993), 420-32.

Advertisements are readily available to the teacher. Their language, supported by visual images, is brief and pithy, uses simple words, goes directly to the point, and is designed to elicit an immediate response. Students gain cultural insights as well as building vocabulary and enjoy using real communicative skills to unravel the levels of meaning and discover the hidden message. In order to exploit the potential of advertising in the classroom, the

teacher needs to be knowledgeable about French language and culture and to devote time and energy to keeping up to date with the latest developments. Five typical advertisements, of increasing difficulty and complexity, are used to indicate a possible approach. Suggestions are made as to how best to use them and how to evaluate what students have learned.

93-341 Frommer, Judith G. Le français des affaires: cours de langue, cours de civilisation. [Business French: language course, cultural course.] *Canadian Modern Language Review* (Toronto), **49**, 1 (1992), 127-38.

French for Business is often only a simple language course in which the student learns the vocabulary of commerce and the art of business correspondence. However, this type of course can serve as a springboard for a more thorough study of contemporary France. Through the analysis of a company and the world of business, it is possible to touch on a variety of topics, such as labour relations, feminism, leisure time activities, and advertising. For the last few years, there has been a change in values in France, particularly in the attitude toward

work and money. A comprehensive and well-organised French for Business course allows the student to understand these sociological changes while improving his or her knowledge of the language and culture. This article examines the relationship between French for Business courses and the study of contemporary society, describes how such a course can be organised, and gives advice about pedagogical materials and their implementation.

93-342 LeBlanc, Raymond (U. of Ottawa). Les programmes d'immersion et l'habilité à communiquer. [Immersion programmes and communicative competence.] *Etudes de Linguistique Appliquée* (Paris), **88** (1992), 67-82.

French immersion courses, defined as courses where various subjects, e.g. maths, art, history, physical education, are taught in the target language (French) with the aim of enabling pupils to acquire knowledge of French as well as of the school subjects, have been a feature of Canadian education for nearly 30 years with approximately 10% of Canadian schoolchildren having been enrolled in some kind of immersion programme (full, partial, early or late); the programmes are generally considered highly successful. However, concern has been expressed that although pupils are able to understand French

and can communicate within the school environment, their wider communicative skills, grammatical and sociolinguistic competence and appreciation of the culture of the French community in Canada all leave much to be desired.

More teachers who have specialised in teaching French as a second language and more appropriate teaching materials are needed if immersion programmes are to play their part in the creation of a truly bilingual and bicultural Canada. Nevertheless, the positive aspects of immersion outweigh the negative ones.

93-343 Loughrin-Sacco, Steven J. More than meets the eye: an ethnography of an elementary French class. *Canadian Modern Language Review* (Toronto), **49**, 1 (1992), 80–101.

This paper describes a year-long ethnographic study of an elementary French class at Michigan Technological University. The research team studied teacher and learner behaviour through 150 class observations and 315 hours of interviews. The study revealed that there was an orchestra of factors that inhibited classroom language learning; many of

these factors (institutional and social constraints) have not yet attained mainstream status in FL acquisition research. The authors suggest that FL educators and researchers focus on 'ideal' language-learning contexts rather than on discovering the 'ideal' teaching method.

93-344 Nott, David (Lancaster U.). Qui a peur du subjonctif? [Who's afraid of the subjunctive?] *Francophonie* (Rugby), **6** (1992), 2–13.

The place of the subjunctive in the grammatical system of every-day French and its communicative function are discussed and ways of describing these for non-native speakers of French are suggested. The main function of the subjunctive is to signal that what is being said in the subordinate clause is not to be taken as statement of fact. Also discussed

are: how and when to introduce the subjunctive, subjunctive and indicative forms, as well as tense/subjunctive and indicative/conditional/subjunctive relationships. A detailed presentation is given as to which environments determine its use in relative clauses. [Although the title is in French, the article is written in English.]

93-345 Peirce, Bonny N. and others (Ontario Inst. for Studies in Education). Self-assessment, French immersion, and locus of control. *Applied Linguistics* (Oxford), **14**, 1 (1993), 25–42.

This article compares the self-assessments of French proficiency made by approximately 500 Grade 8 students in two different French immersion programmes ('early' and 'middle') in Toronto, Canada. Two self-assessment benchmarks are used: the perceived language proficiency of francophone peers and the difficulty represented by specific everyday tasks in French. The study investigates: (1) the extent to which self-assessment is a valid and reliable indicator of tested proficiency in French immersion programmes; (2) how benchmarks influence correlations of self-assessment with tested proficiency; (3) whether self-assessment research can inform or support current theories of second language learning and assessment. The results indicate that: (1) self-assessments of language pro-

iciency correlate only weakly with objective measures of language proficiency; (2) self-assessment measures on specific tasks are more highly correlated with tested proficiency than are global self-assessment measures; (3) irrespective of programme, students agree on the relative difficulty of oral and literacy tasks in French under specific conditions of reception and production. These findings are explained with reference to current research on self-assessment, Spolsky's *Conditions for second language learning* (1989), and the authors' construct of 'locus of control' in a communicative event. It is argued that the locus of control operates at the 'interface' between language assessment and second language acquisition research.

93-346 Romney, Claude. L'utilisation des thèmes littéraires dans l'enseignement et l'apprentissage du vocabulaire en L2 au niveau avancé. [The use of literary themes in the teaching and learning of L2 vocabulary at advanced level.] *Canadian Modern Language Review* (Toronto), **49**, 1 (1992), 102–11.

This article presents experiments conducted in the teaching and learning of L2 vocabulary at the advanced level (4th year university), using *Les fous de Bassan* by Anne Hébert, a novel which is particularly suitable because of the large number of

repetitions it contains. The first part of the article proposes exercises based on vocabulary redundancy while the second part describes a method for facilitating vocabulary learning based on the association of literary themes and colours.



93–347 Vigner, Gérard (Mission Française de Coopération, Abidjan). Le français langue de scolarisation. [French as the language of schooling.] *Etudes de Linguistique Appliquée* (Paris), **88** (1992), 39–54.

This article is concerned with situations where French is taught as a second language, rather than as foreign language or as mother tongue: mainly in Francophone Africa, also in some French-medium schools in Europe. The special features of this situation and their implications for teaching have been insufficiently recognised; in particular, communicative methods based on everyday language, as used in general foreign language teaching, are inappropriate here. Pupils make very limited use of French outside class [research data from nine African countries], and the emphasis should be on the cognitive aspect of language rather than the social,

on language as a tool for knowledge, comprehension and action. Both tradition stimulus–response methods and modern variants of these fail because the input is too limited and some attrition always occurs: the author favours massive input, with stories, poems, songs, puzzles, posters, from which pupils can construct their own learning paths. The syntactic patterns emphasised should reflect academic concern with generalisation and definition, with concepts rather than primary perceptions – less ‘it is a bird,’ more ‘breathing is an exchange of gases,’ etc. [Discussions of skills needed for reading and writing.]

Italian

93–348 Magliocco, Sabina (U. of Wisconsin–Madison). Folklore and language teaching: preliminary remarks and practical suggestions. *Italica* (New Brunswick, NJ), **69**, 4 (1992), 451–65.

The teaching of the target culture as well as its language exercises many teachers, and the broad definition of culture now favoured opens up many areas for exploitation. There are many ways in which folklore can be used to bridge the gap between language and culture in the classroom. The first part of the article argues the case for using folklore to convey the target culture [e.g. because it

occurs frequently in daily life; it gives an alternative perspective]. The second part gives many examples of the use of folklore in language teaching, divided up into different areas of the culture: foodways and geography, proverbs and riddles, folk narratives, folksongs, etc. Suggestions are given for activities and/or aspects of the language practised.

93–349 Powell, Bob (U. of Bath). Italian in the UK: scope for development. *Tuttitalia* (Rugby), **6** (1992), 3–12.

This summary of a report given to a British–Italian Colloquium in May 1992 outlines the state of Italian teaching in schools and colleges in the UK, and makes proposals for its further development. Separate summaries are given of findings from state and independent schools. The findings of the research surveys and case studies on which the report was based are presented in the form of representative comments by teachers on (a) impediments to the expansion of Italian in schools, and (b) conditions

required for the improvement of provision of Italian teaching. It seems to be on the decline in some institutions, but expanding in others. It fares better in Scotland and seems set for expansion in the 16–19 sector. The general view is that it is a low priority at the moment and keeps going mainly by the enthusiasm of its practitioners. A list of recommendations for the development of the teaching of Italian is given.

Russian

93–350 Mey, Hartmut. Wie weiter im Russischunterricht? [The teaching of Russian – where do we go from here?] *Fremdsprachenunterricht* (Berlin, Germany), **45**, 8 (1992), 446–9.

This article advises Russian teachers in the former GDR on how to maintain or win back a role for

their language, once compulsory but now unpopular. First, it offers factual arguments: Russian is

a world language, provides a useful qualification, makes an important contribution to general education. Secondly, teachers are advised to help their cause by letters to parents, meetings with parents and potential pupils, offering trial lessons, contacts with the press, visits and exchanges. Next, suitable teaching objectives must be set, including inter-

cultural understanding and insight into related languages [table of 19 words in 12 Slav languages showing great similarities of vocabulary.] Lastly, classroom procedures are suggested, including literature study, drama, projects, use of computers and video.