Language learning and teaching – theory and practice

Theory and principles

92–1 Bialystok, Ellen (York U.). The competence of processing: classifying theories of second language acquisition. *TESOL Quarterly* (Washington, DC), **24**, 4 (1990), 635–48.

Theories of second-language acquisition are frequently divided into two groups: competence theories and processing theories. These categories seem to be derived from the Chomskyan distinction between competence and performance in language use. This paper evaluates this distinction by examining Chomsky's definitions for competence and performance, and setting out criteria for competence theories. This analysis leads to the need for a reclassification of theories in these terms.

92–2 Long, Michael H. (U. of Hawaii at Manoa). The least a second language acquisition theory needs to explain. *TESOL Quarterly* (Washington, DC), **24**, 4 (1990), 649–66.

Theories of second language acquisition (SLA) are attempts to explain well-attested empirical findings about relationships between process and product in interlanguage development and universals, and variance in learners and learning environments. An important component of such theories will be one or more mechanisms to account for interlanguage change. While theories differ in scope and so often relate only to partial descriptions, they must account for major accepted findings within their domains if they are to be credible. Identification of 'accepted findings,' therefore, is an important part of theory construction and evaluation. Such findings will be the least an SLA theory needs to explain. Sample accepted findings on learners, environments, and interlanguages are proposed along with some implications for current SLA theories.

92–3 Prendergast, W. D. (U. Autonoma de Barcelona, Spain). Theoretical aspects of meaning construction and its implications for advanced language learning. *Revue de Phonétique Appliquée* (Mons, Belgium), **95/7** (1990), 289–98.

Meaning theories are not solely linguistic/autonomous, but imply a cultural–scientific matrix of implicit epistemological, ontological and ethical assumptions. The language user is a culturally conditioned observer who articulates his/her individual response to the surrounding communicative environment, attempting through interaction to reach a degree of cultural and linguistic harmony with others which permits the coherent transmission/comprehension of messages – speakers are thus able to understand and communicate more or less the same things through more or less the same means [diagrams].

It is suggested that, for example, notions of 'ideal' L1 competence (frequently based on introspection or a narrow empirical base) are unreliable/invalid; any theory of natural language must be context bound, and all the relevant pragmatic factors should be clarified before any generalisations are made about acceptability, grammaticality, preferred forms, etc. Linguistic processing is not linear, but multi-directional, non-hierarchical, variable and unpredictable: whereas the current linguistic thinking aims to disambiguate and crystallise meaning, 'real-world' language use involves a high degree of multiple connotation/multiple frame matching (e.g. in poetry). Language teaching necessarily involves presenting a complex of cultural data, without which even apparently simple social intercourse will remain largely obscure to the non-native.

Psychology of language learning

92–4   Cook, V. J. (U. of Essex). The poverty-of-the-stimulus argument and multicompetence. *Second Language Research* (Utrecht, The Netherlands), **7**, 2 (1991), 103–17.

Human minds may know more than one language. The consequences of this are examined in connection with the 'poverty-of-the-stimulus' argument, i.e. that speakers know more than they could have learnt. Qualifications to the argument are necessary because not all L2 learners attain the same competence as L1 speakers; types of evidence are potentially available that can be ruled out for the L1. The way in which L2 learning has been conceptualised in terms of access to UG and of a black box metaphor makes the L2 grammar seem separate from the L1 grammar rather than one overall system contained within a single mind. What is needed is the idea of 'multicompetence' – the compound state of a mind with two grammars. Multicompetence is the norm for the human race in that most minds know more than one language. Hence the logical problem of language acquisition is how the mind acquires a grammar with one or more settings for each parameter, rather than the special case of a mind that knows only one language. This has implications for all uses of the poverty-of-the-stimulus argument, not just in L2 learning.

92–5   Danesi, Marcel. Revisiting the research findings on heritage language learning: three interpretive frames. *Canadian Modern Language Review* (Toronto), **47**, 4 (1990), 650–9.

The research findings on heritage language eduction in Canada have been accumulating for over two decades and painting a positive picture of the heritage language learner as both a skilful user of language and an efficient learner. Outside of Cummins' interdependence principle, very few explanatory frameworks have been put forward to make sense of these findings. This paper proposes three interpretive frames – Cummins' interdependence, narrativity, and cognitive enhancement – to do just that: interdependence posits that languages complement each other; narrativity suggests that there is a narrative structure to the developing mind; and cognitive enhancement posits that language and cognitive processes are interdependent. This tentative typology will hopefully allow the educator involved in heritage language programmes to understand a sizeable portion of the empirical findings.

92–6   Davis, James J. (Howard U.) and **Markham, Paul L.** (U. of Kansas). Student attitudes toward foreign language study at historically and predominantly Black institutions. *Foreign Language Annals* (New York), **24**, 3 (1991), 227–37.

The purpose of the study was to assess the attitudes of first- and second-year foreign language students enrolled at historically and predominantly Black colleges and universities. Specifically, the researchers assessed student attitudes regarding foreign language study in general and attitudes toward the linguistic and cultural component of foreign language instruction. A secondary purpose of the study was to gather information from foreign language faculty and administrators concerning the current status of foreign language programs at the co-operating institutions. A total of 53, or 70 % of the 76 targeted institutions, participated in the study in its entirety. Fifty-seven (75 %) of the administrators, 50 (60 %) of the language faculty, and 810 (67 %) of the students responded to the survey. Compared with earlier studies assessing African–American student attitudes toward foreign language study, the results revealed that the student respondents in this study perceived foreign language study as being less threatening to their own cultural identity, and they demonstrated greater awareness of the career benefits of foreign language study. On the minus side, many students expressed considerable dissatisfaction with the limited development of speaking ability, the lack of emphasis on cultural information, particularly conferring the Black experience in the target language culture, the limited amount of attention given to addressing individual students' needs and learning styles, and the restricted amount of time allowed for mastering the new language material. The article concludes with several recommendations for improving the status of foreign language education at Black colleges and universities.

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92–7 Eckman, Fred R. (U. of Wisconsin, Milwaukee). The structural conformity hypothesis and the acquisition of consonant clusters in the interlanguage of ESL learners. *Studies in Second Language Acquisition* (Bloomington, Ind), **13**, 1 (1991), 23–41.

The validity of two implicational universals regarding consonant clusters was tested in an analysis of the interlanguage of 11 subjects who were native speakers of Chinese, Japanese, or Korean. The results were strongly supportive of the two universals, suggesting the possibility that primary language universals hold also for nonprimary languages.

92–8 Felix, Sascha W. and Weigl, Wilfried (U. of Passau, Germany). Universal Grammar in the classroom: the effects of formal instruction on second-language acquisition. *Second Language Research* (Utrecht, The Netherlands), **7**, 2 (1991), 162–81.

One of the dominating issues in recent second-language acquisition research has been the question of whether or not L2 learners have access to principles of Universal Grammar. It seems that currently there is fairly strong evidence both for and against UG-access by L2 learners. Consequently, the question arises what kinds of factors may potentially further or block UG-access and whether such factors can be related to certain properties of the learning environment. This paper approaches the question by looking at a somewhat extreme learning situation, namely the acquisition (or maybe non-acquisition) of English as a second language by 77 German high school students who learned and were exposed to English exclusively during classroom hours. These students were tested for their ability to judge correctly grammaticality contrasts in English that are standardly attributed to UG principles. The results suggest that – even under a most liberal interpretation – these students did not show any evidence of having UG-access. Rather, they utilised a number of strategies that (*a*) tied them very tightly to properties of German and (*b*) prevented them from making any generalisations that went beyond what had been explicitly taught in the classroom.

92–9 Feyten, Carine M. (U. of S. Florida). The power of listening ability: an overlooked dimension in language acquisition. *Modern Language Journal* (Madison, Wis), **75**, 2 (1991), 173–80.

Emphasis on teaching languages for proficiency and on communicative language has increased the importance of receptive skills. Foreign language teachers are taught to encourage students to listen to the target language first, before oral practice, and evidence suggests that this is a productive approach. More attention needs to be paid to the skills needed for effective listening, and to the nature of listening itself. More than 45 per cent of our total communication time is spent in listening, and this increases for students to some 60 per cent. Listening ability is, however, beginning to deteriorate by college age, which can create problems, since the lecture system draws so heavily on listening skills.

Students enrolled in the 1987 summer intensive language programme of the Department of Romance Languages at the University of Tennessee were asked to respond to the video version of the Watson–Barker Listening Test, developed in the 1980s to include aspects of critical and non-verbal listening. Results of the study suggest a positive relationship between listening ability and foreign language acquisition. Statistically significant relationships were found to exist between listening ability and overall foreign language proficiency, between listening ability and foreign language listening comprehension skills, and between listening ability and oral proficiency skills. When listening is considered as a set of skills, the portions of variance in foreign language acquisition that can now be explained by listening ability range from 11 to 38 per cent. This listening ability represents a factor in the second-language acquisition process not previously identified. Variables such as length of residence in the second language environment, reported use of the second language, foreign language aptitude (especially phonetic discrimination) and motivation are either innate, or difficult to control, but listening ability can be improved through training. There is now a need to investigate the effect of listening training on foreign language acquisition and the characteristics of this training.

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92-10 Frankenberg-Garcia, Ana (U. of Edinburgh). Do the similarities between L1 and L2 writing processes conceal important differences? *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **1** (1990), 91–102.

Under the influence of L1 writing studies, attention has shifted from writing product to writing process in recent L2 writing research. This research has revealed more similarities than differences in the writing processes of L1 and L2 writers, and has drawn special attention to the contrast between the writing processes of skilled and unskilled L2 writers, which appear to be very similar to those of their respective L1 counterparts. As an implication of such findings, similar instructional approaches for the L1 and L2 writers have been proposed. However, the exaggerated attention attached to the shift from product to process has concealed important differences between L1 and L2 writers, including differences in writing process. This can have unfortunate implications for L2 writing instruction, especially in relation to skilled writers using L2. Differences between L1 and L2 writing that process-oriented instruction has not addressed will be described here, and further research at the intersection of process and product will be proposed as a means of improving instruction for skilled writers using L2.

92-11 Hadden, Betsy L. (Ludwig-Maximilians U., Munich, Germany). Teacher and non-teacher perceptions of second-language communication. *Language Learning* (Ann Arbor, Mich), **41**, 1 (1991), 1–24.

The purpose of this study was to compare teacher and non-teacher perceptions of second-language communication. Eight native speakers of Chinese enrolled in an advanced ESL class at The Ohio State University were videotaped speaking extemporaneously about the same topic. These videotapes were shown to ESL teachers ($n = 25$) and non-teachers ($n = 32$) who completed a questionnaire about their perceptions of each speaker and his or her presentation. All of the respondents were native speakers of American English. Perceptions were found to be multi-dimensional, not unidimensional. A factor analysis of the ESL teachers' data revealed five factors: comprehensibility, social acceptability, linguistic ability, personality, and body language. A factor analysis of the non-teachers' data yielded four factors: comprehensibility/linguistic ability, social acceptability, body language, and personality. A factor analysis of the combined-group data revealed five factors: comprehensibility, social acceptability, linguistic ability, personality, and body language. A MANOVA and a series of univariate analysis of variance comparing the two groups on the five factors found in the combined-group factor analysis showed a significant difference in ratings of students' linguistic ability. Non-teachers rated students' linguistic ability significantly higher than did the ESL teachers. Differences in ratings of students on other factors were not significant.

92-12 Hayashi, Takuo. Interactive processing of words in connected speech in L1 and L2. *IRAL* (Heidelberg, Germany), **29**, 2 (1991), 151–60.

This study aims to explore the difference in word recognition strategies between first language (L1) and second language (L2) listeners. Though past studies in related areas indicated that L2 listeners cannot use top-down strategies as much as L1 listeners, other theories such as the weak-interactive view, the stage hypothesis, and the short-circuit theory suggest a need of further study on this issue. The present study revealed that L2 listeners use higher-level information more than L1 listeners if access to higher-level information is not hindered by the competence-ceiling effect. Also, the data were consistent with the weak-interactive view that word processing strategy is a function of the availability of acoustic–phonetic information.

92-13 Horowitz, Rosalind. A re-examination of oral versus silent reading. *Text* (Berlin), **11**, 1 (1991), 133–66.

This essay presents a re-examination of oral versus silent reading from a social–contextual and functional perspective. It calls for a broad understanding of the uses of oral and silent reading in society and schooling. Literature reviewed revealed schools for most of this century have used oral and silent

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reading in rather restricted ways. It is often not clear why oral or silent reading is adopted as a pedagogical strategy. In this essay, a model is presented of multiple factors that should be considered when researchers or teachers make decisions about oral or silent reading problems or practices. These factors are applied to a study of Hispanic adolescent uses of

oral and silent reading inside and outside of schools. Research revealed that oral and silent reading of this 14- to 16-year-old population were varied and served a range of functions. It is recommended that authentic uses of oral and silent reading be addressed in orality and literacy studies and included in emerging theories of text processing.

92–14 Kelly, Peter. Lexical ignorance: the main obstacle to listening comprehension with advanced foreign language learners. *IRAL* (Heidelberg, Germany), **29**, 2 (1991), 135–49.

Evidence is submitted in this paper in support of the view that lexical ignorance is the major obstacle to lack of auditory comprehension beyond the intermediate stage of foreign language study. Before this can be done, however, it is necessary to clarify what is meant by word knowledge as well as to have a general view of the basic mental processes involved in listening. Thus the author begins by stating briefly, in the broadest terms, what it is we do when we listen; he then moves on to pinpoint the various ways in which the foreign language learner is disadvantaged compared with the native speaker. The need for the former to concentrate on

the build-up of lexical knowledge rather than persist in ear training emerges from these and ensuing discussions. Following a brief sketch of what word knowledge may cover, minimum word knowledge requirements are established. The ground is then clear for the presentation of empirical data which, in the light of the data available on listening and the position adopted in respect of word knowledge, strongly supports the view that lexical ignorance is the main obstacle to advancement for the foreign language learner who has learned the phonological code of the target language and mastered its basic grammatical patterns.

92–15 Landry, Rodrigue and others. School and family French ambiance and the bilingual development of francophone Western Canadians. *Canadian Modern Language Review* (Toronto), **47**, 5 (1991), 878–915.

This paper examines the relative contributions of the school and of the family to the bilingual development of francophone minority group students in Western Canada. The subjects were grade 12 students in thirteen high schools that housed francophone students in the three prairie provinces. Data were analysed from the perspective of a macroscopic model of the determinants of additive and subtractive bilingualism. The students were categorised into three groups: low, medium, and high French ambiance schools. These three groups were then further categorised according to the degree of French ambiance in the family (low vs. high). The statistical analyses and the descriptive

data clearly indicated a subtractive type of bilingualism for most of the students. Most students were dominant in their second language. French scores were higher in groups that came from high French ambiance schools and high French ambiance homes. Linguistic competence in English did not seem to be negatively affected by the higher French ambiance in the home and in the school. French ambiance scores were also positively related to the strength of personal beliefs of the students in the vitality of their language and also to the strength of their ethnolinguistic identity. The implications for the survival of the French language in Western Canada are discussed.

92–16 Lund, Randall J. (Brigham Young U.). A comparison of second-language listening and reading comprehension. *Modern Language Journal* (Madison, Wis), **75**, 2 (1991), 196–204.

It has been assumed that the principles of reading comprehension can be imported directly to listening, but there is now increasing awareness that reading research may not automatically transfer to listening. The obvious differences in the perception and decoding of acoustic and printed input may in turn

cause less apparent but more important differences in the comprehension process. Although second-language learners have achieved literacy in their first language, they encounter unique decoding problems in both reading and listening. According to one flexible model of comprehension, listeners should

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recall more main ideas, while readers recall more details. Listeners should also produce more idiosyncratic responses, indicating a greater reliance on the creative construction of meaning. These hypotheses were tested in a study among beginning and intermediate college German students. As expected, readers of German at both levels had the advantage over listeners in quantity of recall, but contrary to expectations, repetition helped the readers more than the listeners. Readers recalled a higher number of propositions from the text, but listeners recalled proportionally more main ideas. They produced more erroneous, but also idiosyncratic, creative constructs for the text, indicating a greater reliance on active top-down processing. While some subjects reported only words, most listeners tried to construct a sensible context to organise what little they were able to perceive and decode. Readers showed evidence of the same schema-based processing but were able to decode more words. A reader can look around in the text for contextual clues that a listener might well miss.

The fact that reading seems to result in greater comprehension for beginners does not suggest that current comprehension-based approaches should give less emphasis to oral input. The important conclusion is that reading and listening are distinct modalities that require different instructional techniques. The use of written scripts for oral texts can be helpful to beginners, but teachers should use caution in combining listening and reading. Listening must be done first because learners must learn to cope with the unknown, and listening should also conclude the cycle, so that learners can achieve satisfaction by recognising acoustically what they already comprehend in print. Listeners may need extra training in how to use their inferencing ability appropriately, and extra situational information about the speakers may need to be given.

92-17 Macht, Konrad. Erfolg und Mißerfolg beim Fremdsprachenlernen. Ein Streifzug durch die Ursachenforschung. [Success and failure in foreign language learning. An overview of related factors.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **90**, 3 (1991), 259–79.

The endeavour to make foreign-language learning more effective and foreign-language teaching more successful has led to a large number of research studies. This essay provides an overview of those variables associated with language learning whose influence has been studied to date. The essay shows that although they are all involved in achieving a positive learning result, none of the variables investigated can be regarded as accounting for more than about 30 % of the individual variance in learning effectivity. This leads the author to conclude that a multiple-factor model should serve as the basis for measuring and evaluating learning in future research projects.

92-18 MacIntyre, Peter D. and Gardner, Robert C. (U. of Western Ontario). Methods and results in the study of anxiety and language learning: a review of the literature. *Language Learning* (Ann Arbor, Mich), **41**, 1 (1991), 85–117.

Since Scovel's review of the literature in 1978, several studies have been conducted that consider the role of anxiety in language learning. This paper examines the perspectives from which foreign language anxiety research has been conducted, the instruments that have been used, and the results that have been reported. Three approaches to the study of anxiety are identified as the trait, state, and situation specific perspectives. The instruments chosen to measure anxiety have been quite varied, with several scales specifically intended to assess foreign language anxiety. The literature to be reviewed comes from studies of children, studies that have included anxiety in models of language learning, and finally, studies that are focused directly on the role of anxiety in language learning. With the advances in theory and measurement that have been made in the past decade or so, it is anticipated that foreign language anxiety will receive much more research consideration.

92-19 McLaughlin, Barry (U. of California, Santa Cruz). 'Conscious' versus 'unconscious' learning. *TESOL Quarterly* (Washington, DC), **24**, 4 (1990), 617–34.

This article examines the concept of consciousness in second-language research. After defining theoretical assumptions and reviewing a number of controversies in the psycholinguistic and second-language literature, the author argues that although the terms 'conscious' and 'unconscious' have a place in our prescientific vocabulary, they have acquired too much surplus meaning and should be abandoned in

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favour of clearly defined empirical concepts. Without an adequate theory of mind that allows us to decide that particular mental states or operations are 'conscious' or 'unconscious', claims regarding consciousness in second-language learning cannot be falsified.

92–20 Owusu-Ansah, L. K. (U. of Edinburgh). Is it or is it not interlanguage? A head-on confrontation with non-native English. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **2** (1991), 51–61.

Deviation from native-speaker norms in non-native varieties of English (NNE) are often regarded as interlanguage features which must either be weeded out through teaching or which the learner will eventually abandon as his competency moves in the direction of the target language. It is argued in this paper that some deviations are motivated by style, even though they may reflect first-language influence. To support this argument the language of university students in Ghana was analysed with emphasis on instances of co-ordination which break grammatical rules. The conclusion reached is that co-ordination is not an interlanguage feature in Ghanaian English, but rather different types of co-ordination are used to signal varying levels of formality in social interaction. The paper goes on to draw some implications from this conclusion.

92–21 Papagno, Costanza and others (U. of Cambridge). Phonological short-term memory and foreign-language vocabulary learning. *Journal of Memory and Language* (New York), **30**, 3 (1991), 331–47.

Data from foreign language vocabulary learning in a short-term memory patient, and native language vocabulary learning in children suggest that the short-term phonological store plays an important role in long-term learning. The present study used articulatory suppression to explore the role of the phonological loop system of working memory in the acquisition by adults of foreign language vocabulary. Experiments 1 and 2 showed that articulatory suppression disrupts the learning of Russian vocabulary, but not native language paired associates, by Italian subjects. Two apparently equivalent experiments, however, using English subjects, failed to demonstrate the predicted disruption of Russian vocabulary learning by articulatory suppression. This was shown to be attributable to the greater association value of the Russian words to the English subjects. Two final experiments using English subjects replicated the Italian results, showing a differential disruption of the learning of unfamiliar material, when this comprises either CVC–CVC nonsense items, or Finnish words that were selected to be very dissimilar to English. It is concluded that the phonological loop concept of working memory is used in foreign language vocabulary acquisition, but can be circumvented if the material allows semantic associations to be created.

92–22 Rost, Michael (Temple U.) **and Ross, Steven** (U. of Hawaii at Manoa). Learner use of strategies in interaction: typology and teachability. *Language Learning* (Ann Arbor, Mich), **41**, 2 (1991), 235–73.

This paper reports on a two-phase study of L2 learner use of listener feedback, particularly their use of clarification questions, in NS–NNS discourse. The initial research questions of interest concerned the degree to which patterns in listener clarification questions could differentiate learners of varying proficiency, the degree to which use of clarification strategies (move types) could be explicitly taught (rather than developed alongside long-term gains in proficiency), and the extent to which strategy use influenced actual understanding of listening passages.

The first phase of the study was designed to formulate a typology of clarification questions associated with learners along a continuum of L2 proficiency. In this phase of the study, four types of clarification questions were identified through discriminant analysis as being related to language proficiency. These move types are defined as *global reprise, local reprise, forward inferencing,* and *continuation signals.*

The second phase of the study was an elicitation experiment in which learners listened to a narrative and asked clarification questions. The study examined learner use of clarification questions in two distinct presentation settings (*distant,* video presentation and *live,* one-on-one presentation) and with three types of prior training in questioning strategies (*global, local* and *inferential*). The experiment was designed to assess the effects of these presentation settings and of the prior training on learners' ability to ask clarification questions of the native speakers and to summarise the story that they

had heard. The results of this second phase of the study indicate that prior training of learners in specific questioning strategies can exert an effect on their subsequent behaviour in interactions and can influence their immediate comprehension of a text as well.

92-23 Rowe, Kenneth J. (Ministry of Education, Victoria, Australia). The influence of reading activity at home on students' attitudes towards reading, classroom attentiveness and reading achievement: an application of structural equation modelling. *British Journal of Educational Psychology* (London), **61** (1991), 19-35.

This paper reports findings from an explanatory study of home background, affective and behavioural factors which influence students' reading achievement, for a sample of 5000 students (age 5-14 years), drawn from government and non-government schools. Results of structural equation modelling of the data indicated that regardless of family socio-economic status, age and gender, 'Reading Activity at Home' had significant positive influences on measures of students' reading achievements, attitudes towards reading and attentiveness in the classroom. The findings are discussed briefly in terms of their policy implications.

92-24 Schachter, Jacquelyn (U. of Southern California). Corrective feedback in historical perspective. *Second Language Research* (Utrecht, The Netherlands), **7**, 2 (1991), 89-102.

In this paper, pedagogical, linguistic, theoretical, and psychological perspectives on corrective feedback are discussed and an attempt is made to integrate these different perspectives. To a large extent, researchers in these three approaches have been isolated from one another, ignorant of the others' stands on the issues. This paper attempts to overcome the isolation, pointing out the differences and similarities between the three approaches.

The answers to questions raised here and elsewhere concerning the role of corrective feedback in language learning will not come in the form of sweeping generalisations, but from the careful teasing apart of the components of language and experimental work on these components. We need to ascertain whether some components can in fact be acquired on the basis of positive evidence alone, and whether negative evidence (feedback) is required for successful mastery of some other components.

92-25 Schumann, John H. (U. of California, Los Angeles). Extending the scope of the acculturation/pidginisation model to include cognition. *TESOL Quarterly* (Washington, DC), **24**, 4 (1990), 667-84.

This paper examines five cognitive models for second-language acquisition (SLA) and assesses how each of them might account for the pidginised interlanguage found in the early stages of SLA. The conclusion drawn from this analysis is that all models offer some account of how a pidginised interlanguage might be formed, but none provides an adequate explanation of the cognition that would be involved in pidginisation. Based on this assessment, the paper discusses criteria for evaluating cognitive models for SLA. In addition, an argument is made that abstract characterisations of learner behaviour (principles, rules, strategies, etc.) must not be confused with the cognitive mechanisms that cause the behaviour. It is suggested that the structure and function of the brain might be a good source of ideas about the cognitive architecture and mechanisms involved in SLA and that a complete general theory of second-language learning will ultimately have to contain an account of cognitive processing.

92-26 Segalowitz, Norman (Concordia U.). Does advanced skill in a second language reduce automaticity in the first language? *Language Learning* (Ann Arbor, Mich), **41**, 1 (1991), 59-83.

This paper discusses whether high levels of skill in one's second language (L2) leads to loss of performance in one's first language (L1). Data are reviewed which indicate that a high level of reading skill in L2 may indeed be associated with slower reading in L1. The data presented here indicate, however, that this reduction in L1 reading speed does not reflect a loss or reduction of automatic

processing in L1 word recognition; if anything, the highly skilled bilinguals (slower readers of L1) showed more, not less, automaticity in L1 word recognition than did a group of less skilled bilinguals. The data also indicated that these highly skilled bilinguals are slower at controlled (strategic) processing in their L1. Thus, automatic L1 word recognition appears to be unaffected by advanced skill in L2 whereas controlled processing of words may be.

92-27 Sharwood Smith, Michael (U. of Utrecht). Speaking to many minds: on the relevance of different types of language information for the L2 learner. *Second Language Research* (Utrecht, The Netherlands), **7**, 2 (1991), 118–32.

This paper re-analyses the notion of consciousness raising in language learning. The process by which language input becomes salient to the learner is termed 'input enhancement'. This process can come about as a result of deliberate manipulation, or it can be the natural outcome of some internal learning strategy. It can vary quantitatively and qualitatively, not necessarily involving conscious analysis of rules. Externally induced salience may not necessarily be registered by the learner and even when it is registered, it may not affect the learning mechanisms *per se*. Certain inferences are made about the interpretation of learner performance and ways of measuring it.

92-28 Singh, Rajendra (U. of Montreal). Interference and contemporary phonological theory. *Language Learning* (Ann Arbor, Mich), **41**, 2 (1991), 157–75.

Whereas some rules of L1 never cause interference, others almost always do. This paper examines, in detail, the accounts that contemporary theories of phonology provide of this state of affairs and argues for the hypothesis that only a theory that not only clearly separates morphologically dependent alterations from morphologically independent ones, but also incorporates the former directly into morphology is up to the task. A large and representative body of data, available from previous studies, is examined and analysed to support that hypothesis.

92-29 Skehan, Peter (Ealing Coll., London). Individual differences in second-language learning. *Studies in Second Language Acquisition* (Bloomington, Ind), **13**, 2 (1991), 275–98.

This article is broadly concerned with the differences between individual language learners. In terms of particular content areas of Individual Differences (ID) research, it surveys developments in foreign language aptitude, motivation, learner strategies, and learner styles. A brief review of earlier research on aptitude is presented, followed by discussions of more contemporary work on the origin of aptitude, namely, as a residue of first-language learning ability, and on the existence of evidence for 'learner types'. Motivation research is reviewed partly with regard to Robert Gardner's research, and then in terms of a wider framework for the functioning of motivation within an educational context. The review of learner strategies research emphasises current attempts to develop taxonomies of such strategies, and to investigate their theoretical basis and their trainability. Finally, learner styles research, drawing on field independence theory, is discussed, and links are made with research on aptitude. The article finishes with sections on conceptual and methodological issues in ID research.

92-30 Sokolik, M. E. (Texas A & M U.). Learning without rules: PDP and a resolution of the adult language learning paradox. *TESOL Quarterly* (Washington, DC), **24**, 4 (1990), 685–96.

Parallel distributed processing (PDP) or connectionist models are systems that 'learn without rules', thus providing an alternative to more traditional symbolic grammars. In this paper, a common problem in adult second-language learning – the disparity between child and adult second-language learning – here called the Adult Language Learning Paradox, is examined within this framework. The alternative analysis examined here offers some insights into this problem by taking into consideration the influence of neurological constraints on language learning and the parallel processing that is intrinsic to brain function.

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92–31 Thompson, Irene (The George Washington U.). Foreign accents revisited: the English pronunciation of Russian immigrants. *Language Learning* (Ann Arbor, Mich), **41**, 2 (1991), 177–204.

This study investigated factors associated with the acquisition of L2 pronunciation and methodological problems associated with the study of foreign accents. Thirty-six native speakers of Russian fluent in English read specially constructed English sentences and a prose passage, and talked spontaneously about their daily routine. They also filled out background and attitude questionnaires. The three speech samples were rated for accentedness by linguistically inexperienced native speakers of English representing 'the person in the street' and by language experts. The best model of pronunciation accuracy included Age at Arrival in the U.S., Sex, Ability to Mimic, and Global Speaking Proficiency in English. Sentences 'seeded' with difficult sounds were judged to be more accented than was spontaneous speech. Experienced raters were more reliable and more lenient in their assessments of accent than were inexperienced ones. Subjects who came to the U.S. between the ages of 4 and 10 years were judged to have a slight foreign accent. Results suggest that factors which affect the acquisition of L2 pronunciation depend on type of primary exposure to L2, and that perception of a foreign accent depends on language samples presented for judgment and on the linguistic experience of listeners. The study also raises the possibility that the acquisition of fully accentless speech in L2 may not be possible if L1 is maintained at a high level of proficiency, no matter how young the age at which the individual started to acquire the second language.

92–32 Verhoeven, Ludo T. (Tilburg U., The Netherlands). Predicting minority children's bilingual proficiency: child, family, and institutional factors. *Language Learning* (Ann Arbor, Mich), **41**, 2 (1991), 205–33.

The purpose of this study was to identify factors that predict the first- and second-language proficiency of ethnic minority children at the age of 6 years. A sample of 72 six-year-old Turkish children, living in The Netherlands since their infant years, was identified prior to their entrance into the first grade of primary school. Predictor measures originating from the child, his or her family, and the institutional care the child had gone through were collected, along with direct and indirect first- and second-language proficiency measures. The results of the study make clear that two dimensions underlie the children's proficiency in either language: communicative skills versus cognitive/academic skills. Measures of the cultural orientation of the children and their parents turned out to be related to all of the proficiency levels under consideration. The extent of caretaker interaction in the first language was also positively related to the children's bilingual proficiency level. Moreover, there was evidence for the notion of interdependency in bilingual development in that cognitive/academic abilities in the second language could be predicted from similar abilities in the first language.

92–33 Weber, Sandra and Tardif, Claudette. Assessing L2 competency in early immersion classrooms. *Canadian Modern Language Review* (Toronto), **47**, 5 (1991), 916–32.

This paper reports on a study that explores the use of puppets and classroom-based interview protocols as a practical way for teachers and researchers to get feedback on young students' learning in second language classrooms. The study investigates L2 communicative competency (comprehension) by exploring what the students in a French immersion kindergarten retained and understood of the routines, songs, rituals, and the structured vocabulary activities of their teacher's L2 input. In addition, oral (production) L2 communicative competency was probed by assessing the children's ability to transfer or utilise both formulaic and general vocabulary in novel but authentic and engaging contexts of communication.

92–34   White, Lydia (McGill U.). Adverb placement in second-language acquisition: some effects of positive and negative evidence in the classroom. *Second Language Research* (Utrecht, The Netherlands), **7**, 2 (1991), 133–61.

This paper focuses on a parametric difference between French and English, namely the issue of whether or not the language allows verb movement. The lack of verb-raising in English causes a potential learnability problem for francophones, as far as English adverb placement is concerned. In particular, an adverb in English is not allowed to interrupt a verb and its direct object, in contrast to French. It is argued in this paper that form-focused classroom instruction, including negative evidence, is more effective in helping L2 learners to arrive at the appropriate properties of English than positive input alone. An experimental study on the effectiveness of teaching adverb placement was conducted with 11 and 12 year-old francophone learners of English.

One group (*n* = 82) was explicitly instructed on adverb placement, and another on question formation (*n* = 56). Subjects were tested on a variety of tasks relating to adverb placement; they were pre-tested, and post-tested twice, immediately after the instructional period, and again five weeks later. Some of the subjects were followed up a year after the original testing. Results show significant differences between the two groups: only the group that received positive and negative evidence that was specifically oriented towards adverb placement came to know that adverbs may not interrupt the verb and object. The results from the follow up, however, suggest that this knowledge is not retained in the long-term.

92–35   Willing, Ken. Learning-how-to-learn: a review of current learner strategies publications. *Prospect* (Adelaide, Australia), **6**, 2 (1991), 51–7.

Over recent years, ESL practitioners have increasingly come to view the learner as necessarily taking an active role in learning. Adult learners bring with them to any learning task a set of learning strategies which they are in the habit of using, but these may not be adequate. Helping learners learn how to learn is valuable, and should be integrated into ordinary teaching. Some recently published, book-length studies have begun to offer the serious possibility that learner-strategy training can become an integral component of foreign language education. A new area like learner-strategy training lacks a cogent and convincing theoretical structure, and its ideas are applied in an *ad hoc* way by teachers. This lack of structure is addressed by Rebecca Oxford in *Language learning strategies: what every teacher should know* (1990). She suggests a usable classification system for understanding learner strategies. The direct strategies are: memory (e.g. mnemonic devices); cognitive processing (e.g. recognising and using formulas and patterns); compensating (e.g. approximating the message, using circumlocution). The indirect strategies are: metacognitive strategies (e.g. setting objectives, self-monitoring); affective strategies such as 'taking risks

wisely'; social strategies (e.g. asking for clarification). Oxford embeds her explanations of specific strategies in suggestions for practical classroom activities.

Gail Ellis and Barbara Sinclair's *Learning to learn English: a course in learner training* (1989), encourages questions aimed at encouraging reflection on learning, and incorporates these into language content activities. Integration of language learning content with reflection on the process involved is also the favoured approach in several other new publications. In *Learning strategies in second language acquisition* (1990), J. Michael O'Malley and Anna Uhl Chamot advance the view that learning strategies are in fact an aspect of the skill basis of language use, and therefore amenable to learning and teaching like any other. Given the insight that language learning is carried on, and controlled by, the learner him/herself, it is logical that learner-strategy materials be addressed directly to the learner and engage him/her personally. One example, Andrew Cohen's *Second language learning: insights for learners, teachers and researchers*, seems set to become a model of its kind.

Research methods

92–36 Cohen, Andrew D. (Hebrew U. of Jerusalem). Feedback on writing: the use of verbal report. *Studies in Second Language Acquisition* (Bloomington, Ind), **13**, 2 (1991), 133–59.

The article first calls attention to research on learner strategies and to the significant role that verbal report data have played in such research. While various research methods have been used to describe such strategies, verbal report measures are being used more and more as a means for describing cognitive processes in such areas as communicating, translating, test taking, and language learning. The article focuses just on the use of verbal report in describing learner strategies in language learning and language using. It is noted that information on learner strategies has evolved from partially intuited lists of strategies to empirically derived taxonomies that have as their ultimate purpose that of training learners to be more successful at language learning. Second, the controversy regarding the use of verbal report measures is discussed. Finally, the article describes a study that employed a variety of verbal report measures in an effort to understand better the strategies that teachers use in giving feedback on compositions, and the strategies that learners use in handling this feedback, in the English-foreign-language and Portuguese-native-language classrooms, respectively.

92–37 Ellis, Rod (Temple U., Japan). Grammaticality judgments and second-language acquisition. *Studies in Second Language Acquisition* (Bloomington, Ind), **13**, 2 (1991), 161–86.

This article takes a critical look at grammaticality judgment tasks in second-language acquisition research. It begins by examining the theoretical assumptions that underlie grammaticality judgment tasks, pointing out that previous studies have reported considerable differences between the results obtained from grammaticality judgment tasks and from other, production-oriented tasks. A description of the design features of grammaticality judgment tasks that have been used to date is then provided. There follows an account of a small-scale study designed to investigate the nature of learner judgments. Twenty-one adult advanced Chinese learners of English were asked to judge sentences designed to test their knowledge of dative alternation. The results indicated that the learners rarely used the 'not sure' option in the test. Eight of these subjects were then administered a reduced version of the original test as a think-aloud test 1 week later. The results showed that these learners were inconsistent in 22·5 % of their judgments. The think-aloud protocols showed that they resorted to a variety of strategies in making judgments. The article concludes by arguing that grammaticality judgment tasks elicit a particular kind of performance that needs to be understood much more thoroughly before it is used as a basis for investigating second-language acquisition.

92–38 Grotjahn, Rüdiger (Ruhr-U., Bochum). The Research Programme Subjective Theories: a new approach in second language research. *Studies in Second Language Acquisition* (Bloomington, Ind), **13**, 2 (1991), 187–214.

The 'Research Programme Subjective Theories' (RPST), developed in German social science, is a middle way between the 'scientific paradigm', which treats human beings as subject to laws like those of physics, seeks causal proof and replicability and distrusts introspective data, and the 'humanistic paradigm', which refrains from generalisation and strives to interpret specific events in terms of intentions and stated reasons. RPST is primarily interested in what its subjects (here teachers and learners) think, e.g. beliefs about language, representations of the learning process, philosophy of learning, self-concepts, but goes further by testing the adequacy of these subjective theories as objective theories. For example, having established that a teacher rarely corrects because he or she believes the learners do not want this, the researcher may discover that this belief is false. Classroom research has neglected subjective theories: even Van Lier, who claims an ethnographic approach, uses as data directly observable phenomena and neglects 'complex cognitions'.

A two-phase model of research is advocated. In the first phase, subjective theories are elicited, e.g. learners may be asked to introspect about how they tackled a language test; the aim is 'consensus-in-dialogue', i.e. the researcher must produce an account which the subject can accept. In the second

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phase, this account is tested against reality in one of three ways: by correlation studies, e.g. comparing lesson observation data with interview data; by prognosis, e.g. whether a teacher's theory about error correction successfully predicts his/her re-action to a particular error; or by modification studies, e.g. training learners in reading strategies and investigating whether their beliefs are changed and, if so, whether their reading performance improves. Grotjahn stresses the importance of open-ended elicitation techniques, and of adequately describing the theory systems of individual teachers and learners rather than assuming similarity and representativeness.

92–39 Hatch, Evelyn and others (U. of California, Los Angeles). The need for an integrated theory: connecting modules. *TESOL Quarterly* (Washington, DC), **24**, 4 (1990), 697–716.

While second-language acquisition research has been broad in scope, the approach has been largely modular. Findings and the theories used to account for findings have addressed only small, isolated parts of the total language learning picture. It is argued that it is time to begin integrating modules in research, to develop and test integrated models for second-language data, and to develop integrated explanatory theories to explain these data. The results should be theories that cover a much broader scope, that are neurally plausible, and that allow us to integrate theories of teaching with theories of learning.

92–40 Kasper, Gabriele (U. of Hawaii, Manoa) **and Dahl, Merete** (U. of Copenhagen). Research methods in interlanguage pragmatics. *Studies in Second Language Acquisition* (Bloomington, Ind), **13**, 2 (1991), 215–47.

The article reviews the methods of data collection employed in 39 studies of interlanguage pragmatics, defined narrowly as the investigation of non-native speakers' comprehension and production of speech acts, and the acquisition of L2-related speech act knowledge. Data collection instruments are distinguished according to the degree to which they constrain informants' responses, and whether they tap speech act perception/comprehension or production. A main focus of discussion is the validity of different types of data, in particular, their adequacy to approximate authentic performance of linguistic action.

92–41 Nunan, David (Macquarie U.). Methods in second-language classroom-oriented research: a critical review. *Studies in Second Language Acquisition* (Bloomington, Ind), **13**, 2 (1991), 249–74.

The current state of second-language classroom-oriented research is reviewed. The article begins by providing a brief overview of aims and issues in classroom-oriented research, before focusing more specifically on methodological issues in research. The review is based on an analysis of 50 empirical investigations of teaching and learning. These studies are analysed in terms of their rationale, the environment in which they were carried out, the design and method of data collection, and the type of analysis carried out on the data. In the final part of the article, the implications of the study for future classroom research are presented and discussed. It is concluded that little second-language research is actually carried out in language classrooms. The distinction between quantitative and qualitative research is simplistic and naive. In analysing studies, we need to consider the manner of data collection, the form of the data and the method of analysis, also the research environment and rationale. Virtually all the studies reviewed were narrow in focus and scope; a wider view is needed to provide a counterbalance. Teachers should be actively involved in classroom research.

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Error analysis

92–42 Watabe, Masakazu and others. Transfer of discourse function: passives in the writings of ESL and JSL learners. *IRAL* (Heidelberg, Germany), **29**, 2 (1991), 115–34.

An extensive analysis of errors in essays written by students having English and Japanese, respectively, as second languages, shows that even advanced students of these two languages still make numerous errors, notably in their use of the passive. These errors are partly formal but mainly functional in character. Analysis shows that students make the mistake of identifying the foreign language form with that of the mother tongue and attributing the same function to both. In this case, it is a question of a special type of interference between the mother tongue and the foreign language.

Testing

92–43 di Nicuolo, Giulia. Problems of testing communicative performance. *Rassegna Italiana di Linguistica Applicata* (Rome), **23**, 2 (1991), 139–48.

Some of the problems evinced in the design, development and use of communicative tests are discussed, e.g. how 'real life' tasks can be replicated in testing situations. A major problem is identifying and defining what communication and communicative testing really are.

Though language as a system is easy to analyse, describe and assess, language in use is so context-sensitive and unpredictable that such description is extremely difficult, especially in the absence of a complete theory of communication. Some previous definitions of communicative competence/performance are discussed, and the author questions whether the categorisation of communicative macro/micro skills is legitimate in testing situations: if a communicative task is successfully carried out, one must assume that the learner has used the necessary skills to achieve it, whether or not these can be isolated in any taxonomy. We do not know enough about the enabling skills that underlie communicative acts. Even the latter involve innumerable components, many of which are not linguistic (e.g. culture-specific background knowledge is required).

The typical two-tier nature of testing is discussed (e.g. TEEP), wherein one level aims to assess linguistic competence, whilst the other assesses performance related to specific communicative tasks, probably in an 'authentic' manner. Criteria used to establish test reliability at either tier must change when the underlying theoretical assumptions about language/language learning are altered.

92–44 Henning, Grant (Educational Testing Service). Priority issues in the assessment of communicative language abilities. *Foreign Language Annals* (New York), **23**, 5 (1990), 379–84.

Eight sets of questions are addressed by individual testers and by the research community, together with some suggested answers and priorities for investigation. We need to be more explicit about the various purposes of assessment, exploring the suitability of various test types for each purpose; to integrate tests into the curriculum, seeking diagnostic value more than statistical precision, and setting realistic targets, especially where learning time is short; and to describe performance in both structural and functional terms, taking account of interlanguage theory. Marking schemes should be generalisable within and preferably across languages (a 'common metric'). The pros and cons of holistic, feature and analytic scoring, and the varying thresholds in different skills (e.g. listening and writing), require further research, as do the effects of context and authenticity. Formalised testing is normally conducted by experts, but we need to find ways of helping ordinary teachers, and even learners, to evaluate reliably and effectively. Finally, the application of new technology to testing should be explored.

92-45 Salvi, Rita (La Sapienza U., Rome). A communicative approach to testing written English in non-native speakers. *Rassegna Italiana di Linguistica Applicata* (Rome), **23**, 2 (1991), 67–91.

An 'open-ended' test procedure used to assess writing skills in the faculties of Economics, Business Management, Political Science or Law at La Sapienza University is described, i.e. within what is called an 'easy ESP' context. After reviewing Oller's claim that written production can be an integral indicator of a learner's linguistic performance (especially in regard to his/her grammar expectancy system), the design criteria for the test (which uses authentic material – from an EC document and a Barclay's Bank pro-forma) are outlined, basically in terms of Carroll's RACE anagram (Relevance, Acceptability, Comparability and Economy). In basic terms, students are asked to read a piece of authentic text, and then to write extended answers to comprehension questions (various kinds of 'wh' questions are detailed in the article).

Marking protocols are discussed, along with samples of learner answers; the results support Oller's view that an experienced examiner's assessments are as reliable as objective test scores. Questions of guidelines of methods of marking are not meant to establish hard and fast criteria, but are means through which evaluators may develop and refine their own guess-work by comparing it with the attempts of others, engaged in the same activity. Reliable assessment of writing skills must perforce involve expert 'guess-work'.

92-46 Shohamy, Elana (Tel Aviv U.). Language testing priorities: a different perspective. *Foreign Language Annals* (New York), **23**, 5 (1990), 385–94.

Some of the major issues involved with testing theory/practice during the past decade are reviewed, particularly the development of the ACTFL Guidelines and their washback influence on programme design. The guidelines offer simplistic, unidimensional descriptors which are inadequate to describe context-sensitive/unpredictable language use. The ACTFL oral interview identifies only one of a complex of different speech styles and functions (e.g. discussing, arguing, apologising, conversing, reporting, etc.); the performance of a testee in one type of oral interaction cannot adequately predict his/her performance in another. Thus, the OPI (Oral Proficiency Interview) cannot be a valid measure of a testee's global verbal skills. The introduction of a new EFL proficiency test in Israel is also cited, as 'test language' and 'teaching for the test' were two major disturbing results.

Such shortcomings indicate clear priorities for the next decade: e.g. the construction of language tests which are based on a more expanded and elaborated view of language, the practical integration of test results into the classroom, and the psychometric assessment of the new tests to ensure that they are accurate and valid. There should also be research to determine whether tests really improve language learning, either in or out of the classroom. In the latter case, the research agenda could possibly be defined in terms of Utility (to what extent a test serves the practical information needs of a given audience), Feasibility (ease of administration within different contexts), and Fairness (whether tests are based on material testees are expected to know).

92-47 Stansfield, Charles W. (Centre for Applied Linguistics, Washington, DC). Some foreign language test development priorities for the last decade of the twentieth century. *Foreign Language Annals* (New York), **23**, 5 (1990), 395–401.

This paper provides an overview of test developments during the past two decades (including current criticism of the ACTFL scales), and proposes four priorities for the future. A meaningful test development agenda would depend on Federal funds becoming available, but could include: (1) the collection of data of the interlanguage development of different learners, and then mapping the resultant growth patterns with reference to the different levels in the Guidelines; additionally, language specific versions of the Proficiency Guidelines could be produced where they do not currently exist; (2) increased use of semi-direct tests of oral proficiency ('simulated oral proficiency interviews'), and particularly the formulation of new SOPI tests in less commonly taught languages; (3) low-cost listening and reading tests (along the lines of the Chinese Proficiency Test, produced by the Centre for Applied Linguistics, and the Educational Testing Service's tests in Russian and Japanese) should be developed; (4) CAT (Computerised Adaptive Tests) should become a typical assessment tool during the next decade. The latter are described in some detail: through CAT, the computer estimates the

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examinee's level of ability or proficiency, then confirms that estimate based on subsequent responses. These subsequent items are selected according to the examinee's performance on pre-vious tasks. This should help to make customised testing a reality. The development of new tests could be undertaken by a professional association such as ACTFL (rather than the ETS).

92–48 Cunningsworth, Alan and Kusel, Paul (Christ Church Coll. of Higher Education, Canterbury). Evaluating teachers' guides. *ELT Journal* (Oxford), **45**, 2 (1991), 128–39.

Five possible functions of a teachers' guide are identified: stating the general purpose of the material, encouraging development of teaching skills, helping teachers to understand the structure of the course, providing guidance in practical use of material, and providing linguistic and cultural information. In the evaluation process these functions are profiled and the results are compared with the practical needs of the users.

Guides often underestimate teachers' difficulties, especially the linguistic problems of non-natives. It is also important to provide general guidance on the philosophy of the course, and to deal with the issues of teacher roles and learner strategies. Guides can also help teachers in coping with the unpredictable, in testing (they should include keys to course tests), and in motivating students.

Evaluating guides is a useful activity on teacher education courses, where teachers should be encouraged to develop their own criteria. As well as aiding selection of material and providing feedback to authors, evaluation can raise teachers' awareness and help them to build on the strengths of a course and compensate for its weaknesses.

92–49 Forth, Ian (West Sussex Inst. of Higher Ed.). Foreign languages and grammatical analysis in teacher training. *System* (Oxford), **19**, 1/2 (1991), 39–44.

This article outlines a representative micro-teaching task which uses exotic/minority foreign language data in order to sensitise non-native teachers of English to the features of grammatical description; in the pairwork activities described, teachers were asked to learn constructions from Zarma or Hausa, which they would then 'teach' to a peer.

Though using FL data is a well established technique in helping non-native teachers to re-experience what it is like to confront an unfamiliar language, the author counters possible practical objections, e.g. that role-reversals could be intimidating/condescending for non-native teachers, especially as they already have considerable personal experience in developing compensatory strategies for dealing with language learning difficulties. It is maintained, in fact, that non-native teachers may have been badly served by their experience, perhaps even having been 'brainwashed' by the oversimplified grammatical rules/slogans presented in coursebooks, to the extent that they feel obliged to unravel/emulate such 'explanation' schemata rather than to develop individualised analytical skills; what is needed is a fresh cognitive challenge. Using English for micro-teaching non-native instructors would not provide such a challenge; instead, it involves an element of make-believe and artificiality when trainees have to pretend to be learners meeting a structure for the first time.

92–50 Kalekin-Fishman, Devorah (U. of Haifa, Israel) and Kornfeld, Gita (Gordon Teachers College, Haifa, Israel). Construing roles: co-operating teachers and student teachers in TEFL: an Israeli study. *Journal of Education for Teaching* (London), **17**, 2 (1991), 151–63.

In Israel, practice teaching is a key component of pre-service teacher training. A common premise is the idea that practice in the field is the best means of professional training, and, furthermore, that the effectiveness of professional preparation at every stage is best assessed by evidence of performance. Reflecting this stand, curricula in teacher training institutions emphasise the acquisition of professional skills as preparation for practice teaching. Alternative definitions of what the situation requires are rarely entertained. This paper presents data on how co-operating teachers and student teachers, role-partners in the field of teaching English as a foreign language, construe one another. Both co-operating teachers and student teachers valued attributes and attitudes above professional skills as criteria for predicting the success of practice teaching. The implications of this finding for determining the approach to, preparation for, monitoring of, and evaluation of the practice teaching component in pre-service teacher training are discussed.

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Teaching methods

92–51 Caldwell, John A. W. (U. of Newcastle, N.S.W., Australia). Analysis of the theoretical and experiential support for Carl Dodson's Bilingual Method. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **11**, 6 (1990), 459–79.

Carl Dodson has, over a period of four decades, refined, expounded and trialled a carefully sequenced methodology for second-language learning which he denominates the 'Bilingual Method'. In this paper, analysis of the theoretical and experiential support for the methodology is undertaken. The framework of the methodology is first outlined using illustration from two application contexts, secondary and infants' lesson cycles, which were developed as part of the two projects in Welsh bilingualism. This is followed by a review of the support for three major tenets underpinning the methodology: the goal of *balanced bilingualism*; differentiation between L1 and L2 learning processes; systematic provision for fluctuation between *medium-* and *message-orientated* communication activities. Finally, support for the methodology itself and its principal elements is analysed. Particular focus is placed on the findings of allied research methodologists, such as Baetens Beardsmore, Jim Cummins and their various associates.

92–52 Carey, Stephen T. The culture of literacy in majority and minority language schools. *Canadian Modern Language Review* (Toronto), **47**, 5 (1991), 950–76.

The principle of additive bilingualism as originally proposed by Lambert has been instrumental in promoting the perceived success of French immersion programmes in Canadian schools. Similarly Lambert's principle of subtractive bilingualism has been instrumental in promoting arguments for the necessity of minority francophone schools. Much of the research for both principles is based on between-group designs which have often compared the performance of unequal groups from differing sociocultural contexts. This research reports a series of different research projects utilising both within and between-group designs. These results substantially alter one's estimation of the likelihood of producing additive bilingualism in majority language school settings. The results are consistent with the finding that subtractive bilingualism for minority groups might be avoided in those minority situations where sufficiently complete mastery of the first language is made more possible through exceptional rewards or strong belief systems associated with the minority language. Success with the first language may breed success with the second language. Alternately stated, good first-language learners may be good second-language learners in both minority and majority situations but those who have not mastered communication skills in their first language due to low ethnolinguistic vitality are less likely to master their communication skills in a second language. Official minority group members who respond to the exceptional rewards that are offered in the present Canadian sociopolitical context may find ethnocentrism and political ambitions strong allies in avoiding subtractive bilingualism. Further research elucidating the motivations and factors contributing to subjective ethnolinguistic vitality is warranted in both majority and minority language cultures.

92–53 Cusack, James P. and Otto, Sue K. (U. of Iowa). Applying instructional technologies. *Foreign Language Annals* (New York), **23**, 5 (1990), 409–17.

This article deals mainly with ways of increasing and improving the use of modern technology, especially computers and video, in foreign language classes in the USA. Materials should not be developed by one person but by a team with a range of linguistic and technological skills. The high-technology elements should be essential rather than peripheral, and teachers must be helped to acquire the new skills needed. Language laboratories should no longer be used for mechanical drilling but to develop receptive and interactional skills. Authentic video materials are ideal for presenting cultural content, but may be too difficult and therefore useless unless teachers are given time to write accompanying material. Audio-tape is particularly suitable for testing (simulated OPI test). Research into and evaluation of new materials and methods is essential: we cannot expect to prove that one method is superior to another, but we can and must go beyond mere anecdote and impression. [Also considered are the roles of teacher trainers, publishers and professional associations, and issues of copyright, dissemination of information, and professional rewards for involvement with technology.]

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92–54 Davies, Sheena and others (U. of Edinburgh). An investigation of a timetabled self-access session in a General English programme. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **2** (1991), 37–50.

This paper reports an investigation of a timetabled session in a self-access centre within a General English programme. Five classes were observed for three weeks to determine how the available time was actually used. Learners' opinions on the purpose and usefulness of the session were also sought. The most frequently observed activity overall was reading but learner activities varied according to level of class. Although learners' opinions of the timetabled session seem favourable, questions are raised about the resourcing, lay-out and accessibility of the centre and about the issues of learner-training and teacher-training for self-access.

92–55 Day, Elaine M. (Simon Fraser U.) **and Shapson, Stan M.** (York U.). Integrating formal and functional approaches to language teaching in French immersion: an experimental study. *Language Learning* (Ann Arbor, Mich), **41**, 1 (1991), 25–58.

This experimental study was designed to evaluate the effect on French language proficiency of an integrated formal/analytic and functional/communicative approach to second-language teaching in French immersion. The impetus for the study arises from research indicating that immersion children show persistent weaknesses in their grammatical skills despite the fluent, functional proficiency they achieve in their second language. The experimental materials, which consist of a curriculum unit focusing on the conditional, were designed to provide opportunities for students to use the conditional in natural, communicative situations; reinforce their learning with systematic, linguistic games; and encourage their metalinguistic awareness. They were also designed to encourage integration of concepts learned in other subjects with language learning and to promote group work and co-operative learning. Pre-, post-, and follow-up tests of oral and written French were administered to Grade 7 early French immersion Experimental and Control classes. The results showed that the Experimental group performed significantly higher in writing both in the post and follow-up testing. Although this was not found for speaking, an examination of the individual class data revealed greater and more consistent growth in speaking for the Experimental than for the Control classes, suggesting that they benefited somewhat from the experimental treatment in this domain as well.

92–56 Early, Margaret. Key visuals: links between language and the context in which it occurs. *Prospect* (Adelaide, Australia), **6**, 2 (1991), 16–24.

The use of graphics, or key visuals, in an English as a Second Language (ESL) project in Vancouver has provided students with the opportunity both to learn language and, simultaneously, learn through language. Graphs and diagrams, for example, enable teachers to present information in an organised and simplified format which may then form the basis of group discussion and project work [example with discussion]. The comprehension and production of language connected with particular topics is made easier by using appropriate visuals which enable learners to see logical links of cause–effect and means–ends and manipulate these in language. Discussing how to open a bank account, for example, is facilitated by the use of tree diagrams to list the banking services available, flow charts to explain how to fill out forms and to follow instructions, and evaluation grids to choose a suitable account. Thus learners can learn to communicate about information while learning to shape it. While the text produced varies according to level of proficiency, the visuals remain constant, so encouraging students to identify common elements across various texts and to make the link between language and the context in which it occurs.

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92–57 Parkinson, Brian and others (U. of Edinburgh). The reaction of learners to tape-based listening comprehension materials in French, Spanish and Italian 'community' classes. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **2** (1991), 14–23.

This paper describes learner response, as indicated by questionnaires, to a package of tape-based listening materials in French, Spanish and Italian. The learners were in 'community classes' (two hours per week) at a wide variety of levels. Their response was, in general, cautiously favourable, and indicates the general acceptability of such materials, but also the need for supplementation with study packs for home use. The concept of listening strategies was widely understood by the learners, although the strategies consciously used were of limited range.

92–58 Smith, Gary A. (Coll. of William and Mary, Williamsburg, VA). Tomorrow's foreign language textbook: paper or silicon? *CALICO Journal* (Provo, Utah), **8**, 4 (1991), 5–15.

This article considers the relative merits of the textbook and the computer as principal aids in foreign language acquisition. The first is easy to carry, does not need to be plugged in, follows a sequence, and is silent. The computer offers the possibility of flexibility, self-access, individual use, meaningful interactive practice, and it can record errors and recommend further practices. It can also be used for testing and for storing information. New material can be included.

Despite problems such as the cost of hardware, the computer offers qualitative improvement in foreign language learning and teaching. Teacher and student both enjoy greater freedom in classroom activities, and a wide range of audio and video materials can be used in a variety of exercises.

92–59 Steele, Pauline (Inst. of Education, Singapore). Reading, reading aloud and the second-language learner at secondary level. *Spoken English* (Stockport, Lancs), **24**, 2 (1991), 17–21.

Reading aloud, by teachers or pupils, is regarded as a largely irrelevant activity. As taught by speech teachers it is a performance skill, a means of sharing texts such as drama or poetry. Yet the part that reading aloud plays in the young child's progress towards literacy is well known. The fact that favourite childhood storybooks make such an impression on us is due not only to the repetition, but also to the fact that we read them aloud. In a shared reading situation with an adult, both thinking skills and linguistic skills are extended. Pupils with a second-language background in school have needs very similar to those of the young child at the emergent reader stage. They have to increase their knowledge of the words and culture of the new language as rapidly as possible with the sympathetic support of an adult, and to get practice in transferring the information from books into conversation and discussion.

The technique of most assistance to these pupils is a carefully planned shared reading, where the teacher, or groups of competent readers from among the pupils, read the text aloud. Memorable and enjoyable pre- and post-reading activities help to make the lesson effective. The text itself should not be too daunting, but poetry lessons can be useful in that many first-language secondary pupils will find themselves as unsure of unfamiliar words, ideas and concepts as their second-language classmates. Shared reading is a very appropriate technique in this context. The impact of a shared reading lesson is greatly increased, if the reading and some of the discussion can be taped by the teacher while it is in progress. The second-language learner can then go over the lesson, replaying parts of the text that he doesn't understand and hearing the words as he reads the text. Pupils can practise reading along with the tape to establish pronunciation, speech rhythms and intonation, just as young children do with read-along commercial tapes. For second-language learners, shared reading of texts which are frequently well beyond their individual reading level familiarise them with models of vocabulary and grammatical structures appropriate for classroom and more formal discourse.

92–60 Weiand, Hermann J. 'Schulfernsehen Englisch' – Sprachlernen mit dem Videorekorder (Projektbericht). [Television English in school – language learning with the video-recorder. Project report.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **90**, 3 (1991), 292–307.

The project aimed to assess the use of video in foreign language learning, mainly English, in secondary and higher education. School television programmes were used, consisting of film series, documentaries and newscasts. Classes were filmed using two video cameras. Video presents authentic language, provides stimuli for discussion and is largely non-teacher-centred. Some 90% of the first five minutes of a video programme is retained but the pupils' attention span is short and after 15 minutes, less than half is retained. Several techniques for handling videos are described such as prediction, silent viewing, jig-saw viewing, acting and role play. Initially, pupils were inhibited by such methods but by the end of the project they had gained in confidence and willingness to speak. Of the activities with video, pupils preferred viewing and discussing, followed by group work. Note-taking and presenting results were least favoured. Pupils who had taken part in the project achieved above-average results in English at the end of the year.

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