
Language learning and teaching – theory and practice

Theory and principles

93–387 Alderson, J. Charles and Wall, Dianne (Lancaster U.). Does washback exist? *Applied Linguistics* (Oxford), **14**, 2 (1993), 115–29.

The notion of ‘washback’ is common in the language teaching and testing literature, and tests are held to be powerful determiners of what happens in classrooms. Claims are made for both negative and positive washback, and some writers go so far as to claim that a test’s validity should be measured by the degree to which it has a beneficial effect on teaching. However, very little evidence has been presented to support the argument that tests influence teaching, and what evidence has appeared tends to be based on teachers’ accounts of what happens in the classroom rather than on observations

of teaching and learning. This article explores the notion of washback and advances a series of possible Washback Hypotheses. It then reviews the empirical research in general education and in language education to see what insights can be gained into whether washback actually exists, how it can be measured, and what accounts for the form it takes. The article concludes with a series of proposals for further research into a phenomenon on whose importance all seem to be agreed, but whose nature and presence have been little studied.

93–388 Gass, Susan M. (Michigan State U.). Second-language acquisition: past, present and future. *Second Language Research* (Utrecht), **9**, 2 (1993) 99–117.

This article considers the relationship between second-language acquisition (SLA) and other disciplines. It begins by reviewing the history of SLA studies, relating them to the broader picture of applied linguistics and language pedagogy. It is argued that the recognition of SLA as a field which

can make valuable contributions to other fields is essential for the continuation and vitality of the field. Specific examples of how SLA has been important to the fields of linguistics, pedagogy and psychology are given.

93–389 Girard, Denis (Ministry of National Education). EFL in French primary schools; which way forward? *English Studies Information Update* (Manchester), **11** (1993), 28–30.

The surge of interest in France in primary foreign language teaching in the 1960s had almost completely faded out by 1975 due, more than anything else, to the lack of continuity between teaching at primary and secondary levels.

If the new wave of interest is to succeed, primary language teaching must be fully integrated with

other learning activities; there must be clearly defined objectives, sufficient teachers, adequately and appropriately trained, and continuity into secondary teaching. The most promising approach would seem to be one based on ‘learning to learn’ and the fostering of language awareness.

93–390 Kronenberg, Werner. Lieber bilingual nach Europa als sprachlos in die Zukunft. [Europe in the future: better two languages than none!] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 1/2 (1993), 113–50.

Bilingual education is characterised by the natural link between teaching in the first foreign language, conceived of as a partner language to the mother tongue, and teaching in one or more of the social sciences, with the partner language being used after bilingual initial and transition periods. The desired aim, which is to achieve as high a degree of proficiency as possible in both languages, is thus

interlinked with that of acquiring an understanding of the culture, in a process which cannot be afforded as extensively or intensively by normal language teaching. The endeavour to meet these educational and methodological challenges, which remain subject to constant revision as bilingual courses are extended, represents a major contribution to European understanding and integration.

93-391 Maier, Wolfgang (Fremdspracheninstitut, Munich). *Théorie et pratique de l'enseignement primaire des langues vivantes*. [Theory and practice of primary school modern language teaching.] *Études de Linguistique Appliquée* (Paris), **89** (1993), 57–71.

The existence of a united Europe necessitates competence in 'trans-national communication', including multilingualism and appreciation of cultural differences. The objective should generally be trilingualism according to Weinrich's formula 'first language plus X plus English'. Primary teaching of modern languages is the first step in a European education which should exploit the cultural and linguistic openness of children, develop the totality of their personalities and shape the teaching of

traditional primary-school subjects. The teaching of a new language and culture should be tailored to children's level of development, and should be as 'transparent' as possible, enabling the children to formulate correct hypotheses about language. An 'existential progression' will allow children to gain access, by action, thought, feelings and words, to as much as possible of the world of the foreign language and culture.

93-392 Preston, Dennis R. (Michigan State U.). Variation linguistics and SLA. *Second Language Research* (Utrecht), **9**, 2 (1993), 153–72.

Sociolinguistics (here called variationist linguistics) has been misunderstood and misrepresented in second-language acquisition (SLA) research. In spite of that, several productive studies (many of which use the VARBRUL statistical program) have made significant contributions to our understandings of variation in SLA data, contributions which touch on the linguistic and not the social concern of such data. The failure of SLA researchers who belong to the so-called 'dominant paradigm' (or Chomskyan

or Universal Grammar (UG) research programme) to realise that belief in a so-called variable competence is not a prerequisite to variation studies has been particularly harmful. On the other hand, the failure of sociolinguists to take psycholinguistic matters seriously has been another serious drawback to interfield co-operation; a summary of a plausible variationist psycholinguistics (within an SLA setting and allowing UG interpretation) is provided.

93-393 Schmitt-Gevers, Hilde. La notion d'aisance dans la production et la réception orales en langue étrangère. [The notion of 'fluency' in speaking and understanding a foreign language.] *Mélanges CRAPEL* (Nancy, France), **21** (1993), 129–48.

What exactly is meant by 'fluency' in speaking or understanding a foreign language? In an attempt to answer this question, the author first consulted the technical literature on foreign language teaching and learning and then interviewed 60 foreign language users. This enables her to put forward a

definition of 'fluency' which can be used in foreign language teaching, learning and evaluation. The data were also checked to see if the meanings of 'fluency' suggested by the language users interviewed varied according to their age, occupation or culture.

93-394 Stainton, Caroline (Nottingham Polytechnic). Language awareness: genre awareness – a focused review of the literature. *Language Awareness* (Clevedon, Avon), **1**, 2 (1992), 109–21.

This review recognises the problem of providing a systematic understanding of language awareness (LA). It looks at different perspectives on LA and elucidates the problems involved not only in defining this notion but also in understanding the principles behind the various terms used in the literature to refer to LA. Further clarification is provided through the proposal of a dynamic model of LA which facilitates discussion of different aspects of this multifarious notion. The consequent dis-

cussion focuses on different types of knowledge about language and also the sensitive issue of intervention. Consideration of developments and controversies surrounding work on LA suggests the value of exploring the concept of genre awareness. A discussion of this concept points to both positive and negative aspects of genre study. Genre is an area of language study which can be productively explored by those working in the field of LA.

93–395 Widdowson, H. G. ELT and EL teachers: matters arising. *ELT Journal* (Oxford), **46**, 4 (1992), 333–9.

There are too many glib definitions and methodological assumptions in EFL which trivialise the potential complexity of the profession and its theoretical bases. For example, the emphasis on pragmatic meaning (language in use) as a favoured methodology does not, perhaps, take account of the primary role of grammar (and explicit grammatical analysis and recourse to ‘the rules’), particularly at the sentence level.

The use of language to express attitude, belief or social value is insufficiently accommodated in current methodology. Language is ideologically loaded, along with culturally-specific implications and insinuations. If teachers do not engage students in the business of recognising socio-cultural mean-

ings, then the educational process is trivialised and incomplete – in effect, an impoverished pragmatics. This would then provide a minimal basis for awareness of other cultures/communities, which is supposedly a central aim of English for International Purposes. Theorists/practitioners need to remember why students want to learn English.

The export of ‘native speaker’ ESOL expertise, and the cultural condescension behind it, are criticised, particularly as the ‘teacher trainers’ are often little more than EFL teachers with minimal educational qualifications, putatively bringing ‘revelation’ to countries with long and distinguished academic traditions.

93–396 Zechmeister, Eugene B. (Loyola U. of Chicago) **and others.** Metacognitive and other knowledge about the mental lexicon: do we know how many words we know? *Applied Linguistics* (Oxford), **14**, 2 (1993), 188–206.

The authors asked a diverse sample of laypersons ($N = 69$), as well as a small group of scholars ($N = 5$), about the number of words they knew, about the number of words in the English language, about the size of English-language dictionaries, and about other topics related to vocabulary size. Respondents in both groups typically viewed their personal lexicon as containing less than 40,000 words, and the size of their active vocabulary as no more than 20,000 words. An attempt was made to reconcile these estimates based on metacognitive knowledge of lexicon size with estimates derived

from empirical studies on vocabulary size, which often have indicated a much larger adult mental lexicon. It is argued that estimates of a very large mental lexicon are misleading, and that a careful analysis of the goals and methods of studies providing these estimates together with data obtained from several recent studies of vocabulary size, suggest a more moderate-sized lexicon, one that actually is closer in size to how people are likely to respond when asked: ‘How many words do you know?’

Psychology of language learning

93–397 Bailly, Sophie. ‘Les filles sont plus douées pour les langues’: enquête autour d’une idée reçue. [‘Girls are more gifted at languages’ – an enquiry into a preconception.] *Mélanges CRAPEL* (Nancy, France), **21** (1993), 43–57.

It is often said that girls learn to talk earlier than boys and are more proficient than them. If this is really the case, girls might also be superior to boys in second-language learning and acquisition. This article reviews several American studies comparing verbal ability among boys and girls in their mother

tongue. It goes on to show that girls are not as verbally superior as could be expected. It would appear that socio-cultural expectations of goals are such that they tend to facilitate girls’ access to language and foreign language competence.

93–398 Bell, James H. and Johnson, Reta E. Effect of lowering the reading level of a health education pamphlet on increasing comprehension by ESL adults. *TESL Canada Journal* (Montreal), **10**, 1 (1992), 9–26.

Does lowering the reading level of a health education pamphlet actually increase the comprehension by adult readers for whom English is a second language?

The reading level of a general pharmacy education handout was lowered by changing vocabulary, sentence structure, and organisation; by highlight-

ing the main idea of each point; and by writing an introduction designed to catch attention and focus reading. Low-intermediate and advanced English as a Second Language (ESL) college students read either the unaltered (24 students) or altered (25 students) version of the pamphlet, which were estimated to be at the grade 12 and grade 7 level respectively according to the Flesch–Kincaid readability formula. Subjects then answered a free written test and a short-answer test. There was no

statistically significant difference in the reading comprehension scores of the two groups on the free written test ($p = 0.14$) or on the short-answer test ($p = 0.59$). Health educators and ESL professionals should be wary of using readability formulas to estimate the suitability of materials for ESL readers, and of assuming that lowering the reading level of materials means increasing comprehension even when some changes beyond the lexical and syntactical are made.

93-399 Black, Janis H. Learning and reception strategy use and the cloze procedure. *Canadian Modern Language Review* (Toronto), **49**, 3 (1993), 418–45.

This study investigates the learning and reception strategies used by successful and less successful first-year university students of French as they completed a rational cloze passage. Data gathered via think-alouds and retrospective reporting were examined and lists of strategies were established and categorised. On the basis of these categories, strategies were analysed in terms of the effect of (a) frequency, (b) quality and (c) clustering of strategy use on

performance. The results suggest that, while frequency may provide some indication of a particular strategy's usefulness on this task, it is quality and clustering of strategy use that are clearer predictors of successful item closure. In addition, findings suggest that the more difficult the cloze deletion, the more complex the strategy cluster needed for its solution.

93-400 Cichocki, W. and others (U. of New Brunswick, Canada). Cantonese speakers and the acquisition of French consonants. *Language Learning* (Ann Arbor, Mich), **43**, 1 (1993), 43–68.

This article reports the findings of research on the acquisition of French consonants by native speakers of Cantonese. An error analysis based on a careful phonetic transcription of production data resulted in a scale of difficulty of consonants in both initial and final positions. Several of the major patterns of

difficulty are explained by the Markedness Differential Hypothesis. On the basis of errors found, and which are not perfectly predicted by this theory, it is shown that there is an interaction of language acquisition with markedness reversals.

93-401 Clercy, Christine and Bosi, Louise (U. of Moncton). 'Plusieurs gens ont-ils de la misère avec l'écrit? Une expérience de recherche de norme. ['Do many people have trouble with writing?'] A research experiment on norms.] *Bulletin of the CAAL* (Montreal), **14**, 2 (1992), 57–69.

When the time comes to correct papers, language teachers have the final word. Which is the norm that they apply? The aim of the experiment, as described in this paper, was to analyse the approaches used in marking papers by members of a group from the University of Moncton that worked on

the norm and the regional variation. Comparisons were made between results from the group's work with those based on a survey of a larger group of teachers of French as a first language. The experiment focuses on the question of norm perception in a minority linguistic group.

93-402 Cohen, Andrew D. (U. of Minnesota) and **Olshain, Elite** (Tel-Aviv U.). The production of speech acts by EFL learners. *TESOL Quarterly* (Washington, DC), **27**, 1 (1993), 33–56.

Descriptions are now available of the speech act realisations of native speakers in given situations and of expected deviations from these patterns in the speech of non-native speakers. Still largely lacking is a description of the processes involved in the

production of these speech act utterances. This paper reports a study describing ways in which non-native speakers assess, plan, and execute such utterances. The subjects, 15 advanced English foreign language learners, were given six speech act

situations (two apologies, two complaints, and two requests) in which they were to role play alone with a native speaker. Retrospective verbal report protocols were analysed with regard to processing strategies in speech act formulation. The study found that in executing speech act behaviour, half of the time respondents conducted only a general assessment of the utterances called for in the situation without planning specific vocabulary and gram-

matical structures, often thought in two languages and sometimes in three when planning and executing speech act utterances, utilised a series of different strategies in searching for language forms, and did not attend much to grammar on pronunciation. In an effort to characterize the speech production of the respondents in the study, three different styles seemed to appear: metacognisers, avoiders and pragmatists.

93-403 Duff, Patricia A. (U. of British Columbia). Syntax, semantics and SLA: the convergence of possessive and existential constructions. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 1 (1993), 1-34.

This paper examines the intersection of syntax and semantics in second-language acquisition (SLA), a perspective on language learning that has received relatively little attention in the past, in order to answer the following question: Why do English-as-a-second-language (ESL) learners tend to use the same morpheme (e.g., HAVE) for Possessives (P) and Existentials (E), when English has separate forms (HAVE, THERE BE) for these two functions?

Working within a functionalist framework, data are analysed from the longitudinal case study of a Cambodian adult who, despite formal ESL in-

struction and residence in an English-speaking community, persistently uses the form *has* for both P and E. Although first-language transfer can be involved as a partial explanation for this, it alone cannot account for the systematic conflation of P and E in interlanguage. Rather, it is argued that the shared semantic properties of P/E, together with syntactic, pragmatic, and perceptual characteristics of native language, interlanguage, and second language constructions, make this overlap imminently transferable, especially in untutored or low-level instructed SLA.

93-404 Enginarlar, Hüsnü (Middle East Technical U., Ankara, Turkey). Student response to teacher feedback in EFL writing. *System* (Oxford), **21**, 2 (1993), 193-204.

While providing effective feedback to student writing has been a perennial concern of writing teachers and researchers, student reaction to various types of feedback has received relatively little attention. This study surveyed the attitudes of 47 freshman students at Middle East Technical University to the feedback procedure employed by two English Composition I instructors. The procedure involved mainly: (a) indication of linguistic errors with codes, and (b) various types of brief comments to help students improve their drafts. The 20-item questionnaire, consisting of impressionistic rating questions and open-ended items, revealed that the students have a highly favourable opinion of the

utility and didactic value of this feedback procedure. The subjects' ratings of time and effort required of students and teachers suggest that the students perceive such review work as a type of co-operative learning in which the amount of work and responsibility is shared by students and teachers. The quantitative findings and related student comments are also interesting in that they reveal different student orientations to teacher feedback in revision work, corroborating Radecki and Swales' earlier tentative findings. The conclusion discusses the implications of the study and offers recommendations for fruitful feedback to EFL student writing.

93-405 Feitelson, Dina and others. Effects of listening to story reading on aspects of literacy acquisition in a diglossic situation. *Reading Research Quarterly* (Newark, Del), **28**, 1 (1993), 71-9.

The high rate of reading difficulties among Arab elementary students is generally attributed to the fact that beginning reading instruction is in literary Arabic, whereas prior to school entry all speech addressed to children is in a local vernacular. One side-effect of young children's lack of familiarity

with literary language is that parents do not read to children from books. The present study investigated whether listening to stories in literary Arabic would have salutary effects on kindergarten children's emergent literacy skills. The 258 children in the experimental treatment listened to teachers' story

reading daily for 5 months. Teachers in the control classes (49 children) pursued a Ministry of Education programme to enhance expressive language skills. In posttest measures of listening comprehension and picture-storytelling, children in the experimental class outperformed control classes on comprehension and active use of language. These differences in

picture-storytelling were significant at the 0.01 level of type-token ratio, proportion of clauses, expression of causal connections, and use of study endings. These results demonstrate that children can acquire a second register exposure in school within the language of their home being stigmatised or abandoned.

93-406 Flowerdew, John and Miller, Lindsay (City Poly. of Hong Kong). Student perceptions, problems and strategies in second-language lecture comprehension. *RELC Journal* (Singapore), **23**, 2 (1992), 60–79.

This paper adopts an ethnographic approach to the study of second language lecture comprehension. It studies a group of 30 first-year Hong Kong Chinese students listening to lectures in a BA TESL methods course. Data were collected regarding the lecture comprehension experience of these students by means of questionnaires, diary studies, classroom observation, and in-depth interviews. The analysis of these data focuses on students' perceptions of the lecture experience (attitude, self-rating of comprehension level, what students look for in a lecture,

etc.), their problems (speed of delivery, terminology and concepts, concentration, etc.) and the strategies they use to try to overcome these problems (pre- and post-lecture reading, peer or lecturer help, attempts to concentrate harder, note-taking, etc.).

As well as providing important information for the programme in question, the results of this study have wider implications for both lecturers to non-natives and ESL specialists preparing students to study through the medium of English.

93-407 Foster-Cohen, Susan H. (Northern Arizona U.). Directions of influence in first- and second-language acquisition research. *Second Language Research* (Utrecht), **9**, 2 (1993), 140–52.

This article explores ways in which studies in second-language acquisition (SLA) research can illuminate first-language acquisition research. The discussion revolves around the issues of learner strategies, individual variation, the acquisition of late learned structures, bilingualism, the role of

Universal Grammar (UG) and the fate of obsolete knowledge in acquisition. It is argued that second-language research in these (and other) areas can provide fresh insights into familiar problems and raise issues not commonly given consideration in first-language acquisition studies.

93-408 Geva, Esther (Ontario Inst. for Studies in Education) **and Ryan, Ellen B.** (McMaster U.). Linguistic and cognitive correlates of academic skills in first and second languages. *Language Learning* (Ann Arbor, Mich), **43**, 1 (1993), 5–42.

Using the theoretical frameworks proposed by Cummins and by Bialystok and Ryan, this research was designed to shed light on the relationship between cognitive correlates and linguistic skills in first (L1) and second (L2) language, and the extent to which performance on academic tasks in L2 can be predicted by these factors. The study was conducted with 73 grade 5–7 children attending a bilingual English–Hebrew day school. The test battery included a measure of intelligence, measures of linguistic knowledge in L1, measures of reading comprehension in L1 and L2 and static and working memory measures in L1 and L2.

Evidence was found for the theoretical notion that with increased speed of basic processing in L2,

higher level cognitive processes involved in linguistic and oral communication in academic settings are facilitated. Additionally, results suggest that children who can more systematically employ analytic functions in their L1 are more likely to do so in their L2 as well, and that performance on linguistically demanding tasks such as reading in L2 can be more accurately predicted with the aid of information on memory storage and executive control functions, in combination with underlying intelligence and L2 oral proficiency. Results highlight the important role that memory plays in performing linguistic tasks in L2 and help to explain underlying ability factors related to Cummins' interdependence hypothesis.



93-409 Holmquist, Jonathan Carl (Temple U.). Social and psychological correlates of achievement: Spanish at Temple University. *Modern Language Journal* (Madison, Wis), **77**, 1 (1993), 34-44.

Some 215 students from six different course levels participated in a survey to discover whether there was any correlation between attitudes to Spanish and Spanish speakers and exposure to Spanish on the one hand, and achievement in the language on the other.

A further survey a year later targeted a sample of 383 students, all belonging to the three lower course levels. Instrumental attitudes were found to be more significant than integrative ones at the lower levels, whereas the opposite was true at the higher levels.

Findings also suggested that the relationship

between attitude and achievement in foreign language study might be causal. However, there was sufficient correlation between achievement and certain specific student attitudes and background to suggest that the situation of foreign language students could be ameliorated, even at basic levels, by concentrating on the instrumental 'whys' or benefits of language study. Furthermore, opportunities for foreign travel and contact with native speakers can help students to develop the integrative attitudes linked to continuing achievement in foreign language learning.

93-410 Horiba, Yukie (U. of Massachusetts). The role of causal reasoning and language competence in narrative comprehension. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 1 (1993), 49-81.

The study investigates the role of causal reasoning in second-language (L2) narrative comprehension. Subjects read and recalled texts that were either high or low in causal coherence. This read-and-recall procedure was repeated. Half of the subjects reported their thoughts during reading. The major finding was that first-language (L1) readers recalled the high coherence texts better than the low coherence texts. Advanced L2 readers showed a similar advantage for the high coherence texts, but only in their second reading. Intermediate readers' recall was

lower and showed no advantage for highly coherent texts. The verbal report data generally supported these patterns. These results indicate that L2 readers have difficulty detecting the higher-order causal structure in texts. This structure is a central component of L1 readers' mental representation of the information in a text. As L2 readers' skills improve, their ability to detect causal relations increases, although even advanced L2 readers may need a second reading to do so.

93-411 Jamieson, Joan (Northern Arizona U.). The cognitive styles of reflection/impulsivity and field independence/dependence and ESL success. *Modern Language Journal* (Madison, Wis), **76**, 4 (1992), 491-501.

The author outlines previous studies of cognitive styles as they relate to L2 acquisition, and defines the terms Reflection/Impulsivity and Field Independence/Dependence. The R/I pairing describes the disposition to reflect on the solution to a problem where several alternatives are presented versus the willingness to 'guess'. Field independence/dependence involves the extent to which a person perceives part of a field as discrete from its surroundings, rather than being embedded. A study is described in which L2 learners immersed in the target culture were compared, via the Matching Familiar Figures Test, the Group Embedded Figures Test, and the Test of English as a Foreign Language

(TOEFL); these three tests are outlined [excerpts], as are the administration and the subsequent statistical analyses undertaken [tabular data].

The results indicated that Field Independence was moderately related to high proficiency scores, as was Impulsivity; it seems that fast-accurate performers were better language learners than either pure 'reflectives' or 'impulsives'. However, there appeared to be no direct correlation between Field Independence and Impulsivity. The conclusion posited in other studies, that Reflectives are significantly more Field Independent than Impulsives, is not supported by the author's research.

93-412 Jenkin, Heather and others (York U., Ontario). Understanding text in a second language: a psychological approach to an SLA problem. *Second Language Research* (Utrecht), **9**, 2 (1993), 118–39.

The study is an attempt to assess the way in which second-language learners form mental representations of information they read. Subjects were asked to read passages in their first and second languages and to demonstrate comprehension of the information by using it to make a judgement of a visual display of the same information. Following

this there was a surprise recognition task to determine whether or not they still had access to verbatim representations of the passages. The results showed that information read in a second language is represented differently from the same information read in subjects' first language.

93-413 Johnson, Patricia (The American U., Washington, DC). Cohesion and coherence in compositions in Malay and English. *RELC Journal* (Singapore), **23**, 2 (1992), 1–17.

Empirical studies on cohesion in written discourse of native and non-native speakers of English indicate that judgments of writing quality may depend on overall coherence in content, organisation, and style rather than on the quantity of cohesion. However, the studies concerning non-native speakers of English have not included data from the first language nor controlled the language and cultural background of ESL writers.

This study examines cohesion in expository essays written in Malay and in English by native speakers of both languages and in ESL by Malaysian writers. Sample compositions evaluated holistically as 'good' or 'weak' in quality were submitted by Malaysian teachers of composition in Malay and by American teachers of native and non-native speakers of English. T-tests performed on the data obtained from a cohesion analysis of text indicate no

differences in the amount of cohesion between 'good' and 'weak' compositions written in Malay by native speakers (20) or in English by native (20) and Malay speakers (20).

'Good' compositions written in Malay have more intersentence semantic ties (e.g. reiteration and collocation) than 'weak' compositions. However, 'good' compositions written in English by native speakers have more intersentence syntactic ties (e.g. reference and conjunction) than 'weak' compositions. The development of content in the compositions written in Malay in comparison to those written in English by native speakers indicate a crosscultural variance in conditions for quality. In addition, compositions in ESL demonstrate a developmental stage in the usage of syntactic cohesive links and the organisation of material, reflecting previous writing experience in the Malay language.

93-414 Koda, Keiko (Ohio U.). The effects of lower-level processing skills on FL reading performance: implications for instruction. *Modern Language Journal* (Madison, Wis), **76**, 4 (1992), 502–12.

The article describes an investigation into lower-level verbal processing skills (word recognition and letter identification) and reading proficiency. Previous research findings in L1 and FL reading are outlined, particularly the 'limited capacity model', wherein readers heavily involved in verbal processing are assumed to have fewer cognitive capacities available for higher-level decoding. The project involved 58 American college students enrolled in a Japanese language programme, and used a test battery consisting of cloze and sentence/paragraph comprehension items. The author provides an overview of the communicative instructional methods used in the associated teaching

programme, and also describes the Japanese Kana/Kanji orthographic systems.

The results [tabular data] revealed a complex correlation between word/letter recognition and text comprehension measures: different lower-level processing skills are, seemingly, required to perform varying comprehension tasks at different stages of proficiency. Moreover, low-level processing skills are especially important when the FL employs a different orthographic system from the learner's L1. This implies that the target FL writing system should be taught as early as possible. Further research is needed into how readers at different proficiency levels alter their comprehension strategies.

93-415 Koster, Cor J. (Free U., Amsterdam) and **Koet, Ton** (Hogeschool van Amsterdam). The evaluation of accent in the English of Dutchmen. *Language Learning* (Ann Arbor, Mich), **43**, 1 (1993), 69–92.

English native speakers and Dutch teachers of English were asked to judge the English pronunciation of two Dutchmen. Although there was a fairly large consensus between the English and Dutch judges, the former were more tolerant. The English native speakers found more fault with consonants, whereas the Dutch judges objected more to incorrectly realised vowels.

In a second experiment, native speakers of English as well as experienced and inexperienced Dutch speakers of English (teachers and students, respect-

ively) were asked to indicate on five 7-point scales whether they found the English of Dutch people ugly or beautiful, monotonous or melodious, etc. There was considerable agreement in the global assessment of pronunciation. British listeners, again, showed themselves more tolerant in finding the pronunciation of Dutch speakers more pleasant and less ugly than did Dutch teachers of English, a finding ascribed to the Dutch teachers' undue fastidiousness.

93-416 Kraemer, Roberta (Tel Aviv U., Israel). Social psychological factors related to the study of Arabic among Israeli high-school students: a test of Gardner's socioeducational model. *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 1 (1993), 83–105.

This study investigated the generalisability of Gardner's socioeducational model for second-language learning to a highly different social context from that in which the model was developed. Specifically, the study examined Jewish high-school students in Israel learning Arabic as a foreign language in a setting characterised by a high degree of intergroup conflict. Four tenets were identified as forming the essential core of Gardner's theory. These could be expected to apply across widely differing contexts in order to support the generalisability of the model. Other elements in the model, as well as the degree of relationship between variables, may be specific to the social context. The main hypothesis posited an expanded version of Gardner's model that included additional constructs – both general and context specific.

The subjects for this study were 484 pupils studying Arabic in the 10th grade in regular high school programmes. The instruments consisted of written questionnaires that were administered during two regular class periods. Teachers' marks were collected at the end of the school year. The hypothesis was tested using linear structural relations (or LISREL) causal modeling techniques. Regarding each of the four core elements in Gardner's theory, it was concluded that the model was indeed generalisable to the context of this study. Other relationships between variables in the model are interpreted in light of the specific language learning context.

93-417 Kreuz, Roger J. and Roberts, Richard M. (Memphis State U.). When collaboration fails: consequences of pragmatic errors in conversation. *Journal of Pragmatics* (Amsterdam), **19**, 3 (1993), 239–52.

This study assessed pragmatic errors and how they affect the collaborative process of conversation. Specifically, these higher-level pragmatic errors were compared to lower-level phonological and lexical errors. Each type of error was embedded in short conversations which were either read or heard by subjects. Subjects were asked to provide speaker evaluations and realism ratings. They also were

asked to recall the errors after a short delay. In all conversations that contained errors, speakers who made the errors were evaluated negatively. However, for those conversations that contained pragmatic errors, the listeners also were evaluated negatively. The results suggest that pragmatic errors must be examined in a collaborative context for their effects to be properly evaluated.

93-418 Laufer, Batia (U. of Haifa) and **Eliasson, Stig** (Uppsala U.). What causes avoidance in L2 learning: L1-L2 difference, L1-L2 similarity, or L2 complexity? *Studies in Second Language Acquisition* (Bloomington, Ind), **15**, 1 (1993), 35-48.

Among the structural and lexical factors claimed to account for avoidance in second language learning are (a) cross-linguistic difference, (b) cross-linguistic similarity, and (c) intrinsic complexity of the second language features avoided. This paper examines patterns of avoidance and preference for phrasal verbs or equivalent single-word verbs among Swedish learners of English. The authors assumed that if the subjects avoided English phrasal verbs, particularly the figurative ones, even though phrasal verbs exist in Swedish, this would indicate that inherent semantic difficulty of second-language forms was the main factor contributing to the avoidance behavior. If, on the other hand, the learners did not show any preference for one-word verb forms in English, or indeed favored the phrasal forms, this would support the assumption that avoidance or non-avoidance depends largely on differences or similarities between the native and the foreign language.

A multiple-choice test and a translation test were given to two groups of advanced Swedish-speaking learners of English. Each test consisted of 20 sentences, allowing for the choice of either a phrasal or a synonymous single-word verb. The test answers showed that the Swedish learners avoided neither phrasal verbs in general nor the figurative ones in particular, regardless of whether the verbs were similar to, or different from, their Swedish translation equivalents. Furthermore, the results were compared to the avoidance patterns of a group of advanced Hebrew-speaking learners of English. From the comparison it emerged that the Swedish learners used significantly more phrasal verbs than the Israelis, notably figurative ones. These results suggest that the avoidance is determined more by a systemic incongruence between the first language (L1) and the second language (L2) than by the inherent difficulty of L2 forms.

93-419 McKeown, Margaret G. Creating effective definitions for young word learners. *Reading Research Quarterly* (Newark, Del), **28**, 1 (1993), 17-31.

The author examined the relative effectiveness of dictionary definitions and definitions revised to address problems found in traditional definitions. Dictionary definitions were analysed from a cognitive processing perspective to describe why young learners have difficulty using such definitions to understand word meanings. Definitions were revised according to principles that arose from the analysis. Two tasks compared the effectiveness of the two types of definitions. In the first, 24 fifth graders were presented with 12 words, 6 having dictionary definitions and 6 with revised definitions, and asked to use the words to write sentences. The

dictionary definitions yielded 25% acceptable and 75% unacceptable sentences. Revised definitions yielded 50% of each sentence type. In the second task, 60 fifth graders were presented nonword substitutes for 12 words and definitions of the words, and asked to answer questions. Revised definitions led to significantly more responses that demonstrated a characteristic use of the word ($p < 0.001$). Thus, revised definitions were more effective in helping students understand typical correct uses of words. Implications for classroom practice and for the design of student dictionaries are discussed.

93-420 Nyikos, Martha (Indiana U.) and **Oxford, Rebecca** (U. of Alabama). A factor analytic study of language-learning strategy use: interpretations from information-processing theory and social psychology. *Modern Language Journal* (Madison, Wis), **77**, 1 (1993), 11-22.

The statistical approach of factor analysis is used to characterise and describe the key types of foreign language learning strategies in a sample of university students. Language learning strategies can be divided into five types. These range from the formal, rule-oriented strategies which use analytic, bottom-up skills to functional ones characterised by the social

use of language in realistic communicative situations [examples with discussion]. The former are used most and the latter least frequently; it is argued that this is due to current academic testing practices which emphasise grade achievement over effectiveness of communication. Thus choice of strategies depends on existing reward systems. In a dis-

cussion of the implications for the classroom, it is claimed that activities and grading systems stressing communication can go a long way toward altering

the beliefs and behaviour that retard language learners' progress.

93-421 Oxford, Rebecca (U. of Alabama) **and others**. Learning a language by satellite television: what influences student achievement? *System* (Oxford), **21**, 1 (1993), 31-48.

A group of 107 students participated in a major study exploring the factors that influence language achievement when instruction is delivered by satellite television. Factors included the students' motivation, learning styles, learning strategy use, gender, previous language learning experience, and course level. Motivation was by far the most significant determiner of achievement, and learning strategy use was also very influential. Gender and

learning style (visual, auditory, and hands-on) played potentially important roles, although previous language learning and course level were not especially explanatory. Specific implications are included for satellite language teaching, a delivery system that promises to become more widely used throughout the world as advances in technology continue.

93-422 Pearson, Barbara Zurer and others (U. of Miami). Lexical development in bilingual infants and toddlers: comparison to monolingual norms. *Language Learning* (Ann Arbor, Mich), **43**, 1 (1993), 93-120.

This study compares lexical development in a sample of 25 simultaneous bilingual and 35 monolingual children for whom semilongitudinal data were collected between the ages of 8 and 30 months. A standardised parent report form, the MacArthur Communicative Development Inventory, was used to assess the children's receptive and productive vocabulary in English and/or Spanish. A methodology was devised to assess the degree of overlap between the bilingual children's lexical knowledge in one language and their knowledge in the other. Using the measures presented here, there was no

statistical basis for concluding that the bilingual children were slower to develop early vocabulary than was the monolingual comparison group. The wide range of vocabulary sizes observed at these ages in normally developing children was observed in these bilingual children as well. The close correspondence of the pattern of the bilinguals' growth in two languages at once to monolinguals' growth in one suggests that norms for lexical development in bilinguals should be made with reference to the children's performance in two languages together.

93-423 Péronnet, Louise (U. of Moncton). Pour une grammaire de la variation. [Towards a grammar of variation.] *Bulletin of the CAAL* (Montreal), **14**, 2 (1992), 131-42.

When the time comes to correct papers, language teachers have the final word. Which is the norm that they apply? The aim of the experiment, as described in this paper, was to analyse the approaches used in marking papers by members of a group from the University of Moncton that worked on

the norm and the regional variation. Comparisons were made between results from the group's work with those based on a survey of a larger group of teachers of French as a first language. The experiment focuses on the question of norm perception in a minority linguistic group.

93-424 Préfontaine, Clémence (U. of Quebec at Montreal) **and Lecavalier, Jacques** (Coll. of Valleyfield). La mesure de l'intelligibilité des textes non littéraires. [Measurement of the comprehensibility of non-literary texts.] *Bulletin of the CAAL* (Montreal), **14**, 1 (1992), 95-109.

Traditionally, comprehensibility has been defined as a concept far more complex than readability, mainly because it considers at the same time the difficulty of the micro- and the macrostructure of the text. In

this article, the authors define and describe a new comprehensibility formula that accounts for four readability factors: micro- and macrostructure of text, conceptual comprehensibility, and difficulties

with specific passages as expressed by some readers. They contend that any readability formula should reflect the complex reality of the reading en-

vironment: a text, a reader, and a transaction between the text and the reader.

93-425 Sparks, Richard L. (Coll. of Mount St. Joseph, Cincinnati, Ohio) and **Ganschow, Leonore** (Miami U., Oxford, Ohio). The impact of native language learning problems on foreign language learning: case study illustrations of the Linguistic Coding Deficit Hypothesis. *Modern Language Journal* (Madison, Wis), **77**, 1 (1993), 58-74.

The Linguistic Coding Deficit Hypothesis suggests that many learners who find it hard to learn a foreign language also have problems with their mother tongue. These 'linguistic deficit' (LD) students perform well in 'intelligence' tests and in other academic subjects, and their language problems usually relate specifically to phonology and syntax rather than semantics: for example, they may be unable to divide speech into phonetic units. It seems that such cognitive problems, rather than low motivation, explain many cases of failure in foreign language learning. Teaching methods such as the Orton-Gillingham method, used for teaching mother-tongue reading and writing to dyslexia

sufferers, work well in teaching foreign languages to LD students.

On the basis of interviews with over 200 good and poor FL learners, the authors present five 'prototypes', distinguished by high/low performance in the areas of phonology/syntax/semantics, and in one case by low motivation. They recommend that educators should be prepared to look for cognitive explanations of poor FL performance, to use existing diagnostic instruments, to recognise the existence of different learner types, and to consider methodologies beginning with explicit teaching of sounds and symbols.

93-426 VanPatten, Bill (U. of Illinois) and **Cadierno, Teresa** (Århus U., Denmark). Input processing and second-language acquisition: a role for instruction. *Modern Language Journal* (Madison, Wis), **77**, 1 (1993), 45-57.

The authors attempt to make a connection between input processing and instruction. Given the emphasis placed on input (i.e. language that encodes meaning) in second-language acquisition, instruction as direct intervention on a learner's strategies in input processing should have a significant effect on the learner's developing system. Results of a study of second-year university-level Spanish classes support this claim. Furthermore, instruction is apparently more beneficial when it is directed towards

how learners perceive and process input rather than when instruction is focused on having learners practise the language via output. Learners who receive instruction that attempts to alter input processing receive a double bonus: better processing of input as well as knowledge that is apparently also available for production. The results give support to input processing as a critical aspect of classroom second-language acquisition.

93-427 West, Richard F. and others. Reading in the real world and its correlates. *Reading Research Quarterly* (Newark, Del), **28**, 1 (1993), 35-50.

Solitary individuals waiting for flights in an airport departure lounge were classified as either readers (engaged in recreational reading for 10 consecutive minutes) or nonreaders by an experimenter unobtrusively observing their behaviour. Of the 217 subjects, 111 were classified as readers and 106 as nonreaders. Individuals classified as readers scored higher on several recognition checklist measures of print exposure that can be administered in a matter of minutes. Individuals judged to be high in print exposure – on the basis of either an inference from their airport behaviour or an inference from their

responses on the checklist measures – displayed more extensive vocabularies and cultural knowledge than did individuals low in print exposure. Although engagement in literacy activities was correlated with both age and education, exposure to print was a substantial predictor of vocabulary and cultural knowledge even after differences in age and education were controlled. The results, taken in conjunction with the outcomes of several related studies, suggest a more prominent role for exposure to print in theories of individual differences in cognitive development.

93-428 Williams, Marion and Burden, Bob (U. of Exeter). A closer look at psychology in teaching a language to young learners. *English Studies Information Update* (Manchester), **11** (1993), 19–24.

Although much work has been done on the methodology of EFL for young learners, not much has been published on the theory underpinning present approaches. It is argued here that the psychologist Reuven Feuerstein's theory of 'mediated learning' [i.e. learning through the mediation of a teacher] is relevant to language teaching. The 12 key factors in mediated learning are studied and their application to the teaching of language to

young learners is considered. The first three factors are of general application: learners must understand what is asked of them, they must understand why they are doing a task and the learning activity must have a more general application beyond the language being practised. The other nine factors may only apply to some tasks and depend on the culture in which learning is taking place.

93-429 Winne, Philip H. and others. A model of poor readers' text-based inferencing: effects of explanatory feedback. *Reading Research Quarterly* (Newark, Del), **28**, 1 (1993), 53–65.

Twenty-four third-to-fifth grade poor readers were read passages that included five types of information: problem statement, rule related to the problem, critical fact fitting the rule that solved the problem, spurious information that apparently would solve the problem, and facts. In instruction, an inference question was asked followed by one question about each type of information. In an inductive condition, tutors provided specific feedback about students' answers to all six questions; students had to induce

processes. In an explicit condition, tutors added to feedback by explaining and demonstrating the process for combining information about the problem, rule, and critical fact to create an inference. The pretests revealed that poor readers could make low-level text-based inferences. Both instructional conditions boosted overall comprehension, but inference-making was detectably better when students received explicit feedback.

Research methods

93-430 Christie, Katrien (U. of Delaware) **and Lantolf, James P.** (Cornell U.). The ontological status of learner grammaticality judgments in UG approaches to L2 acquisition. *Rassegna Italiana di Linguistica Applicata* (Rome), **3** (1993), 31–57.

This paper looks at the question of whether UG (Universal Grammar)-based L2 research can borrow research methodologies from theoretical linguistics without first determining their relevance for interlanguage grammars. After discussion of the reliability and validity of tasks eliciting grammaticality judgments, especially introspection, there follows a description of a study intended to investigate the effects of UG in one aspect of learning Italian as a foreign language, the Pro-drop parameter [the omission of the subject pronoun]. The results showed surprising variation in the performance of the two tasks set, ranging from near native speaker performance in one task to that

expected of learners in the other – i.e. learners seemed to draw on UG in one task, but not in the other.

It is concluded that, based on this study at least, the two tasks drew on different types of knowledge – the learner's true interlanguage and knowledge taught about the language – which would indicate a virtual independence of intuition and performance for L2 learners. This may indicate that introspective data in language acquisition research should be used with caution, since, in early L2 learners at least, they seem to be unreliable, though more advanced learners are more likely to produce valid introspection data.

93-431 Roberts, Jonathan Roy (U. of Reading). Evaluating the impacts of teacher research. *System* (Oxford), **21**, 1 (1993), 1–19.

Findings are presented from two studies into the effects on teachers of self-directed classroom re-

search. The first concerned the evaluation of a research-based part-time MA for English state-

school teachers. Overall, the scheme was found to produce clear benefits on an individual level, largely in terms of teachers' revised perceptions and attitudes. The second study was of the effects of a one-year collaborative action research project by a group of English language teachers. This aimed to improve teachers' skills in teaching and managing mixed-ability classes in terms of communicative approaches and, as in the earlier study, an improvement on the individual level was noted. The use of a repertory grid as a tool for feedback in

reflection by teachers on their own performance is discussed.

The gains from action research, such as a boost in moral and self confidence, are attitudinal and not quantifiable. Collaborative research can reveal to teachers how students view their instruction, provide new models of how to act and so lead to radical rethinking. Such change is likely to occur when the research addresses a collectively perceived need but is ultimately dependent upon the leadership style of senior staff.

Error analysis

93-432 Asselin, Claire and McLaughlin, Anne (U. of Quebec at Montreal). Les erreurs linguistiques reconstruées dans les écrits des étudiants universitaires: analyse et conséquences. [Linguistic errors found in the writing of university students: analysis and conclusions.] *Bulletin of the CAAL* (Montreal), **14**, 1 (1992), 13-30.

The production of learning and testing instruments in written language requires, in order to meet all the requirements of linguistic validity, the previous knowledge of all categories of linguistic errors made by writers in their texts and, for each category of error, the knowledge of its relative frequency. The authors analysed 376 texts written in 1986 by university students in various programmes at the University of Quebec at Montreal. These 376 tests explore nine different subjects, different types of discourse (narrative, argumentative, informative, expressive, incitative, etc.), different types of text

(editorial, letter, essay, résumé, article, request for financial aid for a research project, etc.), and two writing situations (with and without the help of works of reference). The grid used for the analysis includes six categories (syntax, grammar, vocabulary and semantics, dictionary spelling, punctuation and word breaks at the end of a line) containing 58 subcategories. The authors present the results of their analysis and the conclusions drawn from it concerning the production of learning and testing instruments in written French for post-secondary-school-level adults.

93-433 Colson, J. P. (Inst. Libre Marie Haps, Brussels). The acquisition of Dutch as a foreign language: natural order, interference and monitoring. *Rassegna Italiana di Linguistica Applicata* (Rome), **3** (1992), 115-32.

The results are reported of three tests administered to different groups of adult learners of Dutch. The groups varied in size and other respects, but all learners had English, French or German as mother tongue. The first test was a short written composition, the second a 'monitor test' of various grammar points, the third an oral interview. Errors on each test were analysed, and the percentage of errors apparently due to first language interference was computed.

Interference errors were found to be rare in

morphology, and it is claimed that the error pattern here supports Krashen's 'natural order hypothesis'. Among syntactic and lexical errors, however, interference was much more frequent. Many errors were made in tests one and three which scarcely occurred in the grammar test, apparently supporting Krashen's 'monitor hypothesis'. Interference errors were more frequent among speakers of more closely related languages, notably German, and also more frequent among non-Belgians who began Dutch as adults than among Belgians who began it at school.



Testing

93-434 Alderson, J. Charles (Lancaster U.) and **Buck, Gary** (East Texas State U.). Standards in testing: a study of the practice of UK examination boards in EFL/ESL testing. *Language Testing* (London), **10**, 1 (1993), 1–26.

It is often asserted that the UK tradition in language testing is different from the North American tradition. Whereas in North America it is considered normal practice to examine the psychometric properties of tests, in the UK more emphasis is thought to be placed on test content. However, there has been no systematic study of this stereotypical view. The research reported in this article aimed to investigate the issue by examining the practices of UK EFL/ESL examination boards. A survey was carried out in two phases, using an open-ended instrument in phase one and a detailed questionnaire in phase two. The results, presented

and discussed in some detail, show that no accepted standards exist which UK boards adhere to, that current practice and procedures followed by the boards vary greatly, but that information appears to exist within some boards which could attest to the quality of their examinations. However, that information is not publicly or easily available. The article argues that the time is ripe for the development of a set of standards boards should follow, and for a public discussion of those procedures that would be most appropriate to ensure that standards were met.

93-435 Amer, Aly Anwar (Tanta U.). Teaching EFL students to use a test-taking strategy. *Language Testing* (London), **10**, 1 (1993), 71–7.

This study investigated the effect of teaching a test-taking strategy to EFL students on their performance on EFL tests. Eighty-two 7th-grade students participated in the study. The experimental group ($n = 40$) was taught the components of a test-taking strategy: to read the instructions carefully, to schedule their time appropriately, to make use of clue words in the questions, to delay answering

difficult questions, and to review their work in order to check their answers. The results showed that the experimental group outperformed the control group ($n = 42$). The findings suggest that there is a positive relationship between test-performance and skill in test-taking. The findings also suggest support for training EFL classroom teachers to provide instruction in test-taking strategy.

93-436 Berrier, Astrid (U. of Quebec at Montreal). Pratiques interactives: évaluation possible? [Interactive activities: is evaluation possible?] *Bulletin of the CAAL* (Montreal), **14**, 1 (1992), 31–46.

The complexity of speech makes testing difficult. This paper examines three grids for testing oral interaction: Bales' (1972), Seltner's (1985) and Bouchard's (1984). After the grids are presented, their classroom use is discussed. In general, the grids contain too many criteria, some of which are

unsuitable for the classroom. Overall, they require adaptation. A simplified Bouchard grid is then applied to a five-student interaction. Following these analyses, a number of simple criteria for testing verbal classroom interaction and comments on the profile of 'the best oral student' are given.

93-437 Lussier, Denise and others. Measuring second language (L2) proficiency in high school level exchange students. *Canadian Modern Language Review* (Fredericton, New Brunswick), **49**, 3 (1993), 526–49.

This paper reports on a study designed to identify appropriate standardised instruments to measure English as a second language (ESL) performance within a language contact experience. The purpose of the study was to define operationally, according to recognised academic standards, the ESL level of high school exchange students after a three-month stay in an English milieu. The instrument identified

as the most appropriate would later serve as one of a battery of instruments for pre/posttesting to examine ESL proficiency gain. The subjects were 185 French native-speaking high school level students. Five different standardised language proficiency tests (SLEP, CELT, TOEFL, MTELP, and CAT) were used. Test results were compared to appropriate corresponding norm groups. Three

tests were identified as potential instruments. Discussion of final test selection includes consideration of the different factors contributing to test per-

formance within this context. The implications and limitations of this type of testing for language contact experiences is addressed.

93-438 Mills, Jean. In their element? Standard Assessment Tasks and mother tongue. *Multicultural Teaching* (Hanley, Staffs.), **11**, 2 (1993), 31-4.

A small-scale investigation was undertaken by bilingual classroom assistants and ESL teachers carrying out Standard Assessment Tasks (SATs) with 6-8-year-old bilingual pupils. Some features of the SATs were found to be problematic even before the bilingual issue was considered. Some of the tasks were also culturally biased, and did not lend themselves to bilingual responses: Panjabi and Urdu, for example, express seasons and weather concepts differently from English and were therefore not very appropriate for a SAT about types of weather. Familiarity with the bilingual assistant was found to

be important, not least because the assistant was already aware of the children's abilities. Many of the children preferred to use English at school, but the mother tongue played a supporting and confirming role, for example in repeating questions or instructions. By being allowed flexibility in their choice of language, the children had a greater chance of success, but few schools have the resources to offer bilingual testing. The blanket assumption that it is unfair to test children in mother tongue unless they have been taught in it does not appear to be justified.

93-439 Rost, Detlef H. (Philipps-U. Marburg). Assessing different components of reading comprehension: fact or fiction? *Language Testing* (London), **10**, 1 (1993), 79-92.

The starting point of this study was the debate about the structure of L1 reading comprehension. Kalb, Rabenstein and Rost claim to assess several different subskills of reading comprehension with the test battery *Lesen und Verstehen - Diagnose (Reading and Comprehension - Assessment)* (RuC-A) they designed specially for this purpose. To check this, 220 second-grade German elementary-school pupils were tested with the RuC-A. The results show medium-to-high correlations for the eight subtests ($0.56 \leq r \leq 0.85$), and some correlation coefficients are nearly as high as the corresponding subtest reliabilities. Corrected for attenuation, they reach $0.66 \leq r_k \leq 0.99$. Depending on the theo-

retical perspective, factor analyses (with the reliabilities of the subtests as communalities) yield either one broad factor, 'General reading competence' (accounting for 85% of the nonchance variance) or, at most, two factors, 'inferential reading comprehension' and 'vocabulary' (accounting unrotated for 85% and 6%, rotated for 55% and 36% of the reliable variance). As in other comparable L1 reading comprehension tests, RuC-A apparently cannot measure several clearly distinguishable components of reading comprehension. A reliable and valid diagnosis of typical L1 reading comprehension profiles is not possible.

93-440 Shohamy, Elana (Tel Aviv U., Israel). Beyond proficiency testing: a diagnostic feedback testing model for assessing foreign language learning. *Modern Language Journal* (Madison, Wis), **76**, 4 (1992), 513-21.

The characteristics of 'school' and 'external' language testing contexts are considered and it is maintained that the former has been insufficiently studied. The primacy of external tests, administered through agencies such as ACTFL, has had a sometimes negative 'backwash' effect on the educational process. Actual classroom instruction in such a situation becomes 'measurement driven', resulting in a prescriptive, 'top-down' narrowing of the scope of what is taught.

Tests are but one component in the educational process, and should provide meaningful data to inform, diagnose and modify. Good test information

helps to improve learning/teaching (and, indeed, testing itself). The article outlines a Testing/Assessment model [diagrams] realised via a Hebrew as a Foreign Language project in Canada and the United States, wherein the participating schools actively collaborate with an external test design team. The testing scheme described takes account of proficiency (language needed in 'real life'), achievement (the language learned during the school programme) and norm/criterion referencing.

It is concluded that the Assessment Model accommodates the various multiple factors in the educational process, and taps a whole range of

communicative, linguistic ability. Tests constructed through continuous collaboration/data collection are, purportedly, the most effective instruments of instructional change.

93-441 Wall, Dianne and Alderson, J. Charles (Lancaster U.). Examining washback: the Sri Lankan impact study. *Language Testing* (London), **10**, 1 (1993), 41–69.

Language tests are frequently criticised for having negative impact on teaching – so-called ‘negative washback’. Some writers believe that it is possible to bring about positive change in language teaching by changing tests. However, neither positive nor negative washback on classrooms has been established empirically by observation of classrooms. This article seeks to redress this situation by reporting on an innovative study of the impact of a new English examination in Sri Lanka on language teaching. Although impact is demonstrated on the content of teaching, no evidence was found for any

influence of the test on how teachers taught. It is argued that studies of washback need to relate teachers’ attitudes to and understanding of exams to observations of classrooms in order to understand why teachers teach the way they do, and why tests might not have the impact that is frequently asserted. It is concluded that the supposition of washback as currently formulated is an oversimplified account of the relationship between tests and teaching and it is suggested that the complexity of that relationship, and of curricular innovation more generally, needs further exploration.

Curriculum planning

93-442 Butzkamm, Wolfgang. Bilingualer Unterricht – Fragen an die Forschung. [Bilingual teaching: a consideration of research.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 1/2 (1993), 151–61.

Bilingual sections of German grammar schools have mainly been the effort of enthusiastic teachers who worked hard, in collaboration with the education authorities, to develop a viable model of schooling over the years. Schools of this type exist in other countries, notably in Canada and Wales, where content-based subjects are taught in the medium of a second or foreign language. Comparable experimental schools or school programmes in Germany, however, have not been the subject of any research. This article sets out to define a number of questions for research with a view to (a) evaluating what has been achieved to date; (b) developing and

testing teaching materials for courses in content-based subjects that have not been included in bilingual programmes up to now; (c) inquiring into possible variations and extensions of the school model; (d) investigating key methodological issues involved in combining foreign language teaching with subject-matter teaching in the foreign language. It is to be expected that comparing and combining the teaching and research traditions of various (school) subjects will result in a better understanding of what constitutes successful teaching.

93-443 Kästner, Harald. Zweisprachige Bildungsgänge an Schulen in der Bundesrepublik Deutschland. [Diglossic programmes in German schools.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 1/2 (1993), 23–53.

Bilingual programmes form a new and increasingly visible component in the structural development of education in the school systems of the German states. They are an extension of the model that emphasises the learning of foreign languages at the middle and upper levels of secondary school and have expanded the areas in which the model is applied. Nearly all of the modern foreign languages are represented in the bilingual programmes, notably English, French, Italian, Dutch, Spanish and Russian, with varying degrees of distribution and regional concentrations.

bilingualism as an educational phenomenon and objective in Europe, including the current Europe-wide, bilateral and cross-border specifications for bilingual programmes at schools in Germany and the forms of organisation for bilingual programmes in line with the national regulations pertaining to course plans, curricula and working tools for the teacher. It also highlights the common characteristics and variations on models of these programmes and concludes with verifiable crossborder problems and perspectives.

The article provides an historical overview of

The presentations are based on the official documents available.

93-444 Kelmes, Erwin. Profil und Entwicklung des bilingualen deutsch-französischen Zweiges am Gymnasium Kreuzgasse, Köln. [Profile and development of the German-French bilingual stream at the Kreuzgasse Gymnasium, Cologne.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 1/2 (1993), 54–68.

After presenting the goal of a bilingual programme, which is to develop students' language ability to near-native competence through increased exposure to the language in language- and content-based subjects, this paper goes on to describe the profile of a bilingual French programme, with special emphasis on teaching objectives, the classroom language, subject matter, evaluation of achievement and teaching materials in the bilingual subjects.

The development of enrolment in the programme, in addition to the wide range of variation

in the students' foreign language competence at the start, are indicative of the problems related to implementing the bilingual programme and the resulting pedagogical challenge. Tables included at the end of the article provide a comparative statistical overview showing the number of beginning students (age 10–11) and the number of students enrolled in the bilingual German-French programme, as well as the number of graduates (age 18–19), in relation to the total student population from 1970/71 to 1992/93.

93-445 Lapkin, Sharon and others. Research directions for core French in Canada. *Canadian Modern Language Review* (Fredericton, New Brunswick), **49**, 3 (1993), 476–513.

In this paper existing empirical research on core French is reviewed and research directions are proposed. The review is organised under four main headings: program design, program objectives and

outcomes, curriculum issues, and teacher education. Among the research priorities identified is the need to experiment with alternative designs for the delivery of core French.

93-446 Otten, Edgar and Thürmann, Eike. Bilinguales Lernen in Nordrhein-Westfalen: ein Werkstattbericht – Konzepte, Probleme und Lösungsversuche. [Bilingual learning in Northrhine-Westfalia: a report of the workshop – outlines, problems and an attempt at solutions.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 1/2 (1993), 69–94.

This paper gives an outline of bilingual learning in Northrhine-Westfalia as a strategy of intensifying second-language learning in the classroom, of developing cross-curricular approaches to learning and of preparing learners for the challenges of increased mobility. Based on four examples taken from bilingual curriculum/materials development at the *Landesinstitut* – the Northrhine-Westphalian

State Institute for Curriculum Development and In-Service Training in Soest – the authors present an emerging model of bilingual learning and aspects of its embodiment in actual learner materials. In the context of increasing interest in content-based learning they address questions of revising communicative orthodoxies in the light of developing academic cognitive proficiency.

93-447 Schütz, Helmut. Politik bilingual: Anmerkungen zum Unterricht im Sachfach Politik in deutsch-englischen Zweisprachenzweigen an Gymnasien in Nordrhein-Westfalen. [The bilingual teaching of politics: some comments on the teaching of politics in the German-English bilingual streams in grammar schools in Northrhine-Westfalia.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 1/2 (1993), 94–113.

Even though the teaching of politics in Northrhine-Westphalian bilingual-wing grammar schools follows the same curricular guidelines that are binding for ordinary courses in political studies, the use of English as the dominant classroom language will render necessary modification in its methodology and the overall approach to the subject. After a brief consideration of major implications of ministerial

decrees concerning bilingual wings, the author tries to assess the compatibility of British teaching materials. As the integration of subject-learning and language instruction must be regarded to be the pivotal element in bilingual teaching, emphasis is placed on practical suggestions of how to implement language-learning strategies in subject classrooms.

93-448 van Lier, Leo (Monterey Inst. of International Studies). Not the nine o'clock linguistics class: investigating contingency grammar. *Language Awareness* (Clevedon, Avon), **1**, 2 (1992), 91-108.

An innovative focus on language in teacher education is essential for the success of language awareness. One goal is to promote the emergence of a new discipline, educational linguistics (no more 'linguistics as usual'), another goal is the facilitation of efficient language education in the schools. LA, both in teacher education and in schools, must be experiential (based on teachers' language knowledge and expertise), task-based (based on real-life concerns and projects), and critical (examining the roles of language in life). The implementation of LA at the teacher education level, along the lines discussed, will bring into focus a number of themes or topics

that relate education to linguistics, such as correctness, cross-cultural communication, language learning, classroom interaction and variation. For illustrative purposes one of the most crucial themes, contingency grammar, is explored in some detail. It is argued that contingency grammar, defined as ways of displaying attentiveness to other turns, forms the essence of learning through social interaction. The investigation of contingency in their own classrooms will lead teachers to a greater understanding of the ways in which they go about their teaching, and it will encourage them to reflect on the role of language in educational processes.

93-449 Weller, Franz-Rudolf. Bilingual oder zweisprachig? Kritische Anmerkungen zu den Möglichkeiten und Grenzen fremdsprachigen Sachunterrichts. [Bilingual or diglossic? Some critical comments on the possibilities and limitations of subject teaching through a foreign language.] *Die Neueren Sprachen* (Frankfurt am Main), **92**, 1/2 (1993), 8-22.

The article attempts to clear up some of the confusion that has characterised the use of the term 'bilingual' in the debate on language policy in the schools, and warns against adopting out of hand typologies and programmes for bilingual education, especially from the United States and Canada, which are being offered to fill the gap in psycholinguistic theory in current 'bilingual' teaching practice in Germany.

The article concludes with an outline of problems which need to be solved in order to develop a theoretical and didactic approach to multilingualism in the schools. The term 'bilingual' is hard to differentiate and gives rise to many misunderstandings; however, it has been retained in this context for heuristic reasons, since, strictly speaking, it would not be suitable for an adequate description of the issues involved in foreign language teaching.

Course/materials/syllabus design

93-450 Ellis, Rod (Temple U. Japan). The structural syllabus and second-language acquisition. *TESOL Quarterly* (Washington, DC), **27**, 1 (1993), 91-113.

This paper examines the case for a structural syllabus in the light of second-language acquisition research. It argues that a structural syllabus cannot easily serve as a basis for developing implicit knowledge of a second language because of the learnability problem – learners are often unable to learn the structural properties they are taught because the manner in which they are taught does not correspond to the way learners acquire them. It is possible, however, to envisage a role for a structural syllabus based on a weak interface model of L2 acquisition. This role consists of intake facilitation (i.e. causing learners to pay attention to specific formal features in the input

and to notice the gap between these features and the ones they typically use in their own output. A structural syllabus can also serve as a basis for the construction of problem-solving tasks designed to develop learners' explicit knowledge of grammatical properties. It is argued that this knowledge may facilitate subsequent intake. The role proposed for a structural syllabus, therefore, is a substantial one. It is recognised, however, that such a syllabus will need to be used alongside some kind of meaning-based syllabus, which is designed to provide learners with opportunities for communicating in the second language.

93-451 Flowerdew, John (City Poly., Hong Kong). Concordancing as a tool in course design. *System* (Oxford), **21**, 2 (1993), 231-44.

Computerised text analysis programs (concordancers) are now available for use on personal computers. Drawing upon experimental work done at Sultan Qaboos University, Sultanate of Oman, this paper shows how such programs can be used as a tool in course design. The starting point is a corpus

of written and/or spoken text from the target communicative situation. From this data-base computer text-processing can provide criteria for: (a) the selection and grading of items for the syllabus, and (b) the authentic contextualisation of these items in learning materials.

93-452 Maury, Nicole (U. of Toronto). La norme dans l'exploitation de documents sonores en langue seconde: conséquences de sa nécessité. [The norm in the use of aural materials in the second language: effects of its inevitability.] *Bulletin of the CAAL* (Montreal), **14**, 2 (1992), 121-30.

Texts and cassettes devoted to listening to French as a second language are the basis of this inquiry on various norm effects. For aural material, choices made as to the register of the document, the speakers, the use of aural material other than the target document can generate norm effects, as well

as the relationship of the product to the environment where it has been produced or is actually used. Textbooks which give priority to the form rather than the content need to refer to a privileged usage, more or less explicitly – unless the data internal to the document allow a more structural approach.

93-453 Thürmann, Eike and Otten, Edgar (Landesinstitut für Schule und Weiterbildung, Soest). Überlegungen zur Entwicklung von Lehr- und Lernmaterialien für den bilingualen Fachunterricht. [Reflections on the development of teaching and learning materials for bilingual subject teaching.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **3**, 2 (1992), 39-55.

Schools with a bilingual section ought to organise language instruction and language acquisition across the whole curriculum. Individual subjects (e.g. L2-English, L2-geography/history/political science, L1-German, other L1-subjects) share responsibilities in developing (a) basic interpersonal communication skills as well as (b) cognitive academic language proficiency. The individual functions of these subjects in the language acquisition process are explained.

German schools with a bilingual section are in urgent need of material supporting subject learning as well as content-based language learning. An analysis of a German textbook for second-year history shows that translating ordinary German

textbooks – as was proposed by school administrators – will answer neither the needs of teachers nor those of students since they are lexically too complex. What is more, they contain no exercises or specific support for building up content-based communication skills.

Since there is no specific textbook material for bilingually taught subjects on the German schoolbook market, there is need for innovation. The Landesinstitut (Soest) has begun to conceptualise modular units for geography classes that might serve as examples for other subjects. The authors define functional elements and comment on future developmental work.

Teacher training

93-454 Birks, Renee (U. of Glasgow). La formation linguistique des instituteurs: une expérience franco-écossaise Glasgow/CREDIF. [A Franco-Scottish experiment in language training for primary school teachers by the University of Glasgow and CREDIF.] *Etudes de Linguistique Appliquée* (Paris), **89** (1993), 115-24.

French classes in Scottish primary schools are not usually taught by primary teachers but by visiting secondary specialists. However, if the teaching of

primary French is to expand, more teachers must be found and they must have fluent and correct French.

In November 1991, 26 primary school teachers

from Strathclyde were chosen from volunteers to follow a French course at the University of Glasgow. The course, two hours a week for 20 weeks, was based on two video films produced with the help of CREDIF, 'Une vie d'institut' and 'Le travail d'institut', which were designed to allow the trainees to identify with their French counterparts, learn about the French school system and acquire the language needed in the classroom in addition to increasing

their fluency, grammatical competence and vocabulary.

The time allowed proved too short to cover all the ground and the students were too busy to do much private study. However, they were enthusiastic, attending regularly throughout the winter, and manifested greatly increased confidence in their ability to teach French.

93-455 Tsui, Amy B. M. (Hong Kong U.). Classroom discourse analysis in ESL teacher education. *IJEJ* (Hong Kong), **9** (1992), 81-96.

The importance of encouraging ESL teachers to undertake discourse analysis of their own classroom interaction is argued. Teachers can thereby develop a sensitivity towards classroom dynamics and the effect of their own language on student participation and learning. A simple framework is introduced, based on Sinclair and Coulthard's system for analysing the structure and organisation of interaction during a lesson. It is suggested that within this general framework teachers devise their own

analytical categories according to which aspect of classroom discourse they wish to focus on. Three such aspects are discussed here: the use of questions, the possibility of modifying the interaction, and teacher feedback. Examination of one's own behaviour in these areas through discourse analysis enables the teacher to consider various alternative strategies in the pursuit of more effective classroom communication.

93-456 Ur, Penny (Haifa U., Israel). Teacher learning. *ELT Journal* (Oxford), **46**, 1 (1992), 56-61.

The current 'technical rationality' of typical BA or BEd. teacher training programmes (wherein the trainee professional 'learns' the theory and then 'applies' it in the teaching classroom) is felt to be inadequate. Such a paradigm is based on the misconception that the teacher's primary professional activity is of the same type as an academic's and, moreover, that the teacher does not do it as well as the academic. Teachers and academics are, however, engaged in fundamentally dissimilar pursuits, with different priorities, the former thinking abstractly to find the 'truth', the latter trying to discover what works in the 'real-time' classroom. They are not at different points on the same axis, but function in parallel.

Researchers (e.g. Harris, 1974) support the view that the traditional relationship between theoretical coursework and practical teaching is inadequate, theory often being seen as irrelevant by professionals. The nature of learning/teaching may in any case be so complex as to preclude the production of consistently verifiable statements/predictions that are of any use whatever to the practitioner. An alternative model is presented here, whereby theories are adduced heuristically by teachers through 'reflection in action' (Kolb, 1984). Teacher training courses should therefore develop trainees' personal theories of action, integrate practice/observation, and complement lectures with a variety of 'experiential' activities.

Teaching methods

93-457 Albertini, John (National Technical Inst. for the Deaf). Critical literacy, whole language, and the teaching of writing to deaf students: who should dictate to whom? *TESOL Quarterly* (Washington, DC), **27**, 1 (1993), 59-73.

In response to reports of widespread adult illiteracy in the U.S., two positions on educational reform have emerged: a back to the basics movement that stresses enduring truths, and a social constructivist position that highlights the social context of language teaching and use. Each holds different and

competing assumptions about language learning and the teaching of writing. In order to uncover the assumptions operating in classrooms for deaf students, two sets of recollections concerning writing activities were analysed: the autobiographical essays of 87 U.S. deaf college students and the journal

entries of 55 college-aged German deaf students. Students from both countries generally recalled writing for two purposes: to report and to practice grammar and mechanics. It is argued here (a) that these activities represent narrow conception of literacy and inaccurate assumptions about language

learning and (b) that the back to the basics movement perpetuates such assumptions, whereas a social constructivist approach does not. Finally, educational, social, and political implications of using whole language approaches, among others, in the teaching of writing to deaf students are considered.

93-458 Alpi, Walter and others. Remédiation aux difficultés en expression écrite des étudiants de première année d'université: compte-rendu d'expérience.

[Remediation of difficulties in writing for first year university students: an account of an experiment.] *Mélanges CRAPEL* (Nancy, France), **21** (1993), 17-42.

The authors report on an experimental remedial course in academic writing for first-year undergraduates. They first identified the most common mistakes made by the students and related them to a mismanagement of the subskills that constitute the writing process. A programme was then devised to enhance the students' awareness of the diversity and complexity of the operations involved in writing. The course attempted to simulate the actual steps

taken when writing an academic paper and provided the students with the opportunity of discussing how they managed these steps when writing themselves. The students also analysed faulty texts and identified errors that interfere with the legibility of their own texts. Having realised that these errors are generated during the writing process, the students then determined the skills to apply when writing.

93-459 Barré, Annie (U. of Strasbourg II). Médias et autonomie dans l'apprentissage des langues. [Teaching aids and autonomy in language learning.] *Langues Modernes* (Paris), **87**, 1 (1993), 43-55.

General issues of autonomy and use of aids are discussed, with illustrations from five groups learning German in Alsace in 1992, in a programme of alternating self-study and work with a teacher. It is concluded that self-study can be imposed, but autonomy cannot: a group of learners left to themselves with audiotape material behaved in traditional classroom ways, did not work individually, and did not use the various available aids

when they had problems. Other groups, asked to help the researchers by working in experimental ways and filling in feedback sheets, were more successful, and showed that self-study strategies have to be taught and learned. The usefulness of video, audio and 'minitel' (information network) cannot be taken for granted, but teachers must work out ways of exploiting them to lead pupils gradually towards autonomy.

93-460 Bernhardt, Elizabeth B. (Ohio State U.). A psycholinguistic perspective on second language literacy. *A/LA Review* (Madrid, Spain), **8** (1991), 31-44.

This article questions the characterisation in Alderson (1984) of second language reading as a 'problem', maintaining that the implication of deficit/disability is unfair. L2 reading is a complex and different literacy, being in part dependent on L1 literacy. Those already literate in the L1 are involved in a *language* process when acquiring L2 reading skills, whereas learners who are not literate in their L1 have an additional burden.

The author discusses linguistic, literacy and knowledge variables as they impinge on the development of L2 reading skills. The former include such elements as word structure, syntax and morphology; literacy variables involve purpose for reading, reader goal-setting/comprehension checking. Knowledge variables entail the 'background

information' a reader uses to decipher texts. This extended discussion is then related to a particular study involving 23 first-year Spanish students [tabular data], the results of which appear to indicate that L1 literacy is a significant component in L2 reading. This is seen to imply, for example, that where learners do not have to switch orthographies, there is no need to provide overt instruction in word recognition. In addition, 'conceptual translation' (wherein word meaning is seen contextually, rather than on a one-word, one-concept 'stand alone' basis) ought to be stressed. Rather than devising structured activities to 'improve' student comprehension, teachers should try to discover how learners process L2 texts, and how they might need help in developing checking/repair strategies.



93-461 Comblain, Annick and Rondal, Jean A. (U. of Liège). Apprentissage précoce de l'anglais en contexte immersif scolaire: l'expérience liégeoise. [Early learning of English in a school immersion programme: the Liège experiment.] *Études de Linguistique Appliquée* (Paris), **89** (1993), 13–22.

The disadvantages of traditional school language teaching are that it starts too late, is not intensive enough, is 'reflexive' (i.e. language itself is the subject) and is based on translation. Immersion programmes in Canada have proved themselves to be a better alternative, and semi-immersion has been tried on a small scale in Belgium since 1988. Three experimental groups – 66 children in all, aged 4 to 6 at the start – were taught through English for two-thirds of their timetable, and tested at intervals in both French (mother tongue) and English. The extensive battery of tests covered phonology, lexis and syntax, and included naming pictures, rep-

etition, extended production and various aspects of comprehension.

The French tests showed no reduction in mother-tongue level, compared to a control group. In English, results were generally good – lexical performance after two years of teaching, for example, often resembled that of five-year-old native-speakers – though the youngest children (aged 4 at the start) progressed much more slowly. Although the data are so far limited to oral performance – results of writing tests are still to come – they encourage continuation and extension of the project.

93-462 Ellis, Rod (Temple. U. Japan, Tokyo). Interpretation-based grammar teaching. *System* (Oxford), **21**, 1 (1993), 69–78.

Most grammar activities seek to teach grammar by stimulating learners to produce sentences containing the target structures. This article presents arguments in support of a comprehension-based approach to grammar teaching. It offers a model of second-language acquisition and on the basis of this examines a number of possible goals for grammar instruction. One goal, somewhat more limited than that usually

adopted, is to promote 'intake' of new grammatical features by helping learners to notice the features in the input and to comprehend the meaning(s) they realise in communication. An example of an activity with this goal is provided. Finally, this article examines a number of empirical studies that give support to interpretation grammar activities.

93-463 Glisan, Eileen W. and Drescher, Victor (Indiana U. of Pennsylvania). Textbook grammar: does it reflect native speaker speech? *Modern Language Journal* (Madison, Wis), **77**, 1 (1993), 23–33.

If grammar is to have a role within a communicative approach to teaching, the structures presented should reflect their use in current-day native speaker discourse. This purpose of this study was to examine the occurrence of specific grammatical structures in oral samples of Spanish from native speakers, and to compare the results with the treatment of the structures in six beginning-level college Spanish textbooks. Natural conversations were recorded in eight South American countries, and the recordings were then transcribed and the written corpus analysed using the 'Tact' software package at the University of Toronto. The study focused on use of four structures: double object pronouns; nominalisation with *lo*; demonstrative adjectives/pronouns; possessive adjectives/pronouns.

For all of these, the grammar of the textbooks dealt very inadequately with the grammatical

structures most frequently used by native speakers. Textbook grammar has not changed to reflect the philosophy of communicative, contextualised language teaching. Language teachers should use authentic recordings and videos more extensively and if necessary adapt the grammar of the textbooks for use in real discourse. The most essential (i.e. frequent) grammatical structures should be presented for production at beginner level, and the ranking or 'seeding' of other, less frequent structures can serve as the springboard for introducing them at intermediate and advanced level. Textbook authors must be willing to research the use of structures in authentic discourse. Research into native speakers' reactions to errors in the use of structures identified as being of either high or low frequency may provide further information about the best order of introducing them.

93-464 Green, John M. (U. of Puerto Rico). Student attitudes toward communicative and non-communicative activities: do enjoyment and effectiveness go together? *Modern Language Journal* (Madison, Wis), **77**, 1 (1993), 1-10.

Students' ratings of a variety of ESL activities were elicited by questionnaire and revealed a high positive correlation between the reported enjoyableness and perceived effectiveness of certain techniques and procedures. While non-communicative methods had been experienced more frequently than communicative ones it was the latter which were deemed to be more enjoyable and it is proposed that the relationship between enjoyment and effectiveness is circular and mutually reinforcing.

Contrary to one prior hypothesis, there was no correlation between the perceived effectiveness and unpleasantness of a task. Such results may be regarded as encouraging for teachers concerned as to whether students will accept real language techniques in the classroom. It is suggested that conducting such a survey amongst both students and teachers and comparing the results could help identify potentially troublesome differences between teacher styles and student expectations.

93-465 Green, Peter S. (U. of York) and **Hecht, Karlheinz** (U. of Munich). Pupil self-correction in oral communication in English as a Foreign Language. *System* (Oxford), **21**, 2 (1993), 151-63.

This article focuses on self-correction as a cognitive strategy. Is it a strategy that is typical of the more successful foreign language learner? After a look at the different forms of self-correction – covert self-correction and overt editing – as psycholinguistic processes, Krashen's Monitor Theory is considered. Six suppositions about self-correction are then examined in the light of an empirical investigation. The self-corrections in spoken language (English) of

286 German and English pupils are analysed and the results interpreted. As the test population comprised native and non-native speakers, the extent to which their self-correction behaviour is comparable is also examined. The results throw a favourable light on the efficacy of self-correction, and relevant suggestions for the foreign language teacher are presented at the end of this article.

93-466 Harbord John. The use of the mother tongue in the classroom. *ELT Journal* (Oxford), **46**, 4 (1992), 350-5.

Mother-tongue avoidance has caused disquiet amongst non-native-speaking teachers (who make up the majority of EFL practitioners). Emphasis on an 'English only' classroom is inappropriate in some contexts, as teachers may find themselves lacking the English language strategies necessary to get their meaning across. On the other hand, there has sometimes been a reluctance to employ native-speaking teachers overseas because their ignorance of the L1 purportedly makes it impossible for them to explain the English language system to students. Both sides of the argument are considered. Allowing L1 use is humanistic, as students can exploit preferred (and time-efficient) learning strategies: methodology should work with this natural tendency, not

against it. However, its use should be limited to particular situations, or else students will fail to observe semantic/form/pragmatic equivalences, and will oversimplify.

The author examines the advantages/disadvantages of three mother-tongue classroom strategies that facilitate (1) teacher-student communication, (2) teacher-student rapport, (3) learning. Examples of (1) include explicit explanation of the meaning of a grammatical item at the time of presentation or checking comprehension by inviting student translation of particular words; examples of (2) could be chatting to students/telling jokes, whereas (3) might involve contextualised translation of words/phrases.

93-467 Johns, Ann M. (San Diego State U.). Written argumentation for real audiences: suggestions for teacher research and classroom practice. *TESOL Quarterly* (Washington, DC), **27**, 1 (1993), 75-90.

Of the various concerns in the teaching of second-language writing, issues regarding audience, or readers' expectations, have been the least explored.

This article reviews the audience literature in composition studies, focusing on the topic of real audiences as central to understanding how writers

produce successful texts in authentic contexts. It discusses the efforts of one teacher/researcher to explore the interaction of audience awareness, writers' purposes, and argumentation in the process of grant-proposal writing undertaken by two

bilingual researchers. Finally, it suggests ways in which teachers can give students experiences writing authentic argumentative texts addressed to real audiences.

93-468 Jones, Glyn (Eurocentre Learning Service). Setting up self-access learning facilities within one institution. *English Studies Information Update* (Manchester), **10** (1993), 6-10.

In designing a new self-access centre, an attempt must be made to reconcile practical, institutional and pedagogic considerations. Most self-access centres are organised according to media, but they can also be divided into sections according to level, or both approaches can be combined. A self-access centre need not be permanently enveloped in a reverent hush, but some students do need a modicum of peace and quiet, and the separation of noisy and quiet areas should be incorporated at the planning stage. The disposition of the furniture in an open plan centre will also have an effect on its acoustic properties. The activities most likely to cause noise are: group speaking activities; solitary speaking activities using audio cassettes; computers used by pairs of groups; group video viewing; the issue desk; electronic equipment. Cassette-based speaking activities are almost invariably solitary, and learners tend to feel embarrassed about speaking to a

machine, so a good position for such machines is at a bench placed against a wall, helping learners to avoid eye contact with others. Students working with cassettes will need a book or worksheet and so will need free work space, which can sometimes be provided by mounting cassette players on the wall. Exercises using computers can be the basis of very sociable and rewarding group work, and group self-access also makes for more economical use of expensive machines. Island tables are better for group work than rows of computers against a wall, although the positioning of power cables can cause problems. Economical video viewing facilities can be provided by one or two large screens with sound distributed to separate headsets by means of a sound distribution cable or an infra-red remote headset system. Moving images can be distracting to others even if there is no sound, so it is advisable to screen off the viewing area.

93-469 Mar-Molinero, Clare and Wright, Vicky (U. of Southampton). Languages and open learning in higher education. *System* (Oxford), **21**, 2 (1993), 245-55.

This paper describes the organisation, resources, and users of the Language Centre at the University of Southampton, and discusses the major issues behind the open learning approach to language learning which is currently being developed there. The

materials being devised are analysed and a specific example of how open learning methods have recently been integrated into the teaching of the modern languages undergraduate degree is given.

93-470 Mitchell, Jane Tucker (U. of North Carolina at Greensboro) and **Redmond, Mary Lynn** (Wake Forest U.). Rethinking grammar and communication. *Foreign Language Annals* (New York), **26**, 1 (1993), 13-19.

The role of grammar in the communicative classroom has yet to be determined. This article examines several recent views on grammar, then revisits some of the perpetual problem areas in teaching grammar such as the deductive-inductive debate, the use of L1 or L2 for grammatical presentations, and the explicit-implicit controversy. Examples of contextualised exercises, a guided inductive lesson using the target language, and the use of 'many instances of the same structure' to

suggest ways of introducing grammar into the communicative classroom. Since much of the current research favours more explicit teaching of grammar and since textbooks remain grammatically oriented, it seems clear that grammar and communication must join together in order to produce more proficient language users. The use of the target language for grammar explanations by the teacher and in the textbook may facilitate real communication in the classroom.

93-471 Moore, Danielle (U. of Geneva). Entre langues étrangères et langues d'origine: transformer la diversité en atout dans l'apprentissage. [Between foreign languages and community languages: turning diversity to advantage in learning.] *Études de Linguistique Appliquée* (Paris), **89** (1993), 97–106.

This article explores the early teaching of foreign languages in situations where many children are of immigrant origin and do not have a uniform mastery of the school's first language. These situations are usually considered difficult, but have the advantage that teachers can exploit links between

foreign languages and 'immigrant' languages to sensitise pupils to the different functions of language and encourage the development of favourable perceptions of, and attitudes to, the languages and those who speak them.

93-472 Titone, Renzo (U. of Rome and U. of Toronto). Le jeu-langage et le langage-jeu dans l'enseignement des langues étrangères aux enfants. [Language games and the language of games in the teaching of foreign languages to children.] *Études de Linguistique Appliquée* (Paris), **89** (1993), 23–31.

In a child's language learning processes play and speech are inextricably entwined and so the only valid way of teaching languages is through the language functions of games. Different types of play are considered [ritual games, 'let's pretend', role play, dramatisation] in the light of how they reflect the development of a child's language and how

essential they are to it, from linguistic, metalinguistic and social viewpoints. Discussion then follows on how these ideas can be used to develop language teaching for children, even those of school age. Games can be based on activities which are themselves the objects of discussion or on language itself.