Language learning and teaching – theory and practice

Theory and principles

96–1 Francis, Gill (Cobuild and U. of Birmingham). Grammar teaching in schools: what should teachers be aware of? *Language Awareness* (Clevedon, Avon), **3**, 3/4 (1994), 221–36.

This paper discusses the advantages of the use of large natural language corpora in promoting grammatical awareness among school teachers and students. The first section addresses the issue of terminology, showing how the study of corpus data can promote the painless acquisition of the terms needed to discuss grammatical categories. It also shows how in some cases the standard terminology is inadequate to the task it has to perform, and that in these cases it makes more sense to concentrate on patterns rather than structures. The second section raises some questions about word-class and shows how the corpus can be used to relate the patterns a word is found in to the label it is given. It also points out that it is not easy to assign words to classes and that categories tend to be indeterminate. The third section considers prescriptive and descriptive approaches to language and gives corpus evidence that the patterns in common use are very often those that are traditionally identified as 'incorrect'.

96–2 Fulcher, Glenn (U. of Surrey, Guildford). Variable competence in second-language acquisition: a problem for research methodology? *System* (Oxford), **23**, 1 (1995), 25–33.

This paper looks briefly at some of the issues involved in the variable competence approach to second-language acquisition, by defining what is meant by variable competence, and then looking at variable rules and how they are acquired. The implications for the classroom are briefly summarised as examples of the practical correlates of variable competence models. Most importantly, the article looks at why the research implications of variable competence models are not considered to constitute an appropriate framework for applied linguistic research in the fields of language testing and second-language acquisition. Finally, the defences which variabilists construct against criticism are considered. The positions of Tarone and Gregg are described in some detail, and the work of Ellis is also considered. The main argument of the paper is that acceptance of a variable competence model of second-language acquisition would lead to a position in which no second-language research could be generalised beyond the context in which it was conducted.

96–3 Gray, Katie (U. of Oxford, Dept. of Continuing Ed.). Language awareness: a learner-centred view. *Language Awareness* (Clevedon, Avon), **3**, 3/4 (1994), 131–40.

This paper looks at how post-intermediate students can be encouraged to develop and sustain insights into language use which should lead to more accurate written and oral fluency. As a methodology, language awareness needs to be contextualised within a framework of shared classroom processes, where affective and cognitive dimensions are given equal priority. By building bridges between teaching styles and learning styles students can be given the confidence and motivation to change attitudes and beliefs. This identification and refinement of language using strategies is examined in the particular case of a group of Taiwanese students, and the difficulties of evaluating the contribution of language awareness to improved language production are discussed.

96–4 Little, David (Trinity Coll., Dublin). Learning as dialogue: the dependence of learner autonomy on teacher autonomy. *System* (Oxford), **23**, 2 (1995), 175–81.

This article is concerned with learner autonomy in formal language learning contexts (schools, colleges and universities). It begins with some general reflections on the nature of learner autonomy and goes on to consider how autonomy is to be fostered, focusing first on learning strategies and learner training and then on the pedagogical dialogue and the role of the teacher. It argues that while learning strategies and learner training can play an important supporting role in the development of learner autonomy, the decisive factor will always be the nature of the pedagogical dialogue; and that since

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learning arises from interaction and interaction is characterised by interdependence, the development of autonomy in learners presupposes the development of autonomy in teachers. The article concludes by briefly summarising the implications of this argument for teacher education.

96–5 Nation, Paul and Kyongho, Hwang (Victoria U. of Wellington, New Zealand). Where would general service vocabulary stop and special purposes vocabulary begin? *System* (Oxford), **23**, 1 (1995), 35–41.

Using frequency, text coverage, and range as criteria, this study looks at the dividing line between a general service vocabulary and a special purposes vocabulary. A general service vocabulary gives a good return for learning up to the 2,000 word level, and after that a special purposes vocabulary gives a better return for learning effort for those learners going on with special interests.

96–6 O'Connell, Helen C. (Tallaght R.T.C.) **and Richardson, Bill** (Dublin City U.). Adults learning languages. *Teangeolas* (Dublin, Ireland), **34** (1995), 20–3.

In a 1983 national survey of adults learning languages in Ireland, respondents said the following were taught in their institution: French 71%, German 62%, Spanish 38%, Italian 13%, Russian 8%. The main types of motivation, in descending order, were leisure, career, communication with tourists, helping children with homework. Since 1983 demand has increased, but adults often become discouraged and drop out. Provision is unsystematic, with many different types of institution, uneven geographical spread and no guarantee of continuity. A recent working party has recommended a national co-ordinating body, a system of certification and accreditation at all levels, and initial and in-service teacher-training.

96–7 Wenden, Anita L. (City University of New York). Learner training in context: a knowledge-based approach. *System* (Oxford), **23**, 2 (1995), 183–94.

Learner training has typically focused primarily on the strategies for self-directed learning, i.e. planning, monitoring and evaluating, or on cognitive strategies. Scant attention has been paid to knowledge about cognition, specifically 'task knowledge', i.e. knowledge about the nature and purpose of the task that is the focus of student learning. This paper will define and illustrate the various components of task knowledge and attempt to show the functional relationship between task knowledge and autonomous learning. It argues for an approach to learner training that is (task) knowledge based.

96–8 Zarate, Geneviève (ENS de Fontenay St Cloud/CREDIF). Cultural awareness and the classification of documents for the description of foreign culture. *Language Learning Journal* (Rugby), **11** (1995), 24–5.

The cultural content of a course derives from official language policies and national educational ideology. There is a power struggle between the learner's culture and the foreign culture. The author shows how an anthropological description of a foreign culture may be related to student identity and national viewpoint. Four principles apply to the FL classroom: (1) the learner has been socialised in his/her own culture; (2) the idea of nation is inadequate to describe a foreign culture; (3) the relationship between cultures and members of the same community is built upon relationships of power; and (4) the notion of 'informant' is preferable to that of 'expert'.

In this perspective the foreign language course aims to help pupils learn to establish how representative an item of information is, and to manipulate sociological tools such as learning to master prejudices, learning to locate the effects of ethnocentrism on one's perception of otherness, and learning to observe everyday life in a complex society. A selection of academic documents focused upon these aims is considered for use in the FL classroom; these include a diary-style document, a series of documents depicting the stereotyped French view of Spain, and fieldwork documents.

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Psychology of language learning

96–9 Absil, E. and others (U. of Mons-Hainaut). Variables psychologiques et signal de parole. [Psychological variables and the speech signal.] *Revue de Phonétique Appliquée* (Mons, Belgium), **114** (1995), 1–41.

This paper aims to clarify the approach of the control of the influence of psychological variables in the analysis of speech signal characteristics. The authors study, among other things, a psychological and emotional variable commonly called 'stress'. They discuss the definition of 'stress' and its influences, either as an isolated variable or not, on the vocal signal. After recalling some published research material, they summarise all the research undertaken by their phonetics laboratory which relates to the use of these psychological variables.

96–10 Berne, Jane E. (U. of North Dakota). How does varying pre-listening activities affect second-language listening comprehension? *Hispania* (Worcester, Ma), **78**, 2 (1995), 316–29.

Despite the increasing importance given to pre-listening activities in second-language (L2) listening instruction, no empirical research to date has compared the relative effectiveness of different pre-listening activities or examined whether the relative effectiveness of different pre-listening activities varies as a function of multiple exposures to the listening passage. A comparison of the listening comprehension performance of second-language learners of Spanish who completed three different pre-listening activities after one and two exposures to the listening passage shows that scores for subjects completing the quesion preview activity were significantly higher than scores for subjects completing the filler activity and that additional exposure to the listening passage improves listening comprehension performance significantly, irrespective of pre-listening treatment. These findings have implications for pedagogy.

96–11 Besnard, Christine (Glendon Coll, York U., Canada). Les contributions de la psychologie cognitive à l'enseignement stratégique des langues secondes au niveau universitaire. [The contributions of cognitive psychology to the teaching of second languages at university level.] *Canadian Modern Language Review* (Toronto), **51**, 3 (1995), 426–43.

This is a summary of selected English-language work on the good language learner, on cognitive styles and on language-learning strategies, with brief comments on implications for Canadian university-level teaching. Students should be taught about strategies to make them reflect on their learning and to escape from the learned helplessness brought on by repeated failure. Some basic strategies usable by all should be taught, and individuals should be helped to recognise their own learner type and to use additional strategies accordingly. Regular periods of reflection on learning are recommended, as are courses about strategies for learners and teachers.

96–12 Broeder, Peter (Tilburg U.). Acquisition of pronominal reference: a longitudinal perspective. *Second Language Research* (Utrecht, The Netherlands), **11**, 2 (1995), 178–91.

This article is based on a large corpus of data collected as part of the European Science Foundation Project on Second Language Acquisition by Adult Immigrants. In this study, some empirical observations are discussed from a follow-up on the ESF project. This follow-up study dealt with the conceptual domain of people. Mostly, the encoding of reference to people is done through nouns and pronouns. Nominal reference involves a set of proper names and more or less complex noun phrases (e.g. *Ahmet, my brother, my neighbour's sister*). Pronominal reference is based on an exhaustive list of frequently used and predominantly monosyllabic words (e.g. *I, you, he*, etc.). Learners necessarily have to use a restricted set of nouns and pronouns as efficiently as possible in daily interactions with native speakers. This study examines the acquisition of pronouns. The relevant questions are: how do people start our encoding pronominal reference, how does their repertoire of pronouns develop and why do they make the choices they make?

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96–13 Brosh, Hezi (Tel-Aviv U.) **and Olshtain, Elite** (Hebrew U.). Language skills and the curriculum of a diglossic language. *Foreign Language Annals* (New York), **28**, 2 (1995), 247–60.

The question of the sequencing of skills is an important issue in language policy and curriculum design in general, and even more so in the case of a diglossic language such as Arabic. This paper tries to investigate the implications of diglossia on the order of linguistic skills acquisition in Arabic among Hebrew speakers in Israel. Looking at the Arabic programme as implemented in the Israeli school system, and taking into consideration the diglossic nature of this language, the following pragmatic question requires careful investigation: how does the knowledge of spoken Arabic acquired in elementary school affect the achievements in written Arabic in the 7th grade of junior high school? The study

compared two groups of 7th graders: those who studied spoken Arabic in elementary school (the experimental group) and those who did not study spoken Arabic in elementary school (the control group). The achievements in written Arabic of both groups were measured at the middle and at the end of the school year. The findings of this study show that previous exposure to the spoken variety did not provide the students with an advantage in the acquisition of the written variety. In other words, the usage of previous schemata (spoken Arabic) did not have a facilitating effect on the acquisition of the written language.

96–14 Coracini, Maria José Rodrigues Faria. Le parler de l'étudiant en classe de lecture en français langue étrangère: une approche discursive. [The student's speech in the classroom in courses of reading French as a foreign language: a discursive approach.] *Canadian Modern Language Review* (Toronto), **51**, 3, (1995), 456–73.

This paper presents the partial results of research in classroom interaction in courses of reading a foreign language (French) for special purposes in a Brazilian context. Students' talk is analysed as dependent and heterogeneous speech. Forty hours of class were tape-recorded and notes taken by the researcher.

Laconic and simple responses by students suggest an internalised representation of teacher and student roles, their mutual relations, their previous experiences in FL learning and their conceptions of reading in the foreign language.

96–15 Cotterall, Sara (Victoria U. of Wellington, New Zealand). Readiness for autonomy: investigating learner beliefs. *System* (Oxford), **23**, 2 (1995), 195–205.

The promotion of autonomous approaches to language learning is justified on ideological, psychological and economic grounds. This paper argues that before any intervention occurs, it is necessary to gauge learners' readiness for the changes in behaviour and beliefs which autonomy implies. Firstly the paper presents data on learner beliefs collected in a study which involved the development and administration of a questionnaire on learner beliefs about language learning. Factor analysis of subjects' responses to the questionnaire

revealed the existence of six dimensions underlying the responses. The paper then discusses each factor in turn, examining the claims that have been made in the literature about the role that factor plays in language learning and exploring the hypothesised relationship of each factor to autonomous language learning behaviour. The paper concludes by reiterating the importance of investigating the beliefs which learners hold. These beliefs are likely to reflect learners' 'readiness' for autonomy.

96–16 de Courcy, Michèle. French with a little help from their friends: learning together in Australian late immersion programmes. *Canadian Modern Language Review* (Toronto, Ont), **51**, 3 (1995), 537–54.

A study was conducted in 1991 to investigate the processes that underlie the acquisition of French by students in a late immersion context in Queensland, Australia. Three interesting features of the outcome of the students' learning processes are presented in this paper – the co-operative learning situation

which developed, the 'dialect' of this immersion school, and the students' patterns of socialisation. An ethnographic style of data collection was used, covering seven months of the school year. One immersion school with students in Years 8, 9 and 10, and another with students in Year 8 were involved

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in the study. Analysis of the data revealed that the students' acquisition of the target language was a many-faceted process. In particular, the co-operative learning which develops because of the particular classroom and social situation may be a key part of this process.

96–17   Dickinson, Leslie (King Mongkut's Inst. of Tech., Thonburi, Bangkok, Thailand). Autonomy and motivation: a literature review. *System* (Oxford), **23**, 2 (1995), 165–74.

The writing on motivation in relation to language learning over the past several years has been dominated by the social-psychological approach to motivation of Gardner and his associates, which gives little help in attempts to link autonomy and motivation. To find such links it is necessary to turn to the literature on motivation in general education, and especially the literature on cognitive motivation. This paper reviews the literature on motivation and shows that learners' active and independent involvement in their own learning (autonomy) increases motivation to learn and consequently increases learning effectiveness.

96–18   Duchesne, Hermann. Évolution de l'interlangue chez les élèves de la 1re à la 6e année en immersion française. [Development of interlanguage in pupils in grades 1 to 6 of French immersion.] *Canadian Modern Language Review* (Toronto, Ont), **51**, 3 (1995), 512–36.

Considering the renewed interest in introducing some creative form of teaching the structures of French in immersion classes, the language production skills of a sample of students from grades 1 to 6 were analysed in order to understand better their general evolution and to identify the lexical and syntactic structures that could benefit from strategic teaching that would be most economical in terms of time and energy. The results indicate a rapid growth of oral competencies in the first three years of acquisition, followed by a much slower rate of progress from year to year. It is also found that the structures most difficult to acquire tend to evolve in five recognisable patterns, although they can be influenced by many psychological, educational, socio-cultural, and situational factors. [The pedagogical implications of these findings are briefly discussed.]

96–19   Ehrman, Madeline E. (Foreign Service Inst., Arlington, Va) **and Oxford, Rebecca L.** (U. of Alabama). Cognition plus: correlates of language learning success. *Modern Language Journal* (Madison, Wis), **79**, 1 (1995), 67–89.

This article examines the relationships of a variety of individual difference variables to end-of-training proficiency ratings in speaking and reading for a large sample of adults in intensive training in a wide range of languages at the U.S. Department of State. Variables included tested cognitive aptitude, learning strategies, learning styles, personality, motivation, and anxiety. Although tested cognitive aptitude showed the strongest correlations with proficiency test results in both skills, the other variables also correlated in ways that show how rich and complex the individual learner's role in language is. Results may contribute to increasingly sophisticated student counseling and to efforts to enhance student autonomy by tailoring treatments to student characteristics. They also increase knowledge of attributes that may affect language training to the upper proficiency levels.

96–20   Ellis, Nick (U. of Wales, Bangor). Vocabulary acquisition: psychological perspectives and pedagogical implications. *Language Teacher* (Dublin, Ireland), **19**, 2 (1995), 12–16.

This paper briefly considers the processes involved in learning and using a word; it is suggested that most vocabulary is acquired rather than learned and that reading extensively is a major source of vocabulary. Four hypotheses about vocabulary acquisition are presented which are related to implicit and explicit aspects of learning; their application to different aspects of vocabulary acquisition is then explored. It is concluded that in teaching vocabulary both implicit and explicit aspects of acquisition need to be taken into account: surface forms are acquired by implicit processes (but acquisition can be helped by

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some explicit processes and is reinforced by frequency, recency and regularity of use), and meaning and reference are learned by explicit processes (learners can usefully be taught skills in inferencing from context, and in memorising meanings by semantic strategies such as the use of key-word associations to mediate between L1 and L2).

96–21 Flege, James Emil (U. of Alabama at Birmingham) **and Munro, Murray J.** (Simon Fraser U.). The word unit in second-language speech production and perception. *Studies in Second Language Acquisition* (Bloomington, Ind), **16**, 4 (1994), 381–411.

The purpose of this study, which focused on the word *taco* as spoken in Spanish and English, was to explore the word as a unit in second-language (L2) speech acquisition. As expected, acoustic measurements revealed that Spanish and English monolinguals' renditions of *taco* differed systematically. It was also shown that the extent to which Spanish/English bilinguals approximated English phonetic norms for any one segment of *taco* was correlated with their approximation for the other three segments, and that early learners differentiated Spanish versus English *taco* more than did late learners. It also appeared that the bilinguals produced /t/ with less English-like voice onset time (VOT) values in English *taco* than in other English words without a cognate in Spanish. In a perception experiment, listeners were able to identify the native language of Spanish and English monolinguals on the basis of their production of *taco*. The listeners heard larger differences between Spanish and English *taco* tokens spoken by early than late learners of English L2. Two additional perception experiments assessed further the phonetics dimensions that listeners use to determine language identity and to gauge bilinguals' speech production accuracy. Listeners assigned to language identification and goodness rating tasks responded to acoustic information distributed over all four segments in *taco*, although the VOT of the word-initial /t/ appeared to be the single most important phonetic dimension. Taken together, the results of this study suggest that (*a*) bilinguals' accuracy in producing the various segments of a second-language word may be interrelated and (*b*) in judging L2 speech, listeners respond to phonetic errors distributed over the entire word.

96–22 Hummel, Kirsten M. Translation and second-language learning. *Canadian Modern Language Review* (Toronto, Ont), **51**, 3 (1995), 444–55.

This paper examines the useful role that translation may have in L2 learning. Most language teaching approaches discourage any appreciable recourse to translation. Nevertheless, translation serves to focus attention on structural differences between the first and second languages that composing directly in the L2 cannot do in the same explicit manner. In addition, there exists psycholinguistic evidence for certain cognitive advantages associated with the translation process. Experiments carried out with subtitling and concurrent exposure to an audio track reveal the particular effectiveness of pairing L1 dialogue with L2 script. Translation may have a similar effect. It is proposed that the 'elaborateness of processing' view in memory research supports the suggestion that translation may lead to a more elaborate and therefore more durable memory encoding.

96–23 Joe, Angela (Victoria U. of Wellington). Text-based tasks and incidental vocabulary learning. *Second Language Research* (Utrecht, The Netherlands), **11**, 2 (1995), 149–58.

This case study investigates the vocabulary knowledge gains made by an L2 adult learner of English as a result of performing a read and retell task. The learner participated in a vocabulary knowledge interview, followed by a read and retell task. An oral protocol was taken from the retelling component of the task. Subsequently, a second vocabulary knowledge interview and two multiple-choice tests were completed. The effects of three learning conditions (attention, retrieval and generation) which can facilitate vocabulary learning from text-based tasks are discussed. Attending to the various components of a word and retrieving a to-be-learnt word in a text-based task facilitate the acquisition of unfamiliar words. More importantly, the quality of vocabulary use, or a higher level of generation, appears to have had a more powerful effect on vocabulary acquisition.

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96–24 Jones, Francis R. (U. of Newcastle upon Tyne). Learning an alien lexicon: a teach-yourself case study. *Second Language Research* (Utrecht, The Netherlands), **11**, 2 (1995), 95–111.

This article uses diary data to examine a British learner's self-study experience of Hungarian, with reference to lexis. Though European in orthography and cultural background, Hungarian has no cognates and few borrowings from other European languages, enabling close focus on lexical acquisition strategies and processes *per se*. From this learner's experience, it is suggested that building a working lexicon is the single most important task facing the learner. In this there appear to be two key enabling aims: gaining a large enough stock of core lexemes to use etymological strategies on complex vocabulary, and developing the ability to read real texts. Reaching these thresholds is likely to be a hard task; beyond them learning may well become more enjoyable. A combination of studial and output-practice strategies is seen as crucial at all proficiency levels, however. Self-study coursebooks are also discussed; key factors identified are: learnability, reference value and the provision of personalised, message-based practice.

96–25 Kang, Sook-Hi (U. of Illinois at Urbana-Champaign). The effects of a context-embedded approach to second-language vocabulary learning. *System* (Oxford), **23**, 1 (1995), 43–55.

In an effort to find out ways to enhance second-language vocabulary learning, the present study examined the relative effectiveness of four instructional approaches: the Paper and Pencil (P&P), the Computer-based Word-for-word (CW), the Computer-based word-for-word plus Picture (CP), and the Computer-based Context (CC). English vocabulary was chosen as the target of instruction. The experiment was carried out at an elementary school in Seoul, Korea. The main experiment consisted of five sessions, which was followed by an additional meeting designed to check the long-term treatment effect. Three different types of evaluation tasks were used for both follow-up and retention tests: definition recall, listening comprehension, and knowledge transfer. In the follow-up tests, the CC group tended to perform rather poorly for the first few sessions, but made a gradual improvement in such a way that in the final session it outperformed the other three groups. However, this observed experimental difference was not statistically significant. In the retention test, the CC group showed significantly higher performance than any other group on all the major evaluation tasks. This strongly suggests that the context-embedded approach to second-language vocabulary learning was most effective in promoting knowledge transfer, listening comprehension, and long-term recall of vocabulary definitions.

96–26 Ke, Chuanren (U. of Iowa) **and Reed, Daniel J.** (Indiana U.). An analysis of results from the ACTFL Oral Proficiency Interview and the Chinese Proficiency Test before and after intensive instruction in Chinese as a foreign language. *Foreign Language Annals* (New York), **28**, 2 (1995), 208–22.

The study reported here investigated the nature of progress made in learning Chinese as a foreign language by adult learners in an intensive summer programme in an American university setting. The Chinese language ability of 222 students was measured by a multiple-choice examination and an interview test, which were, respectively: the Center for Applied Linguistics' Chinese Proficiency Test (CPT) and the ACTFL Oral Proficiency Interview (OPI). There were 122 students who took the two exams both at the beginning and at the end of a nine-week period of study. Analysis of the test scores yielded three main findings: (1) there was a moderate correlation between OPI scores and CPT scores; (2) gains occurred on both exams, with more than half of the students improving on the OPI, and nearly all of them improving on the CPT; (3) those students who improved on the OPI tended to have higher CPT scores than other students who had the same initial OPI score. The presentation of these results should help to document the extent to which it is possible for adults to master a foreign language under immersion conditions in a domestic setting. The data are interpreted and discussed in terms of implications for language teaching and testing.

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96–27 Kern, Richard G. (U. of California, Berkeley). The role of mental translation in second-language reading. *Studies in Second Language Acquisition* (Bloomington, Ind), **16**, 4 (1994), 441–61.

Reading in a second language (L2) can produce inefficient processing in otherwise proficient readers. This paper argues that mental translation during L2 reading may facilitate the generation and conservation of meaning by allowing the reader to represent portions of L2 text that exceed cognitive limits in a familiar, memory-efficient form. Fifty-one intermediate-level French students, in high, middle, and low reading ability groups, participated in think-aloud interviews while reading French texts. The relative frequency of translation use among these groups is compared at the beginning and end of a semester and is found to decrease with level of reading ability. The specific contexts in which students relied on translation are identified, and functional benefits and strategic uses of translation are discussed. Finally, hypotheses and questions are developed for future research.

96–28 L'Huillier, Monique (Royal Holloway Coll., U. of London) **and Udris, Raynalle** (Middlesex U., Tottenham, London). Research on reading awareness in French L2 learners. *Language Awareness* (Clevedon, Avon), **3**, 3/4 (1994), 175–92.

The study compares the way in which French L2 learners and English L1 learners establish the coherence of a specific text. The aim of the investigation is to explore the extent of LA awareness in French L2 learners and to examine the factors which enter into their recognition of meaning and their understanding of a written communication. Questionnaires were designed in order to establish the contextual factors which contribute to the learners' choice of texts and the strategies adopted to solve their linguistic difficulties, as well as the learners' degree of reading interest and the way in which they conduct such reading. The results indicate that when L2 learners approach a text, criteria of familiarity, expectation of meaning, and the teaching context are important factors. The results also confirm that the more awareness of the codes and structures of the L2 language the learners have, the more able they are to make enlightened choices to read efficiently. At a more practical level, the results of the investigation provide evidence that a critical reading strategy in L2 teaching can help learners to enhance their understanding of the coherence of a text.

96–29 MacIntyre, Peter D. (University Coll. of Cape Breton, Sydney, Canada). How does anxiety affect second-language learning? A reply to Sparks and Ganschow. *Modern Language Journal* (Madison, Wis), **79**, 1 (1995), 90–9.

The linguistic coding deficit hypothesis, introduced by Sparks and Ganschow, postulates that language aptitude is the primary source of individual differences in language achievement. This may be seen to reduce affective variables, such as language anxiety, to the role of unfortunate side effects, devoid of explanatory power. This paper advocates that language anxiety can play a significant causal role in creating individual differences in both language learning and communication. It reviews evidence from investigations of anxiety in general and studies of the role of anxiety in the language learning processes and concludes that the linguistic coding deficit hypothesis makes a significant omission by assigning mere epiphenomenal status to affective variables in general and language anxiety in particular.

96–30 Maguire, Mary H. (McGill U.). Getting beyond programmes and instructional time in second-language teaching and learning: who is mediating what? For whom? In what context? *Bulletin of the CAAL* (Montreal, Canada), **16**, 1 (1994), 105–23.

This article discusses the major findings from a classroom-based study of the English and French reading and writing of a selected group of 48 elementary-children in a bilingual programme in Montreal in relation to Cummins' common underlying proficiency hypothesis and Vygotsky's concept of cultural mediation. The situational complexities that shaped the children's positive attitudes towards reading and writing and biliteracy involved a complex intersection of different communities, mediating structures and agents, some of which or whom were more enabling than others.

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96–31 **Major, Roy C.** Native and non-native phonological representations. *IRAL* (Heidelberg, Germany), **33**, 2 (1995), 109–27.

This paper explores the relationship of underlying phonological representations in non–native speakers to their surface representations. In L1 acquisition there is good evidence that the UR (underlying representation) of the child is approximately the same as that of the adult and that surface realisations are due not to perception difficulties but rather due to processes which cause deviations from the adult target. In contrast, in L2 acquisition the URs may or may not be the same as the NS (native speaker): the UR can be identical to the L2 learner's NL, identical to the TL, or something intermediate. Likewise, since the processes that produce surface forms can also vary in the same three ways, a total of nine logical combinations is possible. These complex relationships are explored, revealing a more detailed explanation of the intricate nature of L2 phonology. Furthermore, understanding the nature of these relationships has important pedagogical implications.

96–32 **Munro, Murray J.** (Simon Fraser U., Canada). Non-segmental factors in foreign accent: ratings of filtered speech. *Studies in Second Language Acquisition* (Bloomington, Ind), **17**, 1 (1995), 17–34.

Untrained native English listeners assigned foreign accent scores to sentence and narrative utterances that had been rendered unintelligible through low–pass filtering. Utterances produced by native English talkers were assigned consistently higher ratings than those produced by Mandarin-speaking learners of English, even when the listeners were unfamiliar with the content. Because these filtered speech stimuli contained very little of what could be considered segmental information, the results suggest that untrained listeners can identify foreign–accented speech on the basis of non-segmental information alone, whether they are presented with material of known or of unknown content. Acoustical analyses of the stimuli suggested that differences in speaking rates, intonation patterns, and timing may have played a role in the listeners' assessments, although the cues to foreign-accentedness may have varied from talker to talker and from utterance to utterance. Surprisingly, no relationship was observed between the ratings of the filtered and unfiltered versions of the non-native stimuli.

96–33 **Newton, Jonathan** (Victoria U. of Wellington). Task-based interaction and incidental vocabulary learning: a case study. *Second Language Research* (Utrecht, The Netherlands), **11**, 2 (1995), 159–77.

This case study examines the vocabulary gains made by an adult learner of English as a second language as a result of performing four communication tasks. Gains were measured on comparisons of pre- and post-tests of vocabulary from the worksheets from the four tasks. These gains are discussed in relation to the interactional processes involving unfamiliar vocabulary. Explicit negotiation of word meaning appeared less deterministic of post-test improvements than use of words in the process of completing the task. While this result may to some extent be an artifact of test design, it is also true that when the group actively used vocabulary which was unfamiliar to the subject of this study, the embedding of this vocabulary in the context of the task and its interactive use are likely to have provided not only important information about word meaning but also the conditions whereby that meaning could be acquired. The placement of a word on task worksheets and the nature of a task, whether a split information task or a shared information task, both had a strong effect on use and acquisition of new vocabulary.

96–34 Okamura, Akiko (U. of Newcastle upon Tyne). Teachers' and non-teachers' perception of elementary learners' spoken Japanese. *Modern Language Journal* (Madison, Wis), **79**, 1 (1995), 29–40.

Teachers need to be professionals in evaluating learners' linguistic skills, but they also need to be aware of how linguistically naive native speakers perceive learners' performance outside the classroom. This study, therefore, compares 39 native teachers' and 41 native non-teachers' perception of four elementary learners' spoken Japanese. In order to observe learners' performance in a contextualised

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situation, interviews between a native speaker and a learner were audiotaped and the 80 natives evaluated them according to six criteria: grammar, fluency, appropriateness, vocabulary, comprehensibility and pronunciation. A questionnaire was also administered to understand the criteria most important in evaluating learners' language and the criteria for distinguishing good from poor language learners. The results suggest that teachers tend to be more critical than non-teachers. Comprehensibility seems to be the most important criterion for evaluating learners' language, while the results showed that fluency and grammar discriminated good from poor language learners best.

96–35   Ridley, Jennifer and Singleton, David (Trinity Coll. Dublin). Strategic L2 lexical innovation: case study of a university-level 'ab initio' learner of German. *Second Language Research* (Utrecht, The Netherlands), **11**, 2 (1995), 137–48.

The article is a case study of one learner's use of lexical innovation. She is a university-level *ab initio* learner of German, and a subject in the Trinity College, Dublin, Modern Languages Research Project. In the target language production tasks performed over a two-year period, she exhibits a particular tendency towards lexical innovation as a strategy to cope with lack of TL lexical knowledge. From her introspective reports there is evidence to suggest that this type of strategic behaviour is related to her conscious approach towards vocabulary learning.

96–36   Sanaoui, Razika (York U., Ontario, Canada). Adult learners' approaches to learning vocabulary in second languages. *Modern Language Journal* (Madison, Wis), **79**, 1 (1995), 15–28.

How do adult second-language (L2) learners approach the task of vocabulary learning and what mnemonic procedures do they use to help themselves retain the lexical items that they are learning in their L2? These questions were first investigated in an exploratory study with 50 beginning and advanced English as a second language (ESL) learners then through four case studies of ESL learners and eight case studies of French as a second language learners. The research identified two distinct approaches to vocabulary learning in an L2, a structured and an unstructured approach that differed in five aspects: (*a*) the extent to which learners engaged in independent study, (*b*) the range of self-initiated learning activities in which learners engaged, (*c*) the extent to which learners recorded the lexical items they were learning, (*d*) the extent to which learners reviewed such records, and (*e*) the extent to which they practised using vocabulary items outside their L2 course.

96–37   Slavoff, Georgina R. and Johnson, Jacqueline S. (U. of Virginia). The effects of age on the rate of learning a second language. *Studies in Second Language Acquisition* (Bloomington, Ind), **17**, 1 (1995), 1–16.

This study evaluates the role of age on the rate of acquiring English as a second language in an immersion setting. Subjects were children with native languages typologically very different from English. The children arrived in the United States between the ages of 7 and 12 years and were tested on their knowledge of English grammatical morphology and syntax at different lengths of stay in the United States, ranging from six months to three years. Subjects' performance was predicted by the length of their stay in the United States and by gender, with females outperforming males. Age of arrival played no role in predicting subjects' rate of acquisition. Performance was very similar between two age groups examined (7–9- and 10–12-year-old arrivals) throughout the three years measured. The present results suggest that, on certain aspects of grammar, different-aged children acquire a second language during the first three years of acquisition at similar rates when their native language is very different in typology from the target language.

96–38   Turner, Carolyn E. and Upshur, John A. Some effects of task type on the relation between communicative effectiveness and grammatical accuracy in intensive ESL classes. *TESL Canada Journal* (Montreal), **12**, 2 (1995), 18–31.

Two language characteristics, communicative effectiveness (CE) and grammatical accuracy (GA), were investigated in 130 grade 5 students in intensive ESL classes. Using different types of elicitation tasks in a cross-sectional study, it was found that CE and GA are not independent, but the

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relation between the variables differs as a function of task type. In a short-utterance sentence production task, CE and GA appear to develop simultaneously. In an extended-discourse story retell, GA reaches a plateau with some subjects while CE continues to develop. Suggestions for classroom application of these findings are discussed.

96–39   Vogely, Anita (Binghamton U., NY). Perceived strategy use during performance on three authentic listening comprehension tasks. *Modern Language Journal* (Madison, Wis), **79**, 1 (1995), 41–56.

In order for learners to acquire a foreign language they must be motivated and use strategies effectively to understand 'authentic' aural input. This study offers some insight into the strategies students perceive they use while performing an authentic listening comprehension task and the relationship between their strategy use and listening ability. Eighty-three university students registered for first-, second-, third-, and fourth-semester Spanish participated in two data-gathering sessions. In the first session, they took the Listening Comprehension section of the Spanish Advanced Placement Exam (1984). In the second session, they executed recall tasks on three authentic video programmes and then completed a strategy questionnaire. The first-semester students perceived themselves to be the most strategic listeners and outperformed the second-semester students' on all three recall tasks; they were followed by the combined third- and fourth-semester students and then by the second-semester students, who perceived themselves to be the least strategic listeners and consistently produced the lowest scores on the recall tasks.

96–40   Weinert, Regina (U. of Hull). The role of formulaic language in second-language acquisition: a review. *Applied Linguistics* (Oxford), **16**, 2 (1995), 180–205.

The role of formulaic language has generally received only marginal attention within linguistic and second-language acquisition theory. While there has been continuing interest in the phenomenon, no coherent overall model has yet emerged. This paper provides an up-to-date survey of the second-language literature on the role of formulaic language, drawing on a variety of approaches, and including reference to native language learning and use. Three different functions of formulaic language are considered, i.e. as communicative, production, and learning strategy; children as well as adults are discussed and naturalistic as well as classroom learning. The most urgent task is to address the theoretical and methodological difficulties surrounding the definition and identification of formulaic language and to place the study of formulaic language within a larger, coherent theoretical framework. This may only be possible by taking seriously theories which abandon strict boundaries between language knowledge and use.

96–41   White, Cynthia (Massey U., Palmerston North, New Zealand). Autonomy and strategy use in distance foreign language learning: research findings. *System* (Oxford), **23**, 2 (1995), 207–21.

The predominant context for strategy research over the last two decades has been language learning situated in a conventional classroom environment. The strategies learners use in self-instruction contexts and the degree of autonomy they exercise to develop foreign language skills without the help of a teacher or learning group have received little attention. This paper examines results from a comparative study of the strategies of distance and classroom foreign language learners (French, German, Japanese and Chinese) enrolled in a dual-mode institution. Data on strategy use are gathered through a questionnaire ($N = 417$) and one kind of verbal report procedure, the yoked subject technique ($N = 37$), and are analysed using a refined version of the metacognitive, cognitive, social and affective model. Results indicate that mode of study is the predominant influence on metacognitive dimensions of strategy use, ahead of age and level of study. The distinctive use of metacognitive strategies, particularly self-management strategies, by distance learners is illustrated using extracts from the verbal reports, and the discussion focuses on the contribution made by such strategies to the development of autonomy in language learning.

Research methods

96–42 Allan, Alastair I. C. G. (City U. of Hong Kong). Begging the questionnaire: instrument effect on readers' responses to a self-report checklist. *Language Testing* (London), **12**, 2 (1995), 133–56.

This study investigates the validity of having English as a second language (ESL) test-takers select from a checklist the strategies they believe they use when answering multiple-choice reading comprehension questions. Five groups of tertiary-level ESL male and female students studied the same reading passage and questions, and four groups each sequentially used a different version of a self-report checklist of reading strategies. The checklist was manipulated to establish whether it exercised an effect on users. The most popular strategy, established empirically, was first repositioned on, then removed from, the checklist. It was observed that students then selected an alternative from the modified list rather than volunteer in an open category information about how they had arrived at their answers. A similar finding was noted when the next most popular strategy was also removed from the list. The fifth group responded without the aid of the checklist, and were asked to explain their answering strategies in their own words. This group tended to use words and phrases different from those on the checklist. It was concluded that self-report checklists exercise an instrument effect on users' behaviour and thus can invalidate the data collected. Implications are suggested for test-item validation.

96–43 Oxford, Rebecca L. and Burry-Stock, Judith A. (U. of Alabama, Tuscaloosa, AL). Assessing the use of language learning strategies worldwide with the ESL/EFL version of the strategy inventory for language learning (SILL). *System* (Oxford), **23**, 1 (1995), 1–23.

Summative rating scales are among the most efficient and comprehensive ways to assess frequency of language learning strategy use. This article discusses applications of this assessment technique and describes the most widely employed strategy scale, the ESL/EFL version of the Strategy Inventory for Language Learning (SILL). Reliability of the SILL is high across many cultural groups. Validity of the SILL rests on its predictive and correlative link with language performance course grades, standardised test scores, ratings of proficiency), as well as its confirmed relationship to sensory preferences. Studies of strategy use frequencies and factor analytic results across cultures are included.

96–44 Rampton, Ben (Thames Valley U., London).Politics and change in research in applied linguistics. *Applied Linguistics* (Oxford), **16**, 2 (1995), 233–56.

This paper begins by noting the way in which social processes, sociology, anthropology and media studies recently seem to have replaced pedagogy, linguistics and psychology as the major preoccupations in British applied linguistics (AL). To try to make sense of this shift, it first borrows Street's notions of 'autonomous' and 'ideological' models of literacy and extends them to other branches of applied linguistics. It then tries to situate this move from 'autonomous' to 'ideological' applied linguistics within two fairly recent political processes: (*a*) the switch of focus from overseas to UK language education occurring in the late 1980s; (*b*) the more general redefinition and critique of liberalism. With the grounds for an ideological (socio-cultural/ecological) interpretation of applied linguistics established, the paper then sketches out four positions that AL research can occupy in an emerging political order characterised by free-market economics and cultural authoritarianism: service to the state, competition on the market, independent analysis and critique, and new social movements. It illustrates and · discusses the implications of these options for applied linguistics in general and for AL PhDs in particular.

Error analysis

96–45 Nyamasyo, Eunice A. (Kenyatta U., Nairobi, Kenya). An analysis of the spelling errors in the written English of Kenyan pre-university students. *Language, Culture and Curriculum* (Clevedon, Avon), **7**, 1 (1994), 79–92.

There has been a big outcry in the field of English language learning about the 'falling levels of proficiency in English' or 'the falling standards of English' among students, particularly at high-school level. Students cannot spell nor can they write 'error-free' sentences, the complaints say. Errors of

spelling rank first amongst all the different types of grammatical and lexical errors recognised from the language performance data from native English college-level students and from those for whom English is a second language. Much of such language data are either single samples obtained from a few students or small randomly chosen samples of test or examination scripts in English composition papers. This paper uses a corpus-based approach to describe the types of spelling errors in the written English of Kenyan pre-university students. It concludes that there are a variety of sources for the differences in the sound system of English and the first language of the students in the study. The paper goes on to advocate (i) the teaching of spelling, and (ii) the inclusion of a contrastive analysis approach in the pedagogy of the English language course for ESL students, and for the Kenyan students in particular.

Testing

96–46 Bachman, Lyle F. (U. of California, Los Angeles and Chinese U. of Hong Kong) **and others.** Investigating variability in tasks and rater judgements in a performance test of foreign language speaking. *Language Testing* (London), **12**, 2 (1995), 238–57.

Much of the recent debate that has surrounded the development and use of 'performance' or 'communicative' language tests has focused on a supposed trade-off between two sets of desirable qualities: correspondence between test tasks and test performance to non-test language use for content relevance; and reliability of scores derived from test performance. One area that has been of particular concern with performance tests is the potential variability in tasks and rater judgements, and this has been investigated in the language testing literature with two complementary approaches: generalisability theory and many-faceted Rasch modelling. GENOVA, which performs generalisability theory analyses, estimates the relative contribution of variation in test tasks and rater judgements to variation in test scores. FACETS, which performs many-faceted Rasch modelling, estimates differences in task difficulty and rater severity, and adjusts ability estimates of test takers, taking these differences into account. In this article, the authors first discuss the design and development of a foreign language (Spanish) test battery that was designed for two purposes: first, to place University of California Education Abroad students into programmes at universities abroad that are appropriate for their level of language ability, and secondly to provide diagnostic information that would be useful for designing appropriate teaching and learning programmes for prospective education abroad students. The test battery consists of four subtests: reading, listening and note-taking, speaking, and writing. All subtests share a common theme or topic, and are interdependent. The results are then discussed of the GENOVA and FACETS analyses of the speaking subtest, based on a full field trial with the group of University of California undergraduate students who had been selected for participation in the Education Abroad programme. The implications of these results are discussed for the use of G-theory and many-faceted Rasch modelling for the development of performance tests of foreign language ability.

96–47 Carpenter, Kathie and others (U. of Oregon). An oral interview procedure for assessing second language abilities in children. *Language Testing* (London), **12**, 2 (1995), 157–81.

There has been a recent proliferation of Japanese language immersion schools in the USA, reflecting a surge of interest in developing Japanese language abilities in ever-younger children. Efforts to develop and evaluate programmes, though, are hindered by the absence of assessment instruments for measuring progress and competence in young children. In this article, the authors present the goals, design and pilot-testing results of a new oral interview procedure for eliciting a representative sample of spontaneous Japanese language abilities from children aged 5–10. The test consists of six subsets and makes use of realia, role playing, information gap activities and naturalistic conversation, all designed to comprise an oral interview that is developmentally appropriate and comparable across children of different levels in different programmes, while overcoming some of the special problems of children's reluctance to interact as equal conversational partners with unfamiliar adults. Pilot results show that the procedure elicits a language sample that is superior in quality and quantity to other existing Japanese language assessment instruments for children.

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96–48 Coniam, David (Chinese U. of Hong Kong) Towards a common ability scale for Hong Kong English secondary-school forms. *Language Testing* (London), **12**, 2 (1995), 182–93.

This article describes the construction of a common scale which attempts to span the English language ability range of students in the Hong Kong secondary-school system. The purpose of the scale is principally to give English language teachers a reference point – a 'snapshot' – of their students' ability level so that they may access materials in a testing database at points of ability which are appropriate to different groups of students. The testing database – the TeleNex test bank – has the objective of providing English language teachers in

Hong Kong secondary schools with professional help and support with their school-based testing. The article describes how tests with common items were designed for a range of secondary-school forms in Hong Kong and how the common ability scale was derived from the resulting bank of items. The article suggests that, while the scale has been established as a reference point for the test bank, it may well have more general use within the Hong Kong educational system.

96–49 Jafarpur, Abdoljavad (Shiraz U., Iran). Is C-testing superior to cloze? *Language Testing* (London), **12**, 2 (1995), 194–216.

Several recent studies have suggested C-testing to be a highly valid and reliable measure of general language proficiency avoiding the problems with cloze testing. This study investigates the feasibility of the procedure with native and non-native speakers of English. Results of 20 C-tests constructed with different ratio and/or deletion start are analysed and discussed. The findings of the study refute the claims on C-testing. The implications of the findings are also discussed.

96–50 McNamara, T. F. (U. of Melbourne). Modelling performance: opening Pandora's box. *Applied Linguistics* (Oxford), **16**, 2 (1995), 159–75.

The widespread adoption of performance-based approaches to language testing has meant that debate about formal models of language performance in first- and second-language contexts is assuming a greater importance, despite a preference for relatively atheoretical approaches among some workers in this area. This paper argues that it is necessary for researchers and developers in the area of language performance testing to have a clear understanding of the role of underlying performance capacities in second-language performance, and

critically evaluates the models of language ability proposed by Hymes, Canale and Swain, and Bachman in relation to this issue. The analysis identifies a number of problematic features in the main models proposed in the second-language assessment context. The paper concludes with suggestions for broadening the scope of the analysis embodied in such models, particularly in the direction of addressing more fully the interactional aspect of performance.

96–51 O'Loughlin, Kieran (U. of Melbourne). Lexical density in candidate output on direct and semi-direct versions of an oral proficiency test. *Language Testing* (London), **12**, 2 (1995), 217–37.

This article examines the effects of test format and task type on candidate output in direct and semi-direct versions of the oral interaction subtest of the *access*: test (the Australian Assessment of Communicative English Skills). Specifically, it contrasts the degree of 'orality' versus 'literacy' characterising the audiotaped samples collected for the study from the perspective of lexical density,

which provides a measure of the relationship between lexical and grammatical items in spoken or written discourse. The findings are discussed in relation to the degree of interactiveness and other factors which appear to influence lexical density. Finally, the results are examined in relation to the validity and interchangeability of the two kinds of oral proficiency tests.

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Curriculum planning

96–52   Harris, Vee (Goldsmiths' Coll., U. of London). Scratching the surface? – Integrating modern languages and cross-curricular themes. *Language Learning Journal* (Rugby), **11** (1995), 2–5.

The author identifies what the teaching of cross-curricular themes (Economic and Industrial Understanding, Careers Education and Guidance, Health Education, Education for Citizenship, Environmental Education) can offer to modern language teaching and discusses how modern languages contribute to pupils' understanding of cross-curricular themes. The GCSE syllabus has excluded the possibility of exploring broader themes, but it should contribute to other areas of learning. *Les éléphants sont en danger* is no more difficult than *mon chat est adorable*. However,

National Curriculum guidelines suggest there is little scope for meaningful discussion of the issues. There is a mismatch between the expected conceptual level and limited linguistic resources. Students will want to communicate through their first language if they are to move beyond the level of 'fact-finding'. A linguistic and conceptual progression should be engineered across the Key Stages; an earlier introduction to reading and writing is proposed. [Examples are given·of useful materials and ideas for transferring GCSE topics to the teaching of cross-curricular themes.]

Course/materials design

96–53   Davidheiser, James C.and others (U. of the South). Intermediate conversation and composition courses: what makes them successful? *Foreign Language Annals* (New York), **28**, 2 (1995), 274–85.

Successful conversation and composition courses entail a large amount of preparation and co-ordination. Three examples of courses that work well as a result of these efforts are outlined in this article (courses in German, French, and Spanish). Goals are described and common characteristics of

each course are delineated. Student activities and assessment methods are highlighted. With syllabi included, these courses are presented not simply as theoretical models but as concrete examples of strategies that succeed in the communicative classroom.

96–54   Redmond, Mary Lynn (Wake Forest U.). The Whole Language Approach in the FLES classroom: adapting strategies to teach reading and writing. *Foreign Language Annals* (New York), **27**, 3 (1994), 428–44.

The Whole Language Approach provides a learning environment in which the student participates in meaningful language experiences. Through the process of constructing language for communication purposes, the student develops the ability to listen, speak, read, and write in a natural manner. In the FLES programme, where there is limited exposure to the foreign language, the adaptation of whole language strategies can be an effective tool for

instruction. This article discusses the development and implementation of an instructional unit that applies selected whole language strategies to teach reading and writing in the beginning stages of literacy in French. The unit details how an authentic folktale can be used as the focus of instruction for integrating topics from the elementary curriculum to form a well-designed L2 curriculum that meets the needs of the FLES programme.

96–55   Taplin, John and Wyton, Lynn (U. of Lethbridge, Alberta, Canada). Summer English language and cultural studies programs: points to ponder. *TESL Canada Journal* (Montreal), **12**, 2 (1995), 67–74.

Experience of two programmes involving Japanese students in Canada on short-term English language cultural studies courses suggests a number of factors to be considered by administrators and instructors. Overall, the need for sufficient time for planning and attention to detail and safety procedures are stressed.

In the domains of administration and staffing,

responsibilities should be clearly demarcated. Administrative and teaching duties should be kept distinct; clarifying staff roles in a meeting before each day's programme is recommended, as are the appointment of an administrative co-ordinator and the hiring of an undergraduate for general duties. The curriculum itself should have an experiential

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basis, providing the language strategies to help the students cope with living in English-speaking families. Teachers should also be realistic about how much students can accomplish in such a short time. The importance of selecting suitable host families and maintaining contact with them is also emphasised. Finally, the forging of strong personal bonds between host and visiting staff is encouraged to promote cross-cultural understanding and foster patience and trust.

Teacher training

96–56   Bacon, Susan M. (U. of Cincinnati). Coming to grips with the culture: another use of dialogue journals in teacher education. *Foreign Language Annals* (New York), **28**, 2 (1995), 193–207.

The article describes using dialogue journals as part of a teaching-methods course in a summer programme in Spain. Participants were teachers of Spanish with a range of experience and language proficiency. The dialogue journal-writing activity complemented class discussion and research into cultural phenomena. During the course, participants recorded their impressions of and adjustment to Spanish culture. The instructor responded to entries by encouraging writers to clarify and expand ideas. Journal writing appeared to help participants put experiences into an appropriate perspective, thus giving them insight into how to represent Spanish culture to their American students. The article describes the programme, course, and journals. This kind of process writing could be useful in other phases of teacher education.

96–57   Colville-Hall, Susan G. (U. of Akron). Regaining language loss: an immersion experience for French language teachers. *French Review* (Baltimore, Md), **68**, 6 (1995), 990–1002.

Foreign language (FL) teachers who do not have active contact with the language they teach may experience language loss (or language attrition). This problem has become more significant as FL teaching methods have come to require the teacher to have a more functional and communicative command of the language. This article describes the development and content of a short French language immersion course specifically designed to help French language teachers to reacquire their former competence in French. The one-week intensive course focused on providing the participants with a supportive learning environment in which to redevelop functional language skills. The course met with an enthusiastic response from teachers and positive effects of the course were reported. This course could be developed and adopted by other institutions in order to improve the competence of FL teachers and thus the language ability of students.

96–58   Holliday, Adrian (Canterbury Christ Church Coll.). Handing over the project: an exercise in restraint. *System* (Oxford), **23**, 1 (1995), 57–68.

A key stage in aid projects in English language education, whether run by resident, on-site advisors or from a distance by higher education institutions, is the handing over of project processes or products to local personnel. This can sometimes be inadequately managed owing to lack of restraint on the part of expatriate experts in allowing their expertise to be integrated with local rhythms. Project sustainability can only be achieved if these local rhythms are appreciated and allowed to take the lead in project work. Because these rhythms may be opaque to expatriate eyes, a sign of sustainability may be an inability on the part of expatriates to see what is going on. This has serious implications for project evaluation.

96–59   Hyde, Martin (Canterbury Christ Church Coll.). The importance of language awareness in the phonology component of a teacher training programme. *Language Awareness* (Clevedon, Avon), **3**, 3/4 (1994),141–50.

A systematic approach to phonology is needed in language teacher training. The deficiencies inherent in the current 'atomistic' approach to phonology in EFL are outlined and it is suggested that a 'holistic' approach to this area in both teaching and teacher training will enable both learners and teacher trainers to develop a more accurate understanding of the sound systems of the English language and how they

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interrelate with each other. When we look at the psycholinguistic processes that determine the sounds we utter, we should be concerned with top–down processing, from speaker meaning to suprasegmental considerations and finally segmental considerations; a teaching approach to phonology needs to reflect this sequence of processes. A procedure for using this approach in teacher training is offered and a sample exercise is provided by way of illustration of the approach. The need for teacher trainers to develop a coherent understanding of, and ability to analyse, the English language sound system is argued throughout. This ability is seen as a useful application of language awareness in English language teacher education.

96–60 Johnson, Ruth. ESL teacher education and intercultural communication: discomfort as a learning tool. *TESL Canada Journal* (Montreal), **12**, 2 (1995), 59–66.

This article reports on a simulation used in a course of intercultural communication in an ESL/EFL teacher education programme at Southern Illinois University at Carbondale. The simulation was designed to create an unfamiliar and uncomfortable atmosphere, culturally, for the students, similar to what they would experience in a foreign environment. For three weeks of the semester the students were required to greet one another at the opening and closing of class in a particular manner, modelled after the greetings used in the Yoruba (West Africa) culture. The focus of the simulation was at the affective level, to help students recognise themselves as cultural beings whose cultural beliefs would influence the learning process of their own students. Also reported are excerpts from students' journals and students' evaluations of the simulation.

96–61 Scott, Reneé (U. of North Florida) **and Rodgers, Barbara** (Clay County Schools). Changing teachers' conceptions of teaching writing: a collaborative study. *Foreign Language Annals* (New York), **28**, 2 (1995), 234–46.

This article describes a nine-week collaborative project involving the training of secondary-school language teachers in the use of process approach, holistic assessment, and positive feedback of writing in the second-language classroom. A description of the three workshop sessions over the nine-week period is provided. Included are the results of pre- and post-assessment instruments which measured changes in teacher attitudes toward teaching writing as well as changes in their methods of grading writing assignments.

Teaching methods

96–62 Arries, Jonathan F. (Old Dominion U., Va). Constructing culture study units: a blueprint and practical tools. *Foreign Language Annals* (New York), **27**, 4 (1994), 523–34.

The author describes three integrated activities which teachers can use to plan and evaluate a culture study unit at the novice level: (i) a culture interest inventory, (ii) the interview of the cultural informant, and (iii) an audiomotor unit to organise and evaluate learning (the Gouin Series). Some practical implications of a psycholinguistic approach are (1) the need for a supportive learning environment, (2) the need to develop a 'monitor' and (3) the need for 'contextualised' experiences. All these requirements can be met by the use of the activities described here.

96–63 Beaton, Alan (U. of Wales, Swansea)**and others.** Retention of foreign vocabulary learned using the keyword method: a ten-year follow-up. *Second Language Research* (Utrecht, The Netherlands), **11**, 2 (1995), 112–20.

This article assesses one individual's level of recall for foreign vocabulary learned 10 years previously using the keyword method. Without any revision at all, he remembered 35% of the test words with spelling fully correct and over 50% with only very minor errors of spelling. After 10 minutes spent looking at a vocabulary list, recall increased to 65 and 76% respectively. After a period of revision lasting a further $1\frac{1}{2}$ hours, recall was virtually 100%. This level of recall was maintained for at least one month. The results indicate (1) that the keyword method (as incorporated in Linkword courses) may be used to learn a large list of vocabulary; and (2) this method of learning is not inimical to retention in the long term. Some theoretical aspects of the findings are discussed.

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96–64 Courchêne, Robert. An alternative method for teaching and testing reading comprehension. *TESL Canada Journal* (Montreal), **12**, 2 (1995), 50–8.

The summary cloze technique, which can be used for both teaching and testing reading and listening comprehension, offers an alternative format to multiple choice. Summary cloze exercises are prepared by summarising the content of the original text into a new text about one third the length. The shortened text is then transformed into a rational cloze exercise. The learner, who always has access to the original text, must complete the summary text using the list of choices provided. Research using the technique has shown that it is certainly as good a measure of reading comprehension as the multiple-choice-based format and that it is often more reliable. Considerable experimentation, however, remains to be done concerning the text topic and choice and frequency of deletions.

96–65 Gremmo, Marie-José and Riley, Philip (CRAPEL, U. Nancy 2, France). Autonomy, self-direction and self-access in language teaching and learning: the history of an idea. *System* (Oxford), **23**, 2 (1995), 151–64.

The terms 'autonomy' and 'self-direction' are being used more and more frequently in educational discussion. This article identifies and examines the ideas and historical contingencies which form the background to these developments, including minority rights movements, shifts in educational philosophy, reactions against behaviourism, linguistic pragmatism, wider access to education, increased internationalism, the commercialisation of language provision and easier availability of educational technology.

A number of objections to 'autonomy' (it could not work with children or adults of low educational attainment, nor for 'difficult' languages, or in examination-led syllabuses) have largely been overcome. Research into a wide range of educational topics, such as learning styles and strategies, resource centres and counsellor and learner training has directly contributed to present practice. Much remains to be done, however, particularly if cultural variation in learning attitudes, roles and activities is to be taken into account and if 'autonomy' and 'self-direction' are to be situated and understood within the workings of the social knowledge system.

96–66 Hanley, Julia E. B. and others. Using video as an advance organiser to a written passage in the FLES classroom. *Modern Language Journal* (Madison, Wis), **79**, 1 (1995), 57–66.

The authors compared the effects of two visual advance organisers on comprehension and retention of a written passage in a FLES (Foreign Language in the Elementary School) Programme: (a) Video and (b) Pictures + Teacher Narrative. Sixty-two English-speaking students enrolled in fifth grade in a parochial elementary school served as subjects. Investigators randomly assigned students to one of two conditions. Students in both conditions read 12 identical passages in French. The two groups differed only in their introduction to the passages. For students in the video group, a short video clip presented the narration of the advance organiser while for the comparative group, the teacher presented the identical narration by reading it aloud and showing four pictures related in context. Findings indicated that Video a was more effective advance organiser than Pictures + Teacher narrative. The investigators interpreted these results as evidence of video's potential to enhance comprehension and enrich instruction.

96–67 Hotho-Jackson, Sabine (U. of Abertay, Dundee). Motivation and group context: tackling the drop-out factor. *Language Learning Journal* (Rugby), **11** (1995), 20–3.

High drop-out rates result from overcrowding, too wide a range of learner needs and expectations, varied learning backgrounds, poor teaching quality, and environment. Motivational factors in the language classroom are identified, particularly personality-related motivation, and especially the learner's attitude towards the group. Learner's behaviour is linked to group relations. Those most motivated are accepted group members engaged in group activities. The teacher should thus exploit group goals and group cohesion. Learners should be encouraged to identify with the group goal and

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realise it as being identical with their personal goal, so that group cohesion can grow and motivation be strengthened. However, a group demands conformity with its goals and rules – this is problematic if the individual learner's personal needs are repressed. The article suggests ways of integrating group and individual interests through pathways concentrating more on those skills of interest to the individual, and developed as the group takes shape. Thus a fixed course book will be replaced by a more flexible course structure. Courses should be reviewed critically and conscientious teachers rewarded adequately.

96–68 **Ingraham, Bruce Douglas** (U. of Teesside). Some applications of contemporary information technology to the teaching of language and literature. *Literary and Linguistic Computing* (Oxford), **10**, 1 (1995), 27–32.

The primary objective of this paper is to examine some of the ways in which recent developments in Information Technology may be exploited in the study of language and literature. The paper first presents a design model for the development of computer-mediated resources to support students of language and literature, and then considers some of the ways in which this model and similar ones may be applied. The model was developed as part of what has become the CAMILLE Project and, although aimed specifically at supporting the acquisition of basic language skills, is based upon design principles that may be applied across a wide range of linguistic and literary studies.

96–69 **Meara, Paul** (U. of Wales, Swansea). The importance of an early emphasis on L2 vocabulary. *Language Teacher* (Dublin, Ireland), **19**, 2 (1995), 8–10.

An approach to language teaching is described here which, rather than restricting lexis, as language teaching books tend to do, would flood the beginning learner (in particular) with a large vocabulary. The point is made that learners take time to hone grammatical patterns, but are avid for new vocabulary, and one can communicate, albeit imperfectly, with lexis. The core vocabulary revealed by study of corpora is very small (2,000 words by native speakers); learners expect to learn a lot of new words, and grammar patterns are not revealed if vocabulary input is restricted.

Two types of word-learning activities are suggested – word recognition and word games.

96–70 **Pierce, Colin** (Wirral Metropolitan Coll.). A model for self-access language provision. *Language Learning Journal* (Rugby), **11** (1995), 30–2.

The article describes an open learning system developed at Wirral Metropolitan College. Learners from different backgrounds, including industry and commerce, are exposed from the start to authentic language at normal conversational speed. Tutor support is available throughout, including counselling. Intrinsically motivated students are rarely as successful as those who are extrinsically motivated. Tutors see learners on each visit and small conversation groups extend one-to-one support. As students begin and end their studies at any time, an end-tested scheme is too rigid, yet accreditation is necessary and is likely to fall within the NVQ framework. CENTRA provides an appropriate range of accreditation schemes in the North West. Such competence-based assessment considers skills rather than knowledge. Learners determine when they are ready for assessment, and competence-based assessment becomes the starting-point for determining what is taught and how it is taught. The College has produced a Learner Guide with exercises linked to performance criteria. The competence-based approach is suitable for an area like languages where it offers in-built accountability for learners and course providers. Outcomes are guaranteed and certificates are awarded only when these outcomes have been achieved.

96–71 **Rivenc, P.** (U. of Toulouse le Mirail). Quelques préalables pour un dialogue. [Some prerequisites for a dialogue.] *Revue de Phonétique Appliquée* (Mons, Belgium), **112/13** (1994), 183–94.

The SGAV method has always advocated debate and active collaboration between psychologists, linguists and pedagogues. After determining the various fields in which this collaboration is likely to be the easiest and the most successful, the author puts forward a certain number of prerequisites that should be examined first in a collective effort: the fields of research and of pedagogical practices, the concepts

of language, of speaker and learner, of language and communicative competence, etc. The essay ends on a proposal to compile a common 'multi-voice lexicon' listing a hundred or so key words in the field of second-language learning.

96–72　Rusciolelli, Judith (Middle Tennessee State U.). Student responses to reading strategies instruction. *Foreign Language Annals* (New York), **28**, 2 (1995), 262–73.

Researchers have identified strategies used by successful readers and have developed approaches to impart this information to students. After determining the current reading practices used by Spanish learners, a fourth- and fifth-semester college Spanish class received instruction in recommended strategies using articles from contemporary Spanish language magazines. Students then ranked the strategies they found most helpful. No single strategy was chosen by an overwhelming majority of students; indeed, seven of the eleven strategies were ranked as most useful by some students. However, a mean ranking revealed that instruction in skimming and word guessing proved most useful to students.

96–73　Tomlinson, Brian (U. of Luton). Pragmatic awareness activities. *Language Awareness* (Clevedon, Avon), **3**, 3/4 (1994), 119–29.

This paper advocates a language awareness approach which aims at helping learners of an L2 to develop awareness of how the target language is typically used to achieve communication. It starts by considering different interpretations of the objectives and procedures of language awareness lessons and then specifies the particular principles and objectives of the Pragmatic Awareness Approach. In doing so it stresses that pragmatic awareness can be achieved by exposing learners to language in use in such a way that they are guided to invest energy and attention in order to make discoveries for themselves. These discoveries can help learners when participating in planned discourse. They can also contribute to the learner readiness required for language acquisition by encouraging learners to note the gap between their use of the target language and that of proficient users. In addition, the discovery activities help learners to develop cognitive skills and to gain more independence as language learners. The main part describes an example of a pragmatic awareness lesson for upper intermediate students based on an extract from *The Graduate* by Charles Webb. In this lesson the learners are guided to make discoveries about how the interrogative and the imperative are actually used in English and about how interaction between context and language form is used to achieve illocutionary force. The paper concludes with an outline of typical procedures in a pragmatic awareness lesson and with a summary of the potential value of a pragmatic awareness approach.