Language learning and teaching – theory and practice

Theory and principles

95–1 Baetens Beardsmore, Hugo (Free U., Brussels). An overview of European models of bilingual education. *Language, Culture and Curriculum* (Clevedon, Avon), **6**, 3 (1993), 197–208.

The paper begins by describing some language-related projects undertaken by the European Community to promote multilinguality and improved cross-national communication. Then it describes four systems of bilingual education operating in individual member states: the national system of Luxembourg, the Foyer and European School projects in Belgium, and the bilingual systems operating in the Catalan and Basque regions of Spain. As a basis for comparison, Canadian immersion programmes are also briefly characterised. There follows a comparison of all these systems in an attempt to state some general hypotheses that account for their various strengths and weaknesses and also to indicate the important factors that would have to be considered in any application of European models in an Asian context.

95–2 Baumgratz-Gangl, Gisela (U. of Paris IX Dauphine). Programmes d'échanges universitaires: la qualification par et pour la mobilité? [University exchange programmes: qualification by and for mobility?] *Français dans le Monde: Recherches et Applications* (Paris), Feb–Mar (1994), 93–103.

This paper looks at the problems arising from the increasing mobility of students and teachers in higher education as a result of the Single European Market and considers the requirements for inter-cultural communication in the higher education context. Through a comparison of the pragmatic, profession-orientated ethos of the French *Grandes Ecoles* and that of the traditional, research-orientated German universities, it is shown that an in-depth knowledge of the foreign culture and its institutions is essential, both for those negotiating partnership contracts and for participants preparing for a visit. There is discussion of the importance of *langue* in presenting the foreign culture, and some ways of preparing participants (administrators as well as academics and students) for intercultural communication are described.

95–3 Bayley, Susan N. (Dawson College, Montreal, Canada). Literature in the modern languages curriculum of British universities. *Language Learning Journal* (Rugby), **9** (1994), 41–5.

For nearly a century from its beginnings in 1886, modern language study at British universities was informed by a philosophy of liberal humanism, copied from classical studies. Literature and philology were dominant, language improvement had a very minor role; the best models were found in the distant past; readings were selected to exemplify heroism, leadership and virtue; claimed benefits included widening of outlook, disciplining of mind and character, 'scholarly knowledge and command'.

From the 1980s a very different ideology emerged. Its main influence was the right-wing, entrepreneurial stance of the government, which sought commercial and industrial relevance, and led to vocationally orientated courses. Another element (beginning rather earlier) was a wider definition of culture to include more 'popular', everyday topics. Both these factors led to a move away from literature, though this was resisted in many quarters. At present, British university courses include a wide selection of both vocational and literature elements [examples from specific universities]; there is a tendency towards more modern literature, wider geographical variety and a blurring of the distinction between literature and cultural studies. Literature is trying to serve two masters, liberal humanism and utilitarianism.

For the future, a less elitist, more consumer-orientated approach is advocated, seeing literature as a source of authentic material, making full use of computer technology and other innovations, and seeking relevance to students' own lives and emotional as well as intellectual engagement.

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95–4 Clowes, Peter (Sheffield U. and Hastings High Sch., Leicestershire). What are the language needs of industry? *Language Learning Journal* (Rugby), **9** (1994), 22–5.

The author describes a survey of three UK companies (in the service, manufacturing and chemical sectors), which focused on the relevance of foreign languages in typical business operations. Interviews with individual executives were also undertaken [excerpted tapescripts]; questions included 'In which situations do people use languages?' and 'What kind of people use foreign languages in your company?'

The questionnaire/interviews showed that businesses use languages in liaising with foreign colleagues, dealing with acquisitions and demonstrating products; main activity areas requiring foreign languages included sales, export marketing and general management.

The article concludes with eight recommendations based on the survey findings. For instance, cultural knowledge related to the FL should be taught explicitly, languages should be introduced into schools earlier than at present, and language teachers and business people should meet in order to exchange ideas.

95–5 Hambrook, Glyn (U. of Wolverhampton). Language learning and literary studies. *Language Learning Journal* (Rugby), **9** (1994), 46–7.

In recent decades, Wolverhampton has become synonymous with non-literary language degrees and even a certain hostility towards the study of literature. Official approval of a new package of modules in Hispanic culture (literature and film) and history in 1991 was, however, a sign that culturally-orientated studies were back in favour, and students were also enthusiastic. The study of foreign literature has been perceived not as a valid pursuit in its own right, but in terms of its role in the language learning process, its contribution to the acquisition and development of practical or applied language skills. Yet the study of foreign literature need not be confined to a purely instrumental function, and it is now acknowledged that learning to use a foreign language effectively includes gaining an understanding of a cultural context.

The reform responsible for questioning the place of literature also served to bring about a shift of emphasis in language pedagogy away from knowing about a language towards using it. Thus there is no reason why language study should not play an essentially instrumental role in the study of other subjects, including foreign literatures. It is erroneous to assume that this would be at the expense of developing linguistic competence. In European cultural studies programmes, language plays a successful supporting role to the study of European literature, art and philosophy, and many social science-based European studies courses are founded on the same principle. The impact of new methodologies for the study of literature and the extension of cultural studies to include more contemporary literature, film and texts from beyond the canon facilitate collaboration with language learning.

95–6 Meara, Paul (U. College Swansea). What should language graduates be able to do? *Language Learning Journal* (Rugby), **9** (1994), 36–40.

Some 586 students at British universities, following courses with foreign-language components, completed a questionnaire item which listed 15 competences in the foreign language, e.g. 'follow radio or TV programmes', 'discuss sporting events', asking in each case (a) whether graduates should be able to do this, and (b) if it is 'true of you'. Answers to (b) suggested surprisingly high self-rating, perhaps even complacency, whilst the author is disturbed by some answers to (a): many do not think graduates should necessarily be able to discuss the arts, read technical or commercial material, recommend books, function as a translator or interpreter, pick up topical or cultural allusions, understand social structures, even write fluently and appropriately. Students seem to have simplistic views about the nature of language and about what society will expect of them. Another item asked what emphasis should be given to each of 16 components on an ideal course, and again there were some surprisingly low ratings, especially for linguistic, literary and technical topics. There is little common culture among modern language students, but several different 'tribes' – literary, commercial, political, etc. – with narrow and specialised demands for which existing courses seem inadequate.

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Psychology of language learning

95-7   Aida, Yuki (U. of Texas at Austin). Examination of Horwitz, Horwitz and Cope's construct of foreign language anxiety: the case of Japanese. *Modern Language Journal* (Madison, Wis), **78**, 2 (1994), 155-67.

A group of second-year students of Japanese at the University of Texas was asked to complete a 33-item questionnaire, agreeing or disagreeing with statements about anxiety. 96 responses were obtained, and statistically analysed to explore the overall level of anxiety and the number of separate contributing factors. Whilst Horwitz and others, whose work (on Western languages) was replicated, found three factors, the author found a rather different set of four: speech anxiety and fear of negative evaluation, fear of failing the class, comfortableness in speaking with Japanese people, negative attitudes towards the class. Anxiety was lower in those doing the course voluntarily, in those who had visited Japan, and in those who had good marks in Japanese. It is suggested that high self-esteem may offer some protection against negative effects of anxiety on performance.

95-8   Bardovi-Harlig, Kathleen (Indiana U.). Reverse-order reports and the acquisition of tense: beyond the principle of chronological order. *Language Learning* (Ann Arbor, Mich), **44**, 2 (1994), 243-82.

This article presents the results of a longitudinal study of the expression of temporality in interlanguage that followed 16 adult learners of English as a second language for an average period of 10 months. It focuses on these learners' presentation of a specific rhetorical device, the reverse-order report, showing how these learners used tense contrast and time adverbials to produce such reports, and how the emergence of these reports related to more general patterns of tense acquisition. The study indicates that these learners marked reverse-order reports as deviations from chronological order by their use of tense contrast, time adverbials, and other means, with time adverbials playing a pivotal role. The study also shows that high accuracy of past tense use was a necessary prerequisite for the emergence of reverse-order reports, and that it was the emergence of these reports that created the environment for the emergence of the pluperfect (and not vice versa). It further showed that acquisitional prerequisites, and not instruction, played the key role in these acquisitional sequences.

95-9   Bennett, Susan (McGill U.). Interpretation of English reflexives by adolescent speakers of Serbo-Croatian. *Second Language Research* (Utrecht, The Netherlands), **10**, 2 (1994), 125-56.

This article addresses the question of L1 transfer in L2 acquisition of reflexive binding. It incorporates recent research on Binding Theory which focuses on the relationship between morphological complexity of anaphors and the occurrence of long-distance binding of reflexives. Reflexives typically fall into two categories: simple (X^0) reflexives that may take long-distance antecedents and complex (XP) reflexives that may not. Acquisition of the English binding pattern by native speakers of Serbo-Croatian requires recognition of the morphological complexity of English reflexives. Prior to reanalysis, learners are predicted to transfer the L1 X^0 anaphor type and incorrectly assign long-distance antecedents to English XP reflexives.

The interpretation of English reflexives by native speakers of Serbo-Croatian was investigated using two types of written sentence comprehension tasks. A picture identification task and a multiple-choice questionnaire were administered to intermediate ($n = 20$) and advanced ($n = 20$) L2 learners and a group of English native speaker controls ($n = 20$). Results consistent across task type support the transfer hypothesis and suggest learners have access to Universal Grammar in second language acquisition.

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95–10 Carroll, Mary (U. of Heidelberg). Comment s'organise-t-on pour parvenir à acquérir? Ce que nous enseigne la performance de l'adulte apprenant une deuxième langue. [What sort of organisation is needed in order to achieve successful acquisition? What the performance of an adult second-language learner can teach us.] *Aile* (Paris), **1** (1992), 37–51.

Studies based on the Universal Grammar (UG) theory of language acquisition have paid more attention to performance data as an indicator of the development of competence than to the principles of information processing which, in interaction with knowledge already available, enable efficient acquisition to take place in conditions that are far from ideal. Although children, by definition, have a UG, adults do not. This discussion of adult language acquisition in terms of principles of information processing is illustrated by two studies: one, on spatial reference, shows that learners make choices according to what is feasible for communicative purposes at a given point in acquisition (i.e. they define their priorities in the acquisition of knowledge); the other, on word order, shows how, using principles of information processing, learners build new language in their performance on what they already know.

95–11 Cenoz, Jasone and Valencia, Jose F. (U. of the Basque Country). Additive trilingualism: evidence from the Basque Country. *Applied Psycholinguistics* (Cambridge), **15,** 2 (1994), 195–207.

This research examines the influence of bilingualism on third language learning in a bilingual community, the Basque Country. The English-language achievement of students instructed through the majority (Spanish) and the minority (Basque) languages in the Basque Country was measured. In addition, other cognitive, sociostructural, social psychological, and educational variables were also included in the study. Several sets of regression analyses were carried out to analyse the role of bilingual education. The results indicated that bilingualism and several other variables (intelligence, motivation, age, and exposure) were good predictors of English-language achievement. This research suggests that immersion in the minority language for Spanish-speaking students and school reinforcement of the native language for Basque-speaking students have positive linguistic outcomes.

95–12 Cohen, Andrew D. (U. of Minnesota). The language used to perform cognitive operations during full-immersion maths tasks. *Language Testing* (London), **11,** 2 (1994), 171–95.

The study sought to determine the native and target languages' roles in the processing of oral and written prompts and formulation of oral and written responses by learners immersed in a target-language programme. The investigation dealt with the extent to which learners use their native language and the foreign language when performing the cognitive operations involved in maths problems.

Thirty-two students were selected from the third to sixth grade at a Spanish full-immersion school in St Paul. A team of five investigators collected data from the pupils over a five-month period: (1) verbal report; (2) questionnaire data about the pupils' abilities, attitudes and preferences with regard to thinking in Spanish and using Spanish as a vehicle for communication with peers and adults; (3) insights from classroom observation regarding language use patterns in the process of doing the particular task; and (4) background information on the selected learners, including achievement test scores available from the school office, the learners' school grades, sociolinguistic information on their exposure to Spanish language out of class, and so forth.

The findings revealed that, for the immersion students under study, English seemed at times to play a more prominent role in their internal language environment than Spanish. In responding to both numerical and verbal problems in maths, students reported favouring English in their cognitive processing and were also observed to be doing so. They read the problem in Spanish but would shift to English immediately or as soon as they had some conceptual difficulty. These findings may provide some contribution to the gaps that have been noted in the spoken and written output of immersion pupils.

95–13 Goodfellow, Robin (Aston U., Birmingham) **and Powell, Colin** (Nova Training). Approaches to vocabulary learning: data from a CALL interaction. *ReCALL* (Hull), **6,** 1 (1994), 27–33.

This article reports on aspects of an investigation into learners' approaches to vocabulary learning that was carried out as part of an experimental project integrating CALL into an ESL (English as a Second Language)/computer training course. Data from two of the learners is presented, and contrasting 'deep' and 'surface' approaches are identified. The link between approach and learning outcome is demonstrated. The importance of qualitative analysis of learning processes, and the possible contribution of CALL to this kind of analysis, is discussed.

95–14 Harley, Birgit. Maintaining French as a second language in adulthood. *Canadian Modern Language Review* (Toronto, Ont), **50,** 4 (1994), 688–713.

This article presents findings from some case studies of adult Canadians who are successfully maintaining the French second langauge skills they first learned at school. In line with prior research on language retention, results suggest that higher initial proficiency and amount of second language use are both positively related to the level of retained proficiency. Subjects were virtually unanimous on seeing regular use of French as the key to its support, especially in the maintenance of speaking skills. Another recurring theme was that of motivation, manifested in the frequent references to choosing interesting and enjoyable language maintenance activities. The retention strategies employed by these adults can be categorised as mainly meta-cognitive and social-affective in nature.

95–15 Ioup, Georgette (U. of New Orleans) **and others.** Reexamining the critical period hypothesis: a case study of successful adult SLA in a naturalistic environment. *Studies in Second Language Acquisition* (Bloomington, Ind), **16** (1994), 73–98.

This study concerns the ability of adults to achieve nativelike competence in second language when the acquisition context lacks formal instruction and, therefore, more closely resembles the environment for first language acquisition. The study presents the results of extensive testing of an adult who has apparently acquired native proficiency in Egyptian Arabic (EA) in an untutored setting. The goal is to determine to what extent her linguistic competence matches that of native speakers. Measures employed to assess her level of achievement are a speech production task, a grammaticality judgment task, a translation task, an anaphoric interpretation task, and an accent recognition task. Results are compared to those of native speakers as well as to those of a proficient learner of EA with extensive formal instruction. The results lead the authors to reexamine the critical period hypothesis while addressing the role of talent in adult language learning. The study concludes with an examination of the subject's language learning history to discover what factors differentiate her from less successful naturalistic adult acquirers.

95–16 Kember, David and Gow, Lyn (Hong Kong Poly.). An examination of the interactive model of ESL reading from the perspective of approaches to studying. *RELC Journal* (Singapore), **25,** 1 (1994), 1–25.

This study uses techniques derived from the fields of cognitive psychology and student learning to investigate the approaches to studying of a sample of Hong Kong students and to relate these approaches to the interactive model of second-language reading. The English language ability of the subjects, who were studying in a second language, was compared to measures from the Approaches to Studying Inventory (ASI) and data from student interviews. English language ability was found to be correlated with deep and surface approach scores of the ASI, which determine whether a student sets out to find the global meaning of a piece of reading or tries to memorise items. There was evidence of the subjects adopting a narrow focus in their learning approaches, which is interpreted as evidence for over-reliance on bottom-up processing. The results are seen as offering some support to the short-cut hypothesis of second-language processing.

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94–17 Levine, Adina and Reves, Thea. The four-dimensional model: interaction of schemata in the process of FL reading comprehension. *TESL Canada Journal* Montreal), **11**, 2 (1994), 71–84.

This paper reports on a study which investigated the interactive effect of different types of schemata on successful text comprehension in a foreign language. The tentative model of the study is four-dimensional: the dimension of overall reading comprehension was assumed to be the result of an interaction of linguistic, content and formal schemata.

The following research questions were specifically asked: What is the combined effect of the three types of schemata? What is the relative weight of each of the three types of schemata? What is the influence of schemata-inducing activities on FL reading comprehension?

The results of the study confirm that all the three types of schemata contribute to overall text comprehension, both separately and cumulatively, although to differing extents. It can also be assumed that schemata-inducing activities may indirectly affect overall text comprehension by arousing the reader's appropriate schemata.

95–18 MacIntyre, Peter D. (U. of Ottawa). Toward a social psychological model of strategy use. *Foreign Language Annals* (New York), **27**, 2 (1994), 185–95.

In the past few years, the literature has shown substantial growth in the study of language learning strategies and their relation to language learning and communication. With such rapid advances, it is necessary to closely examine the approach taken to this increasingly complex topic. Some of that complexity seems to arise from treating strategies with too broad a scope. Several other learner and situational variables interact with strategies to influence second language proficiency. Therefore,

an alternate view of strategies is offered that limits their application to those behaviours that are intentional and freely chosen. Finally, a model is presented which postulates that for strategies to be used, students must be aware of one or more appropriate strategies, have reason to use them, have no impediments to their use, and should experience rewards for using them. The implications of this model for strategy training are discussed.

95–19 MacIntyre, Peter D. (University Coll. of Cape Breton) **and Gardner, R. C.** (U. of Western Ontario). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning* (Ann Arbor, Mich), **44,** (1994), 283–305.

Previous research has shown language anxiety to be associated with broad-based indices of language achievement, such as course grades. This study examined some of the more specific cognitive processes that may be involved in language acquisition in terms of a three-stage model of learning: Input, Processing, and Output. These stages were presented in a set of nine tasks that were employed

to isolate and measure the language acquisition stages. A new anxiety scale was also developed to measure anxiety at each of the stages. Generally, significant correlations were obtained between the stage-specific anxiety scales and stage-specific tasks (e.g. output anxiety with output tasks) suggesting that the effects of language anxiety may be both pervasive and subtle.

95–20 MacIntyre, Peter D. (U. of Ottawa) **and Gardner, R. C.** (U. of Western Ontario). The effects of induced anxiety on three stages of cognitive processing in computerised vocabulary learning. *Studies in Second Language Acquisition* (Bloomington, Ind), **16** (1994), 1–17.

Language anxiety is a prevalent phenomenon in second language learning. This experiment examines the arousal of anxiety caused by the introduction of a video camera at various points in a vocabulary learning task. Seventy-two students of first-year university French were randomly assigned to one of

four groups: (a) one group who had anxiety aroused during their initial exposure to the stimuli, (b) a second group who had anxiety aroused when they began to learn the meanings of the words, (c) a third group who had anxiety aroused when they were asked to produce the French word (when prompted

with the English), and (d) a control group who did not experience anxiety arousal. Significant increases in state anxiety were reported in all three groups when the video camera was introduced, and concomitant deficits in vocabulary acquisition were observed. It is concluded that the stage at which anxiety arises has implications for any remedial action taken to reduce the effects of langauge anxiety.

95–21 Matsumura, Masanori (Toba High Sch., Japan). Japanese learners' acquisition of the locality requirement of English reflexives: evidence for retreat from overgeneralisation. *Studies in Second Language Acquisition* (Bloomington, Ind), **16** (1994), 19–42.

This paper focuses on the process of Japanese learners' acquisition of the locality requirement of English reflexives. Previous studies seem to agree that the initial hypothesis of learners is an over-general one that allows nonlocal binding. Research findings diverge, however, as to whether or not learners can approximate the target grammar without the help of negative evidence as their overall proficiency in English increases. This paper provides evidence of a successful retreat from the initial overgeneral hypothesis. In an attempt to explain the observed progress, it is suggested that a nonsyntactic aspect of langauge plays a role here, that is, 'viewpoint' in sentence processing. This notion may help us to specify the type of evidence that can trigger learners' progress in the acquisition of the English reflexive.

95–22 Rowsell, Lorna V. and Libben, Gary. The sound of one hand clapping: how to succeed in independent language learning. *Canadian Modern Language Review* (Toronto, Ont), **50,** 4 (1994), 668–87.

This paper describes the self-reported strategies of 30 adults who were independent language learners for a period of six months. Their diaries were classified for attainment as either high achievers or low achievers. High and low achievers showed no significant differences in overall treatment of the learning materials. However, they differed in their treatment of language itself. The high achievers showed significantly more instances of communication-making and context-making activities. In isolation they often created imaginary partners in imaginary settings and then treated language as a medium of communication rather than as a subject to be memorised. Creativity and imagination help the independent learner to overcome the pitfalls of isolation. It is suggested that the use of imagined contextualised communication should be recommended for classroom language learners to assist with independent study.

95–23 Rubin, Joan. A review of second language listening comprehension research. *Modern Language Journal* (Madison, Wis), **78,** 2 (1994), 199–221.

Five major factors that researchers believe affect listening comprehension are discussed: (1) text characteristics (variation in a listening passage/text or associated visual support); (2) interlocutor characteristics (variation in the speaker's personal characteristics); (3) task characteristics (variation in the purpose for listening and associated responses); (4) listener characteristics (variation in the listener's personal characteristics); and (5) process characteristics (variation in the listener's cognitive activities and in the nature of the interaction between speaker and listener).

95–24 Sadighi, Firooz and Jafarpur, Abdoljavad (Shiraz U., Iran). Is there a role for learner treatment in comprehending relative clauses? *RELC Journal* (Singapore), **25,** 1 (1994), 56–76.

The purpose of this research was to study the role of learner treatment in comprehending restrictive relative clauses by EFL learners under formal instruction. The instructional materials of 104 students were examined to obtain the frequency of the types of restrictive relative clauses in the subjects' input. The frequency list was then correlated with the difficulty order obtained from the subjects' performance on a test of comprehending relative clauses. The results did not reveal any significant

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relationship. The difficulty order, however, showed close correspondence with the Accessibility Hierarchy (Keenan & Comrie, 1977). In addition, the results indicated that the relative ease/difficulty of comprehending relative clauses relates to such universal determinants as interruption/non-interruption, word-order arranged/rearranged, and parallel/non-parallel function.

95–25 Sasaki, Yoshinori (U. of Massachusetts, Amherst). Paths of processing strategy transfers in learning Japanese and English as foreign languages: a competition model approach. *Studies in Second Language Acquisition* (Bloomington, Ind), **16** (1994), 43–72.

This paper reports on a competition model experiment designed to investigate the sentence-processing strategies of English-speaking learners of Japanese (JFL learners) and Japanese-speaking learners of English. The participants were required to identify the sentence subject of a series of English and Japanese word strings, each consisting of one verb and two nouns, in which noun-animacy, word-order, and case-marking cues either competed or were consistent with each other. The results indicated a correlation between learners' proficiency in Japanese and case-marker dependency in Japanese strings. JFL learners primarily resorted to animacy cues to interpret Japanese strings, suggesting a prepotent role for lexical semantics. There was little evidence of transfer of surface word order, although some JFL learners resorted to the Japanese canonical SOV order to a greater extent than the native Japanese.

95–26 Schmidt-Rinehart, Barbara C. (Ashland U., Ohio). The effects of topic familiarity on second language listening comprehension. *Modern Language Journal* (Madison, Wis), **78**, 2 (1994), 179–89.

Few empirical studies have explored the potential relationship between prior knowledge and listening comprehension, concentrating instead on the effects of background knowledge on second language reading. This study involved university students of Spanish at three different course levels listening to two passages, one about a familiar topic and one about a novel topic. Listening comprehension was assessed through a native language recall protocol procedure. The aim was to discover whether topic familiarity affects recall measures of listening comprehension, whether proficiency level affects recall measures of listening comprehension, and whether the effects of topic familiarity vary with students' proficiency levels. The passages were recorded by a native Cuban male, who was given content guidelines but spoke without a script, resulting in speech that approached authenticity. After hearing each passage twice, subjects were asked to write in English everything they could recall from it. Use of the subjects' native language is important, as the aim is to tap comprehension ability rather than productive skills.

The results of the experiment revealed background knowledge in the form of topic familiarity to be a powerful factor in facilitating listening comprehension. Topic familiarity clearly affected the scores of the recall measure. The means of the course-level groups revealed a consistent increase in comprehension scores across the three levels. All subjects, regardless of their course level, scored higher on the familiar passage. There are however some disadvantages in the use of the immediate recall protocol as a measure of comprehension at these levels. Short-term memory may also have been a factor in the students' demonstration of comprehension, and the recall protocol procedure is not a particularly authentic, real-life task. Questions remaining unanswered are: do more proficient listeners use schema-based processing to the same degree as less proficient listeners? At some level of listening proficiency, does linguistic knowledge override the effects of background knowledge? It would be fruitful to examine written recall protocol procedures for inferences and elaborations, as the subjects' summaries of what they understood, uninfluenced by traditional, teacher-created comprehension checks, contain many insights into the listeners' interaction with the passage.

95–27 Umbel, Vivian M. and Oller, D. K. (U. of Miami). Developmental changes in receptive vocabulary in Hispanic bilingual school children. *Language Learning* (Ann Arbor, Mich), **44**, 2 (1994), 221–42.

This study examined the receptive vocabulary knowledge of mid-socioeconomic-status Hispanic simultaneous bilinguals exposed to English and Spanish (either mostly Spanish or equally English

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and Spanish) at home since birth. One hundred and two (34 from each grade level) first, third, and sixth graders were tested in both English and Spanish with complementary standardised tests, the Peabody Picture Vocabulary Test (PPVT-R) and the Test de Vocabulario en Imágenes Peabody (TVIP-H). All functioned comparably well on the Spanish receptive vocabulary test, the performance of first and sixth graders being near the mean for the norming sample. In contrast, English receptive vocabulary performance increased with grade level ($P < 0.05$), first graders functioning approximately one standard deviation below the mean and sixth graders near the mean.

It appears, therefore, that early simultaneous exposure to two languages does not harm receptive vocabulary development in the language of origin, while it lays the groundwork for gradual improvement in the majority language with formal schooling. Furthermore, within a simultaneous learning circumstance, equal exposure to English and Spanish at home was found to be sufficient for the maintenance of Spanish vocabulary skills and superior to exposure to mostly Spanish at home with respect to English vocabulary development. In addition, consistent with Cummins' interdependence hypothesis, performance in one language was found to be the best predictor of performance in the other.

95–28 Ushioda, Ema (Trinity Coll., Dublin). **L2 motivation as a qualitative construct.** *Téanga* (Dublin, Ireland), **14** (1994), 76–84.

This paper begins by reviewing the social-psychological tradition of L2 motivational research, typified by a methodology reflecting a particular concept of motivation in terms of quantifiable components. The paper then considers how motivation might be defined in more qualitative terms, by drawing on relevant research in educational psychology. It reports on work in progress to investigate qualitative aspects of L2 motivation as reflected in students' thought processes. Open-ended and semi-structured interview techniques were employed to elicit perceptions of motivational processes and experiences from a sample of 20 L2 learners. The range of perspectives identified suggests that even within a small subject sample qualitative motivational differences exist which are not easily accommodated within the traditional theoretical framework. The introspective findings also draw attention to the potential role of effective motivational thinking in the L2 learning process.

95–29 Verkler, Karen Wolz (U. of Florida). **Middle school philosophy and second language acquisition theory: working together for enhanced proficiency.** *Foreign Language Annals* (New York), **27**, 1 (1994), 19–42.

Many Florida middle schools offer to eighth graders a year-long Spanish I course identical to that at the high school level. Foreign language educators have frequently questioned whether middle school Spanish I students, whose school setting differs greatly from that of the high school, achieve language proficiency equivalent to that of high school Spanish I students. This study was conducted to determine the effects of school affiliation on the level of language competency attained by Spanish I students. Competency in all four language skills – listening comprehension, writing, reading comprehension, and oral production – was measured by a Spanish I Exam. Differences between the two groups in attitude toward foreign language learning were also examined.

The subjects in this study were 107 middle school eighth graders and 57 high school ninth graders enrolled in Spanish I classes in four Florida school districts. The Spanish I Exam was administered as a pretest at the beginning of the 1992–93 school year and as a posttest at the end of the school year. A Foreign Language Attitude Questionnaire was also given at the end of the school year. The teachers were instructed to conduct their classes as usual for the duration of the school year. Data on socioeconomic status (SES) and GPA, variables that might influence performance on the posttest and attitude questionnaire, were also collected.

To examine the effects of school affiliation, Spanish I Exam pretest score, SES, and GPA on each of the four language skills and on attitude toward the foreign langauge learning experience, multiple linear regression analyses were performed. The results indicated that there was a significant relationship between school affiliation and each of the posttest components. Middle school language achievement exceeded that of the high school in all four language skills. In addition, middle school attitude toward the foreign language learning experience was significantly more favourable than that of the high school. Pretest score and GPA, but not SES, were significantly related to language achievement and attitude.

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95–30 Wong, Ruth Yeang Lam (Nanyang Technological U., Singapore). Strategies for the construction of meaning: Chinese students in Singapore writing in English and Chinese. *Language, Culture and Curriculum* (Clevedon, Avon), **6**, 3 (1993), 291–301.

The paper examines performance in written English and Chinese in a sample of Singapore students ($n = 43$). Students had to write essays in both languages and were invited to think aloud while doing so. Quantitative and qualitative analyses of the protocols are presented. They show that both effective and ineffective writers use meaning-constructing strategies in their writing, but they differ in the quality of this use. Those who have developed good meaning-constructing strategies in their stronger language seem to be able to transfer these strategies to their weaker language. However, their transfer seems to be more apparent if the stronger language is English. The implications of the findings for the Singapore classroom are discussed.

95–31 Yano, Yasukata (Waseda U.) **and others.** The effects of simplified and elaborated texts on foreign language reading comprehension. *Language Learning* (Ann Arbor, Mich), **44**, 2 (1994), 189–219.

Linguistic simplification of written texts can increase their comprehensibility for non-native speakers but reduce their utility for language learning in other ways, for example, through the removal of linguistic items that learners do not know but need to learn. This study was conducted to test the hypothesis that elaborative modification observed in oral foreigner talk discourse, where redundancy and explicitness compensate for unknown linguistic items, offers a potential alternative approach to written text modification. The authors randomly presented 13 reading passages to 483 Japanese college students in one of three forms: (*a*) native baseline, (*b*) simplified, or (*c*) elaborated. Comprehension, assessed by 30 multiple-choice test items, was highest among learners reading the simplified version, but not significantly different from those reading the elaborated version. The type of modifications to the texts interacted significantly with the kind of test item used to assess comprehension – replication, synthesis or inference – suggesting that different kinds of text modification facilitate different levels of comprehension.

95–32 Yazigy, Rula (Notre Dame U., Lebanon). Perception of Arabic as native language and the learning of English. *Language Learning Journal* (Rugby), **9** (1994), 68–74.

This article reports on a questionnaire study of 164 students learning English in Beirut. The general research question was whether Arabic nationalist sentiments or ethnocentric attitudes, especially belief in the special virtues of the Arabic language, had any negative effect on interest and motivation in foreign language learning. The conclusion was that, in Lebanon at least, there is no such effect. Although some responses were classified as ethnocentric and nationalist, and there were some rather unfavourable attitudes to foreign culture in the abstract, most Lebanese seem to agree that learning foreign languages is desirable and worthwhile. A high regard for Arabic, which is seen as pure, religious, and expressive, is not inconsistent with valuing English, which is seen as having other virtues, as useful, practical, valuable, dynamic and flexible. [Correlations are also reported between attitudes to learning English and other variables such as university attended, number of courses taken, home language use, test scores.]

Research methods

95–33 Bruyninckx, M. and Harmegnies, B. (U. of Mons-Hainaut). Bilinguismes. [Bilingualisms.] *Revue de Phonétique Appliquée* (Mons, Belgium), **108/9** (1993), 191–217.

Researchers in speech communication frequently use the word 'bilingualism' in order to describe quite different realities, because the experts in the field themselves give a wide variety of meanings to

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the word. This paper introduces a simple conceptual model, aimed at helping researchers to select the appropriate terms and concepts of bilingualism with no need of extensive investigation in the related literature.

95–34 Chapelle, Carol A. (Iowa State U.). Are C-tests valid measures for L2 vocabulary research? *Second Language Research* (Utrecht, The Netherlands), **10,** 2 (1994), 157–87.

Second language (L2) researchers have suggested that C-tests, developed as norm-referenced measures for proficiency and placement testing, can be used in L2 vocabulary research. This article illustrates how researchers can bring to bear essentials of measurement theory on L2 research by weighing validity justifications pertaining to use of the C-test method for vocabulary assessment in L2 research. Validity is defined using the predominant framework from current measurement theory and its relevance for L2 research is explained. The cornerstone of the definition is construct validity, which requires a definition of the construct to be measured – interlanguage vocabulary (i.e. vocabulary ability). A theoretical definition of vocabulary ability is presented and used to consider justifications for and against interpreting C-test performance as indicative of vocabulary ability. On the basis of evidence concerning construct validity and utility as well as the consequences of interpretations, the potentials and limitations of the C-test method for L2 vocabulary research are identified.

95–35 Davies, Sheena and Parkinson, Brian (U. of Edinburgh). Peer observation and post-lesson discussion. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **5** (1994), 30–49.

This paper describes a collaborative project which sought to combine teacher development and illuminative research. Eight teachers, on a General English course, working in pairs, observed each other's lessons (one lesson per teacher) and then held discussions, which were recorded and analysed both qualitatively and quantitatively. Coding systems were used at two stages: by the teachers during the observation (published systems), and by the researchers, who devised a two-dimensional system (topics and 'speech acts') for the quantitative part of the analysis of discussions. Teachers reported that the opportunity to observe was very valuable and that the published coding systems were useful though at times constraining. The discussion analysis system, although unreliable on the 'speech-act' dimension, proved helpful in illuminating patterns of interaction.

95–36 Szostek, Carolyn (St. Francis Preparatory Sch., Fresh Meadows, NY.). Assessing the effects of co-operative learning in an honors foreign language classroom. *Foreign Language Annals* (New York), **27,** 2 (1994), 252–61.

Oral proficiency and communication are the principal desired outcomes of today's foreign language (L2) instruction. Recent research in theoretical linguistics has recommended increased use of the target language, the use of cognitive, metacognitive, and prosocial strategies, and co-operative learning to help achieve oral proficiency and communication within the classroom. This paper describes a 21-day research action project involving two Spanish II Honours classes and several co-operative learning techniques. The project included: (1) assessing student attitudes towards participating in group work as identified by before and after questionnaires; (2) implementing a variety of specific co-operative learning activities; (3) determining what successes and problems occurred in the co-operative learning groups and activities; and (4) observations of the classroom activities by colleagues. Four co-operative learning models were incorporated into the project: Student Team Learning, Group Investigation, Think-Pair-Share, and Three-Step Interview. Results suggested that students' actions throughout the term of the study and their responses to the final questionnaire all validate the use of co-operative learning as an effective strategy in the honours foreign language class. Since there was no control group, the findings are of necessity qualitative and subjective but none the less valid.

Testing

95–37 Buck, Gary (Educational Testing Service). The appropriacy of psychometric measurement models for testing second language listening comprehension. *Language Testing* (London), **11,** 2 (1994), 145–70.

This article examines the assumptions made by classical and item response (IRT) measurement models, especially the assumption of unidimensionality, and compares these with current theories of listening comprehension, which commonly explain listening in cognitive information-processing terms as a multidimensional interaction between a number of linguistic and non-linguistic skills. On the basis of this, it is hypothesised that second language listening tests will not meet the assumptions made by commonly used, norm-referenced measurement models. This hypothesis is examined by means of the verbal report methodology. Using a structured interview procedure, six L2 listening test-takers are asked to introspect while taking a short-answer listening comprehension test. The resulting protocols are then analysed in order to ascertain the knowledges, skills and abilities which influenced item performance. Results indicate that items typically require a variety of skills for successful performance, and that these usually differ from one test-taker to another. It is argued that this constitutes a violation of the assumption of unidimensionality made by norm-referenced measurement models currently in use.

95–38 Child, James (Department of Defense) **and others.** Proficiency and performance in language testing. *Applied Language Learning* (Monterey, CA), **4,** 1/2 (1993), 19–54.

This article aims to establish workable definitions of proficiency and performance, and begins by outlining the various descriptions afforded by, for example, the ACTFL Guidelines. The author considers 'proficiency' to be related to a potential language product (in a more generalised, 'across-the-board' sense), whilst 'performance' involves a user's actual skill level ('mission performance') in completing communicative tasks typical of a particular workplace. Successful performance is no guarantee of a user's control of an L2 as a change in content area (e.g. from a specialised technical area) may drastically affect production.

The relevant proficiency/performance test domains are discussed, which are both felt to concentrate on language use rather than knowledge of structures. Proficiency testing aims to determine the highest point on an ascending ability scale at which a te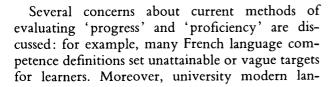stee can function, whereas performance assessment is oriented/restricted to an occupational context and comprehension of designated subject matter (indeed, testees are encouraged to use subject-specific knowledge as part of their overall comprehension strategy). Performance measures are related in the article to a content/form paradigm [diagrams], which centralises subject matter/topic control; proficiency and performance testing approaches are felt to diverge most in terms of the topic areas included. Performance testing is purportedly far more concerned with selected criterion-referenced tasks/texts and restricted communicative domains. Government tests such as the OPI (Oral Proficiency Interview) concentrate on general proficiency, whereas the FSI (Foreign Service Institute) tests assess job-related performance.

Though performance tests are especially relevant in occupational contexts, they evince unique design/scoring factors that must be taken into account.

95–39 Coleman, James A. Degrees of proficiency: assessing the progress and achievement of university language learners. *French Studies Bulletin* (Nottingham), **50** (1994), 11–16.

The author describes an interim study which aimed to describe both the progress of UK language undergraduates, and the various associated factors which influence it. The former was gauged via C-Tests [tabular data] in French, German, Spanish, English and Russian, and found to be quantifiable and real. The results apparently underscored, for example, the crucial importance of the 'year abroad' to improved proficiency, though it was also felt that testing and evaluation standards/processes differ significantly across universities. This is compounded by the difficulty of formulating generalisable, rigorous definitions of FL competence levels in the first place, and by the fact that students' linguistic backgrounds, motivation and attitudes have not yet been systematically studied or taken into account.

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Several concerns about current methods of evaluating 'progress' and 'proficiency' are discussed: for example, many French language competence definitions set unattainable or vague targets for learners. Moreover, university modern languages departments nationwide are possibly setting different examinations and unwittingly duplicating work done elsewhere. A centralised assessment service would provide a more cost-effective and reliable solution.

95–40 Coniam, David. Co-text or no text? A study of an adapted cloze technique for testing comprehension/summary skills. *Hongkong Papers in Linguistics and Language Teaching* (Hong Kong), **16** (1993), 1–10.

This paper examines one section of the objective paper of the Hong Kong Examination Authority's (HKEA) Use of English examination. One of the test types in this section of the examination involves candidates completing a cloze passage based on a text. It is the HKEA's contention that the exercise involves summarising/paraphrasing skills. The findings of the current study, however, suggest that the validity of this test type is questionable since a substantial number of the blanks can be filled in without reference to the text. While it appears to be reliable and discriminates among candidates, as a test type, it would not appear to be achieving this by tapping the intended summarising/paraphrasing skills.

95–41 Cumming, Alister. Does language assessment facilitate recent immigrants' participation in Canadian society? *TESL Canada Journal* (Montreal), **11**, 2 (1994), 117–33.

Reviewing studies of the functions of language assessment for recent immigrants to Canada, this article suggests that a fundamental criterion – whether or not language assessment facilitates immigrants' participation in Canadian society – be used to evaluate whether assessment practices and policies are able (1) to overcome institutional or systemic barriers that recent immigrants may encounter, (2) to account for the range and qualities of language use that may be fundamental to specific aspects of Canadian life, and (3) to prompt majority populations and institutions to better accommodate minority populations.

95–42 Douglas, Dan (Iowa State U.). Quantity and quality in speaking test performance. *Language Testing* (London), **11**, 2 (1994), 125–44.

Scores on speaking tests are used as evidence of both learner language ability and the second language acquisition process, and most speaking tests include scoring rubrics to help ensure that ratings are reliable and reflect a theoretical construct of speaking ability. Nevertheless, it may be that similar ratings on a speaking test in fact represent qualitatively different learner performances. Such a situation would mean that interpretations of ability or acquisition process based on such test scores may not be valid. The purpose of this article is to investigate the hypothesis that similar quantitative scores on a speaking test represent qualitatively different performances. The results of the study raise a number of issues for further investigation.

95–43 Geranpayeh, Ardeshir (U. of Edinburgh). Are score comparisons across language proficiency test batteries justified? An IELTS–TOEFL comparability study. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **5** (1994), 50–65.

Many academic institutions in the UK and Australia require their non-native candidates to provide a proof of a certain band score on IELTS or its equivalent score on TOEFL as evidence of English proficiency to pursue a course of study. This study is concerned with whether score comparisons across TOEFL and IELTS are justified. The results reported here suggest that score comparisons across TOEFL and IELTS are possible but institutions should be cautioned about the comparability of the test scores and should allow for possible extraneous factors affecting these scores.

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95–44 Haggstrom, Margaret (Loyola Coll.). Using a videocamera and task-based activities to make classroom oral testing a more realistic communicative experience. *Foreign Language Annals* (New York), **27,** 2 (1994), 161–75.

With the growing popularity of the communicative approach to language teaching, much emphasis has been placed on improving students' oral proficiency in the foreign language they are studying. Many questions still remain, however – both practical and theoretical – as to how to best integrate oral testing into the classroom. This paper provides an overview of the most widely used methods of classroom oral testing, as well as evaluations of their practicality and conformity to the goals of communicative teaching and testing. The author also describes ways she has successfully used the videocamera and task-based activities to make oral testing a more realistic communicative experience, one that is both less time-consuming and easier for the teacher to evaluate accurately and, most importantly, enjoyable rather than stress-producing for the student.

95–45 Lynch, Tony (U. of Edinburgh). The University of Edinburgh Test of English at Matriculation: validation report. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **5** (1994), 66–77.

This paper reports on a two-part evaluation of the Test of English at Matriculation (TEAM) in use at the University of Edinburgh. Separate samples of candidates' scores were used to assess (1) TEAM's concurrent validity with other measures of English language proficiency and (2) its predictive validity in relation to academic outcome. These statistical comparisons established strong correlations with existing tests, particularly the English Proficiency Test Battery, and suggest that TEAM performs predictively as well as other measures, scores on the TEAM listening subtest being especially indicative.

95–46 Shohamy, Elana (Tel Aviv U.). The validity of direct versus semi-direct oral tests. *Language Testing* (London), **11,** 2 (1994), 99–123.

The article reports the results of a study which examined the validity of two oral language tests – one direct and one semi-direct. While concurrent validity of the two types of tests (as obtained via correlations in a number of earlier studies) was high, a variety of qualitative analyses indicated that the two tests differed in a number of aspects. Differences were found in the elicitation tasks (in the number and types of functions and topics) and in the language samples obtained (in communicative strategies and in the discourse features). Conclusions are drawn regarding the need to validate tests from multiple perspectives.

95–47 Thomas, Margaret (Boston Coll.). Assessment of L2 proficiency in second language acquisition research. *Language Learning* (Ann Arbor, Mich), **44,** 2 (1994), 307–36.

This article reviews the assessment of learners' target language proficiency in research on second language acquisition, discussing the role in experimental design of information about proficiency and the techniques by which proficiency levels are established. The data come from a sample of literature published in relevant journals from 1988 through 1992. Four major conventions for the assessment of proficiency emerge from the analyses: impressionistic judgment, use of institutional status as a proxy for proficiency level, use of research-internal or in-house measures of proficiency, and standardized test scores. Examples are drawn from the corpus of both adroit and revealing assessments of L2 proficiency, and of inadequate or inappropriate information about proficiency that serves research poorly. Finally, the article addresses the question of why target language proficiency is sometimes a poorly-controlled factor in research on second language acquisition.

95–48 Weigle, Sara Cushing (U. of California, Los Angeles). Effects of training on raters of ESL compositions. *Language Testing* (London), **11,** 2 (1994), 197–223.

Several effects of training on composition raters have been hypothesised but not investigated empirically. This article presents an analysis of the verbal protocols of four inexperienced raters of ESL placement compositions scoring the same essays both before and after rater training. The verbal protocols show that training clarified the intended scoring criteria for raters, modified their expectations of student writing and provided a reference group of other raters with which raters could compare themselves, although agreement with peers was not an over-riding concern. These results are generally in accordance with hypothesised effects of rater training.

Curriculum planning

95–49 Gatbonton, Elizabeth and Guijing Gu. Preparing and implementing a task-based ESL curriculum in an EFL setting: implications for theory and practice. *TESL Canada Journal* (Montreal), **11,** 2 (1994), 9–29.

Current knowledge about curriculum development (CD) comes into sharper focus when viewed in the light of experiences gained from developing curricula in different settings. The more distinct the new setting is from previous CD sites, the more interesting the perspective gained about this knowledge. A CD project set in Beijing, China, is described. The challenges posed by developing curriculum in this unique setting are numerous. Foremost are those arising from having to negotiate a work-oriented English as a Second Language (ESL) curriculum acceptable to two groups of teachers with different cultural and professional backgrounds who must not only raise the proficiency level of heterogeneous groups of learners in a short period of time but must also participate in an exchange of skills programme involving the new curriculum.

95–50 Goldstein, Tara. "We are all sisters, so we don't have to be polite": language choice and English language training in the multilingual workplace. *TESL Canada Journal* (Montreal), **11,** 2 (1994), 30–45.

English as a Second Language (ESL) curriculum for immigrant workers often centres around the need to learn English to carry out work tasks and assume greater responsibility at work. However, not all immigrant workers need to learn English to perform everyday work tasks. Furthermore, the ability to speak English is not necessarily linked to getting ahead at work. This paper looks at the reasons why English may be associated with costs rather than benefits for some immigrant workers and examines the question of what kind of curriculum might be useful to immigrants living and working in languages other than English.

Course/materials design

95–51 Bull, Susan (U. of Edinburgh). Learning languages: implications for student modelling in ICALL. *ReCALL* (Hull), **6,** 1 (1994), 34–9.

Many factors affect the learning of a foreign language. When designing computer-assisted language learning software it is usually not sufficient to think only about creating an exercise in the language, but students should be modelled in order to allow the program to take account of individuals' beliefs and learning. However, student models are criticised for various reasons: (1) Modelling the learner places a great burden on the system, as it has a sole responsibility for the creation of an accurate student model. (2) Student models are inadequate because it is not possible to model all aspects of a student's knowledge and learning. This paper describes the student model of an intelligent computer-assisted language learning (ICALL) system which strives to overcome problems of traditional student models by taking into account issues important in the field of second language acquisition, and research in collaborative approaches to learning.

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95–52 Byrd, Patricia (Georgia State U.). Writing grammar textbooks: theory and practice. *System* (Oxford), **22**, 2 (1994), 245–55.

Writers of grammar textbooks need to base their work on a combination of theory and practical knowledge of the language-teaching classroom, meeting the needs of both teachers and students. In preparing a grammar textbook for publication, a writer will have to consider at least the following: the meanings possible for the phrase 'the teaching of grammar', a definition for 'pedagogical grammar', and the usefulness of direct and/or indirect teaching of grammar. The grammar textbook writer will also make decisions about the influence of proficiency levels on materials selection and use, and the selection and ordering of the materials in the textbook. In addition to issues that are unique to writing grammar textbooks, the textbook writer will need to consider issues in materials design more generally. Important among these broader design issues are the perceived conflict between fluency and accuracy, process and product, and least-to-most communicative activities.

95–53 McKay, Sandra (San Francisco State U.). Developing ESL writing materials. *System* (Oxford), **22**, 2 (1994), 195–203.

This paper addresses three main questions in the framework of a second language learning situation: What are the benefits of developing writing skill? What strategies can learners use to become better writers? What role can materials play in helping students develop their writing strategies? The author lays aside the debate over the process vs product approach and encourages using the best of both approaches for enhancing writing in a second language.

The primary benefits that arise for L2 learners from creating extended written discourse in English are: to develop knowledge or schemata, to be able to use an array of rhetorical patterns, to increase social awareness and to develop language. The development of rhetorical patterns is directly related to what Canale and Swain term 'discourse competence', the development of social awareness to sociolinguistic competence and the development of language to both grammatical and discourse competence.

For each of these areas, learning strategies are recommended.

95–54 Oprandy, Robert (Columbia U.). Listening/speaking in second and foreign language teaching. *System* (Oxford), **22**, 2 (1994), 153–75.

Communication, the key to language development, is a rich dynamic unfolding interplay of meanings among people. Listening and speaking are two networks within the much bigger communicative whole. Interdisciplinary perspectives on the dynamic nature of communication help define some of the interrelationships between listening and speaking as language programmes increasingly tend to integrate the teaching and learning of these and other skills. These perspectives also point to a multitude of input/output possibilities, purposes for which we speak and listen, specific skills involved in accomplishing such purposes and learner strategies that enhance general awareness among students of how they (can) learn. This article not only lays out some of the broad parameters language teachers, curriculum designers and materials creators face as they grapple with listening/speaking connections. It also offers a set of basic principles to guide such specialists in meeting the enormous yet worthwhile challenges the integration of these two language skills demands of them.

95–55 Royce, Terry (International Christian U., Japan). Reading economics in English: aspects of course development in a Japanese university. *RELC Journal* (Singapore), **25**, 1 (1994), 26–55.

This paper discusses aspects of the planning and implementation of a course in reading Economics in English for students in a university in Japan. The course introduces students to introductory economics textbooks and print media which deal with current economic issues. Instructional strategies attempt to strike a balance between developing the students' ability to cope with economics texts, extending their general academic reading skills, and increasing their basic knowledge and understanding of economics. An analysis of the kinds of instructional strategies used is presented, with reference to a specific topic area studied.

Teacher training

95–56 Anderson, Jim (John Roan Sch. and Goldsmith's Coll.). Working with student teachers in the classroom. *Language Learning Journal* (Rugby), **8** (1993), 62–4.

This article presents a model for school-based student teachers, which involves a high degree of planning, teaching and evaluation (i.e. not leaving trainees to 'find their feet' via 'a baptism of fire'). The programme involves the class teacher taking on a mentor relationship, in which the roles and expectations are clearly defined so as to give trainees an active support framework.

The process involves: (1) a formal introduction to the school/the FL department, (2) the establishment of ground rules (some mentors apparently prefer a structured discussion leading to the formulation of a written 'contract' with the student teacher), (3) an introduction to the class (including detailed explanation of the learning strategies relevant to each stage of the lesson). The author then provides examples of typical classroom activities, along with various ways in which the trainee and his/her mentor should interact (the latter stepping in, for example, to help clarify instructions to the class or if questioning flags). The keyword for the relationship is collaboration, with the mentor and trainee liaising closely on all matters of preparation and delivery, the student teacher progressively assuming a larger role; the scheme described is, in effect, 'a double act'. Mentors should ideally be good practitioners who can explain/define educational strategies and classroom techniques. The mutual benefits arising from the pairing include the gradual establishment of the trainee as co-teacher of a class and the fact that mentors are stimulated to reach a better, self-critical understanding of their own classroom practice.

95–57 Giles Jones, Marion (U. of Wales, Bangor). Retraining French teachers: a North Wales case study. *Language Learning Journal* (Rugby), **9** (1994), 57–9.

The components are described of a six-week course to retrain, in French, teachers of varying backgrounds and knowledge of the language, who wanted to increase their confidence and fluency and gain some methodological insights. Details are given of the three stages: (1) linguistic updating (10 days), (2) a stay in France (3 weeks) and (3) methodology (4 days). The students' evaluations of each stage are described, and, by and large, are very positive. The conclusion includes some suggestions for the planning of future courses.

Teaching methods

95–58 Anderson, Neil J. (Ohio U.). Developing active readers: a pedagogical framework for the second language reading class. *System* (Oxford), **22,** 2 (1994), 177–94.

This paper presents a pedagogical reading framework for integrating principles of theory and practice. The ACTIVE reading framework suggests that six components should be part of reading lessons: A: Activate prior knowledge; C: Cultivate vocabulary; T: Teach for comprehension; I: Increase reading rate; V: Verify reading strategies; E: Evaluate progress. Each of the elements of this framework overlaps with at least one other element. This emphasises the interactive nature of the reading process, that each skill and strategy ties into others. A discussion of the role of motivation and criteria for selecting reading materials is discussed in light of this framework.

95–59 Ball, Moira (Glasgow Caledonian U.). Vive le jumelage! [Long live twinning!] *Language Learning Journal* (Rugby), **9** (1994), 54–6.

A survey by questionnaire of UK local authority twinning links to assess the extent and scope of twinning activity and its perceived benefits is described. Of particular interest are the potential in education and training, providing opportunities to practise language skills, and the potential to encourage language and cultural awareness in the community. The paper looks at the benefits of twinning for young language learners, for students and trainees, for adults wanting to revive or brush

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up their language skills, and reciprocal study visits by local authority staff and many professional groups and trades.

Of particular note is the commitment of many local authorities to giving all groups in the community, including the disadvantaged, the op-portunity to experience a foreign country and its people. It is concluded that the scope and variety of twinning activities is very wide and the potential of links is fully explored to promote knowledge of the language and cultural awareness among all sections of the community.

95–60 Blackledge, Adrian (Westhill Coll., Birmingham). 'We can't tell our stories in English': language, story and culture in the primary school. *Language, Culture and Curriculum* (Clevedon, Avon), **6,** 2 (1993), 129–41.

The paper arises from the author's experience as a teacher in the multilingual primary classroom. While developing bilingual education strategies he became aware that bilingual children's work would sometimes improve dramatically when they used their home language. This was particularly evident when children were telling stories to each other.

Research findings elsewhere have suggested the cognitive benefits of home language work with very young children coming to English for the first time. This paper suggests that the children's home languages are valuable not only in terms of linguistic and cognitive increment, but as part of a broad provision of multicultural and anti-racist education.

96–61 Calvé, Pierre. Comment faire de la grammaire sans trahir le discours: le cas des exercices grammaticaux. [How to do grammar without betraying discourse: the case of grammatical exercises.] *Canadian Modern Language Review* (Toronto, Ontario), **50,** 4 (1994), 636–45.

Grammatical exercises rarely, if ever, take into account the discourse value of the utterances they induce the learners to produce. This may help explain why so many students simply cannot transfer to real usage the structures they have systematically practised. The first part of this article consists in briefly clarifying the various functions that can be attributed to grammar in second language educ-ation. Two problems are then examined con-cerning the relationship between discourse and grammar within grammatical exercises and, with the help of concrete examples, suggestions are offered to better integrate these two components of every communicative act.

95–62 Fitzgerald, Jill (U. of N. Carolina). How literacy emerges: foreign language implications. *Language Learning Journal* (Rugby), **9** (1994), 32–5.

Recent research suggests that students learning a foreign language might benefit from particular methods of reading and writing involvement derived from the latest views of how literacy emerges in native languages. The preschool years are now considered the foundation for all de-velopment, and children are considered active participants in early language learning, hypothesis generation and problem-solving. Children develop literacy knowledge through social interactions, through artefacts in their environment, by observing role models, and in apprenticeship experiences such as storybook sharing. The former notion that reading precedes writing is a misconception.

All this has implications for how teachers might structure classrooms to enhance development of second-language literacy abilities. It is important to immerse students in simple literacy situations at the earliest opportunity, and not to withhold reading and writing until students are fluent in speaking and listening. Teachers should provide plenty of mater-ials, not only typical library texts but also everyday items in the second language such as telephone directories, menus, magazines and shopping lists. Students should be involved in literacy situations as apprentices, for example in teacher–student dialogue journals. Group reading and writing 'conferences' stress that reading and writing are social com-municative acts and encourage aesthetic appreciation of texts. Learning activities should emphasise that listening, speaking and literacy are interrelated. Students of a foreign language are more likely to be successful readers and writers if they focus initially on holistic features of language, i.e. those which resolve around communicative functions and in-tensions: getting the main idea, making important inferences, developing self-regulating strategies such as rereading to search for information. Grammar, punctuation and spelling need not be emphasised at this stage. By ignoring unimportant errors and by encouraging students to work through several drafts of one composition, teachers can encourage exper-imentation and risk-taking.

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95–63 Herron, Carol (Emory University, Atlanta). An investigation of the effectiveness of using an advance organiser to introduce video in the foreign language class-room. *Modern Language Journal* (Madison, Wis), **78,** 2 (1994), 190–8.

The effectiveness of using an advance organiser (a greater or lesser amount of background information) to prepare students for a video session was assessed in the project described here. Details of the method are given (with examples of the advance organisers used) and the results of post-viewing comprehension tests discussed. It is concluded that, as has already been shown to be the case in studies of preparation for activities such as listening and reading, the use of an advance organiser (in this case a short, written summary of principal scenes in the video) can enhance students' comprehension of the video. Reasons for the success of the exercise are suggested, and areas for further research are indicated.

95–64 Knapp-Potthoff, Annelie. Co-Lernen im Sprachlehrdiskurs: Zwischen Input- und Output-Hypothese. ['Co-learning' (passive learning) in classroom interaction: between input and output hypotheses.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **93,** 3 (1994), 256–72.

This paper addresses the question of what foreign language learners do during phases of classroom interaction in which they are not active participants. Introspective data from a pilot study show that, by taking on the participant status of a 'co-interactant', learners can profit from the verbal interactions of others through 'co-learning'. As silent co-interactants, learners realise tentative results of utterance plans and process overt teacher–learner interactions as indirect feedback for their own hypotheses. The results suggest that learners differ in the degree to which they can benefit from being a co-interactant.

95–65 Martyn, Elaine and Voller, Peter (U. of Hong Kong). Teachers' attitudes to self-access learning. *Hongkong Papers in Linguistic and Language Teaching* (Hong Kong), **16** (1993), 103–10.

The results of two surveys of teachers' attitudes to self-access (SA) are discussed and compared. The first was undertaken when self-access was introduced as part of courses and the second a year later. The first part of the report discusses the results of a questionnaire on a self-access/practice lab orientation programme for both teachers and students, the second part looks at a survey of teacher attitudes to SA. Teachers see SA as a useful way to individualise learning and lead into independent training, but are not sure how to make it effective. Much more investigation needs to be done, especially into student attitudes to SA.

95–66 Oxford, Rebecca L. (U. of Alabama) **and others.** Integrating the language skills. *System* (Oxford), **22,** 2 (1994), 257–68.

This article discusses the integration of language skills in an international perspective. This is a popular concept involving linking the four language skills of listening, reading, speaking, and writing with the aim of emphasising real, meaningful communication. It also involves integrating supportive skills such as grammar, pronunciation, and vocabulary development, as well as the general area of culture, which is inextricable from language. Definitions of key terms are offered, then the author moves to an explanation of students' academic and social language needs, presents results of a new survey on integrated skills, and finally describes five different types of instructional designs (special-purpose, theme-based, task-based, adjunct, and sheltered) that integrate the language skills.

95–67 Oxford, Rebecca L. (U. of Alabama) **and Scarcella, Robin C.** (U. of California at Irvine). Second language vocabulary learning among adults: state of the art in vocabulary instruction. *System* (Oxford), **22,** 2 (1994), 231–43.

This article describes research on second language vocabulary instruction, with a focus on what motivates students, what they need, why knowing a word is a complex act, and which factors influence

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vocabulary acquisition (such as maturational constraints, frequency, attention, previous language background, and order of acquisition). In addition, the article outlines a research-based approach to

vocabulary teaching based on four elements: analysis of needs, personalisation, learning strategies and variety.

95–68 Rollmann, Marcella (Memorial U. of Newfoundland, Canada). The communicative language teaching "revolution" tested: a comparison of two classroom studies: 1976 and 1993. *Foreign Language Annals* (New York), **27**, 2 (1994), 221–39.

The purpose of this study was to measure empirically whether beginning FL classes are more communicative now than they were 17 years ago. Two sets of classroom observations, which form the basis of the study, were designed to observe the types and amounts of speaking activities in which beginning foreign language students engage, in order to determine how and to what extent students practice the language artificially in drills and other forms of pseudocommunication, and how and to what extent they use the foreign language as a real means of communication. The results of the 1993 investig-

ation were then compared with data from a similar study completed in 1976, so that change in classroom speaking activities over the past 17 years could be measured.

Using an observation tool which divided talk on a scale of least selection by the speaker as in repetition drills to total selection such as in free expression – or 'real communication' (RLC), as it is called in this study – the results indicate an increase in RLC for both students and teachers, and a shift towards L2 as the language of instruction.

95–69 Sadow, Stephen A. (Northeastern U., Boston). 'Concoctions': intrinsic motivation, creative thinking, frame theory, and structured interactions in the language class. *Foreign Language Annals* (New York), **27**, 2 (1994), 241–51.

'Concoctions' constitutes a style of small group and pair activities that have proved highly successful in stimulating language interaction in a wide variety of instructional settings. Unlike many group activities, 'Concoctions' are built around tasks which are fanciful and ambiguous. They involve unusual problems to be solved, a limited use of role play, and humour. Since many factors are at work during any group activity, it is difficult to establish definitively what it is about these activities that provokes language use. Observations borrowed from motivation and creativity theory, frame theory, training and development, early childhood education and literary criticism, taken together,

suggest the principles that underlie 'Concoctions'. From all these disciplines, the concepts of 'intrinsic motivation' and 'frame theory' are the most powerful in helping to explain how the activities work. 'Intrinsic motivation' means here that students should be able to enjoy an activity for its own sake; 'frame theory' suggests that students should be able to recognise, if only on an unconscious level, the structure inherent in the problem. This recognition prompts individual and group reactions to that structure. Along with the theoretical discussion, numerous 'Concoctions' are included throughout the text and in an appendix.

95–70 Scarcella, Robin C. (U. of California at Irvine) **and Oxford, Rebecca L.** (U. of Alabama). Second language pronunciation: state of the art in instruction. *System* (Oxford), **22**, 2 (1994), 221–30.

The state of the art in teaching pronunciation is discussed. Types of competencies second language learners must gain to communicate with intelligible pronunciation include stress (loudness, pitch and vowel length), rhythm, linking and assimilation, and sounds (vowels, consonants, and consonant

clusters). The question of whether nativelike pronunciation should be a goal is answered by discussing instructional, social, psychological and maturational factors affecting development of language skills. A research-based approach to teaching pronunciation is outlined, based on the foregoing information.

95-71 Schlick-Renner, Monique (Manchester Metropolitan U.) **and Truscott, Sandra** (U. of Manchester). Accelerated learning, suggestopedia and the adult student. *Language Learning Journal* (Rugby), **9** (1994), 60–2.

Suggestopedia, a branch of Accelerated Learning (AL), is based on the premise that many students do not learn effectively because of psychological barriers such as previous unsuccessful learning experiences and fear of failure. The aim is to stimulate the imagination and create the optimum conditions for learning, using techniques such as relaxation and visualisation. Classes take place in an informal setting to promote a pleasant learning environment, and make use of poetry, art and song. Students may assume a new identity for the duration of the course, the aim being to allow them to forget any negative emotions attached to their own persona. They are encouraged to become passive and uninhibited, and the emphasis is on collective experiences. To test the claims that such methodology enables students to make rapid progress, the authors organised two French courses for adults, an intensive weekend and a 10-week course, with a tutor trained in suggestopedic techniques.

The students were not absolute beginners although their experience of learning French was not recent. Their stated aim was to gain confidence and fluency, and after the course their comments were positive. High absenteeism on a day when students were to evaluate themselves indicated that adult learners perceived evaluation as threatening. The tutor noted that, even within an 'open-ended' methodology which is supposed to cater for all levels, the more fluent students tended to dominate small-group work, and personality clashes within groups proved problematic. Students tended to underestimate their progress in their final feedback report.

The observer reported that the atmosphere lightened as the courses progressed, tension was relieved and cooperation became more evident. It is not clear whether the low drop-out rate compared with similar courses was due to the methodology; this was a self-selected group which knew what to expect, and the course was short-term with limited objectives. Initial investment in the expensive course materials may also have made students reluctant to give up. There is some indication that such courses can only be enjoyed by outgoing students willing to take risks, and that more introverted personalities can find the approach distasteful. It is not clear that this method would work satisfactorily with true beginners. AL materials are both interesting and motivating, but aggressive marketing and exaggerated claims of success are counter-productive.