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# Language learning and teaching – theory and practice

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## Theory and principles

**88–1 Beacco, Jean-Claude** (Bureau d'action linguistique, Rome). Quel éclectisme en grammaire? [Eclecticism in grammar.] *Français dans le Monde* (Paris), **208** (1987), 65–70.

A number of alternative linguistic models exist which describe language and how it functions. From the teacher's point of view some are more appropriate in the context of teaching a language than others. The communicative approach to the teaching of language and its avowed aim of assisting

learners to acquire practical rather than formal language competence requires that teachers feel free to choose those elements from whichever models they themselves find useful in the classroom. The quest for a hypothetical all-purpose 'magic' linguistic model should be abandoned. [Examples.]

**88–2 Carter, Ronald** (U. of Nottingham). Is there a core vocabulary? Some implications for language teaching. *Applied Linguistics* (Oxford), **8**, 2 (1987), 178–90.

Competent users of a language generally have recourse to sets of basic vocabulary in specific contexts such as talking to children or foreigners, writing summaries, etc. Basic items might be those having a common semantic feature, e.g. *eat* in the set – *gobble, dine, devour...*, or the ability to be linked with other items, or have easily identifiable antonyms. They could also be identified in terms of their neutrality, that is, being non-culturally specific,

e.g. *sleep, eat, sun...*, or general in meaning, or of an informal rather than a formal nature.

Purely linguistic criteria are insufficient to determine basic vocabulary and other factors such as frequency of occurrence would have to be taken into account. However in a pedagogical context, core or basic vocabulary specification could help in grading reading materials and in lexical development.

**88–3 Chevalier, Jean Claude** (U. of Paris VIII). Grammaire et enseignement des langues. [Grammar and language teaching.] *Français dans le Monde* (Paris), special number 2/3 (1987), 34–41.

The author laments the recent neglect of grammar in FLT, and claims that a wide variety of approaches to grammar can be useful in meeting various learner needs. His first example concerns the interlanguage of Arabic and Spanish-speaking immigrants to France, which is shown to be systematic and grammatical despite the absence of formal teaching. Other examples are taken from academic grammars with particular attention to the methods of Gross and the LADL team, which can bring out equiva-

lences between different structures (similar to Chomskyan transformations) and differences within identical structures; such approaches have succeeded in integrating many facts about language formerly left on the margins of grammar, and have achieved elegance and simplicity of description.

There are only brief and general remarks on applications, including the possible development of the LADL work for learner access in conjunction with computerised dictionaries.

**88–4 Wilczinska, Veronica** (U. of Poznan). Pour apprendre les concepts grammaticaux. [Teaching grammatical concepts.] *Français dans le Monde* (Paris), **207** (1987), 38–42.

All natural languages represent reality through a specific referential framework which is in turn expressed by a specific conceptual system encapsulated in the corresponding grammatical categories. It is in this conceptual system that the 'foreignness' of the foreign language resides. Since the acquisition of the mother tongue and the process of cognitive

development are closely integrated and deeply rooted, it is normal for adult and adolescent learners to resist abandoning the idea of the universality of their mother tongue concepts.

The new conceptual system needs to be presented explicitly – it cannot be deduced from observation – and students need to be motivated to realise that

they have to acquire not just new and different vocabulary and forms, but a whole new way of looking at things and of comprehending reality. The new conceptual system should be introduced gradually, with explanation reduced to the necessary

minimum. Learners should not be overburdened with rules and theory. It is more a question of reaching the students' imagination and creating awareness than of traditional explicit grammar teaching.

## Psychology of language learning

**88-5 Bley-Vroman, Robert** (U. of Texas). Hypothesis testing in second-language acquisition theory. *Language Learning* (Ann Arbor, Mich), **36**, 3 (1986), 353-76.

Learner hypotheses may be classified logically into two kinds depending on the relationship of the hypothesis to the data needed to test it. Type-N hypotheses require 'negative evidence' (of which explicit correction is a special type) for testing. Type-P hypotheses can be tested on the basis of 'positive data' (comprehensible input, for example)

alone. The difference between hypotheses is related to the intuitive concepts of 'strictness' and 'looseness'. Answers to theoretical questions about the place of input in a formal L2 acquisition model as well as to empirical questions about the necessity of correction are dependent on this hypothesis type distinction.

**88-6 Boulouffe, Jacqueline** (Laval U., Quebec). Intake as the locus of equilibration in language learning. *Language Learning* (Ann Arbor, Mich), **36**, 3 (1986), 245-75.

Equilibration between assimilatory (organism-inward) and accommodatory (organism-outward) processes has been described as a necessary condition of both development and learning. The difference between the two, however, is that in the case of learning, equilibration often has to be pedagogically implemented, whereas this is not true of development.

expression (assimilation) and sufficient preliminary familiarity with the correct expression in a model sentence for this expression to confirm its relevance (accommodation). A dialectic interaction that resulted in adjustment was generated by this encounter of the learner's intended meaning in search of a form that had remained unanalysed when first received.

Intake, the notoriously impenetrable interval between input and output, was identified as the locus of equilibration in language learning when the learners (French-speaking EFL beginners), faced with having to construct a new utterance, demonstrated minimal conceptualisation through tentative

It is suggested that equilibration in intake is indicative of a cognitive similarity between the learning of a foreign language - whether institutional or naturalistic - and the learning of other subjects.

**88-7 de Heredia, Christine** (U. of Paris V). Asymmetric communication in bilingual exchanges. *Studies in Second Language Acquisition* (Bloomington, Ind), **8**, 3 (1986), 369-89.

This paper analyses the characteristics of exolingual communication, a type of asymmetric communication. The data base contains five dialogues between French speakers and Latin American Spanish speakers. The subjects did not have any knowledge of French before their arrival in France. The recording situations were as authentic and varied as possible.

operation and complementary strategies to achieve mutual understanding. This study examines the role of repetition, simplification, and facilitation (breaking up information, paraphrases, types of questions which warn of difficulties, etc.) and analyses the characteristics of asymmetric exchanges made up of three- or four-turn sequences which allow speakers to check understanding and avoid misunderstanding.

In exolingual communication two speakers actively work together with varying degrees of co-

**88-8 Eefting, Wieke.** Global listening strategies. *PRIPU* (Utrecht), **12**, 1 (1987), 32-8.

In this preliminary study a case is made for global listening strategies. Under poor listening conditions, when acoustic information is not optimally available, the listener has to depend heavily on non-acoustic sources to provide enough perceptual cues. Making use of so-called global listening strategies,

the listener will be able to perceive and comprehend an utterance correctly, combining the non-sensory cues with the perceptually most salient acoustic properties. The experiment described here provides some evidence for the existence of a listening strategy based on those principles.

**88-9 Ellis, Rod** (Ealing Coll. of Higher Ed.). Interlanguage variability in narrative discourse: style shifting in the use of the past tense. *Studies in Second Language Acquisition* (Bloomington, Ind), **9**, 1 (1987), 1-20.

This study examines style shifting in the use of three past-tense morphemes (regular past, irregular past, and past copula) by 17 intermediate L2 learners of English. It differs from previous studies in that style shifting is examined within a single discourse mode – narrative discourse – according to the amount of planning time made available. Data were collected under three conditions: (a) planned writing, (b) planned speech, and (c) unplanned speech. Different patterns of style shifting were observed for three morphemes, suggesting that the nature of the linguistic feature under investigation is

a determining factor. For regular past, greatest accuracy was most evident in planned writing and least evident in unplanned speech, with planned speech intermediate. Little style shifting took place in irregular past, whereas style shifting for past copula occurred only between planned speech and unplanned speech. The three conditions produced different accuracy orders for regular and irregular past, suggesting that the so-called 'natural' order may not be a stable phenomenon. The paper concludes with a number of important questions requiring further investigation.

**88-10 Flege, James Emil** (U. of Alabama at Birmingham). A critical period for learning to pronounce foreign languages? *Applied Linguistics* (Oxford), **8**, 2 (1987), 162-77.

This article discusses the Critical Period Hypothesis (CPH) as it relates to the naturalistic acquisition of foreign-language (L2) pronunciation by adults and children. An examination of the existing empirical and theoretical literature leads to the conclusion that there is no conclusive support for the existence of a critical period for human speech learning, and that assuming a critical period does exist may inhibit the search for testable hypotheses concerning the basis

for observed adult-child differences in L2 pronunciation. These conclusions are based on the existence of direct counter-evidence, as well as on the observation that apparent adult-child performance differences may arise from many different confounding factors other than adult-child differences in neurological maturation or organisation that cannot be adequately controlled in behavioural research.

**88-11 Giacobbe, Jorge and Cammarota, Marie-Ange** (GRAL). Learners' hypotheses for the acquisition of lexis. *Studies in Second Language Acquisition* (Bloomington, Ind), **8**, 3 (1986), 327-42.

In this article the relationship between the source language (Spanish) and the target language (French) in the construction of lexis during the first phases of target language acquisition is examined from a psycholinguistic perspective. After an analysis of two case studies (of Cacho and Bernarda), it is hypothesised that there are two types of approach to the construction of lexis used by Hispanophones

learning French: systematic and non-systematic. The origin of these two approaches lies in the relationship the learners are able (or unable) to establish between the L1 and L2. According to this hypothesis, the SL (source language) is the source of systematicity. A learner like Cacho, who uses his SL to approach the TL (target language), makes a fundamental assumption about the nature of the

TL; he postulates that the TL has a systematic character. On the other hand, in cases like Bernarda's such assumptions are absent. Cacho's development of a system of lexis construction and the difficulties encountered by Bernarda are due to two different

ways of making contact with the TL. The key to the success of one and the relative failure of the other can be found, in this analysis, in the role played by their L1 as an existing system.

**88-12 Giacomi, Alain and Vion, Robert** (GRAL, Aix-en-Provence U. of Provence). Metadiscursive processes in the acquisition of a second language. *Studies in Second Language Acquisition* (Bloomington, Ind), **8**, 3 (1986), 355-68.

This study deals with the acquisition of narrative competence in French as a second language by an Arabic-speaking migrant worker in interaction with a target-language speaker. In particular, it is devoted to an analysis of the role played by certain forms like *voilà* and *il [madi]/moi je [di]* in narratives. On the basis of a significant difference in the

occurrence of these forms in successive encounters in the course of a longitudinal study, hypotheses are formulated about the polyfunctional uses of *voilà, il [madi]/moi je [di]* as a way for the learner to differentiate the narrative planes, to mark the chronology of events in the narrative, or to introduce quoted speech.

**88-13 Greidanus, Tine** (Free U., Amsterdam) and **Van der Linden, Elisabeth** (U. of Amsterdam). Relations between FL grammaticality judgments and FL production. *ITL* (Louvain), **73** (1986), 51-82.

Teacher training institutes in the Netherlands submit to their students tests of grammaticality judgments concerning FL sentences, in order to prepare them for their future task. Comparison of the results of these tests with results of FL production tests of the same students suggested that the former task was more difficult than the latter. The purposes of this study were to examine two questions: (1) Is production of FL grammatical structures different from (that is, more difficult) than giving a judgment of grammatical acceptability concerning the same structures? (2) How do students proceed when judging the grammaticality of a given FL sentence? To this end, an experiment was designed. 30 French syntactic structures were selected which often give rise to errors. These structures were incorporated in a grammaticality judgment test and a production

test. The tests were administered to matched groups of Dutch students of French of the level mentioned. The hypothesis was that the two tasks were of a different degree of difficulty. The results did not confirm this hypothesis: although differences were found between the three conditions explored (judgment of a correct sentence, of an incorrect one, and production), these differences were not significant.

The grammaticality judgment test was also administered to two groups of French subjects in order to compare their behaviour to that of the Dutch group. The French subjects were found to behave more homogeneously than the Dutch ones. The results of the pilot study suggest that the two tasks are not essentially different.

**88-14 Kessler, Carolyn** (U. of Texas at San Antonio) and **Quinn, Mary Ellen** (Alamo Heights School District, San Antonio, TX). Language minority children's linguistic and cognitive creativity. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **8**, 1/2 (1987), 173-86.

In the southwestern United States thousands of children enter the schooling process as language minority speakers of Spanish. This paper discusses findings from an empirical investigation of the effects of bilingualism on the linguistic and cognitive creativity of language minority children proficiently bilingual in Spanish and English. Specifically, it addresses the cognitive processes of divergent and convergent thinking and the linguistic process of metaphorising in the context of formulating scientific hypotheses. Together the linguistic and cogni-

tive processes are viewed as manifesting aspects of a common underlying creativity. Subjects were sixth-grade students, age 11, in two intact classrooms, one with monolingual English-speaking majority children and the other with Spanish-English bilingual minority children. Both groups participated in an inquiry-based science programme during which they learned to formulate scientific hypotheses in a problem-solving setting. Written hypotheses generated by the children provided the data-base. On measures on hypothesis quality,



syntactic and semantic linguistic variables, bilinguals outperformed monolinguals. The qualitatively high scientific hypotheses expressed by the language minority children using complex metaphoric lan-

guage in their second language, English, indicate that linguistic and cognitive creativity is enhanced by bilingual language proficiency.

**88-15 Kleppin, Karin and Königs, Frank G.** 'Was willst du, dass ich tun soll?' Überlegungen und Beobachtungen zur Rolle der Erwartungen im Fremdsprachenunterricht. ['What do you want me to do?' The role of expectations in foreign language teaching.] *Zielsprache Deutsch* (Munich, FRG), **18**, 1 (1987), 10-22.

Expectations are defined as what each participant in classroom interaction anticipates as possible content of the next utterance(s) by self or others. For example, a teacher may be looking for an answer containing a particular language item or structure, or may only accept 'complete sentences'. A learner may expect only to respond and not to initiate, and may accept 'answers' only from the teacher and not from classmates. There is a continuous process of adjustment between the expectations of the individual learner, the learning group, the individual teacher and the group's other present and past

teachers. An expectation system is a black box whose contents can be only indirectly and incompletely revealed by explicit statements and by communication breakdowns.

Both teachers and learners, it is claimed, have an equal right to give the discourse a new direction, and both can misunderstand the others' expectations; of the many types of misunderstanding, the most frequent involve a 'world-shift' (Edmondson), for example, a teacher's question about grammar being interpreted by the pupil as being about the content of an utterance.

**88-16 Morris, Beth S. K. and Gerstman, Louis J.** (City U. of New York). Age contrasts in the learning of language-relevant materials: some challenges to critical period hypothesis. *Language Learning* (Ann Arbor, Mich), **36**, 3 (1986), 311-52.

In order to test the claim of diminished capacity for language learning at puberty, a Hawaiian lesson was given to 182 public school children (61, 73, and 48 from grades 4, 7-8, and 11, respectively). Retention of material was evaluated immediately and after a week. The test was composed of syntactic and semantic tasks each assessed by multiple choice and metalinguistic means, with items demanding either rote memory, word rearrangement, or rule application. Repeated measures analyses of variance of

second-week performance covaried for initial scores, showed Grade 4 to be poorer than both older groups, and Grade 7-8 to exceed Grade 11 on some tasks. Stepwise multiple regressions for each group revealed the consistent importance of English reading level and differing additional predictions in the three groups. It was concluded that second-language learning capacities cannot be defined in terms of age alone.

**88-17 Pica, Teresa and others** (U. of Pennsylvania). Making input comprehensible: do interactional modifications help? *ITL* (Louvain), **72** (1986), 1-25.

In view of the evidence that comprehensible input is necessary for language acquisition, this study compared the listening comprehension of non-native speakers (NNSs) of English on directions to an assembly task given by an NS under two input conditions: (1) syntactically and semantically premodified input without interaction and (2) unmodified input with interaction.

Two hypotheses were tested in the study. First, it was predicted that interaction in condition (2) would lead to even greater syntactic and semantic modification of input than was built in *a priori* in condition (1) and second, that NNSs' compre-

hension of input in condition (2) would exceed that in condition (1). Both hypotheses were supported.

Analysis of the data indicated that the most significant aids to comprehension brought about by interaction were increased quantity and redundancy of input. Several specific interactional modification, such as confirmation and comprehension checks and clarification requests were also shown to be critical factors in input comprehension. However, a reduction in the syntactic complexity of the input was observed to play no significant role in its comprehension.

**88-18 Pritchard, Rosalind M. O.** (U. of Ulster at Coleraine, N. Ireland). Boys' and girls' attitudes towards French and German. *Educational Research* (Windsor, Berks), **29**, 1 (1987), 65-72.

Boys in the British educational system generally have less favourable attitudes towards foreign language learning than girls and are less likely to take a language in a public examination. It was hypothesised that German might have a more masculine 'image' than French and that this might render it more attractive and acceptable to male students. It was also thought that boys might find German less difficult, in some respects, than French.

However, it was found in an empirical study that although German did have a more masculine image, it was nevertheless generally perceived as less interesting, more difficult and less useful than French. It was concluded that the association between 'gender-image' and language is much less powerful than the association between language and certain socio-linguistic factors such as nationalism.

**88-19 Py, Bernard** (U. of Neuchâtel). Making sense: interlanguage's intertalk in exolingual conversation. *Studies in Second Language Acquisition* (Bloomington, Ind), **8**, 3 (1986), 343-53.

The article describes processes of facilitation involved in exolingual conversation, i.e. interaction between partners who are dynamically adjusting their respective linguistic performances. The type of exolingual conversation examined in this paper is that between foreign learners and native speakers.

The foreign learner's linguistic competence, known as interlanguage, and his performance,

referred to as 'intertalk', give rise to certain strategies in exolingual conversation. By studying these strategies, linguists can describe communicatively competent behaviour in second language acquisition.

It is concluded that such behaviour is dynamic and creative, incapable of being described and defined within predetermined structures.

**88-20 Reid, Joy M.** (Colorado State U.). The learning style preferences of ESL students. *TESOL Quarterly* (Washington, DC), **21**, 1 (1987), 87-111.

Following a review of the literature on learning styles and cognitive styles for both native speakers (NSs) and non-native speakers (NNSs) of English, this article presents the results of a questionnaire that asked 1,388 students to identify their perceptual learning style preferences. Statistical analyses of the questionnaires indicated that NNS learning style preferences often differ significantly from those of NSs; that ESL students from different language

backgrounds sometimes differ from one another in their learning style preferences; that other variables such as sex, length of time in the United States, length of time studying English in the US, field of study, level of education, TOEFL score, and age are related to differences in learning styles; and that modifications and extensions of ESL student learning styles may occur with changes in academic environment and experience.

**88-21 Rohrer, Josef.** Inner speech. Implications for foreign language teaching. *Die neueren Sprachen* (Frankfurt am Main, FRG), **86**, 2 (1987), 92-101.

Inner speech is generally regarded as a real psychic process, somewhere between linguistic understanding and linguistic expression. Three different types are: (1) monitored inner speech, in which we plan spoken utterances, read silently, rehearse silently, and translate from one code into another. (2) Unmonitored inner speech, probably the most important manifestation from a philosophical and psychological point of view. Between these two extremes come (3) translation of utterances into meaning, articulation of the unsaid, anticipation and reconstruction. All these manifestations apart from

unmonitored inner speech are relevant to language learning, e.g. subvocalising in reading; rehearsing overtly and covertly a text which has been learned by heart; internal translation of utterance into meaning - the inference in some utterances is the real message. A useful exercise for the language class is to articulate the inference, thus activating the students' memory for scripts and schemas. The staleness of textbook dialogues might be avoided by observing the rules that govern real life exchanges. The learning task would be to verbalise what had not been said.

**88-22 Schneiderman, Eta I. and Wesche, Marjorie B.** (U. of Ottawa). Right hemisphere processing and foreign language aptitude. *ITL* (Louvain), **71** (1986), 43-64.

This paper attempts to link three research areas in the field of second language acquisition: cerebral lateralisation for language, language aptitude, and success in inductive versus deductive approaches to language teaching. Based on findings from these three areas, it is argued that right as well as left hemisphere type processing may play a role in language acquisition at any age. Furthermore, individuals vary in their ability to use the characteristic processing modes of the two hemispheres and these individual differences may partially underlie differences in performance on language aptitude measures as well as success in different language teaching approaches.

A study of English-speaking adults is reported, which tests the hypothesis that different components

of language aptitude, as measured by subtests II and IV of the Modern Language Aptitude Test (Carroll and Sapon, 1959) may represent functions which are differentially lateralised. Specifically, subtest II, Phonetic Coding, is hypothesised to require at least some right hemisphere processing, whereas subtest IV, Words in Sentences, is hypothesised to rely more on left hemisphere processing. MLAT subtest scores are correlated with scores on an English dichotic listening test. Evidence is found to support the hypothesis that right hemisphere linked abilities may underlie some aspects of language aptitude. These findings are discussed in the light of other studies relating MLAT scores and hemisphere preference to success in deductive versus inductive second language courses.

**88-23 Schumann, John H.** (U. of California at Los Angeles). Locative and directional expressions in basilectal speech. *Language Learning* (Ann Arbor, Mich), **36**, 3 (1986), 277-94.

This paper forms part of a project designed to describe the pidginisation found in basilectal speech, the earliest stage in second-language acquisition, from the perspectives of word order, reference to time, and reference to space. The research reported here deals with locative and directional expressions in the English interlanguage of three Spanish

speakers, two Japanese speakers, and one Chinese speaker. The results indicate that the oriental subjects tend to form these structures without prepositions much more frequently than Spanish-speaking subjects. In addition, transfer and simplification seem to account for the structure of spatial expressions in basilectal interlanguage.

**88-24 White, Lydia** (McGill U.). Against comprehensible input: the input hypothesis and the development of second-language competence. *Applied Linguistics* (Oxford), **8**, 2 (1987), 95-110.

Krashen argues that language acquisition is caused by learners understanding input which is slightly beyond their current stage of knowledge, by means of context and other extra-linguistic cues, and that, while we should not try to provide input which specifically aims at the next stage, 'comprehensible' input is particularly beneficial. This article suggests that there are a number of problems with Krashen's input hypothesis, as currently formulated. Firstly, by concentrating on means and context, he misses the fact that certain aspects of grammar development in the learner are largely internally driven, and independent of context or meaning. Secondly, he overestimates the role and benefits of simplified input. Thirdly, Krashen feels that we can never

really be sure what input is relevant to what stage, but this is due to the imprecision of his formulation: once one incorporates a detailed theory of language, it is possible to come up with a theory to identify precisely what aspects of input trigger development. Finally, there are circumstances where the second-language (L2) input will not be able to show the learner how to retreat from certain non-target forms: the input hypothesis is geared to handling additions to intermediate grammars, rather than losses. Second-language acquisition theory should indeed include an input hypothesis, and consequently, we should try and tighten up Krashen's formulation to deal with these objections, rather than abandoning it.

## Research methods

**88-25 Beretta, Alan** (U. of Edinburgh, Scotland). A case for field-experimentation in programme evaluation. *Language Learning* (Ann Arbor, Mich), **36**, 3 (1986), 295-309.

This paper presents a case for the desirability of field-experimentation in language teaching programme evaluation. The limitations of laboratory research are considered from the perspectives of internal and external validity, overall strategy, and an uncertain relationship with what happens in a classroom context. It is argued that laboratory research is not carried out with the aim of providing direct feedback to instructors, while field research is

intended to have implications for teaching behaviour, that is, to be useful in the short term. A procedure is outlined whereby a preoccupation with the effect of complete programmes over time takes priority over dissection and analysis. This encourages an initial concern with what works in practice, which is the primary goal of the applied discipline of programme evaluation.

**88-26 Grandcolas, Bernadette and Soulé-Susbielles, Nicole** (U. of Paris VIII, Vincennes). The analysis of the foreign language classroom. *Studies in Second Language Acquisition* (Bloomington, Ind), **8**, 3 (1986), 293-308.

The foreign language classroom is a legitimate and important arena for educational and linguistic research. A survey of the research which has been conducted in France on the analysis of the foreign language classroom is presented. Two research

projects currently underway at the University of Paris VIII are discussed. The first looks at the foreign language classroom through diary studies, and the second, through classroom analysis by teachers and pupils.

**88-27 Neuland, E.** Spiegelungen und Gegenspiegelungen. Anregungen für eine zukünftige Jugendsprachforschung. [Reflections and counter-reflections. Suggestions for future research into the language of young people.] *Zeitschrift für germanistische Linguistik*, **15** (1987), 58-82.

Public interest in the language of young people stands in sharp contrast to the lack of linguistic research. The reasons for this may be partly the methodological problems involved. These include limited access to potential informants, other than middle-class ones, code switching in the interview situation, and the doubtful validity of questionnaires containing decontextualised data. The importance of the context of situation means that some degree of common experience between interviewer and interviewee is necessary. Various attempts have been made to explain the language of young people from an external perspective. Looking at it from within it may be said to reflect and counter-reflect relationships in society. Thus it reflects the dominant cultural norms and values of the age. When it opposes these values in order to signal distance and autonomy it counter-reflects them. At the same

time within the language of young people social stratification occurs. Research might examine areas such as the way in which this language is assembled, the interaction between groups, the importance of language vis-à-vis other forms of expression, and whether it is affected by context of situation. Research carried out among well-educated middle-class young people, who identified themselves with the 'alternative scene', found new language was created in a variety of ways, including widening of meaning, new combinations of words, and new derivatives. The standard language was counter-reflects in such things as the rejection of standard language norms. Lexical differentiation between groups is illustrated by the range of words for 'girl', some of which are rejected by girls as 'sexist', some by members of the 'alternative scene' as too coarse.





**88–28 Pan, Barbara Alexander and Gleason, Jean Berko** (Boston U.). The study of language loss: models and hypotheses for an emerging discipline. *Applied Psycholinguistics* (Cambridge), **7**, 3 (1986), 193–206.

The article discusses work carried out since a conference in 1980 on the study of language skill attrition, in three areas: (1) sociolinguistic studies of the loss of L1 or L2; (2) further work on language death; and (3) loss of language through neurological impairment. Although the populations which use language skills are very different, some similar

questions are repeatedly posed by researchers, e.g. are some structures more resistant than others to loss? Is language actually lost or has it merely become hard to retrieve? What is the role of literacy in the maintenance of language? Each subfield has aims directed at preventing attrition from taking place.

## Error/contrastive analysis

**88–29 Hsia, Sophie** (Free U. of Brussels/Harvard Grad. Sch. of Ed.). The role of L1 influence on the learning of a target language in a non-target-language environment. *ITL* (Louvain), **74** (1986), 63–105.

In recent studies on the acquisition of a second or foreign language in a non-target-language environment, environmental factors such as lack of native peer input, a formal language learning situation and pressure on the learner to produce the required target language structures, have been considered to have contributed to a high incidence of L1 induced or interlingual errors.

In order to investigate this problem, spontaneous speech samples were collected from some 80 francophone students learning English at the Université Libre de Bruxelles. The data represented two levels of learning, the first degree level when students entered the course and the third degree level which marked the end of the course. The hypothesis was that given a difference in emphasis within the TL syllabus from that of TL forms (communicative English) to that of TL content (business English) and given also that the same

methodological approach was adopted with native teacher input and optimal corrective feedback, students might progress beyond LI-induced to somewhere approximating TL rule-formation.

The error samples were broken down into categories representing syntax, word order, morphology, semantic concepts and lexis. They were examined and compared across levels for examples of interlingual (L1-induced) and organisational (non-L1-induced) errors. An analysis of the data indicated a decrease in interlingual errors but an increase in organisational errors at the third degree level, suggesting the existence of a continuum that accommodates possibilities of fossilisation due to lack of native peer input. The data also suggested the role of L1 in its influence on the formation of semantic concepts in TL and in organising, comparing and hypothesising lexical domains in the two languages.

**88–30 Major, Roy C.** (Washington State U.). Phonological similarity, markedness, and rate of L2 acquisition. *Studies in Second Language Acquisition* (Bloomington, Ind), **9**, 1 (1987), 63–82.

This study investigates the interrelationship of phonological similarity between L1 and L2, transfer, and markedness as they relate to the acquisition of English /ε/ and /æ/ by native speakers of Brazilian Portuguese. Transfer and markedness adequately account for the behaviour of poorer learners, but these factors do not explain the rate of acquisition of

the two sounds as assessed by global foreign accent. Whereas /æ/ accuracy increased as global accent improved, /ε/ accuracy decreased. It is suggested that phonetic and phonological similarity between L1 and L2 are important factors which motivated overgeneralisation or interaction of /ε/ and /æ/ within the inter-language.

**88-31 Teschner, Richard V.** The genders of French and Spanish noun cognates: some statistics and a list. *Canadian Modern Language Review* (Toronto), **43**, 2 (1987), 256–66.

The extent to which Spanish and French noun cognates share or are divergent in grammatical gender is examined in detail here. Based on a corpus extracted from the 1967 French/Spanish Larousse dictionary, this study determines what percentage of French nouns have Spanish cognates with identical genders and what percentage are of different gender. It also sets forth a list of all

French–Spanish cognates that do not have the same gender – some 750 in all. Three of every four French nouns have Spanish cognates (and vice versa). Of the *c.* 15,000 cognate pairs approximately 92% are same-gendered. Close analysis of the remaining *c.* 8% reveals few if any major patterns of relationship; thus an as-complete-as-possible list of differences is of special utility.

## Testing

**88-32 Barnwell, David** (U. of Texas). Oral proficiency testing in the United States. *British Journal of Language Teaching*, **25**, 1 (1987), 35–42.

This article traces two distinct ‘academic’ and ‘non-academic’ traditions in American language testing, the former deriving from schools and colleges and the latter from US government agencies. The non-academic tradition is seen as having long employed pragmatic, communicative concepts of proficiency assessment (e.g. through such vehicles as the FSI Oral Interview), while academic testing has until recently concentrated on discrete point, Structuralist evaluation methods.

The author also outlines economic and political changes in the USA which have led to the development of the ACTFL/ETS ‘academic’ scales,

wherein FSI levels 3, 4 and 5 have been subsumed into a ‘Superior’ banding, level 2 renamed as ‘Advanced’ and levels 0 and 1 called ‘Novice’ and ‘Intermediate’ respectively. Despite the purported validity of these scales, and of the ACTFL approach generally, it is felt that they imply excessive pedagogical claims, particularly that the scales might embody a universal, ‘natural’ order in language acquisition. Suggestions about such things as the need for extensive trialling, and the possible use of ‘naive’ (i.e. non-expert) native speakers in communicative testing situations are also discussed.

**88-33 Beheydt, L.** (Catholic U. of Louvain). The development of an advanced level reading test for the Certificate of Dutch as a Foreign Language. *ITL* (Louvain), **71** (1986), 1–17.

The author describes the rationale behind the Certificate (which is a three-level unit credit qualification), particularly in regard to its separate testing of the four skills and use of multiple choice questioning to assess reading ability. It is argued that divided skill testing is valid, not least because the Unitary Proficiency Hypothesis is not convincingly supported by empirical evidence.

The aim of the Certificate test battery is to evaluate proficiency in a ‘real-life’ way; to this end, a practical ‘taxonomy of verbal communication’ has been prepared, which states the proficiency levels in each skill in terms of the testee’s demon-

strable ability to use or understand Dutch. It is felt that the battery has a high construct validity because it can tap all the abilities and text types described in the taxonomy.

The cloze procedure does not represent an authentic reading task (restoring a mutilated text being quite different from understanding one); multiple choice methods are in fact more effective and ‘natural’. The reasons for selecting non-fictional/fictional texts are discussed, with emphasis being laid on the criteria of ‘functionality’, ‘relevance’ and cultural appropriacy.

**88–34 Hecht, Karlheinz** (U. of Munich) **and Green, Peter Stuart.** (U. of York). Analyse und Bewertung von mündlichen Schülerproduktionen. [Analysis and rating of pupils' oral production.] *Praxis des neusprachlichen Unterrichts* (Dortmund, FRG) **34**, 1 (1987), 3–11.

Some of the problems involved in achieving valid and reliable results in tests of oral production are discussed. A research project is reported which analyses 132 recorded instances of pupils' narrative and interactional oral production in the ninth and tenth grades of the *Gymnasium*, *Realschule* and *Hauptschule*. The pros and cons of three test procedures are discussed: the global or holistic, the analytic, and the objective scoring technique. For each German school, three experienced teachers employed a global technique and three others an analytic technique. The same rating procedure was followed by English teachers in York. A high degree of correlation was ascertained between the German raters, a lesser one between the English raters. The analytic technique consisted of rating six separate variables: pronunciation, grammar, vocabulary, fluency, content and intelligibility. The results

of a statistical analysis demonstrated that fluency and intelligibility were rated in a valid fashion. There were, however, broad differences in the rating of the very component that should be decisive in communicatively oriented English teaching, namely content. The objective technique, which consisted of counting information bits, range of vocabulary and number of dependent clauses, lacked validity since these did not correlate with the grades which raters gave. The authors warn against using such techniques in view of the failure of raters to agree on what constitutes an error. The authors argue that for a communicatively oriented test the rating of information should have priority, closely followed by intelligibility. They conclude that despite the difficulties which the testing of oral achievement might appear to raise, solutions are now in sight.

**88–35 Lado, Robert** (Georgetown U.). Analysis of native speaker performance on a cloze test. *Language Testing* (London), **3**, 2 (1986), 130–46.

The author describes an experiment whereby the 50-blank Oller-Conrad cloze test (1971) was used on ENL (English as a native language) and ESL students. The results are discussed with reference to Alderson's (1979) five-band acceptability scoring, i.e. exact word, SEMAC (semantically acceptable word), IDFC (identical form class), ACFC (same function) and grammatically correct word.

The ENL students processed the text at a grammatical rather than an integrative or semantically purposeful level, which is felt to imply that the

cloze procedure does not encourage high-level thinking because it is blatantly artificial and in no way reflects real reading. Moreover, the time and discussion required by acceptable word scoring cancel out the purported ease of preparation and marking claimed for cloze tests; from the testee point of view as well, gapped texts are seen to have little face validity.

It is concluded that Carroll's (1959) reservations about whether or not cloze tests evaluate actual language competence still remain valid.

**88–36 Levine, Martin G. and Haus, George J.** (California State U.). The accuracy of teacher judgment of the oral proficiency of high school foreign language students. *Foreign Language Annals* (New York), **20**, 1 (1987), 45–50.

The purpose of this study was to determine the accuracy of teacher judgment of the oral proficiency of pupils in French and Spanish high school classes. Does such teacher judgment differ significantly from standardised ratings of pupil oral proficiency on the ACTFL oral interview scale? Eight experienced teachers of French and Spanish who had no previous proficiency assessment training served as subjects. Each teacher-subject was required to read the descriptions for each level of the ACTFL scale and then to predict the ACTFL rating of four

students randomly selected from her class. Subsequently, 30 of these students were rated on the ACTFL oral interview by two certified testers. Actual ACTFL ratings for these pupils were compared with predicted ACTFL ratings of teachers. Results indicate that (1) teachers consistently overrate pupil performance and (2) the letter grade of a student in the foreign language class severely biases the accuracy of the teacher's judgment regardless of actual oral proficiency.

**88-37 Madsen, Harold.** (Brigham Young U.). Evaluating a computer-adaptive ESL placement test. *CALICO Journal* (Provo, Utah), **4**, 2 (1986), 41–8.

The purpose of this article is to evaluate one of the first operational computerised-adaptive ESL tests in the United States. Utilising an item bank of 300 grammar and reading items, the CALT exam was administered to 72 foreign students and later to 42 FL students; subjects also responded to a question-

naire. Results showed an overwhelmingly positive reaction to the computerised tests, but significant negative reaction by most Japanese students. In addition, the CALT was far more efficient than conventional paper and pencil tests.

**88-38 Röhr-Sendlmeier, Una M.** Die Erfassung von Hörverstehen und Fehlern in Mündlichen Schuleräusserungen in Deutsch als Fremdsprache – Konzeption eines neuen Instruments und erste Ergebnisse. [The recording of listening comprehension and errors in the oral production of students of German as a foreign language – creation of a new instrument and initial results.] *Deutsche Sprache* (Berlin, FRG), **15**, 1 (1987), 25–35.

In the classroom it is hardly possible to correct students' utterances exhaustively and to come to an adequate assessment of their listening comprehension. A test is introduced which evokes oral speech production by means of acoustic and visual stimuli, and which helps to record correct understanding of context, realisation of adequate speaker

attitude, grammaticality and flow of speech. The empirical evaluation in a combined cross-sectional/longitudinal study indicates that the test may become a useful instrument not only for the assessment of different learners in comparison, but also for the diagnosis of individual students' progress in the acquisition of German as a second language.

**88-39 Skehan, Peter** (London U. Inst. of Ed.). The role of foreign language aptitude in a model of school learning. *Language Testing* (London), **3**, 2 (1986), 188–221.

This article re-examines the (1962) Carroll Model of School Learning (MSL), first in the light of the considerable quantity of acquisition-oriented research that has been accomplished since its publication and secondly in terms of the greater understanding of language aptitude that is now available. It is argued that current approaches to language learning pay insufficient attention to individual differences between learners, in terms of their

language aptitude, motivation, cognitive style, or learning strategies, emphasising instead the common features of instructional conditions. In contrast, the Carroll MSL provides a framework within which individual differences and instructional factors can be combined. The role of language aptitude is focused upon, and it is proposed that aptitude, in particular, has been unfortunately neglected.

**88-40 Spolsky, Bernard** (Bar-Ilan U.). A multiple choice for language testers. *Language Testing* (London), **3**, 2 (1986), 147–58.

The author examines three approaches to proficiency testing: the structural ('discrete point'), the functional/integrative and the 'overall'. He concentrates on the problems posed by functional, 'communicative' tests, with particular reference to the FSI and ACTFL scales. The point is made that competence banding only makes sense in carefully delimited domains, and that it does not provide a suitable model for describing more generalised language goals across large populations.

Functional tests are hampered by the impossibility of a direct functional/structural translation, and the difficulty of deciding which functions should be included in any proficiency test. The ordering implied by a scale such as the ACTFL ratings is not believed to represent a universal instructional sequence; rather, it is clearly rooted in an agreed or imposed set of goals established for particular programmes.

Using a Hebrew as a Second Language paradigm,



the author concludes by positing an alternative, multiple branching 'preference model' (Jackendoff, 1983) whereby 'rationales' (e.g. Jewish religion and

religious life) can be combined in various ways with elements taken from a set of possible communicative goals (e.g. follow a service in a prayer book).

**88-41 Urquhart, A. H.** (Coll. of St Mark and St John, Plymouth).

Comprehensions and interpretations. *Reading in a Foreign Language* (Plymouth), **3**, 2 (1987), 387-409.

This paper argues that 'reading comprehension' and its assessment can usefully be divided into two aspects: 'comprehensions' and 'interpretations'. The first term refers to different standards or levels of comprehension the reader adopts to suit different purposes of reading. It is argued that the emphasis in both teaching and assessing reading on 'deep comprehension' is limiting and harmful. The

second term refers to different readings of the same text, either by different readers or the same reader at different times, resulting from either a different background knowledge or a different preoccupation at the time of reading. The paper explores some of the consequences for testing of recognising these different aspects of reading.

**88-42 Weise, Grischa.** Diktat als Prüfverfahren im kommunikativen

Fremdsprachenunterricht. [Dictation as a testing procedure in communicative foreign language teaching.] *Deutsch als Fremdsprache* (Leipzig, GDR), **24**, 1 (1987), 25-32.

In communicative FLT programmes tests of global proficiency can take the form of interviews, discussions, role-plays etc., but for checks on the learning of specific material, written translation and dictation are still considered the only two practicable options. The former, however, has low validity because it emphasises formal accuracy at the expense of content and communication, and because it allows too much time for thinking.

Dictation on Oller's model is preferable, texts being read in whole sentences with writing allowed

only after hearing. Because testees must (i) operate under time constraints, (ii) reconstruct the sentences, which are too long to remember perfectly, and (iii) focus on content rather than transforming given content, this should be a better indicator of real-life oral communicative performance. A study of eight German learners of Russian appears to support this: in a translation test there were 'too few' mistakes, whereas in a dictation test the mistake pattern was more like that recorded in a speaking activity.

## Curriculum planning

**88-43 Gillet, James Stephen.** Ethnic bilingual education for Canada's minority groups. *Canadian Modern Language Review* (Toronto), **43**, 2 (1987), 337-56.

Over the course of the last 40 years several forces and factors have combined to shape the development of bilingual programmes for Canada's non-English and non-French ethnic groups. These factors have included: (a) the impact of changing immigration policies, (b) the decline of Anglo-conformist attitudes and the concomitant growth in multiculturalism, (c) fear that use of the first language will adversely affect the acquisition of the second

language, and (d) the impact of attitudes toward the first and second language and culture when learning a new language. These elements have worked together to shape federal and provincial involvements in bilingual programmes for Canada's minority ethnic groups, so that today two types of programme can be found in operation: privately funded total immersion programmes, and publicly funded core and partial immersion programmes.

## Course/syllabus/materials design

**88-44 Demuth, Katherine A.** (Boston U.) and **Smith, Nathaniel B.** (Franklin and Marshall Coll.). The foreign language requirement: an alternative program. *Foreign Language Annals* (New York), **20**, 1 (1987), 67-77.

For various reasons, some college-level students experience great difficulty in fulfilling their foreign language requirement. This paper reports on a new programme at Boston University which (1) identifies students with severe learning problems, and (2) offers an alternative sequence of courses designed to

help these students achieve foreign language learning success. MLAT pre- and post-test scores indicate significant increases in language aptitude after completion of the first semester of the new course sequence.

**88-45 Fabbri, Andrea.** Comparing modern with classical languages for teaching purposes: the case of English and Latin in the modern languages curriculum of Italian 'scuola secondaria di secondo grado'. Suggestions based on one year's work. *Contrastes* (Paris), **13** (1986), 47-54.

This article gives an account of how a modern language (English) and a classical one (Latin) can be compared for teaching purposes in the modern languages curriculum of Italian senior secondary schools. In the first year of the experiment described here, the aim is to develop an awareness of the historical relations between the two languages (one

period every other week); in the second year, word-formation systems in the two languages are compared (prefixes, suffixes, borrowings, etc.). Throughout both years, the emphasis is on studying real examples. It is likely that this experiment could be repeated in other countries with other modern foreign languages.

**88-46 Finnemann, Michael D.** Liberating the foreign language syllabus. *Modern Language Journal* (Madison, Wis), **71**, 1 (1987), 36-43.

The standard grammatical base of foreign language (here, Spanish) textbooks has changed little over the years. It is not enough to reduce or re-order it, nor is it desirable to abandon the analysis of language as a system. Language reveals systematic organisation beyond the level of morphology. Its semantic structure can serve as a vehicle for teaching relevant aspects of meaning and form. Semantico-grammatical categories include basic concepts such as time, space, quantity, causality, etc., and their logical subdivisions, which are directly expressed in

language form through verb morphology, auxiliary verb constructions, adverbial structures, etc. Wilkins makes a clear case for the importance of these semantico-grammatical categories in syllabus construction and stresses their pedagogical properties, but their potential remains unexploited. An analysis of the semantico-grammatical category of aspect is made, showing how it can provide a framework for the various lexical and grammatical clarifications the learner needs to know.

**88-47 Freebody, Peter** (U. of New England, NSW, Australia) and others. The use of expressive words in children's first school books. *Language and Communication* (Oxford), **7**, 1 (1987), 25-38.

This article considers the emotional world depicted in the stories contained in children's first school reading books. Such books feature a restricted vocabulary for instructional purposes, and banal or puzzling episodes or conversations which are instructional rather than engaging; they convey a particular version of childhood. Overwhelmingly, they depict the everyday world of children, i.e. the world of their own readers. A corpus of 163 reading books was examined and the patterns of usage of

expressive words was analysed. In examining words expressing positive and negative feelings and judgments, three times as many positive as negative words were found. The total frequency of expressive verbs was extremely low compared with verbs of talk and observation (*say* and *see*). This may bear some relationship to emphases in early school on containing expressions of emotion and on a more dispassionate involvement with the perceptual and material world.

'Liking' is encountered much more than 'not liking'. Adults and children as a group frequently express liking of events; boys express liking for objects more often than expected and girls for animals. Laughter occurs frequently: adults, boys and children in groups laugh most, girls and animals least; boys and animals are most frequently laughed at, girls and parents least. 'Crying' is extremely rare, and 40% of instances concern toys and animals.

Words relating to fear and bravery occur mainly in fantastic contexts and never in the home or school. 'Love' occurs surprisingly rarely: those who are described as loving are mainly girls, children as a group and grandparents. The principal objects of 'love' are animals, activities, and grandparents. Significantly, parents are not at all associated with love, though grandparents are.

## Teacher training

**88-48 Duncan, Cynthia K.** (U. of Tennessee). Evaluating speaking skills in the classroom: a workshop for teachers. *Foreign Language Annals* (New York), **20**, 1 (1987), 15-23.

This workshop, which originated as part of a teacher-training programme at the University of Tennessee, is intended to help teachers establish goals and guidelines for assigning the 'class participation' portion of a student's grade. The principal motive behind the workshop is to make teachers more aware of the need to set standards for oral proficiency in the classroom, to conduct their classes

in such a way as to promote maximum oral participation by students, and to be as objective as possible in assigning class participation grades. It is not intended to solve the problems inherent in evaluating oral proficiency in the classroom setting, but merely to guide teachers in defining and formulating the standards by which students' performance is to be assessed.

## Teaching methods

**88-49 Assbeck, Johann.** Wider das Vergessen: Gedächtnistechniken im Fremdsprachenunterricht. [Combatting forgetfulness: memory techniques in foreign language teaching.] *Praxis des neusprachlichen Unterrichts* (Dortmund, FRG), **34**, 2 (1987), 115-24.

The following principles, derived from research on memory, should be followed in vocabulary work with language learners: (1) items should be chosen and presented in such a way as to seem personally relevant to learners and engage their emotions and interests. (2) Repetition is necessary, preferably involving different contexts and different sensory channels; learners should be induced to recall items instead of merely hearing/reading them again. (3)

Material should be presented in organised form, and learners should be taught to develop their own organising schemes, e.g. to memorise lists of items by means of an invented story. (4) Synonyms and word families should not be taught all at once (though antonyms may be) but built up over time and in relation to concrete contexts. (5) Learning should take place in an anxiety-free atmosphere.

**88-50 Briggs, Pamela** (U. of Sheffield) **and Underwood, Geoffrey** (U. of Nottingham). The nature of reader ability differences in lexical access. *Journal of Research in Reading* (Leeds), **10**, 1 (1987), 57-74.

Can good and poor readers be differentiated by their use of word-naming and lexical access codes? Poor readers experience extreme difficulty in decoding nonsense words, indicating that they cannot use the spelling to sound rules which underlie the indirect phonological route to word pronunciation. However, recent evidence suggests that poor readers

do use a phonological route for lexical access in word and picture naming tasks which rely upon the production of a phonological code. Is this also true of other tasks, which are not dependent upon phonological representation? Two such tasks are described in the present study: one involving picture-word interference, and the other involving

a lexical decision paradigm. Results showed that poor readers do use a phonological route to lexical access independent of task demand. A review of findings in this area to date shows several in-

consistencies, and an attempt is made to resolve these by drawing on Stanovich's (1980) interactive-compensatory model of reading.

**88-51 Chuquet, Hélène and Paillard, Michel** (U. of Poitiers). Traduire – et s'approprier les différences. [To translate and make the 'difference' one's own.] *Langues Modernes* (Paris), **81**, 1 (1987), 53–62.

To translate one needs to become aware of the way the languages involved differ – for example the variety of possible English translations for a given French word or expression and *vice versa*, and the distinctive ways in which English and French build up words or coin new ones. Awareness of difference

leads to understanding of the essential nature of each language and the way it operates. Through translation deeper knowledge and understanding of the foreign language can be acquired and also greater skill in its use. [Examples.]

**88-52 Crystal, David** (University Coll. of North Wales). Teaching vocabulary: the case for a semantic curriculum. *Child Language Teaching and Therapy* (London), **3**, 1 (1987), 40–56.

The paper addresses the question of how vocabulary can be systematically taught to language-handicapped children. Little statistical information about vocabulary development is available, though what there is suggests that traditional frequency norms are in need of revision. It is essential to replace the traditional emphasis on frequency by an approach which analyses the quality, range, and internal

structure of vocabulary, using the notions of semantic fields, sense relations, and semantic features. The importance of dictionary-type definitions in the teaching process is emphasised. A procedure for working with vocabulary using these notions is outlined, and recommendations are made about the importance of developing a semantic curriculum.

**88-53 Decotterd, Daniel** (Inst. National Polytechnique, Lorraine). De la pratique intégrée de la traduction comme instrument de renovation et d'adaptation de l'enseignement des langues. [An integrated approach to translation aimed at improving teaching methods.] *Langues Modernes* (Paris), **81**, 1 (1987), 23–8.

Many upper secondary and university students find the artificiality of the traditional forms of translation (*thème* and *version*) uninspiring. Reality and relevance can be restored to these classes by using actual materials, e.g. a letter that needs to be translated. Exercises are suggested to assist students to appropriate and utilise elements of the target language they encounter in translating (such transfer cannot

be assumed to be automatic), and translation strategies are proposed. Comparisons with modern languages other than the target language can also be illuminating. It would be helpful if all teachers in modern language departments coordinated their efforts and collaborated in building up and collating a stock of suitable material for translation.

**88-54 De Vriendt, S.** (Free U. of Brussels). L'enseignement de la grammaire et ce qu'en pensent les professeurs et les élèves. [Teaching grammar – what learners and teachers think.] *Revue de Phonétique Appliquée* (Mons, Belgium), **81** (1986), 351–64.

Grammar is one component of linguistic competence which in turn is one component of communicative competence. Grammar may be taught systematically but with only the basic minimum of explanation; the explicit and the systematic are not synonymous. In the majority of secondary schools and adult education institutes in the French-speaking

part of Belgium, it is the grammatically explicit approach to the teaching of English, Dutch or Spanish that is favoured. A survey showed that most teachers and students consider grammar to be essential, although the minority of learners who were not given formal grammar rules seemed not to miss them. The expectations of both teachers and



taught are conditioned by the institutional framework in which language teaching takes place, and in the case of adult learners and teachers by their previous experience of learning a language in school. Teachers who have acquired near-native compe-

tence and feel confident in using the language they teach are more likely to use an active, communicative approach. Signs are that this approach will prevail in the future with changes taking place in attitudes, in textbooks and in teacher training.

**88-55 Diaz, Olga** (U. of Lyon II). Enseigner le langage idiomatique. [Teaching idiomatic language.] *Contrastes* (Paris), **13** (1986), 27-37.

Although idioms are often thought to be untranslatable and to defy systematic study, careful inspection reveals many similarities between languages in this area, reflecting the universals of language and of human experience. Learners can use their L1 knowledge to help them with FL idioms, but

correspondences must be sought, as Widdowson points out, in deep structure rather than surface structure, and close familiarity with the FL culture remains necessary for full understanding. [Examples of French, Spanish, English and German idioms.]

**88-56 Greaney, Vincent and Hegarty, Mary** (St Patrick's Coll., Dublin). Correlates of leisure-time reading. *Journal of Research in Reading* (Leeds), **10**, 1 (1987), 3-20.

Pupils from middle-class homes devoted an average of 7.2 per cent of leisure time to reading. The relationship between home environment, attitude to reading and motivations for reading on the one hand and leisure-time reading on the other, was examined. The addition of these sets of variables to previously established correlates of leisure-time reading, achievement, sex, and library membership increased the proportion of variance accounted for in leisure-time reading by a significant amount (10.1 per cent). Correlations tended to be low, since leisure reading is a relatively sporadic type activity. From the perspective of developing the reading

habit, the results suggest that what parents do is more important than what they are; the emphasis placed on reading in the home, on academic development and on intellectuality was related to leisure-time reading. Attitude to reading correlated more highly with leisure-time reading than any of the other variables included in the study; the correlation between attitude and time was significant even after controlling for sex, reading achievement and library membership. Among the motivational variables, reading for enjoyment was related to leisure-time reading whereas reading for utilitarian or escapist reasons was not.

**88-57 Harweg, Roland** (Ruhr-U. Bochum). Remarks on the topology and kinematics of speech and writing. *Semiotica* (Amsterdam), **63**, 3/4 (1987), 253-67.

The article addresses differences between speech and writing in terms of topology and kinematics, that is with regard to geometrical distribution and kinematic states of rest and motion. On closer consideration it turns out that speech and writing are not so clearly polarised with respect to their kinematic characteristics. Arguments are adduced to demonstrate that physical motion can also be viewed as a parameter of writing; a distinction is made between writing-at-rest and writing-in-motion. In this connection, secondary writing in motion associated with the reader's point of vision may also be mentioned. Given modern recording techniques it is even possible to distinguish between speech-in-motion and speech-at-rest.

An additional parameter is that of semiotic motion. This semiotic being-in-motion of writing-at-rest is connected with the fact that writing reflects

speech. A further distinction which is discussed in great detail concerns the syntagmatic and paradigmatic dimensions of language. It is claimed that the occurrence of speech and writing is not confined to 'parole'. Examples of paradigmatically dimensioned writing in 'langue' are said to be, among others, lists of words in dictionaries. It is argued that since speech is in a state of 'physical' motion it is the natural form of expression. Writing on the other hand is removed from syntagmatics by being at physical rest and follows speech by imitating its motion semiotically. On the other hand, writing is held to be the primary form of expression on the paradigmatic dimension. A state of semiotic rest is natural on this dimension; the form of expression which corresponds to this is writing. Hence the traditional view of the primacy of speech over writing needs to be qualified.

**88-58 Janot-Giorgetti, M. T.** (Inst. de la Communication Parlée, Grenoble) and **Lamotte, M.** (Centre de Recherche en Automatique, Nancy). On-line word recognition using a microprocessor system for assistance in learning a foreign language. *Revue de Phonétique Appliquée* (Mons, Belgium), **81** (1986), 365–407.

A word recognition technique using a microprocessor system has been applied to language learning. Words pronounced by a 'learner' are individually compared to correct and incorrect examples of the same words previously memorised in the system. 'Good' and 'bad' scores are displayed along with 'repeat' orders for improvement of the learner performance. The effectiveness of the system has been tested on a large number of phonetic difficulties typical of various languages.

**88-59 Kelly, Peter** (Ecole des Langues Vivantes, Namur, Belgium). Solving the vocabulary retention problem. *ITL* (Louvain), **74** (1986), 1–16.

The main problem in learning foreign language vocabulary is retention. There exists a considerable amount of evidence pointing to the superiority of mnemonic techniques over rote repetition in the learning of verbal material. An investigation was carried out comparing the learning of FL vocabulary in three different conditions: (1) making formal and semantic links with known words, (2) making verbal links of a solely semantic nature, and (3) using habitual methods. The first experimental group demonstrated superiority, although scores were not significant on an analysis of variance. Indications were given by the data that training and encouragement in the use of formal and semantic verbal association will lead to better vocabulary retention.

**88-60 Knibbeler, Wil** (U. of Nijmegen). Research on a humanistic language teaching model. *Journal of the Society for Accelerative Learning and Teaching* (Des Moines, Iowa), **10**, 3 (1985), 167–78.

The Explorative–Creative Way is a new theoretical model of language learning based on a synthesis of approaches such as Silent Way, Suggestopedia, Community Language Learning and Confluent Teaching. The model's operating principles are: exploration, creativity, motivation to communicate, affect economy, listening to oneself, level-appropriate input, autonomy, risk-taking and self-confidence on the part of the students. The necessary teacher characteristics to promote these student characteristics are discussed. Teacher guidelines and the outline of a research project to test this new model conclude the paper.

**88-61 Rivard, Léonard Paul.** La lecture en science. [Reading scientific texts.] *Canadian Modern Language Review* (Toronto), **43**, 2 (1987), 245–55.

The reading of scientific textual materials is difficult for students due to: (1) the specialised vocabulary; (2) the structure and organisation of the text; (3) the heavy concept load; and (4) the tacit knowledge expected of the reader. This article describes several strategies for facilitating the reading of scientific textual materials, specifically: establishing the reading level of the text for its intended target group; decoding figures and illustrations, recognising the organisation of the text, inferring and remembering word meanings, sampling the text and inferring its meaning, reading attentively to verify one's predictions, and interpreting the text.

**88-62 Sadow, Stephen A.** (Northeastern U.). Experiential techniques that promote cross-cultural awareness. *Foreign Language Annals* (New York), **20**, 1 (1987), 25–30.

Experiential techniques, some of which take only a few minutes of class time, can help make students aware of what culture is and how it functions. These activities may take the form of structured in-class activities dealing with non-verbal and other culture-bound behaviour, or out-of-class activities in which students observe and interact with the target culture. Structured class visits by native informants and field

trips to ethnic neighbourhoods provide other means for direct contact with other cultures. An interdisciplinary course in cross-cultural awareness based

on experiential techniques can expand upon work done in language classes; a model for such a course is provided here.

**88-63 Schouten-Van Parreren, Carolien.** Nieuwe perspectieven op de didactiek van de woordenschatverwerving. [New perspectives on the teaching of vocabulary.] *Levende Talen* (The Hague), **416** (1986), 618–25.

This article is a general discussion of recent trends in vocabulary teaching. A distinction is made between the most frequent vocabulary items in a language, which account for a very large proportion of tokens actually occurring in any text, and the less frequent items. Learning the thousand most frequent words in a language is fairly easy: the real problems start with less frequent words. These need to be tackled in two ways. Getting hold of the basic meaning of a word (semanticisation) can be approached by developing students' guessing skills, and by teaching

them to use dictionaries effectively – particularly monolingual dictionaries. These skills can be supplemented by formal analysis supplied by the teacher: formal relationships of cognacy, and formal semantic analysis of word fields seem to be especially useful here. Once the basic meaning has been grasped, it needs to be consolidated and transferred from receptive to productive vocabulary. [Discussion of a range of exercises designed to achieve these ends.]

**88-64 Strauss, André** (U. of Paris VI). Les divers aspects de l'impact de la traduction sur l'apprentissage des langues. [Various aspects of the importance of translation to the learning of languages.] *Langues Modernes* (Paris), **81**, 1 (1987), 29–32.

It is necessary to avoid the situation where learners have recourse to their mother tongue whenever they try to express themselves in the foreign language. However, in monoglot classes translation has a useful role to play, making up for any deficiencies in the direct method by fostering greater

accuracy and precision in the use of the target language, and also in creating awareness of the differences between the languages in question. The cultural factor is also involved; in many cases it is a matter not so much of translation as of transposition.

**88-65 Ur, Penny** (Kibbutz Machanayim, Israel). Teaching grammar. *English Teachers' Journal* (Jerusalem), **34** (1986), 29–34.

A purely communicative approach in language teaching is not necessarily the most effective way of teaching and learning a language. A grammar component involving practice of all the productive and receptive skills and taking account of both form and meaning of grammatical structures is essential.

The teaching of grammar is best organised in accordance with the objectives of the course in question. A flexible model is proposed, with four

stages in which a grammatical structure is presented in a text, isolated and explained in terms of form, meaning, and function. This is followed by what is arguably the most important stage when various exercises are carried out to practise the structure, and to ensure adequate understanding and learning. Finally, testing takes place to provide feedback for teacher and student.

**88-66 Weber, N.** (Inst. für Kommunikationsforschung und Phonetik, Bonn, FRG). Computer-Gestütztes Strukturiertes Wortschatzlernen. Beispiel eines Lernprogrammes für fremdsprachliche Vokabeln aus dem nominalen Bereich. [Computer assisted structured vocabulary learning: example of a learning programme for foreign-language nouns and adjectives.] *Literary and Linguistic Computing* (Oxford), **1**, 4 (1986), 207–13.

The article is divided into two parts: the first reflects on the relevance of using structural information to

assist vocabulary-acquisition in foreign-language learning, and the possibilities of transforming

linguistic structures into algorithms. Part two is a description of the dialogue-system VOCARL, as an example of a working algorithm, which inter-actively supports the learning of Polish adjectives and nouns.

**88-67 Wissner-Kurzawa, Elke.** Lernverhalten und Instruktionsoptimierung im Bereich grammatikalischer Regeltexte. [Learning behaviour and optimisation of instruction using grammar textbooks.] *Praxis des neusprachlichen Unterrichts* Dortmund, FRG), **34**, 1 (1987), 18-27.

An investigation of 12 schoolchildren who were learning French grammar is reported on. Transcripts were made of them 'thinking aloud' as they worked through a section in the grammar supplement to a French textbook. Three processing stages were found. First the pupils read through the whole text to orientate themselves. They then segmented the text; that is to say, sections which they did not understand served to break up the processing of the rules. A third stage involved repeating and learning by heart what they had read. The transcript of a 14-year-old girl is analysed in detail as she attempts to get to grips with the form *qui-est-ce qui/que* and

*qu'est-ce que*, etc. The author concludes from the study that the grammatical explanations are not explicit enough. Since the cognitive approach to grammar teaching is widespread in schools and is representative of the reality in classrooms, several implications are mentioned for the ways in which grammar texts might be improved. Advance organisers should be used; the cognitive level of pupils needs to be respected; linguistic and stylistic means should be employed which are appropriate for the learners, and the manner of presentation should encourage and motivate pupils.