Language learning and teaching – theory and practice

Theory and principles

87-136 Brindley, Geoff (Adult Migrant Education Service of NSW). Some current issues in second language teaching. *Australian Review of Applied Linguistics* (Wollongong, NSW), **8**, 2 (1985), 87-133.

Different approaches to language teaching, including the notional/functional approach, have provided syllabuses which are deficient in several ways. They have been developed independently of any learning theory, fail to take account of individual learner variables, and are devoid of any clear link between the syllabus design and methodology, etc.

The communicative approach offers some solutions to these shortcomings in its emphasis on the needs of learners, materials designed specifically to take account of these needs, and on the negotiation of meaning in socio-cultural contexts. Grammar is seen by many to be an important component in a syllabus. Yet there remain two weaknesses: (*a*) a lack of balance between communicative fluency and grammatical accuracy, and (*b*) no evaluation of course progress during, as well as at the end of, the course.

Learner-centred instruction (including self-assessment) and self-directed learning are essential if progress is to be made. Affective factors such as attitude, values, motivation and personality must be taken into account. The syllabus should include meaningful activities, and, in addition, flexibility and adaptability in both teaching and learning are strongly advised. The mother tongue should be recognised as a useful support.

87-137 Richards, David (NSW Dept. of TAFE). Relationships between second language acquisition research and second language teaching. *Australian Review of Applied Linguistics* (Wollongong, NSW), **8**, 2 (1985), 134-51.

Recently the findings of research into second language acquisition have begun to influence L2 teaching. There has been a shift of focus from the content of teaching to the learning process, such that emphasis is placed on the learner, the classroom, and the process of learning itself. Factors in the learning environment, e.g. materials, activities, and affective factors such as personality and motivation relating to the individual learner, are recognised as important. Identification not only of the individual learner's communicative needs but also of his learning needs are essential in the design of syllabuses. Benefits of L1 knowledge in L2 acquisition are also recognised.

It is recommended that emphasis should be placed increasingly on self-directed learning which, to be successful, depends on recognition of affective learner variables, sensitive teacher and group support, and development of learning strategies appropriate to the individual learner.

Psychology of language learning

87-138 Baillet, Susan D. (U. of Portland) **and Kennan, Janice M.** (U. of Denver).The role of encoding and retrieval processes in the recall of text. *Discourse Processes* (Norwood, NJ), **9**, 3 (1986), 247-68.

This study is a modified replication of a study by Anderson and Pichert (1978). Subjects read three stories, taking a particular perspective for each, recalled each story from that perspective and, either immediately or after one week, recalled the stories again from a new perspective. Consistent with Anderson and Pichert's findings, subjects in the immediate condition showed a shift in recall as a function of retrieval perspective. However, subjects in the delay condition showed no retrieval shift; they continued to recall more information that was relevant to the encoding perspective than to the retrieval perspective. Furthermore, the retrieval shift obtained in the immediate condition was shown to be due not to an increase in recall of information related to the new perspective, but rather to less of a decrease in recall of this information over time relative to perspective-unrelated information. Thus, in contrast to Anderson and Pichert's results, the results demonstrate that even though the

retrieval framework can operate selectively in making certain information more accessible for output, it is ultimately constrained by the acces-

sibility of information as determined by the encoding framework.

87-139 Bohn, Ocke-Schwen. Formulas, frame structures, and stereotypes in early syntactic development: some new evidence from L2 acquisition. *Linguistics* (Amsterdam), **24,** 1(1986), 185–202.

It has been claimed that formulaic speech is frequently used by first and second language learners, and that the use and subsequent analysis of formulas and name structures is a language-learning strategy. This paper presents some new evidence from early L2 syntactic development which indicates that this assumed strategy is an artifact of the data collection procedure. The evidence is based on a record documenting almost every day of L2 contact in a naturalistic environment. Data supporting the disputed language-learning strategy are obtained only if Fillmore's technique is simulated for this record. If, however, all available data are considered, it turns out that learners very rarely rely on formulaic speech in a truly naturalistic environment. The paper then addresses the question of how the

remaining small proportion of formulas and frame structures function in the acquisition of morphosyntax. Evidence is presented suggesting that formulaic speech is not indicative of long-term acquisitional strategies but of short-term production tactics. Finally, it is argued that most of the expressions that function pragmatically as stereotypes are not unanalysed strings, but exhibit morphosyntactic properties which also characterise the learner's own creations. The paper concludes by pointing out that, while formulas and frame structures do not contribute to early L2 syntactic development, the possibility cannot be ruled out that formulaic speech may play some part in the acquisition of more complex structural areas.

87-140 Bromage, Bruce K. and Mayer, Richard E. (U. of California, Santa Barbara). Quantitative and qualitative effects of repetition on learning from technical text. *Journal of Educational Psychology* (Washington, DC), **78,** 4 (1986), 271–8.

In a series of three experiments, subjects listened to a taped lecture on the topic of exposure meters for 35 mm cameras and were tested after one, two, or three presentations. First, there was a repetition effect, in which the amount of correctly recalled information increased with repetition; no repetition effect was observed, however, when subjects were given an advance organiser prior to the first presentation. Second, there was a levels effect, in which structurally important information (such as the main idea of each paragraph) was remembered better than unimportant information, and this effect

increased with repetition. Third, there was a category effect, in which functionally important information (such as names of components) was remembered better than unimportant information, and this effect increased with repetition. Fourth, primacy and recency were strong predictors of recall on the first presentation, but structural importance was a strong predictor of recall on the third presentation. These results suggest that repetition produces both a quantitative increase in amount learned and a qualitative change in the reader's processing strategy.

87-141 Brown, Gillian (U. of Essex). Investigating listening comprehension in context. *Applied Linguistics* (Oxford), **7,** 3 (1986), 284–303.

An investigation into 'task listening' exercises undertaken in pairs by 13- to 16-year-old native speakers of English involving an 'information gap' between speaker and listener. Most discussion is based on an exercise in which subject A has a map and subject B an incomplete/incorrect version of this map, and the task is for A to guide B from one designated point on the map to another. The actual distribution of information gives rise to problems for both A and B. The variation in performance of B-role subjects arises through being able (or not) to make

use of contextual information to identify inadequate instructions and in being able to specify what additional information is needed. The difficulties for A as the 'authoritative' speaker are different. When A realises that a feature essential to her/his plan is missing from B's map, many As manifest difficulty in absorbing this unwelcome news. A good listener is able to extrapolate from previous moves in a task and so predict the expected range of the move. (S/he is also able to (a) recognise an inadequate message and (b) specify where that inadequacy lies.

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87-142 De Bot, Kees and others (U. of Nijmegen). Foreign television and language maintenance. *Second Language Research* [formerly *Interlanguage Studies Bulletin*] (Utrecht, The Netherlands), **2**, 1 (1986), 72–82.

Traditionally, little attention has been paid to factors that come into play in the maintenance of an acquired level of proficiency in a foreign language. The degree and kind of contact with that language is clearly significant; as well as active contact, such as visiting the country or reading in the language, accidental contact can occur, for instance when watching foreign television programmes and films. This is particularly true in the Netherlands and Scandinavia, where subtitling, rather than dubbing, is the norm, thus putting viewers in a situation where incidental learning can occur, i.e. learning which takes place even when there seems to be no apparent reason or intention to learn.

An experiment was carried out in the Netherlands to test the assumption made in several earlier studies, that the viewer focuses exclusively on the subtitles and ignores the spoken language when watching subtitled programmes. Native Dutch speakers were shown short items from a (simplified) English news bulletin, offering minimal non-verbal clues, in which *speech and subtitles contained conflicting information at various points*. After each news item, the subjects answered multiple choice questions, half of them straightforward, and half dealing with points where the subtitles differed from the spoken text. The subjects were a group of fourth-form secondary pupils (considered to be still engaged in the intentional learning process) and a group of advanced university students (not students of English, and thus potential 'losers' of the language). The aim was to identify the respective dominance of speaker orientation and subtitle orientation in these subjects. The conclusion drawn from the data collected was that speaker orientation played a part for both groups, particularly the university students. Earlier assumptions about overall exclusive subtitle orientation were therefore rejected. Although it is unwise to generalise about other groups and languages on the basis of this one experiment, its findings do seem to indicate that different types of television viewers all make use of the spoken language in subtitled programmes to some extent. Exposure to such programmes is a factor not to be ignored in studying the learning, relearning or maintenance of a foreign language.

87-143 Ellis, Rod. Developing interlanguage through fluency. *Focus on English* (Madras), **2**, 3 (1986), 1–15.

The goals of language teaching are to develop both fluency and accuracy. But how does linguistic competence (accuracy) develop from learning to communicate (fluency)? This may be explained by investigating interlanguage – a continuum of constantly changing and developing grammar internalised by the learner. Fluency work is necessary but has not yet been proved to be sufficient for efficient classroom language learning. Such work must be shown to contribute to the continuum since it is an integral factor in language acquisition.

There are two essential conditions for successful fluency work: focus must be on meaning rather than form and linguistic correction must be avoided. This implies that focus is on learner, rather than teacher, control of interaction. Control of the topic and the manipulation of the discourse by the learner would also contribute to fluency work.

Development of interlanguage, that is, the early stages of acquisition, can be enhanced by acquisition of classroom formulae, e.g. *What's this?*, *Can I have a...?*, through repetition by the learner in his answer of part of the teacher's question, and by teacher ensuring that the input is comprehensible. A further developmental factor is that in acquiring one rule from such input, a number of related ones may be automatically acquired.

It is emphasised that all such processes are subconscious, with acquisition occurring because of motivation to communicate.

87-144 Færch, Claus (U. of Copenhagen) and Kasper, Gabriele (U. of Aarhus). The role of comprehension in second-language learning. *Applied Linguistics* (Oxford), **7**, 3, (1986), 257–74.

Transformational grammar-based models of language learning lack psycholinguistic plausibility because they ignore a comprehension level of language processing and take it for granted that relevant input is available. Krashen's Input Hypothesis, on the other hand, overemphasises comprehension and fails to give an adequate account of the processes leading to learning itself. Similarly, the various empirical studies of input, especially those that aim to investigate how comprehensible input comes into

being, generally ignore psycholinguistic processes involved in second-language speech comprehension.

Models of second-language comprehension are essentially the same as models of first language comprehension but with minor adjustments to take into account that (1) second-language learners experience comprehension problems to a larger extent than native speakers, and (2) whereas first-language comprehension relies on only the linguistic system of the first language, second-language comprehension often involves more than one linguistic system.

When learning is a by-product of communication, either in or outside the classroom, it is particularly relevant for the development of linguistic knowledge at the higher levels of lexis, pragmatics and discourse. Gaps in the learner's knowledge structure – gaps for which (s)he assumes responsibility (i.e. not blaming the interlocutor) – provide perhaps the optimum conditions for learning of this 'higher level' kind.

87-145 Garrod, Simon (U. of Glasgow). Language comprehension in context: a psychological perspective. *Applied Linguistics* (Oxford), **7**, 3 (1986), 226-38.

The idea that there can be 'context-free comprehension' – understanding of utterances in a contextual vacuum – is called into question, given the findings of recent psychological research into the referential aspects of comprehension. Studies of memory of discourse reveal that readers tend to impose an interpretation on a sentence which reflects the most likely context of that sentence, and it is this which is retained.

Experiments which aim to determine the overall ease or difficulty of interpreting sentences under different contextual conditions also seem to reinforce the idea that our mental representation of an utterance includes what is said and what it is said about. Recent investigations which use techniques designed to discover the moment-by-moment decision making which occurs during the course of understanding a sentence in context demonstrate that readers are sensitive to the referential significance of what they are reading almost as soon as they have encountered the relevant expressions in the text.

87-146 Hansen, Lynne (Brigham Young U. – Hawaii Campus). Universals in relative clause acquisition: evidence from child and adult L1 and L2 learners of Hindi-Urdu. *Language Learning* (Ann Arbor, Mich), **36**, 2 (1986), 143-58.

In the search for universals of relative clause acquisition, this research investigated the comprehension of six types of Hindi-Urdu correlative sentences by child and adult L1 and L2 learners. Group comparisons show a sharper distinction between the performance of the first and second language learners than between the children and adults. While the native speakers tend to pay attention to case markers in interpreting sentences, the English-speaking learners tend to ignore these morphological cues, relying rather on a word order heuristic. The L1 errors, particularly those of the adults, are more systematic than the L2. Many of the learners do not appear to have any functional strategy for discovering the missing noun complement in the Hindi-Urdu correlative clauses and instead resort to random guessing. The paper concludes that language universals are available for the processing of complex structures only once a certain level of proficiency has been attained.

87-147 Irujo, Suzanne (Brown U. and Boston U.). Don't put your leg in your mouth: transfer in the acquisition of idioms in a second language. *TESOL Quarterly* **20**, 2 (1986), 287-304.

This study investigated whether second-language learners use knowledge of their first language to comprehend and produce idioms in the second language. Subjects were 12 Venezuelan advanced learners of English. Comprehension of 45 English idioms – 15 identical in form and meaning to their Spanish equivalents, 15 similar to their Spanish equivalents, and 15 different from the corresponding Spanish idioms – was tested with a multiple-choice test and a definition test. Production of the same 45 idioms was tested with a discourse-completion test and a translation test. Results showed identical idioms were the easiest to comprehend and produce. Similar idioms were comprehended almost as well but showed interference from Spanish. Different idioms were the most difficult to comprehend and produce but showed less interference than similar idioms. Subjects used both inter- and intralingual

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strategies to produce idioms they did not know. Within each type, the idioms that were comprehended and produced most correctly were those which were frequently used and transparent and which had simple vocabulary and structure.

87-148 Lorch, Robert F. Jr., and Chen, Audrey H. (U. of Kentucky). Effects of number signals on reading and recall. *Journal of Educational Psychology* (Washington, DC), **78**, 4 (1986), 263–70.

This study investigated the effects of number signals on text recall. College-age subjects ($N = 120$) read and recalled two texts containing 10 target sentences each. Reading times were recorded for each target sentence. For half of the subjects, the target sentences were preceded by numbers indicating their organisation; for the other half, the target sentences were not signalled. Half of the subjects did a free-recall task, whereas half did a cued-recall task. Subjects read target sentences more slowly if they were signalled than if they were unsignalled. Subjects' recalls of target information followed the text organisation more closely if the sentences were signalled. Finally, signalling aided free recall of target sentences but had no effect on cued recall. The results demonstrated that number signals directed attention to the sentences they marked, led to better encoding of the organisation of target information, and influenced the process of recalling the target information.

87-149 McLeod, Beverly and McLaughlin, Barry (U. of California, Santa Cruz). Restructuring or automaticity? Reading in a second language. *Language Learning* (Ann Arbor, Mich), **36**, 2 (1986), 109–23.

The notion of automaticity is discussed as used in information-processing accounts of learning, and recent criticism of this concept is noted. Improvement in performance can sometimes be due to a restructuring of the components of a task so that they are integrated and reorganised in new ways, thereby allowing procedures involving the old components to be replaced by more efficient procedures involving new components. A study of reading in a second language is described which suggests that there are at least two modes of learning – that achieved by the gradual accretion of automaticity and that achieved by restructuring.

87-150 Powell, Robert C. and Batters, Julia D. (U. of Bath). Sex of teacher and the image of foreign languages in schools. *Educational Studies* (Dorchester-on-Thames), **12**, 3 (1986), 245–54.

There is a growing imbalance between the sexes learning languages in school (more girls than boys). A survey is reported of 925 third-year pupils in schools with a reasonable balance of female and male staff. Sixty-eight per cent had been taught by both sexes. Seventy-nine per cent of pupils rejected the idea that one sex of teacher was to be preferred (when pupils expressed a preference it was more often for a female teacher). The research also involved systematic classroom observation of pupils' activity, to find out (*a*) whether the sex of the teacher affects what tasks pupils do in class and (*b*) whether boys display more interest in language learning when taught by male teachers and girls when taught by female teachers, or vice versa. Results suggest that (*a*) the activities were not affected in any marked way by the sex of the teacher, and (*b*) there were no immediately apparent links between interest (defined by observable participation in class activities), sex of pupil and sex of teacher. As a follow-up, the views of the 36 teachers in schools surveyed were also sought. Forty-two per cent of staff thought that boys and girls do think of languages in terms of masculine and feminine subjects: this is in marked contrast to the view of pupils. Most of the staff (28 out of 36) agreed that the sex of the teacher makes no difference to the popularity of foreign languages. It is concluded that the sex of the teacher makes very little difference to the professional attitudes held or to classroom practices.

87-151 Rusko, Victoria J. (Vanderbilt U.) and Alvarez, Marino C. (Tennessee State U.). An investigation of poor readers' use of a thematic strategy to comprehend text. *Reading Research Quarterly* (Newark, Del), **21**, 3 (1986), 298–36.

Two experiments were conducted to investigate the effects of a thematic organiser on poor readers' comprehension and recall. The thematic organiser, a text adjunct, was designed to define explicitly the

central theme of the passage, relate the theme to students' prior knowledge, and provide cohesion among the ideas of the passage to accommodate text structure. The subjects for both experiments were middle-school students who were classified as poor readers. Materials included social studies passages, directions for retelling, and literal and inferential questions. The results of both experiments favour the use of the thematic organiser to increase per-

formance on several measures of literal and inferential comprehension. The findings indicate that the thematic strategy facilitated more complete recall of text ideas and the ability to elaborate upon implied information. The discussion focuses on the use of the thematic organiser as a strategy that aids students' ability to impose their own structure on a text to facilitate comprehension and recall.

87-152 Rutherford, William (U. of Southern California). Grammatical theory and L2 acquisition: a brief overview. *Second Language Research* [formerly *Interlanguage Studies Bulletin*] (Utrecht, The Netherlands), **2**, 1 (1986), 1–15.

Serious research in second-language (L2) acquisition has a relatively short history, perhaps not more than 15 years. The research has been largely descriptive, and has remained in need of a theory of L2 acquisition within which to account for the data being described. Studies emerging in the last two or three years have, however, moved on to address the question of how L2 target grammars come to be acquirable, despite their severe underdetermination in the learner's available evidence. Diverse theoretical stances have been adopted, broadly divided into claims about L2 acquisition emanating from a universal grammar (UG) perspective, and those emanating from a typological perspective based on implicational universals. White has attempted to develop a theory of L2 acquisition by casting the L2 learnability problem within the framework of a 'parameterised UG'. Her research on markedness in L2 acquisition indicates that markedness theory in some cases predicts acquisition outcomes that are at variance with an L1-derived concept of markedness. Parameter 'switches' have been thrown in the course of acquiring the mother tongue, causing the learner in some cases to opt for the L2 marked option. Other researchers have studied the extent to which English interlanguage restructuring by Spanish-speaking learners could be attributed to the resetting of the pro-drop parameter, and the influence on interlanguage of L1/L2 branching direction.

There has been much discussion of the problems arising from the attempted incorporation of UG into an explanatory model of L2 acquisition, particu-

larly the question of the 'partial outcome' feature, i.e. the failure of L2 learners, unlike L1 learners, to attain target criteria. Felix concludes that the crucial difference lies in the separate faculties the two groups bring to the learning experience: for children it is UG; for adults it is UG in competition with late-acquired principles of a problem-solving nature. He also points to L2 learners' differential accessibilities to the UG principle. Empirical research indicates that the idiosyncratic properties of a given language may be much more crucial than the relevant UG principles in determining the range of correct intuitions for a certain set of constructions. Felix's theory about UG's indirect role contrasts with Kean's view that UG principles operate directly on incoming L2 data to shape the learner's interlanguage. The different degree of attainment in L1 and L2 can be attributed to the idiosyncratic prior assumptions carried into L2 learning.

Some recent papers have seriously questioned the relevance of UG to L2 acquisition research. The alternative concept of 'typological control' is advanced by Zobl and by Hawkins. It is important that such competing claims now exist, because this indicates that theories of L2 acquisition are now refined to the extent that precise predictions about identical areas of interlanguage development allow the comparison of divergent theories on a principled basis. It is, however, likely that future research will have to look beyond grammatical theory in order to explain the crucial phenomenon of 'failure of ultimate attainment' in L2 acquisition.

87-153 Schachter, Jacquelyn (U. of Southern California). Three approaches to the study of input. *Language Learning* (Ann Arbor, Mich), **36**, 2 (1986), 211–25.

Within the field of second-language acquisition research, three different approaches to the study of the input requirements of second-language learners can be discerned: the data-oriented approach, the language-model approach and the processing-model approach. Each of these has certain weak-

nesses, e.g. language-model and processing-model approaches make assumptions about the nature of the input based only in part on actual observational studies. Data-oriented approaches have no 'model' to help sift out relevant data and tend to rely on intuitions.

Each approach is compared with respect to how it deals with 'metalinguistic input', i.e. information provided to the learner that her/his utterance was in some way insufficient, deviant, unacceptable or not understandable, e.g. corrections, clarification requests, failures to understand, misunderstandings and so on. Proponents of both language-model and processing-model approaches claim that language learners do not receive and do not in fact need metalinguistic information. There is very little observational data to substantiate this. Some data-oriented researchers have argued that metalinguistic information is more important in second-language acquisition than has previously been thought. More research is needed.

87-154 Schmid, Beata (Brown U.). A comparative study of children's and adults' acquisition of tone accents in Swedish. *Language Learning* (Ann Arbor, Mich), **36**, 2 (1986), 185–210.

This comparative study investigates first- and second-language learners' acquisition of tone accents in Swedish. Tone accent distribution is governed by morphophonological rules and the accents are manifested in characteristic pitch patterns. L1 learners acquire the full accent distinction at around the age of five, while many L2 learners never do. The tone accent production of two monolingual Swedish children (1;11–2;5) recorded longitudinally over seven months was compared to that of American adults acquiring Swedish as L2. Both populations overgeneralised one pitch pattern to all bisyllabic words: children used Accent 2 (two-peaked) and adults Accent 1 (one-peaked), analogous to the prevailing pattern of their L1. These results are discussed in terms of comparing children's acquisitional strategies with those of L2 learners. Furthermore, the children's early acquisition of a marked phenomenon (Accent 2) forces us to reconsider markedness criteria and whether Accent 2 is marked from a production point of view.

87-155 Sharwood Smith, Michael (U. of Utrecht). Comprehension versus acquisition: two ways of processing input. *Applied Linguistics* (Oxford), **7**, 3 (1986), 239–56.

The competence/performance distinction has often been misunderstood and misused. In practice, both language comprehension and production involves the simultaneous accessing of many different kinds of knowledge. Diversified input is normal and conducive to requisition. A theory of language performance must itself involve two components: one involving the accessing of competence, the other interfacing with a superordinate system which integrates information from all knowledge sources. Input has dual relevance for the learner: interpretation involves (a) processing for meaning and (b) processing for competence change. Competence and performance involve two kinds of 'knowledge', one basically propositional (competence) and one basically procedural (the performance mechanisms). A failure to appreciate the competence/performance distinction has led some scholars to place unwarranted restrictions on the status of cross-linguistic influence in acquisition. We have to use experimental techniques that will come as close as possible to eliciting information about one specific knowledge system hypothesised in the theory, i.e. competence, and not any other. Research on simplified input is no embarrassment for the notion of a rich (diverse, often disordered) communicative environment. The acquisition device must (1) have to operate on surface structure even where the message is in focus, not the form; (2) require that data be robust before any change is possible; (3) be able to operate independently of input (as well as *on* input) because of prior assumptions about the structure of the target language.

One implication for applied linguistics of studies which deal with the breaking down of language ability into various different sub-systems is that language tests should aim to distinguish what the learner knows in principle (in competence terms) and what the learner knows in procedural terms. If the teacher has sufficient time to allow naturalistic processes to work, then supplying a rich communicative environment should be sufficient for acquisition to take place.

87-156 Stanovich, Keith E. and others (Oakland U.). Developmental changes in the cognitive correlates of reading ability and the developmental lag hypothesis. *Reading Research Quarterly* (Newark, Del), **21**, 3 (1986), 267–83.

Groups of third- and fifth-grade children were administered tasks assessing receptive vocabulary, phonological awareness, general name-retrieval ability, decoding skill, work-recognition speed, and the ability to use context to speed word recognition. All of the tasks were significantly related to reading achievement except name retrieval in the third-grade sample. Reading ability in the third-grade children was most strongly related to vocabulary and word-recognition speed, whereas the strongest predictors of reading ability in the fifth-grade sample were vocabulary and decoding skill. The

skilled third-grade readers and less skilled fifth-grade readers were approximately matched on over-all reading level, providing an opportunity to test a developmental lag model of individual differences in reading skill. The cognitive profiles of these two groups were very similar. Although the traditional domain of developmental lag models has been dyslexia (i.e. severe reading disability), it is argued that this type of model is actually more helpful as an aid to understanding the normal achievement variations observed among non-dyslexic children.

87-157 Stein, Barbara L. and Hand, James D. A study of the effects of attitude on short-term and long-term information retention. *Journal of the Society for Accelerative Learning and Teaching* (Des Moines, Iowa), **10**, 2 (1985), 147–54.

The purpose of this study was to determine the effect of attitude on information retention. The first portion of the investigation (reported earlier in the same journal, **4**, 4, revealed significantly higher scores on vocabulary retention when both music and imagery were employed in the learning process than when the conditions of music only or no treatment were employed.

In this study, a Pearson product-moment correlation between affective attitude ratings and performance on the vocabulary retention test showed a significant relationship between reported attitude and scores on the criterion test. Implications would suggest the value of positive attitude in information retention.

87-158 Terrell, Tracy David. Acquisition in the Natural Approach: the binding/access framework. *Modern Language Journal* (Madison, Wis), **70**, 3 (1986), 225–7.

Certain problems in the application of Krashen's L2 theory to foreign-language classroom teaching lead the author to re-examine the function of acquisition and learning for language students. She redefines the terms 'acquisition' and 'learning' for the classroom context in what she calls the 'binding/access framework' for acquisition. The redefinition does not change the essence of Krashen's L2 theory. However, the new definitions have advantages for the language instructor: (1) they treat both lexical and grammatical acquisition; (2) they clarify the relationship

between comprehension and speech in the acquisition process; and (3) they differentiate between acquired and learned knowledge without using a conscious-subconscious distinction. Within this framework, acquisition as a process is seen as a mixture of conscious and subconscious attempts at binding form and meaning and then accessing those forms for a communicative purpose. Learning exercises may in some cases aid the acquisition process for many students.

87-159 Willows, Dale M. (Ontario Institute for Studies in Education) **and Ryan, Ellen Bouchard** (McMaster U.). The development of grammatical sensitivity and its relationship to early reading achievement. *Reading Research Quarterly* (Newark, Del), **21**, 3 (1986), 253–66.

This research traced the development of grammatical sensitivity (both semantic and syntactic) across Grades 1, 2 and 3 on a variety of oral-language

tasks and related this development to the acquisition of skill in reading, as reflected by a range of reading measures. The results provide clear evidence for the

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development of grammatical sensitivity across the three grades, and grammatical sensitivity (with general cognitive ability and vocabulary level controlled) was found to be significantly related to level of reading skill. The findings are interpreted within the context of interactive-compensatory processes in reading fluency and stages of reading acquisition.

87–160 Zobl, Helmut (U. of Moncton). Word order typology, lexical government, and the prediction of multiple, graded effects in L2 word order. *Language Learning* (Ann Arbor, Mich), **36**, 2 (1986), 159–83.

Lexical government refers to the relationship between a phrasal head and its complement. In this paper it is used to define a centre and periphery in word order typology. The direction of the government relation gives rise to two word order types. It is proposed that grammars in which the phrasal heads show a major split in their direction of government are more marked than those with a uniform direction.

This framework serves to generate multiple, graded predictions about word order in non-primary acquisition and the predictions are tested on a broad range of available L2 word order data. The investigation indicates that while L2 learners do have access to the defining principle, they may not be as successful as L1 learners in acquiring peripheral word order attributes and word orders with a split in the direction of government.

Research methods

87–161 Barr, Rebecca (National Coll. of Ed.). Studying classroom reading instruction. *Reading Research Quarterly* (Newark, Del), **21**, 3 (1986), 231–6.

The instructional research of the 1970s and early 1980s provides a body of knowledge to inform classroom reading instruction. Naturalistic approaches are a useful complement to experimental methods, which cannot explore how the teaching approaches under study interact with other conditions to influence learning. The knowledge gained from experimental study of teaching methods and materials is enhanced by the description of the process of instruction as it occurs during experiments as well as in natural settings. In experimental studies, researchers test whether selected teaching strategies induce reading strategies, by measuring performance in reading comprehension. This is a valuable means of evaluating teaching strategies that appear plausible on the basis of cognitive theory, but during experiments teacher and student strategies are rarely documented in their own right. Naturalistic description can enrich knowledge about teaching by documenting how well actual instruction conforms to that of the ideal experimental treatment, by establishing whether readers in fact develop the strategies

intended, by focusing on natural classroom conditions, and by taking account of other factors influencing learning, such as the difficulty and content of reading materials, and the proficiency of the instructional group. Experimental intervention should follow careful study of the existing system, and a useful method of examining the implementation of an innovative approach is one that involves description of instruction prior to and following the incorporation of that approach. Extended studies of curricular materials are also important. Although topical sampling and comparison of curricular programmes is useful in specifying alternative treatments of topics, researchers must also examine the entire curriculum to determine the relations between topics and the degree to which concepts introduced early build understanding for subsequent ones. The development of more sophisticated studies of instructional materials has direct implications for classroom practice, design of teachers' manuals, and teachers' selection of new reading series.

87–162 Ronowicz, Edmund A. (Macquarie U.). Some remarks on the methodology of research in foreign language learning. *Australian Review of Applied Linguistics* (Wollongong, NSW), **8**, 1 (1985), 140–50.

The research method which formulates a theory about teaching methodology, derives practical consequences from it, then demonstrates the effectiveness of the new theory, has serious limitations. Various clearly defined approaches (Audiolingual,

Cognitive) have evolved in this way, yet classroom teachers seem to prefer selective methods of their own. A survey of 1335 articles published between 1960 and 1980 in *IRAL* and the *Modern Language Journal* revealed that 1127 (84·42%) were purely

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theoretical and only 208 (15·58%) reported experiments carried out by their authors, of which 155 were studies of the relative effectiveness of methods, techniques, or aids.

Research into foreign language teaching and learning should proceed by (1) systematic observation and description of various situations, followed by analysis and generalisations, (2) proposing theories describing and explaining the processes observed, and (3) empirical verification of these theories. Examples of this approach are the Interlanguage and Monitor theories.

Research comparing the effectiveness of various methods may prove the case for one particular method with one particular group of students, but it is difficult to extend the validity of the results to other groups because it is impossible to repeat an experiment exactly, controlling all the variables. A more satisfactory type of experimental design would be the 'laboratory experiment', carried out under strictly controlled conditions.

Error analysis

87-163 Mukattash, Lewis (U. of Jordan). Persistence of fossilisation. *IRAL* (Heidelberg), **24**, 3 (1986), 187–203.

An error analysis of the interlanguage of 80 adult Arab learners of English was carried out at the University of Jordan in Amman. The study was particularly concerned with the phenomena of fossilisation and backsliding, the aims being to examine those types of grammatical error in the interlanguage of Arab learners which seem insusceptible to de-fossilisation, and to assess the impact, if any, of systematic error correction and explicit grammatical explanation.

The subjects, aged 20–22, had studied English for an average of 11 years, and had just completed a 16-week advanced course in contrastive linguistics and error analysis, with emphasis on prevalent errors in the interlanguage of Jordanian/Arab learners of English. The subjects took a test requiring them to write three essays on the content of the course. The major error types, all of which had been discussed in depth in the classroom, are analysed in detail. Many can be ascribed to interference from the mother tongue, others to faulty teaching techniques or textbooks. It is stressed that access to the learners who provided the linguistic data is essential for the correct interpretation and justification of the errors they committed: without their comments, many misclassifications of these errors would occur. The author concludes that there is only limited value in explicit and systematic error correction of advanced adult foreign-language learners. Many elementary grammatical errors persisted despite the fact that the subjects had been made aware of them after earlier tests. There was a remarkable discrepancy between the learners' spontaneous language performance in the tests, and their conscious knowledge of the rules as reflected in their ability to self-correct.

Testing

87-164 Antony, Kunnan John (Regional Inst. of English, Bangalore). Making classroom testing useful to teachers and learners. *Indian Journal of Applied Linguistics* (New Delhi), **12**, 1/2 (1986), 101–17.

This paper maintains that classroom testing can provide vital feedback on syllabus design and teaching methodology, in such a way that educational programmes can be modified. An evaluation case study is outlined, which involved the use of a battery of formal and informal test components on 42 ESL secondary school students in the Indian state of Karnataka. Formal test items included comprehension, cloze and letter writing exercises, whereas informal assessment was undertaken by means of oral description.

The precise nature of each test element is explained, and it is noted that the guided interview was assessed with reference to a five-point oral proficiency scale, based on Foreign Service Institute specifications [tabular data]. It is concluded that school systems should recognise the value of classroom diagnostic tests, and provide flexible curricula which can allow the instructional fine-tuning which could potentially be called for by test results.

87-165 d'Anglejan, Alison (U. of Montreal) and others. Beyond the language classroom: a study of communicative abilities in adult immigrants following intensive instruction. *TESOL Quarterly* (Washington DC), **20**, 2 (1986), 185–205.

The study reported in this article examined the ability of adult immigrants to communicate in an interview situation as they were completing a 30-week, 900-hour second-language programme and then six months later. Foreign Service Institute (FSI)-type interviews were carried out with two cohorts of learners of varying levels of ability. The first cohort was comprised of immigrants from Southeast Asia; the second included Poles and Latin Americans. Multivariate statistical comparisons of the FSI levels at the time of the first and second

interviews showed significant gains for both cohorts. However, the two cohorts differed on the subtests which contributed to those gains. Progress by Cohort 1 was mainly attributable to vocabulary gains, while gains in vocabulary, grammar, and comprehension contributed significantly to the progress made by Cohort 2. Descriptive analyses of results of subjects who progressed, regressed, or remained stable over the six-month period showed a greater tendency to progress among lower-level subjects than among more advanced subjects.

87-166 Hannon, Peter and McNally, Joe (U. of Sheffield). Children's understanding and cultural factors in reading test performance. *Educational Review* (Birmingham), **38**, 3 (1986), 237–46.

An investigation was carried out into the relationship between children's performance on a multiple-choice sentence-completion reading test and their understanding of the test items. Three groups of 24 primary school pupils (aged 7;10 to 8;11) from working-class homes, middle-class homes, and from homes where English was a second language were studied. Their understanding of test items, determined by administering the reading test orally, was found to vary considerably according to cultural background, and to be partly responsible for social class differences in test performance. An examination of the test items suggested some reasons why this might be so: the superior performance of middle-class children may be due to a close match between

their understandings and those of the test constructor(s). Implications for educational practice and research are identified. Multiple-choice sentence-completion tests often require children to contribute meanings from their own experience and cultural backgrounds. A cloze-procedure test or a reading comprehension test which presents children with more text might be less dependent on the child's contribution. If reading tests are to be used, they must be examined to see what assumptions they make about the understandings and cultural background of the children. Criterion-referenced tests tied more closely to particular curricula may serve the purpose better than norm-referenced tests based on a 'national' culture.

87-167 Mundzeck, Fritz. Normierungstendenzen im Fremdsprachenunterricht – Beispiel Textaufgabe. [Text analysis as an example of standardising tendencies in modern language teaching.] *Die Neueren Sprachen* (Frankfurt am Main, FRG), **85**, 4 (1986), 405–20.

The author examines the degree of standardisation that has taken place in the teaching and testing of written language skills following the uniform examination requirements (EPA) recommended by the German *Länder*. The *Textaufgabe*, or text analysis, is one example of an exercise which has become highly standardised; it is examined (in terms of its origins, structure, didactic purpose, and prevalence

both in the *Länder* guidelines and in the classroom) in order to demonstrate how standardised exercises of this type become established in all language courses and play an ever more important role in classroom work with texts. The article thus provides a critical analysis of the standardisation process and seeks to stimulate discussion of possible alternatives to this approach.

87-168 Page, Brian (U. of Leeds). GCSE: motorway or cul-de-sac? *ATI Journal* (Beccles, Suffolk), **48** (1986), 12–19.

The National Criteria now being implemented in syllabuses for the new GCSE examinations represent

a giant step forward which may come as a shock to many teachers. For the first time, public examina-

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tions have clearly stated aims (which see the language as an instrument for practical communication), an outline is given of what sort of test types are appropriate, and the candidate's final performance is to be described in terms of completing specific tasks or demonstrating particular skills. The increasing degree of central control, though essential, is worrying. The National Criteria need to be revised and kept up to date, but this is not being done. The draft Grade Criteria look like being far too rigidly constraining, which will stifle any future growth of syllabuses. Another worry is that writing is still essential for the most able pupils. The aims of the National Criteria are beginning to look limited; they say too little about the development of the individual as a person or as a social individual. The division into the four skills was accepted for lack of anything better, but it is being hardened in an unfortunate way by the Grade Criteria. To offset this, there will need to be definite encouragement of mixed-skill teaching and testing to break down the artificial divisions between skills. Another weakness in the National Criteria is their failure to do much about course assessment in foreign languages, though it figures largely in GCSE as a whole.

On the positive side, GCSE in modern languages represents a fundamental shift of emphasis in two ways: (1) it is concerned with language use and meaning, and (2) it is concerned with assessing and describing what individual candidates can do, not what they can not do, and not comparing their performance to other people's (i.e. a move from norm referencing to criterion referencing). It is essential to see the lower grades as positive attainments. Although the Grade Criteria seem inflexible, there are possibilities, such as in the school-based assessment mode, for extending it in the right direction, so long as teachers retain the initiative.

87-169 Perkins, Kyle and others (Southern Illinois U.). Derivational complexity and item difficulty in a sentence repetition task. *Language Learning* (Ann Arbor, Mich), **36**, 2 (1986), 125–41.

This paper reports the results of an analysis to determine whether derivational complexity is a determinant of item difficulty in a sentence repetition task. Fifty ESL subjects took a 26-item sentence repetition test. It was possible to estimate Rasch item difficulty indices for 18 items. The high-difficulty items were derivationally more complex than the low-difficulty items; however, predictions made in the early derivational complexity research about passive, negative, and interrogative sentences were not confirmed in this research. A linguistic analysis of the most difficult items suggests that this sample of ESL subjects experienced difficulties in processing adverbials, compounding and reduction of clauses, and the non-finite verbals.

Curriculum planning

87-170 Boucher, R. Claude (Canadian Armed Forces Language Sch.) **and Fortis, Jean-Claude** (U. of Ottawa). Design en curriculum: smorgasbord ou au menu? [Curriculum design: running buffet or set meal?] *Medium* (Ottawa), **11**, 2 (1986), 41–9.

A curriculum may be described as an organised entity comprising long-term aims, specific objectives, content arranged in a logical sequence, teaching methods, learning activities, and evaluation procedures. If the curriculum is to be a coherent whole instead of consisting of a little bit of everything then it must be constructed in the light of an underlying philosophy (the academic approach concerned with impersonal and verifiable standards, the socio-cultural functional approach, the mass-education approach, or the learner-centred approach based on student needs and objectives). The steps to be followed after this choice has been made are indicated. Each stage of curriculum design (planning, structuring, implementation and feedback) must include its own built-in evaluation. Available resources and external constraints have to be taken into account.

87-171 Kennedy, Chris. Formative evaluation as an indicator of student wants and attitudes. *ESP Journal* (Washington, DC), **4** (1985), 93–100.

Needs analysis prior to materials design is necessary but not sufficient. Therefore more emphasis should be put on formative evaluation and monitoring as materials are piloted. Such evaluation may reveal important information about student attitudes which can be difficult to obtain in an initial needs

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analysis. Feedback is especially important when materials represent an innovation, as it may act as a means of creating a sense of ownership and involvement in the materials which development theory tells us is crucial in the acceptance of innovation. This paper discusses an academic reading course for students of business and management in Tunisia. It describes student reactions to teaching materials, attempts to explain causes and shows how curriculum developers revised the materials to both the students' and teachers' satisfaction.

Course/materials design

87–172 Bloor, Meriel (Aston U. and U of Warwick). Some approaches to the design of reading courses in English as a Foreign Language. *Reading in a Foreign Language* (Birmingham), **3**, 1 (1985), 341–61.

The author examines various EAP reading textbooks [excerpts] in terms of four main possible design approaches, i.e. the psychological, the linguistic, the content-orientated and the pedagogically oriented. The first focuses upon training the cognitive reading processes to cope with the recognition and interpretation of textual input. The nature of these processes (e.g. making inferences and understanding implications) is outlined, with respect to actual exercise types found in commercially produced materials. The linguistic approach aims especially at study of central grammatical structures, and it is claimed that comprehension is also influenced by a reader's subject knowledge ('field familiarity') and awareness of particular genres. Content-orientation emphasises the purposes for which people read (commonly exploited in textbooks by skimming/scanning tasks), whilst the pedagogical approach allows the learner to have some control over his/her own learning, on a self-access basis.

Selection of a reading course for particular learners could well rest on the subject matter, genre, style and interest value of the target texts, rather than the nature of the specific design approaches evinced in the materials.

87–173 Gillespie, Junetta B. (U. of Illinois, Urbana-Champaign). Self-produced video tapes in second language instruction. *Studies in Language Learning* (Urbana-Champaign, Ill), **5**, 1 (1985), 29–34.

Self-produced tapes for language teaching make up in liveliness and interest for what they lack in terms of polished production. The teacher can include exactly what material is wanted, at the right level. Tapes need not be expensive – careful planning and in-camera editing can help to compensate for lack of editing equipment. Improvised materials should be carefully structured. Video tapes can be used in different ways and at different levels, making them highly cost-effective. It is often quicker to produce a tape than to find one available which is suitable. Self-produced tapes can be edited and used in any way the teacher wants. [Examples of techniques for producing low-cost materials are given.]

Teacher training

87–174 Kahn, Gisèle (CREDIF/REFLET, Paris). Quelle formation des enseignants de français, pour quels objectifs? [What sort of training for teachers of French, with what objectives?] *Dialogues et Culture* [formerly *FIPF Bulletin*] (Paris), **28** (1986), 132–6.

Teachers need a broader kind of training/education than hitherto provided, incorporating a socio-economic perspective, to enable them to formulate rational objectives. In addition to the now most generally accepted objective of language teaching, the development of communicative competence in everyday, non-conflict situations, three other kinds should be considered: (i) personal development, notably becoming less self-centred and realising that other people have different systems of thought; (ii) acquisition of skills related to written language, including note-taking, summary, use of reference material; and (iii) objectives related to future professional needs.

87–175   Ruane, Mary and MacCarthy, Denise (U. College Dublin). Approches communicatives en français: implications pour la formation. [Communicative approaches in French: implications for teacher-training.] *Dialogues et Culture* [formerly *FIPF Bulletin*] (Paris), **28** (1986), 24–9.

The new communicative methodologies require changes in teacher education. The development of appropriate attitudes becomes as important as that of knowledge and skills, and pre-service education becomes only the first step in a career-long process. Instead of (or in addition to) the traditional lecture and training session, new forms of experience must be provided, emphasising discovery, observation and discussion. Trainees can be put in the position of learners – for example in reading-skill exercises – and then discuss their feelings and reactions. After micro-teaching, they can evaluate themselves with the aid of questionnaires and observation schedules. Individualised programmes are desirable, both because of differences in the individual needs of trainees and to encourage them to promote learner autonomy in their own teaching.

87–176   Weiss, François (French Embassy, Athens). Le savoir-être: la troisième dimension du profil d'un enseignant de langue. [Knowing how to be – the language teacher's third dimension.] *Dialogues et Culture* [formerly *FIPF Bulletin*] (Paris), **28** (1986), 63–70.

A non-directive approach to teaching is based on respect for the individual and focuses on the learner, unlike the traditional approach which focuses on the body of knowledge to be transmitted. The teacher should possess awareness of his or her relations with others, be aware of the self-image of those others, be able to achieve some degree of congruence between his or her true intentions and actual behaviour, know how to empathise, and be receptive to new ideas. A non-directive approach to teacher training based on the philosophy of Carl Rogers is outlined. The trainee participates in a series of exercises and group activities in which Rogers' ideas are given practical expression. Four of eight two-hour sessions are described. Each exercise has a precise function in making the participant aware of his or her place in the group and of the relationships which hold the group together.

Teaching methods

87–177   Candelier, Michel (U. of Paris V). La 'réflexion sur la langue'. D'où vient-elle et qu'en ferons-nous? ['Language awareness' – where does it come from and what should we be doing about it? *Langues Modernes* (Paris), **80**, 2 (1986), 59–72.

Grammatical explanation seems to be coming back into fashion. This change in emphasis in the teaching of modern languages in schools follows similar changes of approach in the freer and more innovatory field of foreign-language teaching to adults, and is reinforced by the prevailing notion that modern languages should contribute to pupils' intellectual development. Problems arise when considering what level of language knowledge should precede reflection and what the relationship between the two should be. Furthermore, much teacher-guided deduction of grammatical rules by pupils is artificial and unreal. To really think about language requires time, and teachers also need training to undertake this type of work.

87–178   Carter, Ronald (U. of Nottingham). Core vocabulary and discourse in the curriculum: a question of the subject. *RELC Journal* (Singapore), **17**, 1 (1986), 52–70.

It is widely accepted that competent speakers of a language operate with intuitive notions of core vocabulary. Procedures for simplification in everyday linguistic tasks where 'basic' communication is required have been documented in several recent studies. There have been many attempts to isolate a basic, common core vocabulary, universal to all languages, for initial language learning purposes. Many tests for establishing a core vocabulary are in use, although all have limitations. The test of

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syntactic substitution demonstrates that some words can substitute for others, while other words are more dispensable. The test of antonymy indicates that the more difficult it is to find an antonym for a word, the less 'core' that word is likely to be. The test of collocability is based on a hypothesis that the more core a lexical item is, the more partnerships it will contract with other lexical items, e.g. *bright – bright sun, bright idea, bright colour, bright prospects*, etc. (although what is 'normal' and possible will always be a matter of stylistic choice). A connected test is that of extension, in which the coreness of a verb is signalled by the way in which it is extended into compounds, idioms, phrasal verbs, and so on. The test of superordinateness embraces the notion that core words have generic rather than specific properties. Other studies have tested the observations (i) that the more core a word is, the less likely it is to be restricted to culture-specific uses; (ii) that informants asked to summarise plots, events, etc., use a high proportion of core words; (iii) that core words carry few associations and are perceived by informants as neutral; and (iv) that core words do not normally allow identification of the discourse field from which they have been taken.

It is stressed that no single test is a sufficiently systematic measure, and that core vocabulary itself has no unambiguously clear boundaries. Frequency of occurrence is a major factor in establishing a core vocabulary, but problems associated with frequency counts include type/token relations, the treatment of inflections and derivates of words, the optimum size of corpus, and the relationship between spoken and written discourse.

A purely linguistic determination of core vocabulary is insufficient from a pedagogic viewpoint. The learnability and teachability of core words is crucial: 'simple' words can be among the most problematic syntactically and semantically. Practical problems arise, such as whether to teach a regular verb before an irregular but more frequently occurring one, and when to introduce items which are not core but which are useful descriptive words in the classroom.

87–179 Dalgish, Gerard M. CALL for uncommonly taught African languages: computer characterizations. *CALICO Journal* (Provo, Utah), **4**, 1 (1986), 27–38.

The field of African language CALL (computer-assisted language learning) is expanding rapidly as part of the general trend toward foreign language CALL. Yet the assumptions and needs of the learner in such instruction are quite different from that of the more commonly taught languages. African language instruction may not always be classroom-oriented: texts are seldom available for most of the uncommonly taught languages, and a native speaker as consultant may or may not have training in foreign language instruction. These factors have led to the need for self-standing, computer-driven instruction for these languages. This paper discusses some assumptions regarding generative-based African language CALL, with references to Bantu languages and to one particular language (the Olu-Tsootso dialect of Luyai, a language of Kenya), and describe elements of a computer program that produces superficial forms from underlying forms of that language. The paper closes with a discussion of some of the differences between computer characterisations of certain phonological phenomena and the generative linguist's description of such phenomena.

87–180 Davey, Beth and McBride, Susan (U. of Maryland). Effects of question-generation training on reading comprehension. *Journal of Educational Psychology* (Washington, DC), **78**, 4 (1986), 256–62.

This study explored the effects of training in question generation on comprehension question performance, on quality and form of generated questions, and on accuracy of predicted comprehension. Sixth-grade students were instructed during five sessions to generate good think-type questions for expository passages. The group trained in question generation outperformed four comparison groups (no-question control, question-generation practice, literal question-response practice, and inference question-response practice) on several comprehension and metacomprehension measures. Moreover, no interactions between reading skill and treatment condition were found. Implications are drawn for the continued need for carefully developed tests of reliable strategy-training paradigms and for the implementation of question-generation activities with elementary school students.

87-181 Duffy, Gerald G. and others (Michigan State U.). The relationship between explicit verbal explanations during reading skill instruction and student awareness and achievement: a study of reading teacher effects. *Reading Research Quarterly* (Newark, Del), **21**, 3 (1986), 237–52.

Previous research has established that good readers, in contrast to poor readers, are aware of how to use reading comprehension strategies, and that an adjunct curriculum in how to use such strategies can result in achievement gains. However, it is not known whether teachers can, as a part of the regular instructional programme for students in low reading groups, develop awareness of how to be strategic and, as a result, improve learning outcomes. The experimental intervention study reported here trained classroom teachers to be explicit when teaching low reading groups to use reading skills strategically. Twenty-two teachers participated in the study. It was hypothesised that explicit teacher explanation of how reading skills can be used as strategies would result in increased student awareness of what was taught, which in turn would lead to increased reading achievement on standardised measures. Results suggested that the treatment teachers learned to be more explicit in teaching reading skills, and that this explicitness resulted in significantly greater student awareness of what was taught. However, no significant achievement gains were found. Due to its methodological complexity, the study has implications for future research in naturalistic settings.

87-182 Jacobs, George (Chiang Mai U., Thailand). Quickwriting: a technique for invention in writing. *ELT Journal* (London), **40**, 4 (1986), 282–90.

This article recommends the introduction of 'quickwriting', an invention technique, to second-language learners. Quickwriting has three features: concentrating on content, not worrying about form, and writing without stopping. It is a good way to help students develop ideas, and words to express ideas, by separating the creating stage of writing from the editing stage. Other possible advantages of quickwriting are in generating writing quantity, thinking in the target language, developing the ability to write under pressure of time, warming up for other writing, and understanding the need to edit. Quickwriting can be demonstrated to students, preferably by an outside person who can be videotaped. The next step is 'bracketing', i.e. looking over the quickwrite to decide which are the good parts that could be used in a first draft, and then putting brackets round them. Quickwriting can be used in many ways in a lesson, either as a first step to generate new ideas or to fill in an existing written outline (a cure for writer's block). Students should be assured that quickwrites will not be graded, and helped to proofread their efforts afterwards. Although quickwriting has limitations, it can help students with their writing and may even aid teachers with theirs.

87-183 Johns, Ann M. (San Diego State U.). Coherence and academic writing: some definitions and suggestions for teaching. *TESOL Quarterly* (Washington, DC), **20**, 2 (1986), 247–65.

Coherence in written text is a complex concept, involving a multitude of reader- and text-based features. Perhaps because of this, writing instructors and the textbooks they use often discuss coherence in a vague or incomplete manner. This article reviews current coherence literature, defines coherence in broad terms, then presents a three-lesson revision unit based on modern coherence principles. In this unit, ESL students 'deconstruct' the assignment prompt and prepare their own first drafts of an essay response. Then they examine a fellow student's first draft from the 'top down,' evaluating the thesis in relationship to the prompt and to the assertions within the essay and analysing the information structure intended to guide readers through the text. Conclusions are drawn about the success of this group revision technique and the necessity for providing sequential exercises to improve coherence.

87-184 Jones, Christopher. It's not so much the program, more what you do with it: the importance of methodology in CALL. *System* (Oxford), **14**, 2 (1986), 171–8.

There are many potential benefits in combined teacher/computer work in the classroom. Various possibilities exist in CALL for individual and group activities, e.g. text manipulation, question and

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answer quizzes, simulation, word processing, and use of databases.

It is emphasised that the teacher has a crucial role to play in the success or failure of CALL.

87–185 Koh, Moy Yin (Nanyang Tech. Inst., Singapore). The role of prior knowledge in reading comprehension.*Reading in a Foreign Language* (Birmingham), **3**, 1 (1985), 375–80.

This article describes a reading experiment designed to investigate the effects on reading comprehension of prior knowledge. In the experiment, three groups of students in different disciplines and at different levels of competence in English were given a series of comprehension tests on four texts on a variety of topics. An inter-group comparison of their performance across the four texts revealed that knowledge of the language was a necessary but insufficient condition for reading comprehension, and that a significant variable was the resources the reader brought to bear on the text. This was confirmed by an examination of the performance of individual groups on each of the four texts. From the results follow some general principles for the teaching of reading: (i) the teacher must take into account the enabling knowledge underlying any written text, and (2) the teacher's objective should be to develop in the students a problem-solving, creative, interpretive strategy, exploiting whatever knowledge and resources they have, thus developing interpretive skills which can be applied to any text.

87–186 Lattey, Elsa. Pragmatic classification of idioms as an aid for the language learner. *IRAL* (Heidelberg), **24**, 3 (1986), 217–33.

For teaching purposes, idioms should be classified into four main groups, depending on whether the focus is on (i) the individual, (ii) the world, (iii) relations between individuals, or (iv) relations between individual and world. Subdivisions should be based on whether the effects on participants are positive, negative or neutral. Sometimes apparently equivalent idioms in two languages emerge as different in focus: *unter die Räder kommen* would be classified under category (iv) above, *be on the skids* under (i). Such an approach can help students to become aware of semantic relations between idioms (especially antonymy and converseness), pragmatic function, nuance and context of applicability.

87–187 Palmberg, Rolf (Abo Akademi, Finland). Vocabulary teaching in the foreign-language classroom. *Forum* (Rosslyn, Va), **24**, 3 (1986), 15–20 *and* 24.

The author briefly outlines the role of vocabulary in six major approaches to foreign language teaching: the grammar/translation approach, the reading approach, the direct method, the audiolingual approach, the cognitive approach and the communicative approach. The decision as to what vocabulary should be included in different syllabuses is usually made by educational authorities and textbook writers, rather than teachers. All vocabulary selection is based in some way on frequency counts, but the criterion of 'usefulness' is even more important, especially in ESP courses. 'Regularity' and 'range' are two other important criteria. Vocabulary selection must also take account of various grading factors – the number of words which learners can master in the available time, their grouping, order and recycling (e.g. vocabulary can be arranged through linear or cyclical progression). Vocabulary knowledge may be viewed as a continuum ranging between receptive and productive ability. Learners will not need full knowledge of the whole course vocabulary, but teachers should know what the objectives are.

Techniques for teaching vocabulary include gestures, visual aids, verbal explanation, word lists and lexical sets. The most effective way to get learners to internalise word meanings is to relate it to others which cluster around it. Dictionaries are important tools in most vocabulary-building exercises, and learners' ability to use them needs to be practised in class.

87–188 Palmer, Lyelle L. (Winona State U.).Suggestive accelerative learning and teaching (SALT) with learning disabled and other special needs students: a literature review and meta-analysis. *Journal of the Society for Accelerative Learning and Teaching* (Des Moines, Iowa), **10**, 2 (1985), 99–129.

All books and articles for the years 1976–84 which dealt with experimental/control group results or programme progress results from use of suggestive accelerative learning and teaching (SALT) techniques with students requiring special services were examined. Forty-five data sources were reviewed for analysis of population, study design, findings, and conclusions. These studies dealt with special students in the categories of learning disabilities, educable mental retardation, remedial reading, behavioral/emotional disturbance, low socioeconomic status, remedial mathematics (including math phobia), low/poor/under-achievers, normal, and gifted and talented. Analysis of statistically significant findings indicated SALT is a promising procedure for special needs populations. Suggestions for improvement of future studies are given.

87–189 Pennington, Martha C. and Richards, Jack C. (U. of Hawaii at Manoa). Pronunciation revisited. *TESOL Quarterly* (Washington, DC), **20**, 2 (1986), 207–25.

In this re-examination of the status of pronunciation in language teaching, the traditional phonemic-based view of pronunciation is contrasted with a broader, discourse-based view comprising segmental, voice-setting, and prosodic features. A description of the nature and interaction of these three aspects of pronunciation serves to raise issues which are then reviewed in a survey of research on the acquisition of pronunciation. Central issues are the influence of the first language, the acquisition processes operative in L2 phonology, psychosocial and individual factors, and the role of instruction. A broader focus on pronunciation in the context of discourse is suggested as the emphasis of both second-language acquisition research and second language teaching. From this perspective the effects of voice setting, stress and intonation, as well as coarticulatory phenomena, assume greater importance for teaching. Pronunciation should be taught as part of the means for creating both referential and interactional meaning, and not merely as an aspect of the oral production of words and sentences.

87–190 Piper, Alison (Ealing Coll. of Higher Ed., London). Conversation and the computer: a study of the conversational spin-off generated among learners of English as a foreign language working in groups. *System* (Oxford), **14**, 2 (1986), 187–98.

Study of the conversations of a multilingual group of adult learners of English during work on three CALL programs revealed that conversational spin-off while working with the computer is limited.

However, a measure of communicative activity does occur in that negotiation of meaning takes place between the text on the screen and the learner's thought processes. In addition, the computer is clearly of potential usefulness since it can provide a stimulus for conversation. If the activities had formed a fully integrated part of a syllabus, the results might have been different.

87–191 Rivenc, P. (U. of Toulouse-Le Mirail). Problématique de l'énonciation et didactique des langues. [The speech act in language teaching.] *Revue de Phonétique Appliquée* (Mons, Belgium), **76** (1985), 413–28.

Language teaching should take into account the expressive as well as the communicative function of language. The teaching/learning situation is an authentic speech situation in which the learner must play as active a part as possible if he/she is to learn to communicate. Whilst linguistic competence has priority, the other aspects of communicative competence should not be ignored. Both teacher and learner need to be aware of the cultural interference which inevitably affects the learner's interpretation of what he/she hears. The learner must be offered the means for both linguistic and para-linguistic expression in the foreign language if the goal of autonomy is to be reached.

This has implications for teaching methodology. The learner needs to be able to hear and use the authentic spoken language with its intonations and will actually need less grammatical tools at an early

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stage for this, e.g. a logical relationship can be expressed as '*Je ne sors pas: il pleut.*' New strategies need to be used to enable the learner to use the language both communicatively and expressively. At the same time, basic rules of grammar and morphology cannot be ignored and should be integrated into the general framework. Provided the classroom situation is a normal (and not a coercive) communicative situation, errors can be corrected with the co-operation of the learner.

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