Language learning and teaching – theory and practice

Theory and principles

95–125 De Lano, L. (Georgetown U., Washington, DC) **and others.** The meaning of innovation for ESL teachers. *System* (Oxford), **22,** 4 (1994), 487–96.

In the past, ESL teachers' primary function was limited to instruction. More recently, however, they are increasingly involved in the creation and implementation of innovations within educational systems considered more broadly. To discharge this increased responsibility, understanding of innov-ation itself and of procedures for setting innovations in motion is vital. This paper reviews the literature on educational innovation, in order to inform those interested in undertaking a teacher-initiated innov-ation in ESL programmes.

95–126 O'Driscoll, Jim (R.U. Gent, Belgium). A relationship on the rocks: the applied linguist and the language teacher. *ITL* (Louvain, Belgium), **101/2** (1993), 107–31.

The current atmosphere of alienation between those who theorise – applied linguists – and those who practise – the language teachers – has been brought about by the relative inaccessibility of much theory to teachers and the ignorance of classroom practice on the part of many applied linguists. Given the credence attached to theoretical expertise, second-language teaching is notoriously susceptible to fashion, and theories are, as a consequence, vul-nerable to oversimplification and in danger of being treated as exclusive of other approaches. By the same token, applied linguists can often lump together different aspects of what is involved in teaching, and be unnecessarily prescriptive.

Applied linguists should clarify from the outset which area of the spectrum from theory to practice is being illuminated, and should further recognise that teachers know better than experts. The trad-itional hierarchical model of language teaching and applied linguistics, with the teacher perceived as being at the bottom, is rejected in favour of an analogy with politics. In this model, teachers would stand in the same relationship to students as politicians to voters, with applied linguists standing in the same role as political advisers whose advice is accepted or rejected as the politician sees fit.

95–127 Peck, Antony (U. of York). Partnership between schools and training institutions: the example of modern languages. *Language Learning Journal* (Rugby), **10** (1994), 9–10.

'Method', 'didactics' and 'pedagogy' are here defined with a view to determining whether these areas are best dealt with at universities, or in the schools themselves. Method is seen as a blanket term covering all aspects of teacher belief about how foreign languages should be taught (e.g. the Grammar-Translation Method, Suggestopoedia, the Direct Method, etc.). Didactics, on the other hand, involves the principled planning and conduct of language teaching in general; as an example, the oral presentation of dialogues implied by the Direct Method is one of the didactic strategies underpinning the method itself. Pedagogy is concerned with the way individual teachers interpret/realise these didactic principles in specific classrooms with real students. Selecting and implementing the best way of teaching a grammar point with a particular group of learners is a pedagogical (not didactic) decision.

General principles (didactics) are best taught in universities, because of the availability of research, curriculum development and international exper-ience. Practical applications of these principles (pedagogy), on the other hand, are the domain of individual schools. This bifurcation has particular relevance in the teaching of listening comp-rehension, reading and grammar; in the former case, for instance, teacher trainees should understand the didactic principles underlying different types of listening comprehension (e.g. listening for gist/ detail) and be told about the different texts/ exercises which most effectively introduce and practice this skill. Such training can be given at universities, but matching the various listening comprehension tasks with regard to particular classes belongs to the school context, as do teacher apprenticeship/debriefing procedures.

95–128 Williams, Mary and others (Tarrant County Junior Coll.). Higher order thinking skills: tools for bridging the gap. *Foreign Language Annals* (New York), **27,** 3 (1994), 405–26.

As educators target the articulation between university lower-division language-acquisition courses and upper-division literature courses, higher-order thinking and awareness of cognitive processes become increasingly important tools in bridging that gap. The theoretical underpinnings of this issue are discussed and the design of conversation activities and materials is demonstrated. Emphasis is on the development and sequencing of the linguistic and critical thinking skills necessary to organise ideas, express and support opinions, synthesise, draw inferences, and evaluate.

Psychology of language learning

95–129 Adair-Hauck, Bonnie and Donato, Richard. Foreign language explanations within the Zone of Proximal Development. *Canadian Modern Language Review* (Toronto), **50,** 3 (1994), 532–57.

Recently, L. S. Vygotsky's concept of the Zone of Proximal Development (ZPD) has received considerable attention from foreign and second-language specialists. For Vygotsky, the ZPD is the instructional nexus where the expert (teacher) enters into a 'dialogue with the novice (learner) to focus on emerging skills and abilities'. Unfortunately, we have little research concerning the discourse strategies that occur in the ZPD, or the interactional features that the expert uses while instructing in the ZPD. This article, therefore, reports on a study that analyses the communicative dynamics during explicit instruction of a grammatical concept (specifically the function of present tense first conjugation -*er* French verbs) instructed within the ZPD.

95–130 Appel, Gabriela and Lantolf, James P. (Cornell U.). Speaking as mediation: a study of L1 and L2 text recall tasks. *Modern Language Journal* (Madison, Wis), **78,** 4 (1994), 437–52.

In this paper the authors investigate how speaking functions to mediate the cognitive activity of L1 and advanced L2 speakers/readers of English as they set out to read and recall orally a narrative and an expository text. Speaking not only mediates the subjects' attempts to report on what they understand from a text, but serves as the process through which they come to comprehend a text. A distinction is thus drawn between *speaking to report* or *recall* and *speaking to understand.* As the analysis proceeds, it becomes clear that performance differences between L1 and L2 speakers/readers, at least as evidenced in this study, are not categorical. Performance depends crucially on the interaction of individual and task rather than on membership of the individual in some *a priori* category, such as native and non-native speaker or reader.

95–131 Archibald, John (U. of Calgary). A formal model of learning L2 prosodic phonology. *Second Language Research* (Utrecht, The Netherlands), **10,** 3 (1994), 215–40.

The various components necessary for a formal model of the acquisition of the prosodic phonology of a second language are discussed. A model is outlined that includes an explicit theory of the representation of metrical knowledge and the necessary learning theory to account for how those representations can be acquired. The learning theory which mediates the interaction between Universal Grammar (UG) and the linguistic environment is composed of such elements as appropriate cues, indirect negative evidence and a principle of lexical dependency.

Empirical investigations of the acquisition of English metrical parameters by native speakers of Polish, Hungarian and Spanish are reported. Group data as well as case studies are presented. The data suggest that, in the domain of prosodic phonology, both the representations (metrical structure) and processes (learning principles) evidenced in second-language learners are the same as those proposed for

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native speakers. Interlanguage grammars can be seen as a combination of UG principles, correct L2 parameter settings (from resetting) and incorrect L1 parameter settings (from L1 transfer).

95–132 Block, David (ESADE, Barcelona, Spain). A day in the life of a class: teacher/learner perceptions of task purpose in conflict. *System* (Oxford), **22,** 4 (1994), 473–86.

Data and analysis are presented from an extensive study carried out in Barcelona in Spring, 1992, of one day in the life of an English class for MBA candidates. A total of 14 points of view are presented: that of the classroom teacher, that of an outside observer and those of the 12 learners present in class. It is suggested that teachers and learners operate according to quite different systems for describing and attributing purpose to tasks.

95–133 Danesi, Marcel. The neuroscientific perspective in second-language acquisition research: a critical synopsis. *IRAL* (Heidelberg, Germany), **32,** 3 (1994), 201–28.

This article starts with an overview tracing the history of the neuroscientific study of language. It then surveys the three main issues that have emerged from the neuroscience/second-language acquisition (SLA) interface: the neurofunctional differences that hold between primary language acquisition (PLA) and SLA; the critical period issue; and the purported role played by the right hemisphere (RH). The relevance of neuroscientific findings among non-biological factors is discussed with particular reference for the learning process to some of the modern instructional models.

95–134 Darò, Valeria and Fabbro, Franco (U. of Trieste). Verbal memory during simultaneous interpretation: effects of phonological interference. *Applied Linguistics* (Oxford), **15,** 4 (1994), 365–81.

In this experimental study, the role of working memory and long-term memory during simultaneous interpretation has been investigated in order to verify and explain reduced recall for verbal material after simultaneous interpretation. In a group of advanced student interpreters, recall of short stories after simultaneous interpretation from L1 into L2, and vice versa, was significantly worse than recall of similar short stories after listening. Moreover, memory span for digits presented in L1 and L2 in four different experimental conditions (listening, shadowing, listening with articulatory suppression, and simultaneous interpretation) was significantly poorer following simultaneous interpretation than in all the remaining conditions. In the articulatory suppression condition, the subjects recalled significantly fewer digits than in the listening condition. These results suggest that during simultaneous interpretation, where listening to a message in the source language and verbal production in the target language are concurrent, working memory is also disrupted by a mechanism of phonological interference. Finally, on the basis of these findings, a model describing the role of memory systems during simultaneous interpretation is presented.

95–135 DeKeyser, Robert M. (U. of Pittsburgh). The effect of grammar correction on L2 grammar knowledge and oral proficiency. *Modern Language Journal* (Madison, Wis), **77,** 4 (1993), 501–13.

Existing empirical studies on the effectiveness of error correction on oral and written work in the second-language (L2) classroom are inconclusive. A study of Dutch learners of French in Belgium therefore set out to determine the effectiveness of error correction on grammar knowledge and oral proficiency from the perspective of individual differences. In general, it was established that error correction does not lead to an improvement of across-the-board achievement in the L2, but that it improves the performance of some individuals. In particular those found to be high achievers in the L2 before the study were found to benefit from error correction, as were those with low levels of motivation and anxiety. Thus the study points to clear effects of error correction, at least for some structures, if individual differences are taken into account.

95–136 Donato, Richard and McCormick, Dawn (U. of Pittsburgh). A sociocultural perspective on language learning strategies: the role of mediation. *Modern Language Journal* (Madison, Wis), **78**, 4 (1994), 453–64.

This paper addresses the issue of the development of language learning strategies within sociocultural theory. Through a case study of an intact college French class whose learning was mediated by the use of a portfolio assessment procedure, the authors show how reconfiguring the culture of the language classroom can contribute to the growth and development of strategic learning. Sociocultural theory can provide an explanatory framework for understanding and refining our notions of how learners become competent members of a language learning community. Participation in this community is characterised by the learner's ability to develop, reflect upon, and refine their own language learning strategies.

95–137 Dörnyei, Zoltán (Eötvös U., Budapest). Motivation and motivating in the foreign language classroom. *Modern Language Journal* (Madison, Wis), **78**, 3 (1994), 273–84.

Drawing on a long tradition of second-language acquisition research into the components of language learning motivation and on findings in educational psychology [examples with discussion], a model of second language (L2) motivation is outlined. This framework consists of three broad levels: the language level, the learner level and the learning situation level. These levels correspond to the three basic constituents of the L2 learning process (the L2, the L2 learner and the learning environment) and reflect the three different aspects of language (social/personal/educational subject matter). Thirty strategies for motivating language learners are suggested [examples with discussion]. Many of the components of this model have yet to be verified by empirical work in the field; a plea is made for further research which may eventually result in a more clearly defined and elaborate model of motivation in foreign language learning.

95–138 Fazio, Lucy L. (McGill U.) **and Stevens, Florence** (Concordia U.). Using multiple regression to predict minority children's second-language performance. *Applied Linguistics* (Oxford), **15**, 4 (1994), 421–41.

This study examined the influence of several variables (supplementary mother-tongue instruction, the child's length of residence in the host country, self-esteem, and schools) on the French oral comprehension and expression of minority language children in Montreal. Some 137 elementary-level, first-generation immigrant children, representing 18 different mother tongues and 36 different countries of birth, took part in the study. Results indicate that supplementary mother-tongue instruction did not significantly predict language performance. This finding, rather than a negative pronouncement on mother-tongue instruction, is more likely a reflection of the quality and type of variable under investigation. Schools and length of residence were both positive predictors of comprehension and expression; self-esteem significantly predicted expression, but not comprehension. The reported findings have implications for classroom educators and school authorities who are overseeing the education of rapidly growing numbers of minority language children being educated in a language which is not their mother tongue.

95–139 Gardner, R. C. and Tremblay, P. F. (U. of W. Ontario, Canada). On motivation, research agendas and theoretical frameworks. *Modern Language Journal* (Madison, Wis), **78**, 3 (1994), 359–68.

This is a response to critics of Gardner's theory of motivation, especially the distinction between 'instrumental' and 'integrative', which has been described as 'limited and limiting'. The authors welcome the research and theories of their critics, which have drawn attention to the wide range of motivation-like factors influencing learner success, including need for achievement, expectancy value, learned helplessness, goal-oriented behaviour, etc., but claim that their own research never denied this range of factors, and indeed often anticipated later findings, and that 'instrumental' and 'integrative'

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are orientations (classes of reasons for studying a language) rather than motivations. They also draw attention to the extensive empirical work supporting their own theories, and attack some of their critics for avoiding empirical work, and for stating as facts what are really hypotheses, intuitively reasonable but in need of experimental verification.

95–140   Gass, Susan M. (Michigan State U.) **and Varonis, Evangeline Marlos** (U. of Akron). Input, interaction, and second-language production. *Studies in Second Language Acquisition* (Bloomington, Ind), **16,** 3 (1994), 283–302.

The role of conversational interactions in the development of a second language has been central in the recent second-language acquisition literature. While a great deal is now known about the way in which non-native speakers interact with native speakers and other non-native speakers, little is known about the lasting effects of these interactions on a non-native's linguistic development. This paper specifically investigates the relationship among input, interaction, and second-language production. Through data from native–non-native speaker interactions in a direction-giving task, it is shown that both modified input and interaction affect task performance. However, only interaction has an effect on subsequent task performance.

95–141   Grenfell, Michael (Southampton U.) **and Harris, Vee** (Goldsmiths Coll., London U.). How do pupils learn? *Language Learning Journal* (Rugby), **8** (1993), 22–5 and **9** (1994), 7–11.

The aim of this paper is to bridge the gap between theory and practice, by relating one field of research – learning strategies in language acquisition – to teaching activities in the secondary school classroom. It describes a project using a more autonomous approach to language learning and indicates types of learner strategies used to support it. It looks at the relationship between learning strategies and communication strategies and considers how one might help students to move from one to the other, making them more aware of the language learning process by incorporating training in strategy use in the classroom.

The paper is presented in two parts, the first covering the rationale and context of the research project, and the second presenting the results of the research, with discussion of the findings and practical implications for the classroom.

95–142   Hancin-Bhatt, Barbara (U. of Utah). Segment transfer: a consequence of a dynamic system. *Second Language Research* (Utrecht, The Netherlands), **10,** 3 (1994), 241–69.

This article presents the foundations of the Feature Competition Model (FCM) of segment transfer. The FCM is a proposal to explain how L2 sounds are mapped on to L1 phonological categories. Like previous analyses on segment transfer, the FCM assumes that not all features are of the same prominence in a given phonemic inventory and that feature prominence can be determined through underspecification. Unlike previous analyses, the FCM adopts a dynamic approach to phonology, one which assumes that features do not have discrete values, rather ones which are continuous, of greater or lesser prominence in an inventory. A specific metric for calculating prominence is given, and hypotheses for three L1-L2 contexts are generated and tested. The results of an experiment suggest that the metric has predictive power, but that certain refinements of the formula are necessary. Finally, implications the FCM has for our understanding of developing L2 speech patterns are discussed.

95–143   Jones, Francis R. (U. of Newcastle upon Tyne). The lone language learner: a diary study. *System* (Oxford), **22,** 4 (1994), 441–54.

This article, based on a learner diary, analyses an adult's self-study of Hungarian over a period of 11 months. Despite the complexity of Hungarian grammar, lexis was rated as the major learning priority. Personalised, real-message practice tasks appeared vital, not only for input to become automatised, but also in motivation terms. In terms of real-life performance, a lack of speaking practice was less problematic than a lack of listening practice. Learning strategies changed with increasing pro-

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ficiency – not incrementally, but in terms of radical paradigm shifts. The crossing of two linguistic thresholds appeared crucial here – the gaining of a large enough stock of word-roots to enable many compound lexical items to be guessed, and the ability to read authentic texts. Below these thresholds, strategies were mainly studial and coursebook-centred; above, comprehensible input and autonomous strategies played a major role, though comprehensible input appeared inefficient without the backup of studial strategies.

95–144 Kandiah, Thiru. Exploiting the theory of universals in adult second-language teaching. *IRAL* (Heidelberg, Germany), **32**, 2 (1994), 111–39.

Drawing on insights made available by the teaching of English in a context where there already exists an institutionalised New Variety of English, and calculatedly adopting a somewhat conservative generative linguistic model, the paper discusses a bilingual teaching strategy that will permit the Universalist Hypothesis (UH) to be purposively exploited in L2 classrooms in a way that would dispel teachers' scepticism about the relevance of such linguistic abstractions to their tasks.

The strategy attempts to reconcile the best insights of the Contrastive Hypothesis and the Identity Hypothesis, by looking at the matching process (MP) learners naturally carry out across L1 and L2 in neither the merely negative terms of the former nor the merely positive terms of the latter. Where the languages share universal features, it will assist the MP to go through. Where there are variations in the way in which they draw on and realise the universals, resulting in learning problems, it will help awaken learners to an intuitive awareness of universal possibilities which are used by L2 but which, owing to their nonuse or different use by L1, lie dormant in their own L1-influenced language faculty. Formalising the MP as it is sophisticatedly carried out in contact situations by competent bilinguals (who, after all, are what successful teaching courses would produce) by means of a construct called Interlinguistic Transderivations (ITD), the paper indicates how the strategy will carry out both these tasks along the lines suggested by these ITD.

95–145 Knight, Susan (Central Michigan U.). Dictionary use while reading: the effects on comprehension and vocabulary acquisition for students of different verbal abilities. *Modern Language Journal* (Madison, Wis), **78**, 3 (1994), 287–99.

Previous research on whether dictionary use during reading helps vocabulary learning is reviewed and judged contradictory and inconclusive. In Knight's own study, 105 learners of Spanish with English L1 (university students, intermediate level) were each asked to read two of four Spanish magazine articles, and were then given an (expected) recall test and (unexpected) tests of vocabulary from the articles read, immediately and again two weeks later, plus a control test of vocabulary from the articles not read. Half the students were allowed to use a (bilingual) dictionary, the other half were not. Results showed that all groups learned words incidentally in the course of reading, but those with access to a dictionary learned more. On the other hand, the non-dictionary group showed more improvement on the delayed vocabulary tests, perhaps suggesting that they had processed the words more deeply. Dictionary use was also time-consuming, so the benefits may be considered marginal for those of high 'verbal ability', but still clear for those of low 'verbal ability'. In future, computer materials with on-screen vocabulary help may be even more beneficial.

95–146 Knubb-Manninen, Gunnel (U. of Jyväskylä, Finland). Processing habits and second-language learning: students' self-evaluation of their learning. *Language, Culture and Curriculum* (Clevedon, Avon), **7**, 2 (1994), 145–59.

This article reports a study of students' second-language learning at the upper stage of the comprehensive school. The aim of the study was to analyse students' conscious second-language learning activity and the kinds of language problems the students themselves recognise. 700 students (14–15-year-olds), representative of the Swedish-speaking schools in Finland, answered a questionnaire regarding their learning habits and language problems in Finnish. The differences between successful and less successful students were then analysed. The results show that successful and less successful language learners did not differ from each other in processing intensity and general approach to learning tasks, nor in the use of processing techniques. The high-achievers were, however, somewhat more

eager to find out things about language by themselves and they were more oriented towards the semantic aspects of the language. Students seemed to relate feelings of difficulty to certain contents rather than to certain processing phases, and reported most difficulties with the formal aspects of the language. Marked quantitative but few qualitative differences regarding experiences of problems were found between successful and less successful students.

95–147 Krings, Hans P. What do we know about writing processes in L2? The state of the art. *Odense Working Papers in Language and Communication* (Odense, Denmark), **6** (1994), 83–114.

Whereas L1-related text production research has made great progress in the last few years, there have been very few studies of L2-related text production. There is a lack of information on the psycholinguistic processes going on in the heads of learners when they write foreign-language texts. This article gives an overview of nine empirical studies from various countries which concentrate on this topic. Part 2 gives an overview of the different methods employed. Part 3 presents the results of the studies in systematic form. Finally, Part 4 gives a summary and discusses the possible impact of the research results on foreign language teaching.

95–148 Lea, M. and West, L. (U. of Kent, Canterbury). The adult learner and self-narrative in the management of personal change. *Teacher Trainer* (Canterbury), **8,** 3 (1994), 16–18.

The article derives from an in-depth autobiographical study of mature student motivation. The authors have been conducting six interviews, supplemented by personal journals, with 30 students over a period of 18 months. Students from a variety of age, class, gender and ethnic backgrounds were involved in pre-university and university courses.

The research confirms that the students' stories both provide coherence and are revised as confidence and reflexivity develop and as a sense of identity as learner and individual with a voice and view, grows. Key areas are: reasons for the decision to enter higher education, transition to the role of student, support whilst making the transition, and the extent to which higher education, as presently constituted, is able to respond to the challenge of change in the individual.

Some of these themes are illustrated in a case study of a working-class man in his late thirties. 'Jim' is quoted verbatim as he explores his ambitions, the impact of his course and college on his life, and the way that relationships in early childhood caused a feeling of false identity.

95–149 Loschky, Lester (U. of Illinois at Urbana-Champaign). Comprehensible input and second-language acquisition: what is the relationship? *Studies in Second Language Acquisition* (Bloomington, Ind), **16,** 3 (1994), 303–23.

This study attempts to test aspects of the input hypothesis and Long's modification of it. Specifically, it experimentally tests the hypothesis that both input and interactional modifications facilitate second-language acquisition, using Japanese as the target language. Three experimental groups were differentiated in terms of input and interaction conditions: (1) unmodified input with no interaction, (2) premodified input with no interaction, and (3) unmodified input with the chance for negotiated interaction. The groups were compared in terms of (*a*) their degree of comprehension of the input and (*b*) their subsequent retention of vocabulary items and acquisition of two Japanese locative structures. The results indicated that moment-to-moment comprehension was highest for the negotiated interaction group, whereas there was no significant difference between the two non-interaction groups. Furthermore, there was no correlation found between differences in moment-to-moment comprehension and gains in vocabulary recognition and acquisition of structures, though significant gains on both measures were found for all three groups. Discussion of these findings centres on the relationship between comprehension and acquisition.

95–150 Mabbott, Ann Sax (U. of Minnesota). An exploration of reading comprehension, oral reading errors, and written errors by subjects labelled 'learning disabled'. *Foreign Language Annals* (New York), **27,** 3 (1994), 293–324.

There is a significant number of people labelled 'learning disabled' (LD) who have extreme difficulty learning a second language. Although a large amount of research deals with learning disabilities, very little of it addresses the second-language learning situation. The purpose of this research is to explore whether, and how, decoding and encoding problems with a first-language acquisition carry over into the second-language acquisition of five LD-labelled students and what the consequences are for comprehension.

This research consists of case studies of LD-labelled subjects who have gained a degree of proficiency in a second language. The subjects' performance on written dictations, oral readings, and comprehension after oral and silent reading are compared qualitatively between their first and second languages. In general, it was found that the subjects had the same kinds of problems and made the same kinds of errors in both the first and second

languages. By administering these tests and interviewing the subjects about their language learning experiences, the researcher also gained useful information about classroom practices and learning strategies that may help students labelled LD learn a second language.

All of these subjects (all adults) reported having extreme difficulty in the foreign language classroom as well as with English reading and writing skills. In spite of these problems with language, four out of five gained a high degree of fluency in their second language outside the classroom in immersion settings (as foreign exchange students, by marrying a native speaker, by working with migrant labourers). The fifth subject has been able to survive traditional university foreign language classes by working extremely hard and being very aggressive about seeking help. The paper discusses why these learners succeeded in learning a second language while many of their counterparts labelled LD fail.

95–151 MacFarlane, Alina and Wesche, Marjorie Bingham. Immersion outcomes: beyond language proficiency. *Canadian Modern Language Review* (Toronto), **51,** 2 (1995), 250–74.

This study examined the self-assessed proficiency, language-related attitudes and French use patterns of 21 former immersion students who are now working or pursuing graduate studies. The results showed that most of these graduates considered their attitudes towards francophones to be more positive than those of their English program counterparts. Although students expected high levels of future use and many expected to use French

in their careers, use of French by these graduates, with notable exceptions, is low. Nevertheless, most graduates reported a very high level of satisfaction with their immersion experiences. Perhaps the most interesting outcome is the indication that early French use and contact with francophones outside the classroom is related to the development of higher French proficiency and to greater use of French in daily life.

95–152 Mellow, J. Dean (U. of South Carolina) **and Cumming, Alister** (Ontario Inst. for Studies in Ed.). Concord in interlanguage: efficiency or priming? *Applied Linguistics* (Oxford), **15,** 4 (1994), 442–73.

Three positions on the acquisition of grammatical concord in second languages have been articulated in previous research, all advocating versions of an efficiency argument – that learners delete redundant elements such as plural morphemes either because of processing, developmental, or situational constraints. The present paper proposes an alternative but potentially complementary view, that priming effects may facilitate language learners' use of concorded grammatical morphemes, particularly in tasks like written composition where language

processing and attentional resources can readily be controlled. Results supporting this hypothesis are presented from analyses of 114 compositions written by French and Japanese background learners of English. Relations between efficiency and priming factors in learners' language are discussed in reference to differing task demands for input, output, and interactive language processing, as well as influences of mother tongue, proficiency in the second language, personal and social orientations, and instruction.

95–153 Munro, Murray J. (U. of Alabama at Birmingham) **and Derwing, Tracey M.** (U. of Alberta). Evaluations of foreign accent in extemporaneous and read material. *Language Testing* (London), **11,** 3 (1994), 253–66.

Previous research has yielded apparently contradictory evidence about whether the utterances of second-language learners are likely to be perceived as more foreign accented when the speech material has been read or produced extemporaneously. One difficulty with some previous studies is that different test material was used under the two speaking conditions. It is possible that, in some studies, utterances read by L2 learners were evaluated as more accented than extemporaneous speech, not because speakers were unable to implement knowledge about individual segments or prosodic features when under pressure to read in the L2 (as has been supposed), but because of a higher frequency of errors or even a reduction in fluency as a result of less familiarity with vocabulary or syntactic structures, or a preponderance of relatively difficult phones in the reading material. In this study, native Mandarin speakers produced extemporaneous narratives and then read transcriptions of their own utterances. An analysis of accentedness ratings from native English judges revealed no advantage for the speakers in the extemporaneous speaking condition. However, evidence was obtained in support of the hypothesis that familiarity with particular non-native speech samples and/or speakers may lead to perceptions of greater foreign-accentedness.

95–154 Nunan, David (U. of Hong Kong). On the psychological plausibility of 'topic' as a construct in research on writing. *Hongkong Papers in Linguistics and Language Teaching* (Hong Kong), **17** (1994), 25–37.

This paper describes an empirical investigation into the salience of sentence 'topic' in written discourse. Training second-language writers to identify sentence topics in drafts of their written work has been proposed as a central means of helping writers achieve greater coherence. The point of departure for this study is the notion that 'topic' is a psychological rather than a linguistic concept, and that its employment in various forms of pedagogical intervention is therefore likely to be problematic. In this study, 24 native speakers and 40 second-language speakers of English were asked to identify the sentence topics in a scientific report. The study showed that the notion of 'topic' was indeed problematic for both native speakers and non-native speakers. Of particular interest, both from the perspective of discourse analysis and also in terms of pedagogical intervention, is why certain sentences were more problematic than others.

95–155 Ollerenshaw, J. L. (Open U.). Learning Hindi as a taster language: a study of pupils' change in attitudes. *Language Learning Journal* (Rugby), **10** (1994), 58–62.

First-year pupils at a comprehensive school do taster courses in French, German and Hindi before deciding which they wish to continue studying. Questionnaires were administered to 108 pupils before and after the Hindu module. Follow-up interviews took place two years later. Answers to the questionnaires showed that pupils who had expected to enjoy the Hindu module had in fact done so (87); of those who had expected not to enjoy it (21), only five had not (all five had parents strongly opposed to the children learning Hindi).

The interviews confirmed that the majority had found learning Hindi to be worthwhile. Twelve claimed it was easier than French or German. The Devanagri script did not appear to pose problems.

Most interviewees (46) said they felt confident about trying out a new language, such as Russian or Japanese. All strongly favoured having the opportunity to choose which language(s) to study during the rest of their school career.

Although the programme had succeeded in providing monolingual English speakers with an enjoyable .and successful contact with a non-European language and created more favourable attitudes towards Hindi, it did not change the perceptions of either pupils or parents as to what constituted a 'useful' language. Very few opted to continue with Hindi and it proved difficult to find enough students to constitute viable groups.

95–156 Pica, Teresa (U. of Pennsylvania). The language learner's environment as a resource for linguistic input? A review of theory and research. *ITL* (Louvain, Belgium), **105/6** (1994), 69–116.

This article reviews theory and research on the second-language learning environment as a source of input to learners and the contributions made by speakers in learners' environment to their input needs and requirements. Discussion centres on connections between the formal and interactional properties of input which have been identified in research on learners and learning environments and theoretical claims about their contributions to second-language learning.

95–157 Raymond, Patricia Mary (U. of Ottawa). The effects of structure strategy training on the recall of expository prose for university students reading French as a second language. *Modern Language Journal* (Madison, Wis), **77,** 4 (1993), 445–58.

The 'structure strategy' is the means by which readers rely on certain words in a text to signal relations between ideas; e.g. *therefore* and *consequently* cue a relation of causation and thereby enable us to construct an internal representation of that text. In order to establish whether explicit teaching of the structure strategy facilitates text recall in a second language, five textual relations – of description, collection, causation, problem solution and comparison – and their signal words were taught to upper intermediate students of French. The evidence suggests that training in the structure strategy does indeed have a beneficial effect on recall; those who used the strategy were the more proficient second-language readers. However, no significant effect was found for reading time on the recall of ideas, and of the two texts subjects were asked to recall, one was found to be considerably more difficult than the other. This difference may be attributable to the subjects' relative lack of background knowledge of one of the texts. The effective use of the structure strategy to organise recall seems, therefore, to depend on both text content and subjects' prior knowledge.

95–158 Sadighi, Firooz The acquisition of English restrictive relative clauses by Chinese, Japanese, and Korean adult native speakers. *IRAL* (Heidelberg, Germany), **32,** 2 (1994), 141–53.

Research on the acquisition of English restrictive relative clauses (ERRCs) among L1/L2 learners has shown that universal linguistic factors substantially determine the learning processes rather than the peculiarities of particular languages and learning situations. To this end, this study examines the comprehension of ERRCs containing three universal factors – Interruption, Word Order Re-Arrangement, and Parallel Function. The subjects are Chinese, Japanese, and Korean adult native speakers whose languages employ pre-nominal RC formation strategy, a sharp contrast with the post-nominal strategy of English. The findings of this study support the dominance of language universals in the course of language acquisition regardless of particular languages' specificities. Additionally, universals are seen to be accessible to both adults and children, and they remain intact maturationally.

95–159 St. Pierre, Lucille and others. The influence of French on the English spelling of children in early French immersion. *Canadian Modern Language Review* (Toronto), **51,** 2 (1995), 330–47.

An investigation of the nature of the spelling 'lag' known to exist in the development of English spelling in early French immersion students was conducted using an English dictation. The dictation included 11 phonemes common to both English and French and two phonemes where French spelling influence had been observed, each phoneme being presented in words at three levels of frequency. The dictation was administered to 72 subjects in midlag in grade 3 and 55 subjects emerging from the lag in grade 6. The results reveal in grade 3 a tendency to employ French orthography to spell English words which increases as words become less familiar. By grade 6 the tendency diminishes greatly but remains evident for certain phonemes when the visual spelling lexicon is less secure.

95–160 Samimy, Keiko K. (Ohio State U.) **and Rardin, Jennybelle P.** (Counseling-Learning Institutes). Adult language learners' affective reactions to Community Language Learning: a descriptive study. *Foreign Language Annals* (New York), **27,** 3 (1994), 379–90.

The importance of affective variables in the language learning experience has become prominent in recent literature and research. A review of the literature has revealed that since 1970, more than 100 empirical studies have been conducted. Most of these studies are quantitative in nature. This study, however, is qualitative. It uses as its data, graduate students' self-report papers about their Community Language Learning (CLL) experience. These reflection papers revealed three affective variables – anxiety, motivation, and attitude. The findings in this study confirm existing research which indicates that affective barriers can be responded to positively by approaches, methods, and techniques which focus on (1) a supportive environment; (2) a non-judgmental teacher attitude; (3) peer support; (4) activities that relate personally to learners; and (5) activities that facilitate individual and community achievement.

95–161 Scott, Mary Lee (Brigham Young U.). Auditory memory and perception in younger and older adult second-language learners. *Studies in Second Language Acquisition* (Bloomington, Ind), **16,** 3 (1994), 263–81.

This study compared younger and older adult monolingual English speakers and bilingual (English/Spanish) speakers on aspects of language learning aptitude, specifically, measures of auditory perception and memory span, in English and Spanish. Multivariate analyses of variance revealed no age difference in auditory memory span in English; however, both older and younger bilinguals performed better than monolinguals on these tasks. Younger subjects performed better than older subjects on measures of auditory perception in English. Older and younger monolinguals performed similarly on a measure of auditory memory span in Spanish, whereas younger monolinguals demonstrated more accuracy on Spanish perception tasks. The Spanish proficiency of the younger bilinguals far exceeded that of the older bilinguals, and their performance was better on measures of auditory memory and perception in Spanish even when differences in proficiency were statistically controlled. However, a comparison of subgroups of older and younger bilinguals showing a similar level of Spanish proficiency revealed that the performance of the older bilinguals approached fairly closely the performance of the younger subjects on the Spanish auditory memory and perception tasks.

95–162 Sendlmeier, Walter F. (Technical U. Berlin). Phonetisch-rezeptive Aspekte des Fremdsprachenerwerbs. [Phonetic perception in foreign language learning.] *ZFF: Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **5,** 1 (1994), 26–42.

The process of acquiring phonemes, i.e., the way phoneme perception and production is actually determined by the linguistic environment, is not well understood. The process of acquiring phonemes in a second language is very different from that in the first language, because of the difference in age of acquisition and the existence of the first language phonological system. Thus, learning a foreign language in adulthood involves the reattunement of phonetic perceptual processes and the perceptual reorganisation of phonological categories. Several factors are shown to be critical to the success of an auditory training programme: a highly variable stimulus set appears to be crucial for the development of robust new phonetic categories. This variability includes the use of multiple talkers, multiple phonetic environments, and multiple tokens within each phonetic environment. The choice of optimal training materials will also depend on the subjects' pretraining level of performance and the L2 contrast to be learned and its relation to L1 phoneme categories. Further, the question is addressed whether the mental representation of phonetic categories exhibits internal structure. Here the prototype concept is presented, which claims that speech categories are indeed internally structured and that good instances, i.e. prototypes, play a central role in that structure and in speech perception.

95–163 Surridge, Marie E. Le genre des homophones nominaux en français: accidents de conservation et système créatif. [The gender of nominal homophones in French: accidents of conservation and the creative system.] *Canadian Modern Language Review* (Toronto), **51,** 2 (1995), 305–22.

The problem of teaching the gender of homophones is examined in two categories: accidental and systematic. In the first category, only pairs with divergent gender are relevant. In the second category, four types of systematic homophones are presented, together with parameters governing gender assignment. Examples include cases in which pairs of divergent gender are derived from a single base. Learners whose experience shows that the gender of homophones has a creative function and is assigned systematically will be more sensitive to the distinguishing role of gender and less reluctant to learn gender in the relatively few important cases in which it is non-systematic.

95–164 Telfer, Karen E. and Howe, Christine J. (U. of Strathclyde). Verbal, vocal and visual information in the judgment of interpersonal affect: a methodological limitation of some influential research. *Journal of Language and Social Psychology* (Clevedon, Avon), **13,** 3 (1994), 331–44.

It is generally accepted that nonverbal information, particularly visual, is more important than verbal in the judgment of interpersonal affect. Nevertheless, Howe has argued that there is a recurring problem with the studies on which this acceptance is based, namely, the usage of contextually inappropriate verbal expressions. By employing expressions that were more appropriate, Howe obtained results that, in contradiction to visual primacy, showed that verbal and vocal information were each given about five times the weighting of visual information. However, Howe's work was restricted to the superior versus inferior dimension of affect when the evidence for visual primary is stronger for the warm versus hostile. Accordingly, it was necessary to replicate Howe's work concentrating on warmth and hostility. This is what the present study attempted to do. Its results follow a similar pattern to Howe's, being if anything less suggestive of visual primacy. Analyses of variance revealed significant main effects for verbal and vocal information but not for visual information. Moreover, although visual information interacted with verbal and vocal, there were no signs that it had any bearing on the content of judgments.

95–165 van der Keilen, Marguerite. Use of French, attitudes and motivation of French immersion students. *Canadian Modern Language Review* (Toronto), **51,** 2 (1995), 287–304.

The purpose of this study was to investigate the degree to which pupils in French immersion and in regular English school programmes have developed activities involving the use of French and contact with French people. Their attitudes and motivation with respect to the French language and the French community were explored. The relationship bet- ween attitudes and motivation and the reported use of French outside the school setting was investigated. Results indicate that attitudes and motivation were significantly more positive and that social tolerance and self-rated competency in French were much higher in French immersion than in English programme subjects.

95–166 van Waes, Luuk. Computers and writing. Implications for the teaching of writing. *Odense Working Papers in Language and Communication* (Odense, Denmark), **6** (1994), 41–61.

In order to be able to describe the influence of word processing on the organisation of the writing process, 80 writing processes of experienced writers were analysed (40 computer and 40 pen&paper writing processes). The data were analysed from three different points of view: time and product analysis, analysis of the pausing behaviour, and analysis of the revision behaviour. One of the main conclusions from these analyses is that computer writers spend more time on the first draft of their text and less on the finalisation of the text, and that their writing process is more fragmentary compared to that of pen&paper writers. They also revise more in the beginning of the writing process than their

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pen&paper colleagues and pay more attention to the lower text levels and the formal characteristics of their text. From the analysis on the level of writing profiles it also became clear that a single individual will organise his or her writing assignment differently depending on the writing mode used. On the basis of these conclusions some suggestions for the teaching of writing are discussed.

95-167 Wode, Henning (Kiel U.). Nature, nurture and age in language acquisition: the case of speech perception. *Studies in Second Language Acquisition* (Bloomington, Ind), **16,** 3 (1994), 325–45.

The purpose of this paper is twofold: first, to draw attention to the research on speech perception and, second, to use the results for a reassessment of the contribution of innate capacities versus external stimulation in conjunction with age in first- and second-language acquisition. The theoretical framework is the universal theory of language acquisition. The focus is on the functional potential of the biological substrate rather than its anatomy.

Neonates are innately capable of two major modes of auditory perception, namely, categorical and continuous perception. The interaction of these two modes allows infants to develop the perceptual categories of their ambient language(s). The continuous mode functions as a monitoring device in shaping the categories of the target(s). Various kinds of evidence are reviewed that suggest that these original sensory abilities remain unchanged throughout an individual's lifespan, but they become difficult to access during later stages of life, such as in adult L2 acquisition, because of the way perceptual-phonological information is stored in memory and/or activated in language processing. There are no biologically based restrictions as to the number of languages that can be learned, or the age ranges during which this can happen.

95-168 Young-Scholten, Martha (U. of Durham). On positive evidence and ultimate attainment in L2 phonology. *Second Language Research* (Utrecht, The Netherlands), **10,** 3 (1994), 193–214.

Since the early 1970s, L2 syntax researchers have seriously challenged the applicability of a critical period to the acquisition of L2 syntax, reformulating this challenge in the 1990s in terms of whether postpuberty learners retain access to the principles and parameters of Universal Grammar (UG). While it seems much more likely that a critical period applies to the postpuberty acquisition of a second phonology, research in the last several decades indicates that adult learners do have access to the phonological principles and parameters of UG. Recent work on the nature of the input required to accomplish the setting of parameters in syntax offers one possible explanation for lack of native-like attainment in L2 phonology.

Research Methods

95-169 Colville-Hall, Susan G. (U. of Akron) **and Hunn, Diana M.** (U. of Dayton). Charting a course for change: basic grant proposal writing for foreign language teachers. *Foreign Language Annals* (New York), **27,** 3 (1994), 325–34.

Foreign language teachers who face decreasing budgets can acquire needed materials and develop new units or programmes through small grant funding. All teachers have the capability of obtaining grants because of their pedagogical knowledge of lesson-planning which has strong similarities with grant proposal writing. Pairing that knowledge with the ability to locate an appropriate source is the key to successful grant writing and enables teachers to effectuate the organising of a proposal. This article suggests seven steps for novice proposal writers, provides the names of agencies and addresses of potential funding sources, presents examples of successful proposals written by foreign language teachers, and encourages all teachers who want new materials, equipment, programmes, resources, and study or travel funds to make the necessary application to obtain them.

95–170 Klein-Braley, Christine and Raatz, Ulrich (Mercator U. Duisburg). Forschungsprojekte Vergleichende Untersuchungen zur Effektivität des Fremdsprachenunterrichts in Schule und Universität in mehreren Ländern Europas. [A joint research project on the effectiveness of foreign language teaching in school and university across Europe.] *ZFF: Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **5,** 1 (1994), 57–61.

This article describes a new joint research project into the effectiveness of foreign language learning (English, French, German, Russian and Spanish) in a variety of countries and institutions using C-Tests as instruments of assessment. The main research partners are the Universities of Duisburg and Portsmouth, with associated researchers in Austria, Israel, Russia and Turkey. The German end of the project concentrates on fundamental questions concerning C-Tests; the English end is more highly involved in questions of on-going assessment and accountability.

95–171 Wilson, John. Paradoxes, sociolinguistics and everyday accounts. *Multilingua* (Berlin), **13,** 3 (1994), 285–300.

This paper is concerned with the observational effects involved in doing sociolinguistic research. It is argued that greater attention should be paid to such observational effects since these may have implications far beyond the methodological problems normally associated with the observer's paradox. Using natural language accounts as an example base the author considers how account constructions are affected by methodology, and shows how insights may be gained into the social construction of participants' views of their own everyday life.

Contrastive/error analysis

95–172 Danesi, Marcel (U. of Toronto). Whither contrastive analysis? *Canadian Modern Language Review* (Toronto), **50,** 1 (1993), 37–46.

The history of contrastive analysis (CA) in the second-language classroom is described. CA is here defined as the technique in second-language teaching by which differences between the student's native language and target language are made explicit so that the teacher can come to understand, and plan for, recurring patterns of difficulty and error that are the result of some degree of transfer. Given that transfer and creative construction play a role in second-language learning, CA can, it is argued, be put not only to its traditional use of charting differences in grammar but also to highlighting differences in discourse style, conceptualisation and other macrolinguistic domains. Its elasticity as a heuristic tool can be used to help students attain conceptual fluency, that is, how the target language encodes its concepts (such as love, or time).

95–173 James, Carl. Don't shoot my dodo: on the resilience of contrastive and error analysis. *IRAL* (Heidelberg, Germany), **32,** 3 (1994), 179–200.

The article presents a critical and constructive synopsis, from an applied linguistic perspective, of some of the most significant recent work in the dual interdiscipline CA/EA or contrastive and error analysis. Three issues receive focused attention: 'transfer,' and some recent redefinitions; 'error,' with particular reference to its attributive, epistemological and social status; and 'native speaker,' a concept that lies at the heart of CA/EA activity, an attempt being made to evaluate those attitudes and evaluations that have spawned the notion of 'native speakerism'. The conclusion is on an optimistic note concerning the vitality of CA/EA.

95–174 Nyamasyo, Eunice A. (Kenyatta U., Nairobi, Kenya). An analysis of the spelling errors in the written English of Kenyan pre-university students. *Language, Culture and Curriculum* (Clevedon, Avon), **7,** 1 (1994), 79–92.

There have been protests in the field of English language learning about 'falling levels of proficiency in English' among students, particularly at high school level. Students cannot spell nor can they

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

Testing

95–175 Coniam, David (U. of Hong Kong). Designing an ability scale for English across the range of secondary school forms. *Hongkong Papers in Linguistics and Language Teaching* (Hong Kong), **17** (1994), 55–61.

This paper details the construction of a common scale which attempts to span the English language ability range of students in the Hong Kong secondary school system. The TeleNex Computer network project, which operates out of the University of Hong Kong, aims to provide English language teachers in Hong Kong secondary schools with professional support. One of these areas of support is a testing database, which is attempting to recycle teacher-produced tests. To refine and feed tests back into the system at points appropriate to the ability levels of other schools and classes, the necessity for a common scale became apparent. Tests with common items were therefore designed and administered to secondary forms 1–7. Using Item Response Theory techniques, the common items were then used as the basis for the common scale.

95–176 Ferguson, Bonnie (Medea Books, Santa Cruz). Overcoming gender bias in oral testing: the effect of introducing candidates. *System* (Oxford), **22,** 3 (1994), 341–8.

This study examines the question of whether male and female presentations are evaluated differently by EFL and ESL teachers, and what effect (if any) the introduction of candidates has on the results. One hundred EFL and ESL teachers were exposed to one of four conditions. Each condition involved listening to an audio tape of either a male or female Japanese student reading an essay and then evaluating that speaker's level of spoken English. In conditions A and B, the speakers were introduced as students; in conditions C and D, the same speakers were introduced as doctors and experts in their field.

The results showed evidence of a slight pro-male gender bias when the speakers were introduced as students. Since this bias was not found when the 'expert' introductions preceded the presentations, it is argued that this bias was neutralised by the perception of expertness. Gender of the evaluator was found to have no effect on the ratings given. Recommendations for using candidate introductions as a tool for reducing gender bias in oral testing are made.

95–177 Hargan, Noeleen. Learner autonomy by remote control. *System* (Oxford), **22,** 4 (1994), 455–62.

This article describes an experience in Do-It-Yourself Placement (DIYP), a self-placement procedure intended to cope with some of the problems arising from a combination of large classes and an emphasis on analytic grammar skills to the apparent neglect of reading and writing skills relevant to the context of study. An account of reactions to DIYP is included. A comparison is drawn between the use of a traditional multiple choice grammar-based placement test and descriptive self-placement in the large class situation. Obstacles to change in approaches to L2 teaching are also discussed, with power structures identified as a key element in the process of change.

95–178 Hart, David K. (Brigham Young U.). An assessment of testing variables in non-native Russian stress placement. *Slavic and East European Journal* (Madison, Wis), **38,** 3 (1994), 479–92.

This paper reports on a series of tests made to determine if a correlation exists between modes of testing and the ability of Russian language students to place stress correctly. The fundamental question to be answered was whether or not written tests provide a valid measurement of students' acquisition of Russian stress parameters. Recent advances in autosegmental phonology suggest that stress of the type found in Russian can be expressed by a principles and parameters model (Halle). In order to test non-native acquisition of this model, it was necessary first to determine the validity of various testing modes. In addition, from a purely pedagogical point of view, this investigation sought to provide empirical evidence bearing on the question of how to test student control of stress. This investigation provides a measurement of two types of tests (written vs. oral) and of two modalities (discrete vs. context bound).

It was hypothesised that no significant difference would be observed in the results achieved in relationship to test type or test modality. This hypothesis was based on the assumption that knowledge of stress locus is more or less constant, and that the type or mode of testing should therefore have an insignificant influence on students' abilities to produce correctly stressed words. Contrary to the hypothesis, it was found that a significant variation does occur in the results obtained both for test type and test modality. Further, it was discovered that there appears to be a gap between correctly stressing discrete words and stressing words in context.

95–179 Kunnan, Antony John (California State U., Los Angeles). Modelling relationships among some test-taker characteristics and performance on EFL tests: an approach to construct validation. *Language Testing* (London), **11,** 3 (1994), 225–52.

Construct validation has seen two proposals recently: the use of construct representation and nomethetic span variables through structural modelling and the concept of population generalisability. This study investigated the influence of two major test-taker characteristics (TTCs), social milieu or cultural background and exposure or previous instruction, on test performance (TP) in tests of English, as a foreign language (EFL) for two native language groups, the non-Indo-European (NIE) and the Indo-European (IE). Data from the Cambridge-TOEFL comparability study (Bachman *et al.*, 1991; N = 1448) from eight sites in eight countries was used. The instruments were (1) a 45-item Likert scale background questionnaire which captured the test-taker characteristics; and (2) the First Certificate in English, administered by the University of Cambridge Local Examinations Syndicate, the TOEFL and the SPEAK, administered by Educational Testing Service, Princeton, and the Test of English Writing. Modelling of the TTCs and the TP factors generally supported an equal influence factors model (where the factors have equal status) and an intervening factors type model (where the factors are not equal in status and one factor is an intervening factor) for both the NIE and IE groups.

95–180 van Gelderen, Amos (U. of Amsterdam). Prediction of global ratings of fluency and delivery in narrative discourse by linguistic and phonetic measures – oral performances of students aged 11–12 years. *Language Testing* (London), **11,** 3 (1994), 291–319.

A rating scheme was developed for the evaluation of performances of students at the end of primary education on oral communications tasks. The scheme consists of four dimensions representing the main functions speakers must fulfil in order to be perceived as communicatively effective, namely reference (representation of meaning), delivery (appropriate means for expression and appeal), fluency (smoothness, controlledness and continuity of discourse) and intelligibility (decodability of utterances and sentence patterns).

This article reports on a validation study that aimed at establishing the distinctive meanings of ratings of delivery and fluency given by a jury of three trained raters. A hundred performances of students completing a story in front of a classmate were rated by the jury using the rating scheme. The jury ratings for delivery and fluency were then related to several linguistic and phonetic variables (such as lexical reinforces of register, self-corrections, pause durations and variation of intonation) that were selected to serve as differential predictors.

Hypotheses about their predictive value were tested using two samples of 60 texts from the original sample of 100 and by applying a multiple regression design.

The results show that there are strong relations between the selected predictors and the jury ratings. Predictors for delivery and fluency appear to have stronger relations with the intended than with the unintended rating dimensions. Not all predictors for fluency contribute significantly to the explanation of fluency ratings. Also in other respects, the prediction of fluency does not fully meet the expectations. Several explorations are carried out which result in a proposal for redefining fluency with a distinction between the role of rather crude and more subtle kinds of self-corrections and planning pauses.

95-181 Wall, Dianne and others (Lancaster U.). Evaluating a placement test. *Language Testing* (London), **11**, 3 (1994), 321–44.

The nature and validation of placement tests is rarely discussed in the language testing literature, yet placement tests are probably one of the commonest forms of tests used within institutions which are not designed by individual teachers and which are used to make decisions across the institution rather than within individual classes. Questions to be asked in the validation and evaluation of any placement test include the following: Does the placement test correctly identify those students who most need English and study skills classes? Do the students who take the test feel that their language has been accurately measured? Is the content of the test appropriate to the uses made of the tests? Is the test reliable? This paper reports on an attempt to validate an institutional placement test at Lancaster University. After presenting the results of the study, the paper comments both on the validity and reliability of the test, and on the wider issues that influence how validation studies of placement tests can be carried out.

Curriculum planning

95-182 Mellor, Janet and Trafford, John (U. of Sheffield). National Curriculum in Modern Foreign Languages – the first year of implementation: the ALL survey. *Language Learning Journal* (Rugby), **10** (1994), 2–5.

The results of a survey among the membership of ALL (Association for Language Learning) to ascertain views on the National Curriculum for Modern Foreign Languages in its first academic year (1992–3) are reported here. A review of the five main strengths and five main weaknesses of the DES/Welsh Office Order of 1991 is followed by detailed discussion of respondents' views on in-service training (particular need in the area of assessment), staffing, language provision (including the extent to which languages were added or dropped), books and resources (particularly the extent to which funding affects the introduction of new materials), the National Curriculum Statements of Attainment (need for more guidance and definition of levels) and the National Curriculum Programmes of Study (wider stimulus welcomed, but lack of time made for problems in implementation). The main conclusions were that the development of target language use, particularly by teachers, seems to have been the most significant gain, but many respondents were preoccupied by the issue of the nature of assessment. Suggestions for the focus of future study are made.

95-183 Tucker, G. Richard (Carnegie Mellon U.). Language learning for the 21st century: challenges of the North American Free Trade Agreement. *Canadian Modern Language Review* (Toronto), **50**, 1 (1993), 165–72.

The United States education system has been markedly unsuccessful in expanding the country's language resources in the face of increasing cultural and linguistic diversity, with the result that monolingualism is pervasive. The North American Free Trade Agreement (NAFTA) between the United States, Mexico and Canada, which will eventually eliminate trading restrictions, is an economic development which, it is hoped, will motivate educators and policy makers to explore the implementation of innovative language education programmes. Five predictions regarding the impact of NAFTA on language learning are made: (1) There will be an increased demand for specialised language training programmes in English, French and Spanish, and a growth in demand for Japanese

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and Korean. (2) The general study of a second language will become obligatory. (3) There will be an increase in the number of student and teacher exchanges among the three NAFTA countries. (4) Advances in telecommunications technology will enable individuals to participate in personalised language instruction. (5) The movement of peoples and information will stimulate development of a new generation of educational information databases.

Thus stimulated by NAFTA, a large proportion of North Americans should become at least 'receptively' multilingual in English, French and Spanish by the year 2020.

Course/materials design

95–184 Allison, Desmond and others (U. of Hong Kong). Laying down the law? Reflecting on course design in progress. *Hongkong Papers in Linguistics and Language Teaching* (Hong Kong), **17** (1994), 1–11.

This paper sets out to articulate and reflect upon the tension that can arise between prescription and negotiation in designing a short course in English for academic purposes. This tension, which can eventually benefit learners and encourage learning, is explored in the context of an account of work in the initial design phase of a course for first-year law students at the University of Hong Kong, with special attention being paid to the choice of topical content for the course. The paper considers how constraints of sequentiality (temporal and expository phases or 'stages') can be reconciled with other aspects of a curriculum, how the relationship may develop between the ideological position(s) of the course designer(s) and an initial specification of course goals, and how both a statement of goals and vrious implementational constraints may bear upon the course itself. Implications are drawn for accountability to learners and others with an interest in curricular decisions and their consequences.

95–185 Redmond, Mary Lynn (Wake Forest U.). The Whole Language Approach in the FLES classroom: adapting strateies to teach reading and writing. *Foreign Language Annals* (New York), **27,** 3 (1994), 428–44.

The Whole Language Approach provides a learning environment in which the student participates in meaningful language experiences. Through the process of constructing language for communication purposes, the student develops the ability to listen, speak, read, and write in a natural manner. In the FLES programme, where there is limited exposure to the foreign language, the adaptation of whole language strategies can be an effective tool for instruction. This article discusses the development and implementation of an instructional unit that applies selected whole language strategies to teach reading and writing in the beginning stages of literacy in French. The unit details how an authentic folktale can be used as the focus of instruction for integrating topics from the elementary curriculum to form a well-designed L2 curriculum that meets the needs of the FLES programme.

Teacher training

95–186 Boswood, Tim (City Poly. of Hong Kong) **and Marriott, Alison.** Ethnography for specific purposes: teaching and training in parallel. *English for Specific Purposes* (New York), **13,** 1 (1994), 3–21.

The authors describe a 10 week, part-time TESP programme run at the City Polytechnic of Hong Kong, aimed at helping ESL/ELT teachers to become ESP practitioners. A key feature is the emphasis on ethnography, wherein participants explore the practical realities of ESP teaching operations (mostly in the private sector), and the implications of the new roles intending ESP practitioners must adopt in commercial training environments where such factors as accountability, corporate orientation, budgetary constraints and 'value for money' are paramount. An initial panel discussion involving in-company training personnel/ESP instructors is used to illustrate the divergence of teaching perspectives, followed by a site visit.

Attention is also given to the development of the teacher trainees' ethnographic analysis skills, so that they are able to infer the norms, values and communication practices typical of the TESP/ESP discourse communities. Indeed, intending practitioners need to be aware of (and conversant with)

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the intersecting modes of professional discourse which they will encounter; both in terms of their students' business specialisms (and vocational spoken interactions) as well as the corporate training domain itself. In effect, ESP practitioners should be able to interact competently with management, training colleagues, clients, manufacturers and suppliers; they must be accepted by the business and training communities on an equal footing, and be able to unify relevant aspects of the discourse of marketing, commerce, training, academic ESP and ESL/ELT.

95–187 Byram, Michael (U. of Durham). Training for language teachers: views from elsewhere. *Language Learning Journal* (Rugby), **10** (1994), 6–8.

This article summarises a LINGUA research project whose focus was to evaluate exchanges and residence abroad as part of the initial and in-service training of foreign languages teachers in Spain, Portugal, Ireland and the USA. The situation in each country for both phases of training is described including, for example, a consideration of the level of government support, the relative prestige of language teaching itself, the attendant certification procedures and whether formal opportunities exist for overseas visits to countries where the FL is spoken as the native language.

Local systems of teacher training are merely the result of differing historical/political developments, but in terms of strictly professional criteria it is possible to evaluate national educational practices: for example, the apparent political commitment to Europe in Ireland seems not to be mirrored by a supportive state foreign language teaching policy. The value of the notional 'Year Abroad' for pre/in-service teacher training is underscored by the survey findings, but there are seemingly more institutional opportunities in the English educational system for foreign visits compared to the situation in other countries. Such opportunities must be used to the utmost, and represent a core element in continuing education programmes.

95–188 Ely, Christopher M. (Ball State U.). Preparing second language teachers for strategy instruction: an integrated approach. *Foreign Language Annals* (New York), **27,** 3 (1994), 335–42.

Given current interest in strategy instruction, teacher education programmes need to provide teachers with solid preparation for working with their students' learning strategies. This article discusses an approach to teacher education in which training for strategy instruction is integrated with other teaching methods instruction. Current trends in strategy instruction and teacher education are identified and the integrated approach is described. Affective questions (such as teacher resistance and receptivity) and crosscultural issues in teacher preparation for strategy instruction are discussed.

95–189 Luxon, Tony (ODA, Nicaragua). The psychological risks for teachers at a time of methodological change. *Teacher Trainer* (Canterbury), **8,** 1 (1994), 6–9.

In many countries teachers are being required or urged to change from a traditional grammar/translation methodology to one based on more communicative approaches. Whilst a large body of research has been carried out on the language learner in different types of classroom, little research has been carried out on teachers who are obliged to change the environment of their working lives. Sources of anxiety for such teachers are grouped into related areas such as control of knowledge, use of target language, knowledge of grammar, position of authority, roles of teacher and relationship of teacher to colleagues; superiors and students. The main differences between traditional and more communicative classes in each area are noted in tabular form. If teachers are not prepared psychologically for the anxiety caused by change, then the proposed change may be delayed, impaired or may simply not take place. A later article detailing techniques or responses for teachers managing change is promised.

95–190 Paltridge, Brian (U. of Waikato). Portfolio assessment and the second-language methods course. *Teacher Trainer* (Canterbury), **8,** 2 (1994), 3–5.

Portfolio assessment is the end-of-course presentation of a number of pieces of work submitted earlier in the course and revised on the basis of feedback provided by the tutor. Provisional grades

are provided as well as criteria for their award. The final grade is given on the basis of the reworked presentation. The article details the types of work, such as course outlines, sample lesson plans and assessment materials, that are included in the portfolio assessment which is used to complement other forms of assessment in the second-language methods course in a teaching diploma at the University of Waikato. Students and lecturers have rated this form of assessment highly. Students were happy to gain credit for 'work in progress' and on-going development. Lecturers, although admitting that portfolios demanded more and more types of feedback, felt that the quality of improvement demonstrated by students outweighed the dis-advantages.

95–191 Tedick, Diane J. and Walker, Constance L. (U. of Minnesota). Second-language teacher education: the problems that plague us. *Modern Language Journal* (Madison, Wis), **78**, 3 (1994), 300–12.

Second-language teacher education is due for major revamping, and should benefit from the general reform movement taking place across the curriculum. However, SL teacher education has specific features/problems which need to be accommodated, most notably the failure to consider L1/L2 inter-dependence (both linguistically and culturally), the fragmentation of language teaching, the pervasive view of language as content-based 'object', and an over-emphasis on 'methodology'.

L1 and L2 acquisition have been artificially separated in both research and pedagogy, leading to the situation where ESOL students are expected (unrealistically) to develop native-like proficiency in English in a short time (in effect a 'subtractive bilingualism'), whereas the L2 expectations for English-speaking FL students are lower. A holistic approach is preferable, integrating not only language and culture but the encouragement of continued L1 development as well. There is also a perceived divergence between ESL and FL activity, with the former frequently being underfunded and lacking equivalent institutional prestige with the latter. The two areas should be perceived as part of the language teaching profession overall, and not 'ghetto-ised'. The emphasis on language as 'object' has seemingly led to a content perspective (including study of lexicon, syntax, morphology, for example), which denies the social, interactive and personal nature of language learning and has purportedly resulted in teacher-centred/grammar-based teaching using inflexible FL coursebooks.

The article concludes by calling for a revised view of what FL teaching/learning actually entail, and a recognition of the primacy of individual learner needs/interests as an informing pedagogical principle.

95–192 Traore, H. and Britten, D. Collective management. *Teacher Trainer* (Canterbury), **8**, 1 (1994), 3–5.

The management structure of a small ELT institution in Mali, W. Africa, is discussed. Collective management, including the delegation of many responsibilities in marketing, course organisation, finance, buildings and equipment to members of the teaching staff, is used to help teachers develop in new areas and prepare them for a teacher training role. An unconventional organigram showing an only partly hierarchical distribution of lines of management and answerability is displayed. A brief account is given of how job descriptions are written, the role of co-ordinators and the way peer training slowly leads to teacher training. Collective re-sponsibility increases teacher commitment as well as the range of skills possessed by teachers.

95–193 Woodward, Tessa (Hilderstone Coll. and Pilgrims). Splitting the atom – a way of avoiding consumerism in language teacher training. *Teacher Trainer* (Canterbury), **8**, 2 (1994), 6–7.

In the deluge of teacher's resource books, magazines and conferences there may be a tendency to be attracted constantly to the 'new', and to be dismissive of anything, including one's own teaching repertoire, that has been heard or seen before. A technique for analysing teaching/learning activities is detailed. It involves describing an activity under headings such as materials, language, time, process, beliefs and topic. An example analysis is given. By altering details within one or more headings, radically different activities can be created [examples]. This analysis and alteration technique is nicknamed 'splitting the atom', and its importance in helping teachers (1) understand and memorise old

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teaching ideas, and (2) create their own new activities confidently, is discussed. This re-cycling and re-inventing technique helps teachers to be self-sufficient rather than depending on new ideas from external sources.

95–194 Wringe, Colin (Keele U.). Ineffective lessons: reasons and remedies: jottings from the tutor's note-pad. *Language Learning Journal* (Rugby), **10** (1994), 11–14.

Transfer of responsibility for guiding student teachers in the classroom from university/college tutors to school-based mentors will have positive benefits, but tutors were well placed to gain an overview of the difficulties which undermine lessons. The most common cause of ineffectual teaching is poor classroom management, often simply the result of students failing to indicate that certain conduct is undesired. This is particularly important in language teaching with its dependence on active participation and the imitation of oral models. Watchfulness, learning the names of at least some pupils, and being conscious of self-presentation and body language are all very helpful. Disruptive behaviour is often the result of a choice of activities in which the level of difficulty or the subject matter are inappropriate. Student teachers acknowledge the benefits of using the target language, but often find this difficult in practice. In general, failure to plan coherently can lead to well-conceived and imaginative activities ending in chaos: communicative activities rarely succeed except when preceded by precommunicative stages of presentation and practice. Active pupil participation is essential to an effective lesson, and the function of question and answer is often diagnostic. It is important for students to communicate their enthusiasm for pupils' successful learning and their will to check whether this is taking place. The overriding aim must be pupils' progress, not their entertainment. The most common reason for student teacher failure is not responding sensitively to pupils or showing genuine commitment to their learning.

Teaching methods

95–195 Apelt, Walter and Koernig, Heike. Affektivität im Fremdsprachenunterricht. [Affective factors in foreign language teaching.] *Fremdsprachenunterricht* (Berlin, Germany), **3** (1994), 161–7 (pt. I) and **4** (1994), 241–7 (pt. II).

After reviewing the history of language teaching approaches which stress affective/emotional factors, this paper reports a questionnaire study of 170 pupils in classes 7–10 (age 13–17) of grammar and comprehensive schools in Brandenburg, Germany. Pupils just beginning to study English had very positive attitudes to it, the main reasons offered being its 'world language' status (78%) and use in pop music (71%), everyday life (50%) and computing (44%). Boys' favourite topics in the language classroom were computers/technology (70%), films (66%), music (64%) and sport (62%); girls favoured music (71%), hobbies (61%), pets (60%) and human relations (56%). Preferred text types included jokes and songs. Amongst classroom events, rousing curiosity, group-work, creating successful experiences, genuine communication and project work all had 'strong emotional potency', and outside the class pupils wanted school trips, computing courses and pen-friends.

The authors argue for a teaching method with lots of variety, sensitive to learners' emotional needs, taking account of the preferences expressed above but also seeking ways of using text types – e.g. poems and, for older children, games – to which initial reaction is less positive.

95–196 Chambers, Gary and Sugden, David (U. of Leeds). Autonomous learning – the Danes vote yes! *Language Learning Journal* (Rugby), **10** (1994), 48–51.

The National Curriculum seeks to promote the development of pupils' ability to learn independently, but this can be difficult to implement in the classroom. Lessons can be learned from the approach to autonomous learning in Denmark, where the authors observed two lessons: one with 11-year-olds who had been learning English for two weeks, and one with 12-year-olds with two years' English.

The difference between the two, the first being conducted in a manner little different to what one might observe in any school in Britain, underlines the fact that autonomy is a gradual process. Greater influence and responsibility on the learner's part in planning and conducting teaching/learning activities will lead to more active involvement and enhanced learning. In day-to-day classroom work, learners are required: to focus on their own learning, registering progress made; to justify decisions, and be responsible for interaction in groups; to negotiate plans for work; to be willing to review and evaluate their work.

The Danish situation, however, differs from the British in many respects. Foreign language teaching enjoys a high status in Denmark; English, the first foreign language, is compulsory from the age of 11. As English has been compulsory since 1960, all pupils are likely to have families and other contacts with English competence. Social and co-operative aspects of teaching/learning play an important role in Danish education in all subject areas, and the less centralised approach to assessment increases the feasibility of more pupil autonomy. Implementation of innovation is helped by the fact that teachers are allowed far more time for in-service training than their British counterparts. In spite of less favourable conditions, British teachers should experiment with autonomous approaches to foreign language learning, adapting it to the realities of their context.

95–197 Daniel, Patricia. Dragon's Daily News scoop: a cross-cultural exchange project. *Language Learning Journal* (Rugby), **10** (1994), 24–7.

An exchange programme between schools in North Wales and a European school in France began in 1990–1. The initial French group felt they had not been able to develop their English skills very much, given that many attended Welsh-medium schools. A tutor from the School of Education at the University College of North Wales and five trainee EFL teachers therefore devised a course for French students visiting the next year, which featured an extended simulation based on production of local newspapers. This provided not only a purpose for use of English but also an authentic end product, use of information technology, and a way of involving host families as interviewees and informants. Activities included role play and drama, interviewing, use of video, quizzes, surveys and design. On the final day of the week-long course, each group was expected to assemble their material into a finished newspaper. Evaluation after the course brought a positive response both from students and from the teaching team, although the newspaper simulation was deemed not altogether successful in encouraging and maximising use of spoken English in class.

95–198 Gardner, David (U. of Hong Kong). Student-produced video documentary: Hong Kong as a self-access resource. *Hongkong Papers in Linguistics and Language Teaching* (Hong Kong), **17** (1994), 45–53.

This paper looks at putting the production of a documentary video into the hands of the language learners. It is argued that this is an extension of self-access learning which gets the learners out of the self-access centre and into an environment where they will have opportunities to use the target language for a real purpose. As well as discussing the setting of goals, the paper compares a variety of organisational models for such a project.

95–199 Gibbons, John (U. of Sydney). Cycle and activity structures in second-language instruction. *System* (Oxford), **22,** 3 (1994), 319–39.

Language learning activities make up larger cycles of instruction. A framework for analysing such structures, originating in Hallidayan Systemic Linguistics and using the notion of the 'genre', or goal-oriented social activity, is here developed. The structure of a possible activity within a larger instructional cycle is illustrated by describing the stages in teaching the appropriate language for telephone conversations.

Most language teaching involves both focused instruction – explicitly focusing the learner's attention on a language item – and unfocused instruction, which directs the learner's attention elsewhere, such as on the informational content, so that the language can be learnt incidentally. The telephone call scenario is used to illustrate the distinction. Research has suggested that a combination of focused and unfocused work is more effective than either method individually; this may be achieved by careful selection of items for focus within an unfocused cycle, prediction and analysis of learner errors and sensitivity to learners'

interests and needs. This framework aims to enable researchers to locate, classify and analyse problems in language instruction, as well as providing the basis for investigation and trial of new forms of generic structure.

95–200 Greene, Stuart. Constructing a voice from other voices. A sociocognitive perspective on the development of authorship in a beginning writing classroom. *Odense Working Papers in Language and Communication* (Odense, Denmark), **6** (1994), 11–40.

The purpose of this article is to discuss a case study of how one beginning college writer attempted to integrate his own ideas with the ideas of others in composing an argument. Three questions motivate the larger study that this writer participated in: (1) How did the instructor represent the writing task and the process of writing in the classroom? (2) What are some possible ways that student-teacher interactions can influence how students negotiate and construct meaning in reading and writing? (3) What were students' interpretations of writing an argument based on different sources of information? That is, would they see this task as asking them to rely on prior knowledge and experience or to rely on the texts they read as primary sources of information? Analyses revealed that students' legacy of schooling can influence the style, form, and content of what they write. This legacy values recitation of received information rather than the purposeful use of what students know in order to develop their own rhetorical purpose. Students' evolving interpretations of the task can also be influenced by their own personal goals for writing and the teacher's responses to their work. These analyses suggest that if we are to help our students develop as writers, we need to listen closely as they negotiate a sense of authorship in their writing. Such a project entails making our students' thinking visible through close, systematic observation, detailing the drama that unfolds as they create a text from other texts.

95–201 Kock, Christian. Generating strategy in writing. *Odense Working Papers in Language and Communication* (Odense, Denmark), **6** (1994), 63–81.

The paper suggests that the best writing strategies for generating more and better content are really just written counterparts of behaviour patterns natural to speech. Some speculative reasons are suggested why speech may be, for some writers, a better tool for generating content. Given that, it would be reasonable to see how this potential of speech can be exploited directly – i.e. by speaking rather than by writing (a practice to be distinguished from dictation). In support of this idea, the paper offers three examples of student writers writing and then speaking on the same topic. Some practical applications of speech as a writing strategy are suggested.

95–202 Meara, Paul (U. of Swansea). The year abroad and its effects. *Language Learning Journal* (Rugby), **10** (1994), 32–8.

The third of a series, this report analyses data produced from the section of the Nuffield Modern Languages Inquiry questionnaire on time spent abroad by university students of languages, in particular the academic year that is part of their course. Areas considered are: the skills of listening, speaking, reading and writing, plus improvement in cultural knowledge, enhanced personal skills and improved employment prospects. Most students, particularly those who had spent a lot of time speaking the language, felt they had improved their listening, speaking and personal skills, though not their reading, writing or employment prospects. It would seem that most were very satisfied with their stay, but students in work placements appear to have benefited more from it than those on study placements. It is suggested that the year abroad seems to be largely unstructured, and that students would benefit from some sort of project work. A proper review of the effects of residence abroad is long overdue.

95–203 Okoye, Ifeoma. Teaching technical communication in large classes. *English for Specific Purposes* (New York), **13**, 3 (1994), 223–37.

This article describes in detail the self-directed process approach (SDPA) to teaching writing which has been used effectively in teaching technical report writing to a large class of engineering students. What is unique about SDPA and what makes it particularly suitable for large classes is that students

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are taught, through the use of guidelines, checklists, a type of text analysis and detailed step-by-step instructions, how to be their own evaluator and how to take the responsibility of improving their own work. SDPA, which also uses peer feedback and is practice-oriented, reduces the teacher's marking load. By the time the students submit their work to the teacher, they will have improved it considerably, having checked by themselves most of the things a teacher usually checks in a students' written work.

95-204 Paramskas, Dana (U. of Guelph). Computer-assisted language learning (CALL): increasingly integrated into an ever more electronic world. *Canadian Modern Language Review* (Toronto), **50,** 1 (1993), 124–43.

The history of computer-assisted language learning (CALL) in Canada is charted, along with possible future developments in computer-mediated communication (CMC). The advent of the Internet, the global computer network, has linked educational institutions and thus colleagues nationally and internationally, and discussion groups (or 'Lists') have emerged whereby researchers and teachers can exchange information within their areas of expertise. Within institutions themselves, conferencing systems enable students to communicate electronically in a style which emerges as half-way between traditional written production and oral exchange; preliminary studies suggest that confidence, fluency and idiomatic expression are enhanced by the medium. Overall, CMC is helping to create a learner-centred medium by expanding the interactive aspects of learning both language and literature. There are two appendices: an introduction to the Internet, showing how libraries and librarians can benefit from it; and a series of electronic 'Lists' of potential use to language teachers and learners.

95-205 Pogner, Karl-Heinz. Text-ing. Toward a didactics of (second-language) writing. *Odense Working Papers in Language and Communication* (Odense, Denmark), **6** (1994), 115–39.

The first part of this article attempts to describe paradigms central to the current discussion of writing didactics (in L1 and L2). The approaches result in differing text genres and didactic courses to take. This is illustrated by numerous practical writing tasks. The second part of the paper presents propositions for a communicative/creative process and production didactics, the central focus being above all writing problems and to a lesser degree foreign-language problems. This didactics is in deliberate contrast to the endeavour to make all writing processes conform to the same linear stage model, a practice which can frequently be observed in process teaching. Instead of reducing the complexity of the writing process (for didactic reasons), this didactics will run extensive writing processes 'in slow motion' and reflect upon them.

95-206 Polio, Charlene G. (Michigan State U.) and Duff, Patricia A. (U. of British Columbia). Teachers' language use in university foreign language classrooms: a qualitative analysis of English and target language alternation. *Modern Language Journal* (Madison, Wis), **78,** 3 (1994), 313–26.

A study of native-speaker instructors in six foreign language (FL) university classrooms reveals how, when and to what extent the instructors use English in their teaching. Eight common uses for elements of discourse are identified, five relating to the function of the English lexical item or utterance used, two to the difficulty of the language used and one relating to the interactive effect of students' use of English on teachers' use of English [examples with discussion]. There is a pervasive tendency for English to be the vehicle of metalinguistic information, with the target language (TL) reserved for more mechanical grammatical drills. Studies such as this are important in raising FL teachers' awareness of how language is being used in the classroom and how changes might be implemented. On the assumption that the more comprehensible TL input there is the better, teachers could be taught techniques for using more of the TL in the classroom. There are two proposed directions for further research: firstly, a more detailed qualitative study of one or more teachers over a longer period of time, and secondly, investigations of the measurable effects of using varying proportions of the TL and English for different purposes.

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95–207 Portmann, Paul R. Produktiver Sprachgebrauch: Überlegungen zu einem schwierigen didaktischen Konzept. [Productive language use: reflections on a difficult didactic concept.] *Deutsch als Fremdsprache* (Leipzig, Germany), **30,** 4 (1993), 139–44.

Productive language use is here defined as speaking or writing which is linguistically open: learners are not asked to re-use specific and predictable previously taught language, but to find and use whatever language is needed to complete a task in a way which expresses their own meanings and says something new. Teachers should not underestimate the difficulty of this, and should arrange for an easy gradation of tasks, adequate planning time and perhaps other support, e.g. model text patterns. Learners should be able to discuss and plan work in groups, and go through several drafts, especially for writing (the 'process approach'). Essays and talks should be read or heard by a real audience, usually fellow-learners: this real communication helps motivation and is more important than correction by the teacher, which has limited effect.

95–208 Thürmann, Eike. Fremdsprachenunterricht, Landeskunde und interkulturelle Erziehung. [Foreign language teaching, cultural studies and intercultural learning.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **93,** 4 (1994), 316–34.

Intercultural learning has become one of the key concepts of modern education. In view of the advanced state of European integration schools are called upon to prepare young people for a multilingual as well as multicultural future at home and abroad. Practical experiences from the Northrhine-Westfalian pilot project LEARNING FOR EUROPE show that foreign language classes operating on binational paradigms of cultural studies (*Landeskunde*) cannot *per se* lay the necessary foundations for intercultural communication. This article identifies seven areas where *Landeskunde* and its methodology have to be reformed in order to meet the pedagogical criteria of intercultural learning.

95–209 White, Anne M. and Palfreyman, Rachel (U. of Bradford). CALL for beginners: a case study. *Language Learning Journal* (Rugby), **10** (1994), 75–8.

Although themselves initially unacquainted with CALL, the authors set up a project to introduce CALL into an *ab initio* Spanish course at Bradford University. Discussion of a questionnaire-based needs analysis, to assess students' technological expertise and attitudes to computerisation and CALL, is followed by a description of the criteria on which software selection was based, of how the programme was implemented and an evaluation of the project. Although most students were not used to using CALL and many were not even computer literate, the project was evaluated very favourably by students. They enjoyed and benefited from working in small groups as part of their class, but were less inclined to use CALL materials when working independently.

The paper ends with a fuller discussion of the pros and cons of both the authoring packages and the development system used, and describes how the different packages were used in the programme.

95–210 White, Ann S. and Caminero, Rosario. Using process writing as a learning tool in the foreign language class. *Canadian Modern Language Review* (Toronto), **51,** 2 (1995), 323–9.

This paper discusses ways in which the process of composing may be integrated into the curriculum as part of the learning process, rather than relegated to written homework exercises and compositions in which students are largely left to their own devices. By making the writing tasks an integral part of the teaching/learning process, writing ceases to be only a supportive skill used to reinforce learned material. Group writing assignments, peer editing, and the multiple revisions allowed in process writing serve to demystify the task of writing in a foreign language. In addition, students are provided with valuable opportunities to learn from each other.

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