Language learning and teaching – theory and practice

THEORY AND PRINCIPLES

84–1 Antoine, Gérald (Centre d'Information et de Documentation Jeunesse, Paris). L'avenir linguistique de l'Europe. [The linguistic future of Europe.] *Multilingua* (Amsterdam), **1/3** (1982), 141–7.

Many people in Europe are aware of two contradictory dangers: the cacophony which arises from an ignorance of languages and the tyranny which a one-language monopoly entails. Language teaching is on the decline and simplified English is becoming a monopoly.

The future requires clear objectives and appropriate means. Objective: plurilingualism must be strengthened in order to safeguard European identity. Means: in the first instance the teaching and 'management' of each of the European languages followed by improved teaching of as many foreign languages as possible. Improved teaching in that the languages should be treated as instruments of communication and expression; maximum number of languages by mobilising and pooling school, university and mass media resources. This is the price which Europe will have to pay in order to defend and demonstrate its 'unity of differences'.

84–2 Arditty, Jo and Grandcolas, Bernadette. Questions et hypothèses actuelles sur l'acquisition des langues secondes et étrangères. [Questions and current hypotheses on the acquisition of second and foreign languages.] *Die neueren Sprachen* (Frankfurt am Main), **81**, 6 (1982), 549–63.

This article attempts to present some major tendencies in current research into language acquisition by examining in turn the influence which researchers have attributed to the previous experience of the language acquired through the mother tongue; to the system of acquiring it; to the universals of language and acquisition; and to the psychological and social context in which the learner acquires and practises the foreign language. The degrees of consciousness which the subject may have about his own acquisition, the models according to which this linguistic consciousness manifests itself and the relative control which the subject can have over his productions are discussed.

The second part is devoted to particular aspects of the didactic situation and the examination of some current tendencies in language didactics.

84–3 Burke, Edmund. (Eltham Coll.) **and Dunham, Jack** (U. of Bath). Identifying stress in language teaching. *British Journal of Language Teaching*, **20**, 3 (1982), 149–52.

Stress is a major occupational hazard of teaching, arising from two types of role conflict: intra-role conflict, from the conflicting demands made by, say, the headmaster

who wants change and colleagues who are resisting it; and inter-role conflict, from teachers having to assume several roles (teacher, manager, social worker). Intra-role conflict is considered here. The teacher is under pressure to achieve a high pass rate in examinations, and/or to teach his pupils communicative competence. Further pressure may come from outside the school, i.e. from the universities, and from the examination boards. Improvements are possible: (1) examinations can be changed to reflect changes in aims and methods; (2) the role of teacher trainers needs clarifying, since although they often purport to represent the teachers in the fight against university exam requirements, they are themselves university lecturers; and (3) there are many things teachers can do to cope with stress, such as talking about their problems and feelings with others and seeking support, and engaging in out-of-school activities.

84-4 Christ, Herbert. Besoins langagiers, attitudes des publics, et politiques des langues en Republique fédérale d'Allemagne. [Language needs, public attitudes and language policy in the German Federal Republic.] *AILA Bulletin* (Madrid), **2**, 30 (1981), 37–47.

Germany is virtually a monolingual country. English is the most widely spoken and understood foreign language, with French occupying second place. A striking feature is the primacy accorded to English by the education system. English and French were traditionally the foreign languages most often taught in schools, with other languages receiving very little attention; English is now the first and often the only foreign language children learn. The position is the same in adult education and remarkably few hours are devoted to German as a second language, considering the number of immigrant workers and their families in the country.

To continue the present system is administratively convenient, but Germany's geographical position and international relations would be better served by a greater diversity in the languages taught in the country.

84-5 Herron, Carol (Emory U.). Who should study a foreign language? The myth of élitism. *Foreign Language Annals* (New York), **15**, 6 (1982), 441–9.

A myth is explored that has tended to limit enrolments in foreign language classes and that is within our power to alter: the popular image of foreign language study as being primarily for the academically talented, high I.Q., college-bound student. It is generally assumed that the long-held connection between foreign languages and the nineteenth-century curriculum theory of mental discipline has affected the type of students encouraged to take a foreign language. However, a study of historical documents shows that quite contrary to this commonly held belief, mental discipline as a motive for language study and elitism do not go hand-in-hand. The purpose of this paper is to clarify the origins of the elitist myth and to suggest how contemporary versions of a mental discipline case can support an open-door rather than an elitist policy towards the study of a foreign language. Strategies are offered to counter an excessive emphasis on the 'basics', a current trend which would undermine the building of a cognitive case for foreign languages in the general curriculum.

84–6 **Kasper, Gabriele.** Kommunikationsstrategien in der interimsprachlichen Produktion. [Communication strategies in interlanguage production.] *Die neueren Sprachen* (Frankfurt am Main), **81**, 6 (1982), 578–600.

Communication strategies are defined as potentially conscious plans for solving what to an individual presents itself as a problem in reaching a communicative goal. A taxonomy of communication strategies is presented, whose main distinction is between reduction strategies (*Reduktionsstrategien*) and achievement strategies (*aktive Problemlösungsstrategien*). Communicative competence as the overall learning objective in foreign-language teaching should be extended so as to include more dynamic aspects of language learning and use, referred to as 'procedural knowledge'.

84–7 **Koppel, Irene E.** (Bernards High Sch., Bernardsville, NJ). The perceived contribution of foreign language to high priority educational goals. *Foreign LangUge Annals* (New York), **15**, 6 (1982), 435–9.

A recent study involving a representative sample of New Jersey secondary-school districts was designed to determine the broad educational goals which are considered to be of highest priority and the degree to which foreign language course objectives are perceived as contributing to their attainment. The perceived contribution of foreign languages was compared with that of maths, science, and social studies. The perceptions represented the views of language teachers and school administrators. Results indicated that although administrators viewed the overall contribution of foreign languages objectives as less than that of other subject areas, the contribution to certain individual goals was, in fact, greater. Foreign language was found to be a key contributor to the attainment of a general education and to the development of pride, self-understanding, and positive attitudes towards learning. Furthermore, foreign languages were thought to be a major component in the development of cultural awareness and understanding.

84–8 **List, Gudula.** Plädoyer für mehr Beschäftigung mit kindlicher Sprach-aneignung im Fremdsprachenunterricht. [Plea for a greater concern with child language acquisition in foreign-language teaching.] *Die neueren Sprachen* (Frankfurt am Main), **81**, 6 (1982), 563–77.

Children are irreplaceable teachers when it comes to developing a concept of language which should make a suitable basis for language teaching. In fact only the development perspective can clearly reveal the value and diverse functions of the language with which an individual learns to organise communication with others and with himself. But the peculiarity of the primary language-learning process consists in the fact that on the one hand it forms the basis for all conscious learning which takes place thereafter, but on the other hand is deeply rooted in archaic forms of social and cognitive activities, and can therefore easily remove itself from the analytical faculty for reflection of which it is the basis. It is in any case very important that these processes and connections should be recognised if the learning of a foreign language is not to be bogged down in mere verbalism. Thus in this article the theory is put

forward that it is advisable in foreign-language teaching to establish an awareness of the language, i.e. reflection on these very processes and connections.

84-9   Py, Bernard. Langue et interlangue. [Language and Interlanguage] *Die neueren Sprachen* (Frankfurt am Main), **81**, 6 (1982), 540–8.

The concept 'interlanguage' has the heuristic function of establishing the autonomy of the intermediate language of learners in relation to their native language on the one hand and the target language on the other. This theory is very often extended and interlanguage finds itself being attributed the epistemological status of natural language. However, it can be shown that the different language models suggested by linguistic tradition (whether inspired by de Saussure, Bloomfield or Chomsky) take little account of the conclusions which can be drawn from a more or less inattentive observation of linguistic training. Must one conclude that language and interlanguage are two inseparable realities? The author's hypothesis, on the contrary, is that this separation is possible at least up to a certain point: interlanguage is of course a particular manifestation of the language, but in a framework in which certain linguistic properties are subject to great distortions. These distortions in turn explain how language generally functions and suggest modifications to traditional models. These modifications are heading in the same direction as many contemporary studies in theoretical linguistics.

PSYCHOLOGY OF LANGUAGE LEARNING

84-10   Barrows Chesterfield, Kathleen. The role of children in adult second-language learning. *Language Learning* (Ann Arbor, Mich), **32**, 2 (1982), 305–29.

The study investigates the role of two native English-speaking children in the second-language acquisition and cultural understanding of an adult learner of English. The research combined the anthropological techniques of participant observation and informal interviews with discourse analysis of recorded material. Activity complexes encompassing the adult learner's typical verbal and behavioural interactions with the children were identified and systematically observed. The interactions were analysed using a three-step model of 'instructional sequences' covering the manner of the learner's solicitation of information, the form and content of the children's instruction, and the learner's attention to the instruction. Results indicate that through a variety of means both children provided input which positively affected the aquisition of English by the adult learner. The nature and type of instruction, however, varied with the age of the instructor.

84-11   Beagles-Roos, Jessica and Gat, Isabelle (U. of California, Los Angeles). Specific impact of radio and television on children's story comprehension. *Journal of Educational Psychology* (Washington, DC), **75**, 1 (1983), 128–37.

A cross-media comparison of television and radio elucidated the specific strengths of each medium for transmitting explicit and implicit story content. Elementary school

children were exposed to an animated audiovisual (television) and an audio (radio) story. A narration of the original story text served as the common soundtrack. The design was counterbalanced for story–medium combinations and orders. Except for the inclusion of characters, recall of the explicit story content was equivalent across media. However, recall of details from the story was improved with a television presentation. Recognition of expressive language was facilitated by a radio story, whereas picture sequencing was augmented by a television story. The radio story also elevated the use of knowledge unrelated to the story for inferences by younger children and verbal sources for both ages, whereas the television story enhanced inferences based on actions. These findings emphasise the need to consider the differential impact of media for conveying explicit and implicit content.

84–12   Favreau, Micheline and Segalowitz, Norman S. (Concordia U., Montreal). Second-language reading in fluent bilinguals. *Applied Psycholinguistics* (Cambridge), **3**, 4 (1982), 329–41.

Many bilinguals who are fluent second-language users in normal communicative situations nevertheless read more slowly in that language. This study examines whether this performance difference is specific to reading or whether its occurrence is accompanied by similar differences in the auditory modality. Fluent English and French bilinguals were required to adjust the delivery rate of spoken first- and second-language texts so as to maximise speed of delivery while maintaining full comprehension. The results showed that the pattern of listening rates for the second language relative to the first mirrored the pattern of reading rates. The results are discussed in terms of their implications for second-language reading research.

84–13   Hecht, Barbara Frant (Stanford U.) **and Mulford, Randa** (U. of Iceland). The acquisition of a second-language phonology: interaction of transfer and developmental factors. *Applied Psycholinguistics* (Cambridge), **3**, 4 (1982), 313–28.

The acquisition of a second-language phonology is examined with reference to two hypotheses: (1) the developmental position that second-language phonology acquisition parallels first-language acquisition versus (2) the transfer position that the learner's phonological knowledge in the first language directly influences acquisition of a second-language phonology. These two hypotheses are evaluated in the light of data from a six-year-old Icelandic child learning English in a naturalistic setting, with particular emphasis on fricatives and affricates. This child's phonological acquisition is best accounted for as a systematic interaction between transfer from the first language and developmental processes. Transfer best predicts the relative difficulty of particular segments, while the developmental hypothesis best predicts which sounds will be substituted for those difficult segments.

84–14 Hyde, John. The identification of communication strategies in the interlanguage of Spanish speakers of English. *Anglo-American Studies* (Spain), **2**, 1 (1982), 13–30.

Communication strategies (CS) are a systematic technique employed by a speaker to express his meaning when faced with some difficulty. This study aimed to investigate the occurrence and nature of CS. Subjects were given a precise task to carry out in both the native language and the target language. Specific lexical items were also elicited by translation and the subjects were also asked to give their intuitions about relevant aspects of their performance. The subjects were at two different levels of proficiency in English, beginner and intermediate. It was hypothesised that, given the level of difficulty of the content in the set task, the beginner would produce more instances of conscious CS than the subjects at intermediate level because her interlanguage system and lexicon were at an earlier developmental stage. The discrepancy between means and ends was greater for the beginner than for the intermediate subjects. The study showed that the beginner produced significantly more cases of CS than the intermediate subjects. The same kinds of CS were produced at different levels of interlanguage development.

CS can be of two main kinds: (1) avoidance strategies, which are risk avoiding, and curtail the ends (the intended meaning) to meet the means (the interlanguage system at its present level of development); and (2) resource expansion strategies which expand the means in an effort to communicate the intended meaning, by inventing new items, extending the application of known items to new contexts, or by using items from other languages. The learner's reasons for deciding between the two broad kinds are dictated by the speech situation and by personality factors. In either case, the learner behaves in a principled way. Avoidance strategies noted here are: topic avoidance, message abandonment, semantic avoidance and message reduction. Resource expansion strategies are: approximation, word coinage, circumlocution borrowing, language switch, appeal [examples]. Paralinguistic CS include gesture, mime and onomatopoeic forms.

84–15 Mulac, Anthony and Lundell, Torborg Louisa (U. of California, Santa Barbara). An empirical test of the gender-linked language effect in a public speaking setting. *Language and Speech* (Hampton Hill, Mddx), **25**, 3 (1982), 243–56.

This study tested the gender-linked language effect in a public speaking setting by having university students and older non-students rate transcripts of beginning public speaking students' first in-class speech. The resulting Speech Dialect Attitudinal Scale (SDAS) data were of high reliability and across rater groups yielded a consistent factor structure: Socio-Intellectual Status, Aesthetic Quality, and Dynamism. The significant MANOVA and planned comparisons provided support for the gender-linked language effect and showed its dimensional make-up. On the basis of their language alone, female speakers were in general rated higher on both Socio-Intellectual Status and Aesthetic Quality, the former finding established for the first time. Males

were in general rated higher in Dynamism. These judgements were similar for raters of both age groups, and for male and female raters alike. Results are discussed in terms of their support for the gender-linked language effect and their implications for further research.

84–16 Nowaczyk, Ronald H. (Clemson U.). Sex-related differences in the colour lexicon. *Language and Speech* (Hampton Hill, Mddx), **25**, 3 (1982), 257–65.

Two experiments investigated sex-related differences in the colour vocabulary of college students. In the first experiment, students were required first to provide colour names for a series of colour stimuli and then to match colour names with the same stimuli. Sex-related differences were found only in the matching task. Men used more basic colour terms than women, while women were better able to match correctly elaborate colour terms with the appropriate stimuli. In the second experiment, students described the colours represented by a series of elaborate colour terms. Women not only described more terms than men, they also used more elaborate descriptions. The results indicate that college-age women have a more extensive colour vocabulary than men. It is proposed that this difference in the colour lexicon indicates that women possess more distinct internal representations for colour than men.

84–17 Pech, Karel. Some questions of language-teaching methods. *Philologica Pragensia* (Prague), **25**, 4 (1982), 197–207.

A summary is given of experimental material relating to discriminatory learning (Pavlov and others). It is concluded that the acoustic stimulus is important in the processing and establishment of a permanent memory trace. Repetitive listening is probably therefore a key methodological procedure in foreign-language learning, particularly using tape-recordings in conjunction with a graphic record. This is the key to coding and to releasing the trigger of the complicated mechanisms of speech.

84–18 Reiss, Mary-Ann (Westchester State Coll., Pa). Helping the unsuccessful language learner. *Canadian Modern Language Review* (Toronto), **39**, 2 (1983), 257–66.

This article reviews the research literature concerning personality variables, cognitive style variables, and specific learning strategies and techniques employed by successful language learners. For each of these variables or strategies the question is asked: How can the foreign-language teacher help the less successful language learner adapt the methods used by the successful language learner? The results of a questionnaire administered to eighty-five students are then discussed. This questionnaire dealt with specific learning tasks such as learning a list of vocabulary, learning a new tense and answering questions after a reading selection. In addition, the students were questioned as to their own individual strategies and techniques in the language-learning process. The responses of 18 A students are compared and analysed with the responses of 18 C/D students. The A students employed a wide variety of techniques and were specific in their answers. The C/D students used imprecise or vague terms like

'study'. Less successful students seem unaware of, or have not yet found, a particular learning style. Successful language learners can serve as informants and guides. The 'think aloud' technique, in which volunteers think aloud while performing set tasks, and their classmates record their strategies, can be helpful.

84-19 Schneiderman, Eta (U. of Ottawa). Sex differences in the development of children's ethnic and language attitudes. *International Journal of the Sociology of Language* (Amsterdam), **38** (1982), 37–44.

One of the surprising results of a study of the ethnic and language attitudes of bilingual children conducted by the author was that very young boys were shown to be less ethnocentric (i.e. less in-group oriented) than girls of the same age. The responses of the older children in the sample did not vary according to sex; both males and females exhibited in-group preferences. The study, which took place among the Franco-Ontarian population of Welland, Ontario, suggests that there are sex differences in the development of children's ethnic and language attitudes. This has led to a number of speculations on the sex variable in studies of ethnic and language attitudes. Among the topics discussed are sex differences in the attitudes of both children and adults, the relationship between adults' attitudes and those of children, and the relationship of sex-role identification to attitude formation in children.

84-20 Schumann, John H. (U. of California, Los Angeles). Simplification, transfer and relexification as aspects of pidginisation and early second-language acquisition. *Language Learning* (Ann Arbor, Mich), **32**, 2 (1982), 337–66.

Schumann (1978) argues that the simplification (i.e. general absence of inflectional morphology and grammatical transformations) found in the early stages of second-language acquisition (SLA) reflects pidginisation. Gilbert and Mack (1979) argue that the early stages of SLA are characterised by native language (NL) transfer and relexification but not by pidginisation.

Since there is no consensus among pidginists as to what constitutes pidginisation, it is impossible for researchers in SLA to rely on them for definition of the process. Therefore SLA researchers must take an active role in the development of an accurate definition. In this paper it is suggested that pidginisation be seen as SLA under conditions of restricted input (Bickerton, 1977) or restricted intake. Learners attempting to use a second language under such conditions will perform within the constraints of the general principle, *Keep L2 output simple*, and its corollary, *Maintain your NL to whatever extent possible*. From this perspective, the simplification reported by Schumann and the NL transfer and relexification reported by Gilbert and Mack are all proper characteristics of pidginisation. The general principle accounts for simplification and the corollary accounts for NL transfer and relexification.

In support of this view, evidence is presented from both longitudinal and cross-sectional studies of SLA by Spanish and Japanese learners of English.

84–21 Singh, Rajendra (U. of Montreal) **and others.** Elicitation of inter-English. *Language Learning* (Ann Arbor, Mich), **32**, 2 (1982), 271–88.

This paper advances and argues for the claim that the nature and structure of interlanguage cannot be properly understood without reference to the intuitions that language learners have about the grammaticality of their own production. It is shown that interlanguage speakers do not necessarily accept structures they commonly produce; any reasonable account of interlanguage must reflect the difference between acceptable and unacceptable interlanguage structures in a principled way. Some of the deviance found in interlanguage can and must be correlated with the variability inherent in the native (L1) system: a simple mechanism is introduced to reflect this correlation. Empirical evidence for these claims is furnished from three different data bases: the inter-English of native speakers of (1) Hindi, (2) Tagalog, and (3) Québecois French.

84–22 Snow, Catherine E. and Hoefnagel-Höhle, Marian (U. of Amsterdam). School-age second-language learners' access to simplified linguistic output. *Language Learning* (Ann Arbor, Mich), **32**, 2 (1982), 411–30.

Studies of the speech addressed to young children show that the linguistic input to first-language learners is simpler, more correct, and more redundant than speech to adults. Studies of foreigner talk, on the other hand, suggest that the linguistic input to adult second-language learners contains ungrammatical utterances, incorrect word order, simplified forms which are not found in the standard language, and repetition of the second-language speaker's own mistakes. The questions arise whether such distorted speech input is also addressed to child second-language learners, with whom much simpler conversational topics can be discussed, and whether the nature of the speech input to second-language learners is related to the speech or ease of their second-language acquisition. The speech addressed to English-speaking children, aged 3 to 18, by their Dutch classmates and teachers was analysed. This speech was found to be simpler than speech addressed to native speakers of the same age, and was not characterised by mistakes or distortions. Many explicitly tutorial sequences were found in the speech to the second-language learners. However, no aspect of the input speech looked at could be directly related to the second-language learners' subsequent improvement in Dutch.

84–23 Street, Richard L., Jr. (Texas Tech. U.) **and Brady, Robert M.** (U. of Arkansas). Speech rate acceptance ranges as a function of evaluative domain, listener speech rate, and communication context. *Communication Monographs* (Annandale, Va), **49**, 4 (1982), 290–308.

Models of speech evaluation suffer from insufficient empirical foundations. Examining one non-content speech form, speech rate, it was proposed that listeners' impressions of a speaker were influenced by individual acceptance regions which are a function of the evaluative dimension employed and which may differ for various communication contexts. Three predictions were made. (1) Because of stereotypic conceptions

associating faster rates with competence, actual and perceived speaker rates should be linearly related to listeners' competence judgements. (2) It was proposed that judgements of social attractiveness would be mediated by the extent to which a speaker's rate was similar to a listener's. Thus, listeners were expected to find those speakers more socially attractive whose speech rates were relatively similar (actual and perceived) to their own than those speakers with relatively dissimilar rates. Because it was thought listeners would have narrower acceptance regions for employment interviews than for conversational settings, a third hypothesis predicted a significant speaker rate-by-context interaction. The first prediction received strong support, the second partial support, and the third no support. The data are discussed in terms of the effects of speech stereotypes and speech rate similarity on both competence and social attractiveness judgements.

84–24   Valiant, Gayle (U. of Leeds) **and others.** The stimulation of cognitive development through co-operative task performance. *British Journal of Educational Psychology* (London), **52**, 3 (1982), 281–8.

Seventy-eight children, identified as pre-operational with respect to multiple classification skills and understanding of left–right relations, were provided with one of three forms of training. Two of these involved children working in pairs on classification problems (collective conditions), the difference between the two conditions being where each child stood in relation to the other and to the task. In the third form of training, children attempted the same problems but worked alone (individual condition). During post-tests, children trained in collective conditions progressed significantly more than those trained in the individual condition with respect to both multiple classification skills and conceptions of left–right relations. Results are discussed in terms of the role of social interaction in cognitive development.

ERROR/CONTRASTIVE ANALYSIS

84–25   Chun, Ann E. (Hawaii Pacific Coll., Honolulu) **and others.** Errors, interaction and correction: a study of native–non-native conversations. *TESOL Quarterly* (Washington, DC), **16**, 4 (1982), 537–47.

In an investigation of native speaker (NS)–non-native speaker (NNS) conversations in social settings, it was shown that only a small percentage (8·9 per cent) of NNS errors were corrected by NSs. These corrections occurred in response to errors of fact, discourse, vocabulary, syntax and omission. Since discourse and vocabulary errors were corrected more frequently than errors in syntax and omission, it is recommended that the treatment of vocabulary in the ESL classroom be re-examined, and that serious consideration be given to teaching ESL students the discoursal properties of English.

84–26 Lehmann, Christian. Der relativsatz im persischen und deutschen. [Relative clauses in Persian and German.] *IRAL* (Heidelberg), **20**, 4 (1982), 279–96.

Recent developments in language typology which put the notions of linguistic function and operation into the focus of interest and establish them as the ultimate base on which languages are comparable prove fruitful for contrastive linguistics. The functional approach is illustrated in a contrastive analysis of Persian and German relative clauses. In a sketch of the theory of the relative clause, three basic operations constituting relative constructions are deduced, and the two languages are compared with respect to the various procedures in which they realise these and two others connected with them. Learning problems can thus be predicted with greater confidence, be explained more satisfactorily, and be remedied more efficiently, because they are seen as learner's attempts to transfer, beside the underlying functions and operations, which the languages do have in common, the procedures of their realisation, which they do not have in common.

TESTING

84–27 Bachman, Lyle F. (U. of Illinois) **and Palmer, Adrian S.** (U. of Utah). The construct validation of some components of communicative proficiency. *TESOL Quarterly* (Washington, DC), **16**, 4 (1982), 449–65.

The notion of communicative competence has received wide attention in the past few years, and numerous attempts have been made to define it. Canale and Swain (1980) have reviewed these attempts and have developed a framework which defines several hypothesised components of communicative competence and makes the implicit claim that tests of components of communicative competence measure different abilities. In this study the construct validity of some tests of components of communicative competence and of a hypothesised model is examined. Three distinct traits – linguistic competence, pragmatic competence and sociolinguistic competence – were posited as components of communicative competence.

A multitrait–multimethod design was used, in which each of the three hypothesised traits was tested using four methods: an oral interview, a writing sample, a multiple-choice test and a self-rating. The subjects were 116 adult non-native speakers of English from various language and language-learning backgrounds. Confirmatory factor analysis was used to examine the plausibility of several causal models, involving from one to three trait factors. The results indicate that the model which best fits the data includes a general and two specific trait factors – grammatical/pragmatic competence and soiolinguistic competence. The relative importance of the trait and method factors in the various tests used is also indicated.

84–28   Byram, Michael (U. of Durham). Where is the 16+ leading us? *British Journal of Language Teaching*, **20**, 3 (1982), 145–8.

It is pointless to try to motivate pupils to learn a foreign language by reference to their future needs, which scarcely exist in the real world, especially because this means turning away from the heart of language teaching as a part of general education. The documents relating to the 16+ examination system contain no reference to pupils acquiring an understanding of language, only to 'gaining insight into language learning'. The diffuseness of the formulation is a reflection of two factors in the malaise of language teaching: the question of what is testable or examinable (only language behaviour being testable), and the question of methods for achieving aims other than communicative skills, such as 'language awareness' and 'bilingual vision' (seeing the foreign culture from the inside). Much could be done to develop the teaching of cultural studies. 'Communicative competence' is not the destination, only a station.

84–29   Grenier-Henrie, Anne-Marie and others. La mesure de la compétence de communiction à la Direction Générale de la Formation Linguistique: les tests de performance en communication orale. [Testing competence in oral communication.] *Medium* (Ottowa), **7**, 2 (1982), 113–33.

The Direction Générale de la Formation Linguistique aims to test the communicative competence of English-speaking learners of French with regard to: intelligibility, communicative strategy adopted, comprehension, grammar, fluency, and the socio-linguistic aspect. The test lasts about 15 minutes, consists of an interview and a language task (examinees are given a choice), and is recorded on tape. The examiner, who should not be the candidate's teacher, is asked to make the conversation as lifelike and as far removed from the artificial examination situation as possible.

The guidelines for the examiner are included and the system of marking explained. [Specimen language task.] The article is a continuation of a previous article on the theory of language testing (Monfils).

84–30   Ingenkamp, K. and Wolf, B. (Graduate Sch. of Ed., Landau, FRG). Research in oral secondary-school leaving examinations in Germany. *British Journal of Educational Psychology* (London), **52**, 3 (1982), 341–9.

Past research has often confirmed the poor reliability and validity of oral examinations, but little is known about the factors influencing the evaluation of orals. Two recent studies of the secondary-school leaving examination in Germany investigated the influence of information about past achievement, sequential effects and speed of speaking. Using an analysis of variance design, examination sessions in literature and geography were recorded on videotape and evaluated by 156 teachers of German literature from 39 schools and by 81 geography teachers from 24 schools. The results confirmed a remarkable between-rater variance. The differences were significantly influenced by the speed of speaking (about 17 per cent), background information about past achievement, and the contrast of performance related to the sequence of

presentation. Examinations which are so open to uncontrolled influences have a low inter-rater reliability and therefore low reliability and validity. Further research is needed to analyse different sources of differences among various raters. Raters should be trained according to these findings in objective rating techniques.

84–31   Keitges, David J. (Nanzan U.). Language proficiency interview testing: an overview. *JALT Journal* (Takamatsu-shi, Japan), **4** (1982), 17–45.

The paper discusses the usefulness and limitations of the direct testing of speaking proficiency in an interview setting, with one or more candidates and one or more examiners. The procedure developed by the U.S. Foreign Service Institute (FSI) is reviewed: it is successful not only because of its established criteria and rating system but also because of the informed subjectivity exercised by its examiners. It cannot, however, be freely transferred to dissimilar testing situations, such as secondary-school and college classrooms. Modifications have therefore been made, such as the use of one instead of two examiners, shorter interviews, testing groups of three to five instead of individuals, and simplifying checklist scales. The interview can also be used for other purposes, such as needs assessment, ability grouping, peer grading, and for establishing and maintaining course goals and standards of teacher training [guidelines are given for the design, administration and rating of interviews].

84–32   Powers, Donald E. (Educational Testing Service). Selecting samples for testing the hypothesis of divisible versus unitary competence in language proficiency. *Language Learning* (Ann Arbor, Mich), **32**, 2 (1982), 331–5.

Studies have been designed to test whether language proficiency is a single global trait or whether it is divisible into several distinct competencies. Recent studies are reviewed and compared with a recent factor analytic study of the Test of English as a Foreign Language (TOEFL) in several language groups. The comparison suggests that the characteristics of the sample, especially its proficiency in English, can lead to results that tend to support either a unitary trait or several discrete language competencies.

84–33   Schulz, Renate A. Testing in post-secondary self-paced instructional programmes. *Canadian Modern Language Review* (Toronto), **39**, 2 (1983), 243–56.

Individualised language programmes face some special problems in the area of testing and evaluation, among them the need for pre-instructional student evaluation, for increased time and expertise in the area of testing on the part of the teacher, for special test facilities and test security, and for testing procedures which facilitate internal programme mobility. The article presents a model for testing in individualised programmes, including aptitude, placement, achievement, and proficiency measurement. The author addresses the incongruity between proclaimed course goals and contents of achievement tests and calls for the measurement of discrete-point knowledge as well as the communicative ability and cultural insights of students. The predominant practice of giving only formative tests in self-paced courses is challenged,

since this practice does not take into account individual differences in memory, intellectual synthesising ability, and long-term mastery. To protect the quality and reputation of individualised courses, teachers need to keep careful records of enrolments, attrition, grades, aptitude scores, time spent in learning, credit hours earned, and summative achievement and proficiency scores of students enrolled in those courses.

CURRICULUM PLANNING

84–34   Powell, Robert and Littlewood, Peter (U. of Bath). Foreign languages: the avoidable options. *British Journal of Language Teaching*, **20**, 3 (1982), 153–9.

The Inspectorate's *Education Survey No. 21* (1975) shows the unpopularity of French and German in the fourth and fifth years when options are chosen, especially where boys are concerned. The option stage creates a polarisation effect, science being assumed to be more masculine and language studies feminine. These trends become even more pronounced in the sixth form (only 8 per cent of boys in the survey took advanced level French and only 3 per cent German; figures for girls were 24 per cent and 9 per cent). Paradoxically, options pressurise parents, teachers and pupils into making unwise decisions based on false assumptions about schooling and society. Even now, the curriculum is founded on a philosophy in which outdated ideas about the 'proper' spheres of men and women predominate. Poor organisation of the option system can increase the likelihood of sex-stereotyping in schools.

Studies on comparability of standards across subjects suggest that language exams are relatively more difficult. From the pupils' point of view, boys may be less ready to conform to teacher requests for oral responses and may be reluctant to chatter. They may fail to see the value of learning through talk, when in other school activities 'work' is synonymous with 'writing'. There may be a case for positive discrimination towards boys if girls are not to outnumber them in top sets, otherwise they may be judged too early and miss their chance. Language lessons for both sexes need to be more positive and demanding.

MATERIALS DESIGN

84–35   Holmes, Glyn (U. of Western Ontario, Canada). Creating CAL course-ware: some possibilities. *System* (Oxford), **11**, 1 (1983), 21–32.

One of the most serious problems facing computer-assisted learning is how to produce quality courseware in sufficient quantity. This article discusses ways in which courseware can be produced: authoring, or template, systems, freeform systems, and hybrid systems which unite features found in the other two. The possible advantages and drawbacks of each type of system are considered.

TEACHER TRAINING

84–36 Brumfit, Christopher. Issues in training teachers of English as a foreign language. *Anglo-American Studies* (Spain), **2**, 1 (1982), 5–12.

Teaching rests crucially on the relationship between teacher and taught, but it is very difficult to teach people to express, create and maintain positive relationships. This affective side of teaching is best developed by example from tutors on formal courses or by apprenticeship in the school system. On the skills side, there is the difficulty of students needing to generalise, in order to transfer and adapt skills they have acquired to new classes. The role of theory in teacher training is simply the attempt to understand what happens in teaching so that it can be improved. The teacher is not a mere purveyor of textbook material but an interpreter and thinker about materials in relation to particular students and class conditions. Much in-service teacher education demands a combination of confidence-boosting with a rejection of simple solutions. Most teachers welcome the chance to improve their performance; simply providing training improves morale.

A major role for input from participants is essential. An emphasis on workshops and participation does not seem to conflict too much with traditional cultural expectations. The input may be a general attempt to cover the whole field of English teaching or directed at a particular area (e.g. syllabus design) or an aspect of innovation (e.g. group teaching). The role of the outsider is to provide a focus for activity, but the value of the exercise lies in the work done by local teachers afterwards. Local confidence and commitment must be enhanced; a supportive and sympathetic environment is essential when teachers have years of investment of self in particular practices.

84–37 Kraft, Helga W. and Lewis, Dan A. (U. of Florida). Developing communication skills: a model for German instruction at the High School. *Die Unterrichtspraxis* (Philadelphia, Pa), **15**, 2 (1982), 183–93.

An intensive workshop for high-school teachers of German is described. A question-naire showed them to be frustrated by the pressures of overloaded classrooms, uninspiring textbooks, unsympathetic administration and lack of self-confidence. The UF Language Communication Model aims to help such teachers by explaining the new interactive approach to language teaching, which favours: a supportive class atmosphere, interaction through role-play, discussion, small group work, team work projects, debates and guest speakers, learning beyond the classroom (communal living, film nights, outings, etc.). The workshop also offered a forum for discussion of teaching problems and experiences. [Summary of the work at the seminar, especially media resources, intensive drilling, getting away from the textbook, making culture come alive, and testing by means of oral interviews.]

84–38   Verdelhan, Michèle (U. of Montpellier, III). Le renouvellement des concepts en didactique et la formation des enseignants de français langue étrangère. [Changing approaches in methodology and the training of teachers of French as a foreign language.] *Langue Française* (Paris), **55** (1982), 105–17.

Radical changes in the teaching of French as a foreign language are taking place. Basic concepts in linguistics are questioned: from a stress on language as a code with its concentration on the sentence, structural exercises and the priority of the oral, the focus is moving towards the learner and pragmatics. Concepts from other disciplines and mother-tongue teaching are brought in. Before the difficult task of building a coherent teacher-training syllabus out of such disparate elements is attempted, an analysis of the key concept of communicative competence is required, to see whether it can properly be transferred from the linguistic to the pedagogic field. Communicative competence implies an awareness of situational variables that the language class cannot reproduce, nor does a repertoire of phrases truly constitute communicative competence. Communicative methodology also presents problems: since it is based on defined learners' needs, it does not allow generalisation; within the recommended cyclical progression there is no obvious gradation principle between different exponents of a notion. Finally, despite the use of simulations and 'authentic' materials, the classroom and the outside world remain different, and it is language, not communicative competence, that is taught. It is not the concept that is inadequate, but its application to teaching that requires precision.

TEACHING METHODS

84–39   Altena, Nelleke (State U., Utrecht) **and Appel, René** (U. of Amsterdam). Mother-tongue teaching and the acquisition of Dutch by Turkish and Moroccan immigrant workers' children. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **3**, 4 (1982), 315–31.

In 1977 an experimental school for Turkish and Moroccan children was started in Leyden (Holland). The school had the characteristics of a transitional bilingual school. During the first year, the children's respective mother tongues were used as the medium of instruction about 75 per cent of the time, and for the second year, about 40 per cent. After two years, the foreign children went to regular schools in their neighbourhoods. This paper presents results of the research on the oral and written second-language proficiency of the children who participated in the experimental school model. The results support the claim that mother-tongue teaching does not harm or hinder second-language acquisition.

84–40   Aston, Guy (U. of Bologna). Some notes on discourse analysis and language teaching. *Papers on Work in Progress* (Bologna, Italy), **9** (1982), 12–18.

The teaching of conversational abilities to foreign learners poses problems in terms of models, since at least one participant in the sort of conversation the learner is likely to be interested in will be a non-native speaker (i.e. the learner himself). This non-native speaker will not behave as a native speaker would, so to propose native-speaker models

may be pedagogically unsound. What the non-native speaker says in conversation is likely to be interpreted differently from the same thing said in the same situation by a native speaker, so he may have to resort to different means to achieve the same end. His interlocutor may assume that the learner's use of irony, for example, is merely lack of tact or uncouthness; his use of routines like back-channel strategies (e.g. *um*, *I see*) may be merely irritating. The native speaker cannot be sure that the learner meant what the routine conventionally means. If routine meanings are not available for the non-native speaker, he may need to adopt strategies which make his intended meaning explicit. A discourse analysis model needs not only to describe surface structures but to account for them in terms of the interpretative process and of the strategic attempts made by speakers to influence that process.

84–41   Bancroft, W. Jane (U. of Toronto). Language and music: suggestopedia and the Suzuki method. *Journal of the Society for Accelerative Learning and Teaching* (Iowa, USA), **6**, 4 (1981), 255–66.

Developed in Sofia, Bulgaria in the 1960s by Dr Georgi Lozanov and his colleagues at the Institute of Suggestology, suggestopedia has been applied in Europe and North America to the teaching of a number of academic subjects, especially foreign languages. Music is an integral part of the Lozanov Method, especially of the relaxation session for unconscious assimilation of the lesson material.

The Talent Education Method of Shinichi Suzuki, which had its origins in Japan some 40 years ago, is principally used for the teaching of music, although it has been used to teach academic subjects. Suzuki based his music method on the way children learn their mother tongue.

Both the Suzuki Method and suggestopedia emphasise the teacher's authority, the role of the environment and the untapped potential of the learner. Both methods favour the use of baroque music and emphasise the training of the ear and the development of memory through listening and repetition. Both systems promote indirect attention to, and unconscious absorption of lesson materials while the pupils are in a relaxed state. In the conception and development of their respective methods, both Lozanov and Suzuki have been influenced by Oriental philosophy – raja yoga in the case of Lozanov, and Japanese zen in the case of Suzuki.

84–42   Baur, Rupprecht S. and Eichhoff, Manfred (Ruhr U., Bochum). *Journal of the Society for Accelerative Learning and Teaching* (Iowa, USA), **6**, 4 (1981), 272–95.

The psychological basis for suggestopedia is discussed, including a brief description of other teaching methods once used in the USSR which can be seen as predecessors to suggestopedia (since they are based on some of the same psychological premises). The elements of relaxation and music as used in suggestopedia are examined in more detail. The latter is accomplished by reporting the authors' own experimental methods and data. A discussion follows about the results and the perspectives for the suggestopedic method and for further research into those elements of it which could lead to a deeper understanding of the psychological basis for suggestopedia.

84–43   Bhatia, V. K. (U. of Aston). Simplification v. eastification – the case of legal texts. *Applied Linguistics* (Oxford), **4**, 1 (1983), 42–54.

Although simplification procedures aid comprehension of legal texts, they may hinder efficient and effective reading and learning strategies to cope with authentic, unsimplified texts. A more effective method called 'easification' is proposed, namely to leave the input (the text) more or less authentic and unsimplified but give learners an additional instructional apparatus by developing a kind of 'access structure' around the text to guide the learner through it. This strategy helps the learner to simplify the text for himself, by making him aware of potential ambiguities and pitfalls. It might suggest ways of handling certain areas of the text but never give straight solutions to problems. [Examples with three different types of legal texts.]

84–44   Carver, Ronald P. (U. of Missouri, Kansas City). Optimal rate of reading prose. *Reading Research Quarterly* (Newark, Del), **18**, 1 (1982), 56–88.

Conventional theory dealing with the cognitive processes involved in reading prose has tended to deny or disregard the existence of an optimal rate. 'Rauding' (reading and listening) theory is based upon the existence of an optimal rate during both reading and listening. This research investigated whether individuals have a certain optimal rate where reading and listening efficiency is a maximum. Eighty 100-word passages at four different levels of material difficulty were administered under reading and listening conditions to 102 college students. Reading rate was manipulated using motion picture film. Listening rate was manipulated using time-compressed speech. Accuracy of comprehension was estimated using (*a*) judgements and (*b*) two different types of objective tests. All three of these measures of comprehension yielded comparable results. For material that varied in difficulty from grade 5 to grade 14, there was a constant optimal rate of reading where efficiency was a maximum – around 300 words per minute. The optimal rate was almost exactly the same in listening as it was in reading in every comparison. It was concluded that: (*a*) there is an optimal rate of reading prose and listening to prose, and (*b*) these data provide support for the interrelationships among accuracy, rate, and efficiency of comprehension advanced in rauding theory.

84–45   Carver, Ronald P. (U. of Missouri, Kansas City). Is reading rate constant or flexible? *Reading Research Quarterly* (Newark, Del), **18**, 2 (1983), 190–215.

Reading rate under a variety of conditions was investigated. Passages varying in difficulty level from grades 1 to 16 were read by 435 students varying from grade four to college. For each reading ability level, reading rate was found to be approximately constant when estimates of rate were corrected for differences in word length. For example, college-level students typically read the passages at each of a wide range of difficulty levels at an average rate of about 300 standard-length words per minute, and they typically changed their rate about 14 per cent from one difficulty level to another. Under one condition, an extra space was added between the words. Passages with these

additional spaces were read by most ability levels at the same rate as normally spaced passages. Most readers, in typical or normal reading situations, appear to be able to move their eyes in a way that adjusts to differences in the spacing between words but does not adjust to differences in the information carried by the words. These data support the theory that individuals typically read at a constant rate rather than adjusting their rate to the difficulty level of the material.

84–46 **Cziko, Gary A.** (U. of Illinois). Vernacular education in the Southern Sudan: a test case for literacy. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **3**, 4 (1982), 293–314.

This paper presents the results of the first impact evaluation of the Local Languages Literacy Project in the Southern Sudan conducted in late 1980. Background, process, and outcome data were collected, focusing on two Primary 2 project classes using the new project materials and two comparison classes not using these materials. The background data revealed serious obstacles to the teaching of literacy skills to primary-school pupils in the Southern Sudan. Among these obstacles are a lack of educational materials, trained teachers, and contact with and use for literacy skills outside school. The process data showed that largely ineffective methods were used to teach literacy skills in the two comparison classes and, to a slightly lesser extent, in the two project classes. These methods consisted almost entirely of repetitive reading drills with little or no emphasis on meaning. The outcome data suggested that the general reading ability of all four classes examined was quite poor. However, the literacy project appeared to be having some positive impact on the literacy development of children who would not normally have access to vernacular reading materials in primary school.

84–47 **Davies, Norman F.** (U. of Linköping, Sweden). Training fluency: an essential factor in language acquisition and use. *RELC Journal* (Singapore), **13**, 1 (1982), 1–13.

Fluency is essential in the receptive skills, which should be given early priority and trained by constant exposure to and processing of a wide variety of preferably authentic materials. Listening should be the first classroom activity: Asher's Total Physical Response method is a good way to begin. Both for listening and reading, the sort of exercises that train fluency are similar. Too often, exercises focus on detail, but the ability to survey and scan is essential. In listening comprehension learners need to be able to follow the gist of discourse and to take advantage of redundancy. They should be trained in intelligent guessing.

The learner needs to be given opportunities to use language in creative, motivating exercises and in social interaction. He needs to make language his own by frequent and creative use. Activities should, wherever possible, seem meaningful in themselves. [Discussion of the use of tape-recorders, pair-work in labs and in class, buzz groups, 'jigsaw' activities (in which each member of a group has some information the others lack), and role-play.]

84–48   Dufeu, Bernard (U. of Mayence). La psychodramaturgie linguistique ou l'apprentissage de la langue par le vécu. [Linguistic psychodrama or language learning through real life experience.] *Français dans le monde* (Paris), **175** (1983), 36–45.

Linguistic psychodrama makes use of techniques derived from the theatre – doubling, mirroring, role reversal, use of masks – in order to foster in the learner, or 'participant', the attitudes and aptitudes needed for communication. Exercises like those used in the training of actors, for breathing, relaxation, voice production and rhythm, are also practised. The language content is not determined in advance, and throughout the focus is on the participant. The *animateurs* receive special training. The technique has been used successfully with adult students of French at university, beginners and false beginners following intensive courses; and also with more advanced students who have difficulty in expressing themselves or putting their knowledge of the language into practice. [Photographs, diagrams, example text.]

84–49   Fuchs, Lynn S. (U. of Minnesota) **and others.** Reliability and validity of curriculum-based Informal Reading Inventories. *Reading Research Quarterly* (Newark, Delaware), **18**, 1 (1982), 6–26.

Informal Reading Inventories (IRIs) are endorsed frequently by textbook authors and teacher trainers. However, the reliability and validity of standard and salient IRI procedures have rarely been investigated. Employing 91 elementary-age students, this study examined the technical adequacy of (*a*) choosing a criterion of 95 per cent accuracy for word recognition to determine an instructional level, (*b*) arbitrarily selecting a passage to represent the difficulty level of a basal reader, and (*c*) employing one-level floors and ceilings to demarcate levels beyond which behaviour is not sampled. Correlational and congruency analyses supported the external validity of the 95 per cent standard but questioned the reliability and validity of passage sampling procedures and one-level floors and ceilings. Sampling over occasions and test forms is discussed as a more valid IRI procedure.

84–50   Furnborough, Peter and others (National Centre for Industrial Language Training, Southall, Mddx and Lancashire Industrial Language Training Unit). Language, disadvantage and discrimination: breaking the cycle of majority group perception. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **3**, 3 (1982), 247–65.

Ways in which indirect racial discrimination arises through the actual processes of interaction between participants of different ethnic backgrounds is discussed. Basic mastery of linguistic forms is not sufficient in itself to make communication effective. Native speakers in strategic jobs need training in developing ways of interacting and thinking about their interaction. The first step in such training is to help participants examine how indirect discrimination can arise through the actual process of interaction, either by providing information on the cultural background of the minority group or by using analysis of interaction in role-play.

A case study is described based on the experiences of a group of redundant Asian textile workers in Lancashire. The case study focuses on the differences in perception and assumptions between an Asian interviewee and a government training adviser at a panel selection interview for an engineering course.

84–51 Galisson, Robert (U. of Paris III). La résistible émergence de la suggestion en pédagogie. [The resistible rise of suggestion in teaching.] *Français dans le Monde* (Paris), **175** (1983), 20–3.

Suggestion, associated as it is with brainwashing and programming, has had a bad press, yet it can prove a useful aid in teaching and is one which many teachers use unknowingly. It is important to distinguish between the positive and negative aspects of suggestion and between indirect and direct suggestion. Teachers, like analysts, are involved in the transference situation and need to know how to exploit it to the best advantage. If the place of suggestion in teaching is accepted, the importance of the role of the teacher's personality has to be recognised. Teacher training should be based on the attitudes and personality of the trainee rather than on his or her academic knowledge.

84–52 Henderson, Don (Wagner Coll., NYC). Impromptu speaking as a tool to improve non-native speakers' fluency in English. *JALT Journal* (Takamatsu-shi, Japan), **4** (1982), 75–87.

Impromptu speaking can aid advanced ESL students in their confidence in formal speaking situations while improving their general ability to communicate on all levels. The impromptu speaking activity discussed here teaches the students to focus their speaking and listening skills as well as teaching them how to organise their ideas in a logical fashion. The reasons for teaching formal speaking procedures are discussed in addition to suggestions on how to organise an impromptu speaking lesson. Examples of topics and speech frameworks are given along with suggested preliminary exercises to help the student understand the mechanisms of an impromptu speech. A suggested critique sheet is also outlined and explained. This helps students organise both speech development and listening comprehension. Some of the most common formal speaking difficulties are discussed and different solutions are suggested. The improvements expected from this speaking exercise are outlined.

84–53 Hendrickson, James M. Listening and speaking activities for foreign-language learners: second collection. *Canadian Modern Language Review* (Toronto), **39**, 2 (1983), 267–84.

Thirty classroom-tested activities for motivating students to communicate orally in any foreign language. The activities have proved to be highly effective in secondary schools, college and university classes. The author has also included examples, variations, and numerous follow-up suggestions.

84–54   Johnson, Patricia (U. of Wisconsin). Effects on reading comprehension of building background knowledge. *TESOL Quarterly* (Washington, DC), **16**, 4 (1982), 503–16.

This experimental study investigated the effects on reading comprehension of building background knowledge. The following specific points were addressed. Would prior cultural experience have different effects on ESL students' reading comprehension of information linked to a familiar aspect of an American custom in comparison to information linked to an unknown aspect of this custom? Would time of presentation of the meanings of pre-selected unfamiliar vocabulary words in the same passage have different effects on reading comprehension? Seventy-two advanced ESL students at university level read a passage on the topic of Hallowe'en. The passage contained unfamiliar and familiar information based on the subjects' recent experience of this custom. Subjects studied the meanings of pre-selected unfamiliar vocabulary words before reading and/or found them in the text. Statistical analysis of the recall of the passage and of the sentence recognition task indicates that prior cultural experience prepared readers for comprehension of the familiar information about Hallowe'en in the passage. However, exposure to meanings of the target vocabulary words by any of the treatments seems not to have a significant effect on reading comprehension.

84–55   Koldijk, D. F. (U. of Amsterdam). Landeskunde en moderne vreemdetalenonderwijs. [Regional studies and modern-language teaching.] *Levende Talen* (The Hague), **376** (1982), 780–6.

This article stresses the importance of regional studies as an integral part of language teaching. Despite the fact that Dutch people travel a great deal and learn many languages, they remain remarkably ignorant of their neighbours. Prejudices and stereotypes are too important to be ignored, because they lead us to see things in a distorted way. An emphasis on learning about other countries is a way of combating prejudices. Children should be shown how to be critical of stereotypes and prejudices; they should be encouraged to compare their own country with others, using information that is readily available in the media, and they should be allowed to get interested in the way people behave in the country whose language they are learning. Textbooks currently available do not take account of these needs, but they should do.

84–56   Kusters, Ton and Smits, Jan. Interactiefouten? De herhaling van het goede antwoord in het doceervraag-patroon. [Interaction problems? The repetition of the correct answer in question-and-answer routines.] *Levende Talen* (The Hague), **377** (1982), 856–70.

This article criticises the view that when classroom interactions go wrong this is inevitably the fault of the teacher. Using the question-and-answer sequence as an example, it is argued that many different sorts of pressures lead teachers into using a type of discourse that is characteristic of instruction rather than a type of discourse that enhances learning. These pressures come from the immediate linguistic context,

from the traditional way language is used in education, from the way the school functions as an institution within society, and from certain expectations we have about how learning should be organised. This type of analysis shows that superficial solutions to interaction problems are not going to be satisfactory in the long term, but as a start we should stop putting all the blame on teachers.

84–57 La Forge, Paul G. Interviewing with Community Language Learning. *Cross Currents* (Odaware, Japan), **9**, 2 (1982), 1–13.

Community Language Learning (CLL), as developed by the late Charles Curran, is based on a supportive language-learning contract involving group experience and group reflection. The Interview in Japanese society is employed when a crisis arises in a Japanese group. The public life of the group is interrupted for a series of private meetings in pairs or small groups, the aim of which is to promote mutual understanding and redefine roles. During the Interview, various listening, observing and questioning skills are employed, which can be powerful forces for learning if used in a foreign-language class.

Japanese patterns of interaction are described for each of the five CLL stages: (I) birth stage – the 'Johari Window' serves to introduce the student to his 'English-speaking self' and helps anxieties to be brought into the open; (II) childhood stage – exercises called 'An Introduction to Creative Communication' and 'Asking, Answering and Observing'; (III) separate existence stage – 'An Interview with You' (guided conversation); (IV) reversal stage – 'An Interview with the Teacher' (role reversal, teacher interviewed by students); (v) adult stage – 'A Personal Interview' (developing fluency). The result of using these Interviews was 'whole-person' learning which extended beyond the scope of foreign-language learning into the daily life of the learner.

84–58 Lapkin, Sharon and others. Late immersion in perspective: the Peel study. *Canadian Modern Language Review* (Toronto), **39**, 2 (1983), 182–206.

The Peel County late French immersion (LFI) programme begins at the grade 8 level, with approximately two-thirds of the curriculum taught in French. Annual programme evalutions have been carried out since 1971 to monitor the progress of the LFI students in this programme relative to that of their regular English programme peers. The 1979 evaluation findings are presented in the context of some of the current issues in second-language education in Canada. These include the comparative effectiveness of early and late immersion programmes, the importance of intensity of exposure to French and the total accumulated hours of instruction in French, and the optimal design for special follow-up programmes at the post-immersion stage. The grade 8 data presented in this paper show that after one year in an LFI programme, the French results of the LFI students are lower than those of early French immersion students. The results related to the issues mentioned above suggest that where the second language is infrequently used outside the school, it is important to sustain a high level of exposure to French in the school to enable students to maintain and develop their second-language skills at the post-immersion stage.

84–59   LoPiccolo Scorzoni, Mildred (U. of Bologna). Teaching the system: a new look at sentence parsing. *Papers on Work in Progress* (Bologna, Italy), **9** (1982), 4–11.

The concept of language as a system of relations or a set of interrelated systems is of prime importance to the foreign-language learner. The teacher should also make it clear to the learner that learning a language involves interpreting and classifying the manifestations of that system. Learners need to be encouraged to observe and analyse as a preliminary to production. The method of sentence structure analysis is proposed to help them. It is an updated version of traditional sentence 'parsing'. Many functionally oriented course books hinder rather than help the student who is trying to discover regularities in the system.

The learner first requires a working terminology which is simple and unambiguous. The essential terms are divided into five categories: (1) fundamental clause pattern (NP + VP); (2) form classes (parts of speech – n, vb, adj, etc.); (3) clause elements (subject – S, verb – V, etc.); (4) clause functions (main clause – XCl, subclause – xCl, etc.); (5) basic clause structures (SV, SVC, etc.). A carefully chosen inventory of sentences would serve to exemplify the categories and their components. Labelling would be an essential part of the analysis operation. When the students have understood the aims and procedure, it can become a routine class exercise. Familiarity with the abbreviations or symbols may favour implicit learning of the rules of the system which are to be applied in production. The most appropriate starting point for this technique is the pre-intermediate level. It is a complementary component of a notional/functional syllabus, an auxiliary activity, not the predominant one. Most learners yearn for some systematisation of the grammar.

84–60   Nation, I. S. P. (Victoria U. of Wellington). Beginning to learn foreign vocabularly: a review of the research. *RELC Journal* (Singapore), **13**, 1 (1982), 14–33.

An attempt to provide a comprehensive review of the experimental findings on foreign vocabulary learning: Almost all the research has been carried out on learning word pairs made up of a foreign word paired with its mother-tongue translation. The first section of the review compares direct and indirect vocabulary learning. Large quantities of vocabulary can be learned indirectly by exposure to reading and listening material, though many questions remain unanswered. The second section reviews the evidence on (1) how much vocabulary can be learned in a given time (teachers and course deigners greatly underestimate learners' capacity for the initial learning of foreign-language vocabulary); (2) how many repetitions are required for learning to occur (the number of encounters required for most learners to recognise the meaning of a word was about 16), and (3) why some words are more difficult to learn than others (difficulty may be a result of pronounceability, part of speech, similarity to known words, being learned and tested productively or receptively, or the learner's proficiency level). The section on techniques compares the effectiveness of a variety of techniques for receptive and productive vocabulary learning. Caution is necessary when interpreting experiments on vocabulary learning.

84–61   Rana, Annalisa (U. of Lancaster). The use of drama in the classroom. *Papers on Work in Progress* (Bologna, Italy), **9** (1982), 19–25.

The use of dramatic activities in a communicative curriculum increases learners' receptivity to the foreign language by promoting loss of inhibition, relaxation, empathy and creativity. Drama brings the variety, unexpectedness and emotional content of life into the classroom. Drama provides the basis for 'receptive' rather than 'defensive' learning and enhances 'productive' rather than 'reflective' performance. It reduces tension and anxiety and the fear of making mistakes. 'Dramatic activities' covers all those exercises in miming, role-playing, simulating and improvising which enable students to use their own personalities in participating actively. Students can see the results of their efforts almost immediately. Success in communicating helps them retain linguistic structures. A questionnaire to second-year students of Italian who had taken part in dramatic activities showed them to have gained confidence and enjoyment from the experience.

84–62   Rattunde, Eckhard. Sprachlern- und Spracherwerbsphasen im Fremdsprachenunterricht. [Phases of language learning and language acquisition in foreign-language teaching.] *Die neueren Sprachen* (Frankfurt am Main), **81**, 6 (1982), 611–24.

Within the interlanguage concept, the distinction between conscious mastery of rules (explicit knowledge) and the capacity for spontaneous use of language (implicit knowledge) has often been applied in describing the particular learner language. Taking this distinction as a basis and following the pattern of Krashen's Monitor Model, the author discusses the need to consider both areas of knowledge even in foreign language instruction in schools, by means of a differentiated methodical process and correspondingly altered behaviour on the part of the teacher and of developing them separately. This requires that traditional linear phase models for the planning of lessons must be abandoned and replaced by a multi-dimensional model on the levels of language acquisition and language learning. The consequences of this process for the lessons are illustrated by two examples [French].

84–63   Richards, Jack C. (U. of Hawaii) **and Sukwiwat, Mayuri** (East–West Center, Honolulu). Language transfer and conversational competence. *Applied Linguistics* (Oxford), **4**, 2 (1983), 113–25.

In second-language learning, conversational 'routines' (predictable, recurring utterances associated with particular social situations and particular types of interactions, e.g. *Nice to meet you, I'll be with you in a minute, No harm done*) are often acquired before their function is fully understood. Their use produces a false impression of fluency. Successful mastery of routines poses problems, as there may be wide differences between the form and function of routines in the mother tongue and target language. Routines which mark directions in discourse (gambits) are particularly difficult to comprehend and may lead to considerable frustration.

   Conversational discourse marks dimensions of social distance, status, and politeness.

The use of different linguistic conventions for marking such dimensions affects the interlanguage of second-language learners, i.e. Asian learners may tend to over-use honorifics in English, Japanese to hide their feelings.

84–64 Ross, Steven (Baika Junior Coll.). **The effects of direct and heuristic correction on first-year level college compositions.** *JALT Journal* (Takamatsu-shi, Japan), **4** (1982), 97–108.

Many experienced teachers of EFL composition have found that withholding specific information about errors in general is a sound technique. Yet, a review of the literature shows that there is no consensus about the kinds of errors that should be left up to the learner to edit and those errors which are best dealt with by the instructor. This study attempts to estimate the efficiency of a direct correction approach compared with a discovery method, which requires the learners to edit their own papers with a minimum of guidance from the instructor. Frequencies of particular types of errors were calculated and a comparison was made between group membership and subsequent numbers of individuals making errors in each error category above or below the total mean. This information provides a general index to the types of mistakes that proved to be correctable and those that were not, thus suggesting a hierarchy for direct as opposed to heuristic feedback.

84–65 Sandby-Thomas, Mary (New U. of Ulster). **The organisation of reading and pupil attainment.** *Journal of Research in Reading* (Leeds), **6**, 1 (1983), 29–40.

This study investigates the organisation of reading in 14 classes of six-year-olds and the influence that teachers' aims and objectives have on their choice of organisation. It examines the relationship between time, organisation and quality of instruction. The validity of the teachers' beliefs that the type of organisation has a strong association with reading achievement is tested empirically. A comparison is made between the reading scores of two samples drawn respectively from group and individual approach classes and matched according to age, ability and parental interest. The results reveal (1) a clear relationship between teachers' aims and objectives and choice of organisation, (2) the influence of time on the quality of instruction, (3) that pupils taught in classes in which reading is heard in groups achieve higher reading standards than those taught individually. Explanation of the findings, based on observed differences in reading practices, are discussed.

84–66 Saunders, George. **Infant bilingualism: a look at some doubts and objections.** *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **3**, 4 (1982), 277–92.

Recently published pessimistic views about the feasibility of bringing children up bilingually are refuted. Among the reasons for failure in such attempts are that parents give up too early (i.e. before age three) because they are too anxious or critical about seeming defects in the child's speech, although deviant pronunciations are common in the speech of many young children. Another cause of failure is that the one-

person-one-language method is not consistently used from birth. Some parents have found it difficult to handle bilingual conversations with the children's or the family's friends, but the author has managed to continue to speak the foreign language to his children in these circumstances by translating for guests, who have usually been interested by the experience.

Care must be taken to make the minority language a viable alternative to the dominant language as the child grows up, e.g. reading it for pleasure, writing letters, etc. It is vitally important that family and friends support the acquisition and use of another language. The use of a minority language in the home can put a parent who is otherwise at a disadvantage, in that he/she uses the majority language ineffectively, on an equal or superior footing to his/her children. Parents should be wary of using lexical transfers from the dominant language as this can confuse children. The use of children as 'guinea pigs' in research on bilingualism is defended if the children are treated considerately.

84–67 Schneider, Edward W. (Syracuse U.) **and Bennion, Junius L.** (Brigham Young U.). Veni, vidi, vici via videodisc: a simulator for instructional conversations. *System* (Oxford), **11**, 1 (1983), 41–6.

Using motion-picture-quality video and sound, videodisc-based materials can provide highly motivating course segments for second-language learning. The supplementation of the audio medium with natural visual context provides for techniques which fit in well with modern theories of langugage acquisition. Under microcomputer control, such materials can be highly interactive and individualised. At the moment, the costs of both videodisc production and playback hardware are high, but there are good prospects for future reductions in cost.

84–68 Schouten-van Parreren, Carolien. Wisseling van de Wacht in de Vreemdetalendidactiek? [Changing the guard in foreign-language teaching?] *Levende Talen* (The Hague), **378** (1983), 22–9.

This article summarises the arguments in favour of concentrating on receptive behaviour in the early stages of learning a foreign language. This idea, while not new, is somewhat at odds both with older methods, such as the audiovisual approach, and with more recent methods of language teaching. The position is strongly supported by recent developments in the psychology of language processing. A wide range of empirical evidence is discussed, and this seems to point to four main conclusions: (1) an extended period of listening and silent reading should precede a learner's attempts to use the language productively; (2) reading and listening should be closely linked in this beginning stage; (3) reading should be the key activity in the aquisition of new words; (4) difficult grammatical structures should be taught explicitly through meaningful use of the appropriate language.

84–69   **Stirk, Ian C.** (Osaka U., Japan). Role-plays: bringing unreality into the classroom. *Chalk Face* (Tokyo), **2**, 2 (1982), 52–68.

Role-plays can be useful in exploring in the imagination, by means of English, situations which are remote from the classroom. Successful ones usually involve some sort of information gap; participants really need to find out something. Two examples of jigsaw techniques, intended for final-year students, are described. Each participant has a card describing a situation from the point of view of one of the characters concerned. Only by pooling the information can the mystery or whodunnit be solved. Newspaper articles, stories or anecdotes can furnish suitable incidents.

84–70   **Szalontai, Eva.** The fundamental problems of suggestopedy. *Journal of the Society for Accelerative Learning and Teaching* (Iowa, USA), **6**, 4 (1981), 296–310.

This report reviews the early work on suggestopedia in Eastern Europe and presents some of the original work on suggestopedia in Hungary, especially in foreign-language teaching. Topics covered are the teaching of reading and maths, history of the spread of suggestopedia and Hungarian experiences, conclusions and implications.

   It is concluded that suggestopaedic methods belong with intensive teaching techniques. They speed learning and increase its effectiveness, improve memory, help to overcome learning-related fears and handicaps, arouse and sustain interest. They may be particularly effective where language must be learned very quickly, and where grammatical errors are not regarded too seriously, i.e. 'tourist language'. Teaching takes place in a relaxed and entertaining atmosphere. Words, grammar, etc., are not taught separately but employed in long dialogues.

84–71   **Thomas, Jenny** (U. of Lancaster). Cross-cultural pragmatic failure. *Applied Linguistics* (Oxford), **4**, 2 (1983), 91–111.

The term 'pragmatic failure' is given to the inability to understand 'what is meant by what is said'. One area ('pragmalinguistic failure') is fairly easy to overcome. It is simply a question of highly conventionalised usage which can be taught quite straightforwardly as 'part of the grammar'. The second area ('sociopragmatic failure') is much more difficult to deal with, since it involves the student's system of beliefs as much as his/her knowledge of the language. It is essential to avoid prescriptivism in this very sensitive area of language in use. To do so we must draw on insights from theoretical pragmatics and develop ways of heightening and refining students' metapragmatic awareness, so that they are able to express themselves as they choose.

84–72   **Tomlinson, Brian** (Bell Coll., Saffron Walden). An approach to the teaching of continuous writing in ESL classes. *ELT Journal* (London), **37**, 1 (1983), 7–15.

An approach to the teaching of continuous writing in ESL situations is described, designed to combine acquisition and learning as a result of a process involving

exposure, use and analysis. This approach also allows learners opportunities to produce authentic writing from an elementary level and to work on skills and items relevant to their needs. Examples are offered for the elementary level and upper intermediate level. The underlying theoretical basis of the approach stresses the importance of a rich, varied and meaningful input, plus frequent, motivated opportunities to participate in authentic discourse. The 'model' and 'free' stages ensure the natural input and output which are essential for the acquisition of communicative competence. Controlled and guided practice stages are included to help the learner improve his/her conscious understanding of the writing process. The learners write in order to learn.

84–73 Vez Jeremías, José Manuel. The 'social' component in the English classroom: semantic and pragmatic considerations. *Anglo-American Studies* (Spain), **2**, 1 (1982), 63–73.

The growth of competence in a foreign language is as much a matter of 'social' learning as of 'linguistic' learning; pupils need to develop a range of social strategies for coping with the interactions involved (between teacher and pupil, pupil and pupil, and between pupil and English). A study of pupils aged 11–12 showed that two learning processes took place – learning to interact with other students and learning the English language. Formulaic expressions enabled them to 'play' in the new language without knowing anything of its internal structure – the most useful were those which helped them to appear to know what was going on, to participate in games, and to request information, clarification and confirmation from other students. This language permitted them to continue to participate in activities which provided contexts for the learning of new material. The material was memorable by virtue of being embedded in interesting activities from which they had already received 'social' rewards. Interactional formulas needed were greetings and politeness routines, attention callers, management expressions, and questions. Learning is facilitated if total security is removed and activity is unpredictable. Games provide an experience of the unpredictable in the classroom which helps students to take the next step, using English 'unprepared' in real situations.

84–74 Wyatt, David H. (American Language Acad., Rockville, Md). Computer-assisted language instruction: present state and future prospects. *System* (Oxford), **11**, 1 (1983), 3–11.

A review of the main areas of interest in computer-assisted language teaching. The newer microcomputer-based systems are relatively inexpensive but software is not transferable from one microcomputer to another. The teaching of the receptive skills is particularly suited to CAI, advantages being immediate feedback on students' answers and highly individualised and student-centred instruction. The two main classes of computer systems are described: (1) terminal-based, with powerful mainframe computers with terminals for students, or relatively smaller minicomputers, and (2) microcomputers. Both types can provide most of the main benefits of CAI, the choice being partly a question of finance. With a microcomputer-based system,

an institution will probably have to develop its own materials, though appropriate courseware is beginning to be produced commercially. Single exercises and groups of exercises can be developed by a user with no knowledge of programming by using pre-designed formats. Alternatively, a teacher/course designer can team up with qualified programmers. Promising developments include 'peripheral' hardware, such as the videodisc which can store 55,000 still frames on one side of the disc, and can be used to accompany listening comprehension materials. The random-access audio-recorder, the touch- or light-sensitive video screen, and speech synthesis are other promising developments.