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# Teaching particular languages

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## English

**94–189 Anderson, Jan** (Clearwater Christian Coll., Florida). Is a communicative approach practical for teaching English in China? Pros and cons. *System* (Oxford), **21**, 4 (1993), 471–80.

This article summarises the main features and advantages of the communicative approach (e.g. concentration on appropriateness rather than mere language form, emphasis on the learner as an individual with specific needs/problems, the favouring of fluency rather than accuracy-based activities), and discusses its potential usefulness in China, where traditional, non-innovatory, ‘lockstep’, book/teacher-centred EFL instruction is the norm.

The Chinese have not articulated the relationship between learning English and the furtherance of their economic/modernisation goals, a motivational ambiguity which adds to the burdens invariably placed on non-native teachers when ‘communicative’ classroom methods are introduced. For

example, there is a scarcity of appropriate textbooks, present curricula are geared to a national examination which has no communicative component and, apparently, the Chinese have evolved an ‘extreme’ learning style which does not recognise games/interactive exercises as serious or valid classroom activities.

Progress, towards even an inevitably limited acceptance of communicative methodology, depends upon foreign teachers respecting (and gently modifying) these culturally determined preferences. The author describes the experiences of native-speaking instructors at various universities in China to indicate how this can be done.

**94–190 Al-Makhzoumy, Khalaf and Al-Shorafat, Mohammed** (Yarmouk U., Jordan). Problems of English composition in Jordanian secondary schools. *ITL* (Louvain, Belgium), **101/2** (1993), 1–22.

There is a general consensus among researchers that most students of English as a foreign language (EFL) are weak in writing composition. One of the main reasons for their weakness is due to the fact that there is no general agreement among teachers on how to teach and/or evaluate compositions.

Secondary school teachers in Jordan often complain that most students face problems and make errors when they write English compositions. These errors are usually reflected in school exams as well as in the General Secondary School Examination

(Tawjihi), held annually by the Ministry of Education.

The main concern of this research is to study students’ problems in writing English compositions in Jordanian secondary schools. A questionnaire was set for this purpose. The research is expected to identify the most serious problems that secondary students face and recommend certain procedures to avoid these problems and improve students’ writing ability in English compositions.

**94–191 Bex, Tony.** Standards of English in Europe. *Multilingua* (Berlin, Germany), **12**, 3 (1993), 249–64.

The successful teaching of English as a foreign language depends in part on the selection of an appropriate pedagogic model. There are a number of models available, but within Europe it would seem most appropriate to select one based on British English. The model chosen has typically been called Standard English and is often thought to represent the ideal linguistic practices of a native speaker of English. However, this characterisation of Standard English serves to conceal the diversity of English within its homeland. The recent publication of the Kingman Report has focused linguists’ attention on the deficiencies of Standard English as a model for

mother-tongue teaching. This paper investigates some of these discussions and comes to the conclusion that Standard English is a powerful social myth rather than a describable linguistic variety. It further argues that this myth has been given added support by a misreading of Chomsky’s theories of child language acquisition, and a misapplication of his theories to second-language acquisition. Current notions of Standard English should be replaced by more modest ones; to achieve the objectives of the Lingua Programme, English should be firmly situated within its cultural context and should be taught in all its variety.



**94-192 Cotterall, Sara** (Victoria U. of Wellington, New Zealand). Meiko: case study of a second language reader. *Reading in a Foreign Language* (Oxford), **8**, 1 (1991) [publ. 1993], 611-30.

This article presents a detailed description of the observable reading behaviour of an ESL learner exposed to a programme of strategy instruction. Verbal data obtained from the learner during the reading sessions are supplemented by the learner's answers to a questionnaire on reading strategies and

by the learner's responses in a series of interviews focused on her reaction to the instructional programme. It is argued that teachers must first know what strategies their learners are using before they can suggest alternative approaches.

**94-193 Garrett, Peter** (U. of Wales, Bangor) and **Austin, Christopher**. The English Genitive Apostrophe: judgements of errors and implications for teaching. *Language Awareness* (Clevedon, Avon), **2**, 2 (1993), 61-75.

The origins of the English Genitive Apostrophe (EGA) are relatively recent, and there is evidence of considerable variation in its use by native speakers. The prescriptive rules aimed at teachers and learners are frequently not followed in written English in the natural language environment. Some 15 German undergraduates of English, 15 UK undergraduates of English, and 15 postgraduate EFL teacher trainees in the UK were asked to identify and grade three categories of EGA errors made by native speakers. These categories were the omission of the EGA (e.g. *mens fashions*), the inclusion of EGA before the word final 's' in regular plural nouns (e.g. *old telephone's*),

and the use of EGA with third person pronouns (e.g. *her's*). It is concluded that those judges exposed to explicit rules of EGA usage recognised more errors and judged them more severely. Results also showed that the three EGA error categories were evaluated with differing gravity.

This paper suggests that with the EGA, the input coming at acquirers from the natural language environment may be so inconsistent or at variance with the prescriptive rules that deductive or controlled discovery teaching approaches appear more likely to lead to the acquisition of these rules.

**94-194 Ghaith, Sulaiman** (Umm Ulqura U., Makkah, Saudi Arabia). The assignment of primary stress to words by some Arab speakers. *System* (Oxford), **21**, 3 (1993), 381-90.

Twenty subjects, selected at random from a group of third- and fourth-year college students studying English as a foreign language, were requested to give their pronunciation of different types of English verbs, nouns and adjectives. They were also requested to give their rendition of validated nonsense words concocted according to the phonology, morphology and phonotactics of English. In addition, the subjects were asked to indicate, on a separate questionnaire, whether they had heard or known the meaning of the English words. The results revealed a significant rank order of difficulty facing Arab students in terms of primary stress

assignment to English words. No direct, significant relationship between the number of correct primary stress assignments and the number of English words that the subjects heard, or that they knew the meaning of, was obtained. The findings showed that the subjects' relative mastery over the assignment of primary stress to English words was not significantly extended to cover nonsense words – an indication that newly concocted words, used for new concepts and products, may not be correctly pronounced by a significant number of subjects selected from the same population.

**94-195 Gnass-Franke, Traudel**. Freiarbeit im Englischunterricht – Möglichkeiten des partnerschaftlichen Lernens. Ein Erfahrungsbericht. [Student autonomy in English teaching: possibilities for partnered learning – a report of an experiment.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **92**, 4 (1993), 358-80.

The article focuses on the need to find more modern and liberal methods of teaching English in post-primary schools. An excursion into the history of

reform in educational theory is followed by a brief outline of the current discussion regarding independent work in secondary schools. A report is

given on the development of materials and their use on a trial basis in a fifth class group (10-year-olds).

Suggestions for independent work in the second year of learning English are provided.

**94-196 Hirsh, David and Nation, Paul** (Victoria U. of Wellington). What vocabulary size is needed to read unsimplified texts for pleasure? *Reading in a Foreign Language* (Oxford), **8**, 2 (1992), 689-96.

The types of vocabulary in three short novels were analysed to determine the text coverage of the most frequent 2,000 words of English, and the vocabulary needed to gain 97-98% coverage of the running words in each text. It was found that the most frequent 2,000 words do not provide adequate coverage for pleasurable reading and that a vo-

cabulary size of around 5,000 word families would be needed to do this. The study also showed a need for graded readers at the 2,600- and 5,000-word level and unsimplified texts. The feasibility of preteaching vocabulary and intensive reading of unsimplified texts were also examined.

**94-197 Kerfoot, Caroline.** Participatory education in a South African context: contradictions and challenges. *TESOL Quarterly* (Washington, DC), **27**, 3 (1993), 431-47.

This paper describes and critiques a participatory ESL curriculum development project within a South African nongovernmental organisation. It locates this project within the political and economic context as South Africa moves from apartheid towards democracy. The contradictions inherent in

developing participatory curricula and materials for large-scale use are described, and the choices made to reconcile them discussed. The paper ends with a discussion of the challenges facing adult basic education (ABE) in the future and suggests some directions for development.

**94-198 Lohre, Angelika.** Selbstständiges Arbeiten lernen mit Unit Plan. [Learning to work independently with a unit plan.] *Der Fremdsprachliche Unterricht* (Stuttgart, Germany), **27**, 12 (1993), 34-9.

Lohre describes in detail a unit of work with her Class 10 (age 15+) at a German grammar school. Having previously failed to gain pupil acceptance for a very learner-centred, project-based approach, she proposed an approach involving extensive group work but guided by very detailed instructions (including handouts); she sees this as a learner-training stage on the way to genuine autonomy. The unit was based on the coursebook *Green Line*, and included 'fun lessons' as reward for speedy completion of coursebook pages [sample schedule]. It involved a mixture of whole-class and group work; for the latter, pupils were given individual cassettes on which they could record contributions in order to receive additional teacher feedback. At the start, the new approach was presented in German and pupils were able to discuss it, write advantages

and disadvantages on coloured cards, and vote on it. After acceptance, details of timetable, objectives and evaluation were negotiated and displayed on the classroom wall.

Only one unit has so far been completed, lasting 5 weeks (19 lessons including tests and administration, but only 4 fully-fledged group-work lessons so far). One small part of the plan, the use of the individual cassettes, was not taken up by pupils, and there was some disruptive behaviour in whole-class lessons, but several positive outcomes are noted, including extensive use of English, rapid progression through the materials (due in part to extensive self-imposed homework), good teacher-pupil relations and fairly good marks in the first official test.

**94-199 Pennington, Martha C.** (City Poly. of Hong Kong). Motivating English language teachers through job enrichment. *Language, Culture and Curriculum* (Clevedon, Avon), **5**, 3 (1992), 199-218.

Hackman's (1987) job characteristics model of work motivation is described and applied to English language teaching, with concrete recommendations

made on the basis of Hackman's action principles for job design. By attending to these job design principles, those charged with setting up and

running English language teaching units create the conditions for teachers to reap the maximum rewards from their profession, including opportunities for long-term growth and career advance-

ment and an increased sense of self-actualisation and empowerment. As teachers grow and prosper, so do the language programmes and the larger field of ESL with which they are associated.

**94-200 Pholsward, Ruja** (U. of the Thai Chamber of Commerce). The English language needs of Thai computing professionals. *RELC Journal* (Singapore), **24**, 1 (1993), 86-108.

The study surveyed the English language skills most needed by the computing professional in the Thai context. The purpose was to obtain empirical information to validate the type of language use and skills emphasised in existing commercial ESP materials in the area of computer science as well as to generate implications for language pedagogy in this specialised discipline with regard to course/syllabus design, materials development, and teacher training. Structured interviews with the use of a

questionnaire constructed for the study, were conducted with 25 subjects from 22 firms. Data obtained from the interviews showed consistency in the subjects' answers on the most needed skills: speaking skills were of great importance in almost all positions, followed by reading and writing respectively. Practical suggestions about the direction of language pedagogy for students in computer science were also given by the subjects.

**94-201 Stavans, Anat and Oded, Brenda** (Bar-Ilan U., Israel). Assessing EFL reading comprehension: the case of Ethiopian learners. *System* (Oxford), **21**, 4 (1993), 481-94.

The established means of assessment may not measure the actual learning of some students with particular learning styles. Recent studies on reading comprehension strategies used by unsuccessful language learners have revealed that some of these learners use the same kind of strategies at the same frequency as do successful learners. Yet their performance on reading comprehension assessments is appreciably lower. This study was undertaken to diagnose and aid a group of unsuccessful Ethiopian EFL university students in Israel with reference to a typical Israeli EFL group on the same level. It was hypothesised that the failure of the unsuccessful group was attributable to cultural differences in the mode of information transmission, i.e. a teaching and assessment methodology which relies heavily on a written modality as opposed to the group's oral tradition, and imposes an inappropriate set of expectations and requirements on these learners. This study examined the use of strategies in answering reading comprehension questions and the

differences in performance on various test formats ranging from most structured to least structured, namely multiple-choice questions, open-ended (OE) questions, and an unstructured oral retell task. Strategy reports were elicited by immediate introspection and general retrospection. The results show that though the unsuccessful learners use similar strategies to those used by successful learners, their use of such strategies is 'mechanical,' resulting in poor performance. No evidence was found to support the notion that the group's oral tradition contributed to their failure on written tasks; instead, there was evidence of the effect of the previous learning experiences of the group on their 'mechanical' implementation of strategies. Furthermore, the OE test format was found to be the most facilitating as an assessment tool. In conclusion, this study points to the need for adjusting and individualising teaching methods and means of assessment to the students' learning styles to ensure that students realise their potential.

**94-202 Vick, Eileen and Jung, Udo H.** 'You're tuned in to Eszett Radio': Phone-In-Sendungen im Fremdsprachenunterricht. [Phone-in programmes in foreign language teaching.] *Der Fremdsprachliche Unterricht* (Stuttgart, Germany), **27**, 12 (1993), 46-8.

Two one-hour phone-in programmes, entirely in English, were prepared and presented by students of the University of Bayreuth on a local radio station. Topics included university politics, relations with local people, and the withdrawal of U.S. troops

from the area. Tutors organised extensive preparation including a telephone skills course; listening comprehension based on native-speaker phone-ins; language laboratory activities in which students recorded, exchanged and commented on short talks

on controversial issues; work on useful words and set phrases; and a full-scale rehearsal. Students also did extensive voluntary preparation and research. The advantages of this type of activity, at both university and school level, include its motivating

effect on everyone (including those who only listen), the creation of genuine communicative situations, the development of intercultural competence, the involvement of foreign pupils/students, and increased self-confidence.

**94-203 Wales, M. L.** (U. of Queensland, Australia). Aspects of language awareness used in some workplace ESL programmes. *Language Awareness* (Clevedon, Avon), **2**, 2 (1993), 85-104.

This paper describes some teaching and learning which took place in the English on the Job Project, a long-term English as a Second Language (ESL) programme for immigrant employees in the Victorian Transport Authorities, which was researched and implemented during the 1980s. Based on data collected in several research projects related to The English on the Job Project, including some taped and transcribed in-depth interviews with the ESL instructors involved, the paper describes courses for three different learner groups, in which learners' language awareness was intentionally exploited or developed with the purpose of increasing their second-language proficiency. The learners were immigrant workers of non-English-speaking background, who had been in Australia for between 15 and 30 years, and spoke fossilised interlanguages

which varied in their phonological and morpho-syntactic proximity to native-speaker Australian English. Aspects of Language Awareness involved varied in relation to the different levels of ESL proficiency in the three learner groups. They include awareness of: previously misperceived formal aspects of the second language (L2): mismatches between learners' and native-speakers' oral productions of the target language; categories for previously stored but unanalysed linguistic information; language use in the first and second languages. Changes observed in learners' L2 performance (noted either in the classroom or at work) suggest that the aspects of language awareness invoked in these courses had a significant positive effect upon the learners' L2 development.

**94-204 Willett, Jerri** (U. of Massachusetts at Amherst) **and Jeannot, Mary** (Gonzaga U.). Resistance to taking a critical stance. *TESOL Quarterly* (Washington, DC), **27**, 3 (1993), 477-95.

Although empowerment education has had much success in adult literacy programmes, its future depends on preparing teachers to work within an empowerment framework. A common challenge in empowerment education, whether in adult literacy programmes or teacher education programmes, is student resistance to the whole notion of empowerment. In this paper, the authors explore such resistance in the graduate ESL teacher preparation programme at the University of Massachusetts. Using a postmodern critical and feminist framework, they analyse student resistance to the in-

vention and critique of 'facilitation', a role designed to help small groups invent and critique theories and methods of teaching. Both students and professors alike resist taking a critical stance toward their own inventions. Two practices, however, have been helpful in the authors' struggles to deal with their mutual resistance in ways that maintain the empowerment framework: (a) communities of resistance and (b) student writing and research. Their goal in documenting their struggles is to help those who want to work within the empowerment framework deal with resistance in their classrooms.

## French

**94-205 Cornish, Francis** (U. of Kent). Foreign language reading comprehension as 'externally-guided thinking'. *Reading in a Foreign Language* (Oxford), **8**, 2 (1992) [publ. 1993], 721-52.

The article presents and justifies an approach to teaching and testing advanced French reading comprehension of expository texts in the Social Sciences field, within a 'communicative-cognitive'

framework. Learners (in this case, mostly native English-speakers) are provided with a standard three-part set of instructions to produce a communicative analysis of the texts read, with each part

of the instructions corresponding to a level of abstractness with regard to the writer's message. The instructions (and the prior training in their use) encourage the readers to perceive and utilise the writer's overall rhetorical scheme as a conceptual-functional framework within which to integrate the

various components of their interpretation of his or her message.

Data from two such communicative analyses are presented and discussed, providing evidence for Säljö's distinction between 'surface' and 'deep' level processors.

**94-206 de Courcy, Michèle** (Griffith U., Australia). Making sense of the Australian French immersion classroom. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14**, 3 (1993), 173-85.

The study reported in this paper investigated the processes involved in the acquisition of French by students in late immersion programmes in Australia. An ethnographic style of data collection was used, covering a full school year. The roles of three main themes which emerged from the data are dealt with

in this paper: comprehensible input, internalised speech and comprehensible output. It is concluded that comprehensible input alone is not sufficient for language learning to occur. Acquisition occurs because of a balance between input and output, mediated by the use of private speech.

**94-207 Phillips, Elaine M.** (Southwestern U., Tx). Polite requests: second-language textbooks and learners of French. *Foreign Language Annals* (New York), **26**, 3 (1993), 372-81.

The profession's concern with learners' ability to use language 'in context' is well established. More recently, practitioners and researchers have expressed a growing interest in questions of students' sociopragmatic competence in the second language. This article reports on a three-step research project examining students' familiarity with, and ability to make, polite requests. First, a survey of introductory and intermediate textbooks suggested that students are inadequately trained in socially appropriate request forms. Next, two task-related instruments were completed by students to assess their ability to recognise degrees of politeness based on three variables preferred by native speakers (interrogative, conditional mood, and hearer-orientation) and to produce polite requests of their own based on the

same three variables. Results from the first task revealed that learners are able to recognise degree of deference in requests only to a moderate degree. Results from the second instrument suggested that learners are insufficiently familiar with the conditional of politeness or that they are largely unable to use it in making polite requests. Gaps in students' sociopragmatic competence may be caused by incomplete transfer from L1 to L2 and by the difficulty of grammatical structures required for polite requests. This paper suggests that input from textbooks can be used to fill the gap related to polite requests if more attention is devoted to the presentation and practice of formulaic expressions and appropriate linguistic forms such as the conditional of politeness.

## German

**94-208 Henkes, Petra and Salokannel, Claudia.** Die Förderung von Schreibfertigkeit im Selbstlernbereich: ein Erfahrungsbericht aus dem Goethe-Institut Berlin. [Fostering the writing skill in self-access learning: a report on experience at the Goethe Institute, Berlin.] *Zielsprache Deutsch* (Munich, Germany), **24**, 2 (1993), 83-7.

The Goethe-Institut provides a range of materials for self-access German courses at its centres within Germany. The Berlin branch has developed the writing skill materials described here. Objectives include reducing anxiety and encouraging imagination; sensitisation to style and register; learning about spelling and punctuation, text-types and associated grammar and vocabulary, social and

cultural aspects of writing. Many exercises are closely guided and self-checking, though free writing marked by a tutor is not excluded. Only those text-types are allowed which are normally and primarily written, so there are no written versions of interviews, telephone conversations, etc. Integration with other skills and use of pictures and video are encouraged. [Sample exercises.]

**94-209 Keim, Lucrecia and Vater, Birgit.** Drinnen vor der Tür: Wunschtraum und Realität des fachbegleitenden Deutschunterrichts im Rahmen eines europäischen Studienprogramms für Wirtschaftsstudierende. [Inside the door: pipe-dream and reality of concurrent German teaching in a European study programme for economics students.] *Zielsprache Deutsch* (Munich, Germany), **24**, 2 (1993), 88–95.

This article describes the German language course provided at Bielefeld University for students of economics/business on one-year exchanges from sister institutions in England, France, Holland and Spain. The German teaching runs alongside subject courses, and comprises an intensive 20-hour course followed by two hours per week for the rest of the year. The syllabus consists not simply of academic German, but of the general, general-academic, and economics/business language needed for the immediate study context, especially for seminar participation. All four skills are taught, with special

emphasis on group problem solving and prepared talks, often video-recorded, which are later written up and marked. Although the course is generally successful, problems include a lack of collaborative planning – between institutions and between departments at Bielefeld – not enough teaching hours, students' reluctance to learn from each other, and sometimes stereotyping and nationalistic jealousies. Tutors need to develop personal contact and rapport with students, to introduce new methods gradually and to foster tolerance.

**94-210 Ohnacker, Klaus.** Funktionale Grammatik im Fachsprachenunterricht. [Functional grammar in teaching languages for specific purposes.] *Zielsprache Deutsch* (Munich, Germany), **24**, 2 (1993), 75–82.

Functional grammar can provide a description of a particular language variety which identifies the most frequent syntactic patterns and associates them with typical communicative purposes. German texts in the specialist area of economics and business seek to be impersonal, factual, precise and complete, and their typical syntax involves passive constructions, modals, nominalisation, many attributive adjectives.

The teaching method outlined has three phases,

all related in different ways to the chosen grammar point. First, a task is set which activates previous knowledge and creates a need for this grammar point. Next comes text-based work for guided understanding and practice. Finally an integrated phase activates the newly acquired language. A sample unit is presented, with exercises including pattern drills, reading comprehension, gap filling, and forming verbs from nouns.

## Italian

**94-211 Di Nicuolo, Giulia.** Review of some materials for listening comprehension. *Rassegna Italiana di Linguistica Applicata* (Rome), **25**, 2 (1993), 1–20.

The importance of listening to the foreign language is now recognised, but exposing students to undifferentiated spoken language is not enough. In listening comprehension, linguistic elements are recognised, assigned a meaning and then processed and interpreted in order to get the 'total' meaning and respond with appropriate behaviour. Many cognitive processes are involved, including prediction, inference, completion, verification, selection, hypothesis, testing and guessing. Unlike real-life listening, students cannot choose what to listen to, and they often do not know enough about the topic and lack the visual aids of body language and context. Pre-listening activities can make up for some of these deficiencies, and post-listening activities are useful to verify if comprehension has

taken place. The latter should be natural to the text, such as following instructions, taking decisions or solving problems, and tasks should be known before the listening takes place. The necessity of exposing students to authentic spoken language is widely recognised, but an authentic text of spontaneous speech may confront the student with too many problems. Simulated authentic discourse produced by speakers to whom only some written notes have been given is more appropriate for students at lower levels. For advanced students, there are in addition to listening comprehension materials a number of published courses on study listening and note-taking, useful for those who require further micro-skills in listening in order to attend lectures and use them for their studies. To be successful, courses of

this kind need subject specific authentic material and lots of while-listening exercises.

The author has evaluated 18 listening comprehension books and seven coursebooks on listening and note-taking, all published between 1975 and 1983. The analysis appears to indicate that the quality of material for listening comprehension is improving. The need for authentic material, con-

textualised listening, multi-skill approaches and training in how to tackle listening texts is now felt. Pimsleur's identification of the importance of auditory ability needs further investigation: does such ability respond to training? Students of low auditory ability should be identified early and given extra listening time.

## Japanese

**94-212 Dowling, Carol and Mitchell, Anita** (Griffith U., Australia). Reading in a specific purpose foreign language course: a case study of technical Japanese.

*Modern Language Journal* (Madison, Wis), **77**, 4 (1993), 433-44.

This paper describes a project conducted over the last three years which looks at an undergraduate foreign language reading course designed for a specific group of people. Broadly speaking the project is concerned with curriculum development and foreign language pedagogy. More specifically it involves the efforts of the authors, as reflective practitioners, to improve the structure and content of a particular foreign language reading course, and to enhance the efficacy of their teaching strategies.

The goal of the project, however, is not simply to

bring about change but also to enhance understanding of the learning processes of the students. Based on certain assumptions about the inter-relationship between first-language reading processes and reading in a foreign language, plans for alterations to course structure and content were made and implemented, and the consequences of these changes were observed and reflected upon. The cyclical repetition of this process of planning, action, observation, and reflection is the methodology of qualitative action research.

**94-213 Oxford, Rebecca** (U. of Alabama) **and others**. Japanese by satellite: effects of motivation, language learning styles and strategies, gender, course level, and previous language learning experience on Japanese language achievement.

*Foreign Language Annals* (New York), **26**, 3 (1993), 359-71.

This article describes a study of 107 high-school students who were learning Japanese through the medium of satellite television. The investigation focused on factors that influence student achievement in Japanese in the satellite setting. Results showed motivation was the best predictor of Japanese language achievement, but the use of language learning strategies was also highly influential. Students who frequently used learning strategies performed better in the course, thus validating the supposed linkage between strategy use and language

achievement. Although auditory students were more motivated than visual students, nevertheless visual students significantly outperformed auditory students and hands-on (tactile/kinesthetic) students in achievement. Girls showed a number of differences from boys in terms of motivation, achievement, and frequency of strategy use. Many concrete suggestions are provided for improving language instruction in regular classrooms and in the satellite environment.

## Russian

**94-214 Hughes, Helena E.** (Federal Language Training Laboratory, Arlington, Va). 'Khorosho!' An interactive videodisc survival Russian programme. *Foreign Language Annals* (New York), **26**, 3 (1993), 393-8.

A unique, interactive videodisc self-study programme to teach Russian speaking, reading, and listening skills to adults will be completed in 1993 at the new Federal Language Training Laboratory in Washington, D.C. Equivalent to a 120-hour,

teacher-delivered course, it is designed to produce speaking proficiency at the FSI level 1. This article discusses the course content, methodology, architecture, role of the student, and development process.



## Spanish

**94–215 Scott, Renée S.** (U. of North Florida) **and Rodgers, Barbara C.** (Clay County (FL) Schools). Assessing communication in writing: the development of a Spanish writing contest. *Foreign Language Annals* (New York), **26**, 3 (1993), 383–92.

In the fall of 1991, The Asociación Cultural Hispanoamericana (ACHA), Florida Community College of Jacksonville, and Duval County Schools jointly sponsored the first local competition for middle-school, high-school, and college-level Spanish students in northeast Florida. The goal of the contest was to provide a forum for students to demonstrate proficiency in Spanish and to promote language learning. Students participated in the areas of speaking, reading, culture, grammar, listening, and writing. The authors of this paper were assigned to develop the writing section of the contest and to coordinate the actual event. This paper reports on the process of developing a proficiency-oriented writing contest, as well as a system of assessment of that writing based on a set of rubrics for each level of writing.