Language learning and teaching – theory and practice

Theory and principles

93–121 Byram, Michael (U. of Durham). Foreign language learning for European citizenship. *Language Learning Journal* (Rugby), **6** (1992), 10–12.

Language teachers concerned with 'broadening learners' horizons' have long been contributing to a general, liberal education of which 'citizenship' is a part. In the 1990s this philosophy is also becoming evident in developments such as the National Curriculum for foreign languages, the extension of LINGUA, and the introduction of a new Council of Europe programme: 'Language learning for European citizenship'. Language teaching in schools and colleges can play a vital role in providing young people with a European perspective. Ethnic identity is not established solely by language, but the view that a group must maintain its language if it is to maintain its identity and the boundaries around it has led to political confrontation and violence. Minority groups' faith in schools as a means of maintaining their language is often over-optimistic, as schools alone cannot reverse a trend to language shift if other social factors are accelerating the change.

In Britain, political pressure from the rest of the European Community has led to foreign languages acquiring the status of a foundation subject. This would be insignificant in terms of national identity if languages continued to be taught as if pupils were to become tourists and holidaymakers in the foreign country. Young British learners of foreign languages must learn to integrate foreign concepts and value systems into their own if foreign language learning is to enhance their sense of national identity. Teaching methods are being developed in Durham and London which adapt the techniques and purposes of ethnographic fieldwork to the foreign language classroom. Learners will also study their own culture in order to practise data-gathering techniques and to acquire a more conscious understanding of the relationship of their own and the foreign culture. They will discover that the diversity of identities to which they have access through foreign language learning is as natural as the acquisition of their own national identity through use of English.

93–122 Crookes, Graham (U. of Hawaii). Theory format and SLA theory. *Studies in Second Language Acquisition* (Bloomington, Ind), **14,** 4 (1992), 425–49.

This paper reviews work in the philosophy of science pertinent to theory formats and relates it to recent second language acquisition (SLA) theories. Recent developments in philosophy of science and science studies have shown that the theory format advocated by philosophy of science for much of this century is unhelpful; developments in theory format in cognitive science, particularly psychology, artificial intelligence, and linguistics, have proceeded on lines independent of the older tradition in theory format. The naturalisation of philosophy of science has resulted in improved understandings of what is necssary in a theory if it is to be adequately explanatory. SLA theory development has largely taken place in ignorance of such recent developments, and initial critiques of SLA theory from within the field reflected the earlier conception of theory. However, SLA research has reached the stage where a meta-understanding of theory formats, in terms of the components of a theory and the language in which a theory is couched (its formalism), is badly needed to facilitate theory development.

93–123 Doyé, Peter. Neuere Konzepte landeskundlichen Lernens. [Recent concepts in cultural studies.] *Der fremdsprachliche Unterricht* (Stuttgart, Germany), **26,** 7 (1992), 4–7.

There is a demand for FLT to contribute to intercultural education, political literacy and tertiary socialisation. Intercultural education is of growing importance in multicultural societies. Ideally it should lead to 'lack of ethnocentrism, cognitive flexibility, behavioral flexibility, cultural knowledge [and] interpersonal sensitivity' (Thomas, 1989). Communicative skills are crucial here, and of all curriculum subjects, FLT seems the best medium for promotion of intercultural education. The legacy of National Socialism has meant that political education has in Germany only recently become an acceptable concept once more. Its cognitive and evaluative aspects coincide to some degree with the

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aims of FLT, particularly that of enabling pupils to respect the norms of other societies and thereby learn to evaluate their own society objectively. The ability to negotiate is common to political activity and communicative competence, whenever more than one nationality is involved. Tertiary socialisation, in which young people acquire an intercultural communicative competence, is a concept introduced to FLT by Byram (1990). The process of socialisation is seen to move outwards from the family to one's own society and then to foreign cultures. It is a process which dovetails very neatly with the personal development which the FL learner should ideally undergo. '*Landeskunde*' is the traditional and somewhat outmoded term for what is now increasingly known as 'cultural studies', but it would be sensible to redefine and widen the German term to span new developments, rather than abandoning it altogether. Learning a foreign language and learning about a foreign culture are of necessity integrated, and are of equal worth. Cultural studies help students to see beyond stereotypes, prejudice and discrimination, and to understand not only other cultures, but that of their own country too.

93–124   Gash, Hugh (St Patrick's Coll., Drumcondra, Ireland). Gender and language. *Teanga* (Dublin, Ireland), **12** (1992), 18–28.

The purpose of this paper is to propose the use of certain forms of language in teaching about gender issues. The views expressed have developed in the context of an EC-funded project (TENET) in which teachers and children considered gender stereotypes in class in primary schools with a view to promoting more flexible ideas about what it is appropriate for girls, boys, women and men to do and to be. The theoretical approach sought to be rigorously constructivist.

One element in this theory is a clear separation between the domain of experience and the domain of explanation (Maturana). The educational implications of this element invite close consideration of the interpersonal dynamics of classroom questioning strategies, their intentions, and their linguistic features. Forms of questioning known as distancing strategies (Sigel) are offered as a means of facilitating the move from experience to explanation, in a manner both appropriate to the facilitation of equality of girls and boys in schools and respectful of the children's identities and autonomy.

Another element in the constructivist theory is an emphasis on radical constructivism (Von Glasersfeld) which underlines the limits placed on the validity of any explanation of phenomena. This view led to a recommendation that teachers develop their awareness of and competence in the use of linguistic forms likely to facilitate reconsideration of gender stereotypes. These include circular questioning and parenthesising, techniques which originated in writings about constructivist theory and psychotherapy.

93–125   Graham, Suzanne and Powell, Bob (U. of Bath). From GCSE to A-level: a natural progression? *Language Learning Journal* (Rugby), **6** (1992), 62–5.

An awareness of grammatical correctness and sociolinguistic nuances has an important place in communicative competence. Many of the tasks at A-level are such that they cannot be completed successfully without the precise and accurate use of linguistic forms, but this is not always the case at GCSE. In spite of the changes made in A-level syllabuses there still seems too little continuity between proficiency developed at GCSE and that tested at A-level. One distinction is between what Cummins calls 'Basic Interpersonal and Communicative Skills' (BICS) and 'Cognitive/Academic Language Proficiency' (CALP). A-level requires a high level of CALP which, it is suggested, tends to take longer to develop. Some 34 A-level students in their second term were questioned in a pilot study. It emerged that some students in the early stages of their A-level course are already being asked to complete tasks that reflect very closely those that will be demanded of them at the end of their two-year course. There were some gender differences, girls seeming generally more anxious about coping with the work than boys. Difficulties in expressing complex ideas with a fairly limited vocabulary in both oral and written work were mentioned by many students. The essence of the 'gap', so often mentioned when referring to the transition from GCSE to A-level, seems to lie in the mismatch between the sophisticated concepts students need and want to discuss, and the rather less sophisticated linguistic means they have at their disposal.

93–126 Hüllen, Werner. Interkulturelle Kommunikation – was ist das eigentlich? [Intercultural communication – what actually is it?] *Der Fremdsprachliche Unterricht* (Stuttgart, Germany), **26,** 7 (1992), 8–11.

The now popular idea that learning another language means learning another culture, and even another way of seeing the world, can be traced back to Humboldt's relativistic view of language. Any pure 'immersion method' in language teaching must be grounded in such a view, whereas any pure grammar–translation method must be grounded in the opposite, universalistic view, that different languages offer different ways of expressing the same fixed meanings.

But in practice methods are rarely pure, and both views contain some truth. We do not learn a second language to become socialised a second time and 'slip into the skin' of the native speaker. Instead, using a second language involves recognising and discussing differences of culture and world-view: all communication entails meta-communication. Furthermore, languages such as English and French are widely used by non-native speakers in 'inter-communities', e.g. at scientific congresses, which have their own stable norms. We need to teach not only *Landeskunde*, the culture of countries and regions, but *interkulturelle Kommunikationskunde*, the 'science' of inter-cultural communication. This requires awareness programmes, use of literary texts (as they are subtly rooted in their own culture), and encouragement of attitudes and qualities such as patience, kindness, tolerance and commonsense – a task for education in general, not just foreign language teaching.

93–127 Kennedy, Fionnuala and Schröder, Konrad. Foreign language learning experience, foreign language learning motivation and European multilingualism: an Irish approach, with reference to findings in the Netherlands and the United Kingdom. *Die Neueren Sprachen* (Frankfurt am Main), **91,** 4/5 (1992), 434–52.

The article sheds light on the results of studies which were conducted on foreign language policy between 1986 and 1988 with a total of 2436 students in all departments at 10 colleges or universities in Ireland, the UK and the Netherlands. The focus was on foreign language learning experience, foreign language learning needs and the respondents' attitudes toward European multilingualism. Data quantified covered, among others, foreign language learning in school and outside of school, stays abroad, language learning motivation, the contexts and situations in which foreign languages have value from the students' standpoint as well as their opinions on the degree of difficulty and the sound of European languages. The article concludes with an indication of the respondents' ideas on how language problems in Europe could be solved.

93–128 Kleinsasser, Robert C. (Memphis State U.). Foreign language teacher attrition: a look at those leaving public schools in Illinois. *Foreign Language Annals* (New York), **25,** 4 (1992), 295–304.

Information provided in the Teacher Service database of the Illinois State Board of Education, between 1985 and 1990 [tabular/graphical data] is explored. An overview is given of previous studies of 'attrition' (i.e. teachers leaving the profession); the theoretical perspective is that proposed by Grissmer and Kirby (1987), in which voluntary/involuntary attrition is linked with the characteristics of the teachers themselves. Voluntary factors could include changes in marital status, and wage levels outside teaching, whereas illness and death, or mandatory retirement rules, are examples of involuntary attrition.

The significant variables that predict attrition rates include age, cited reason for leaving and geographic location; salary or specific language taught seem to have no effect on attrition from, or re-entry into, the FL teaching profession. The author deplores the fact that actual teacher perceptions and experiences, as well as class sizes, are missing from attrition databases. More precise studies could provide a better understanding of how qualified FL teachers could be retained.

93–129 Luginbühl, Odile and Massacret, Michel (CIEP, Sèvres). Quels enseignants pour l'Europe? [What kind of teachers for Europe?] *Français dans le Monde* (Paris), special number, Aug/Sept (1992), 69–77.

Changes in the education system have been taking place throughout Europe, and teachers in many countries are feeling apprehensive and ill at ease. Their disquiet is to a large extent linked to a loss of prestige and status. They also feel marginalised by the way changes are introduced, without their being consulted or involved, and they are anxious about meeting the new demands made on them.

It is proposed that the new Europe will not be one of educational uniformity, but of diversity. There will certainly be a new and larger place in it for modern languages in all countries. There will be a growing interest in bilingual education, and educational visits and exchanges will become more numerous and more important. Closer links between countries and changes in the systems of education will together lead to traditional behaviour patterns being overturned.

93–130 Nott, David (Lancaster U.). Modern language teachers: supply and demand. *Language Learning Journal* (Rugby), **6** (1992), 26–9.

Ten factors influencing the supply of, and demand for, modern language teachers in UK schools – some operating on both sides of the equation – are listed. The substantial time-lag between emergence of demand and availability of supply makes for imbalance in the market. However, recent figures suggest that the crisis in teacher supply is beginning to abate.

A questionnaire was sent to 19 men and 36 women who had successfully completed the Post-graduate Certificate of Education at the University College of North Wales between 1981 and 1985 in order to discover how many of them were still in teaching, and how they viewed their prospects.

A larger-scale survey is needed to provide statistically reliable information about recruitment, retention and wastage of modern language teachers and to discover whether and to what extent their attitudes and expectations differ from other teachers or other graduates.

93–131 Powell, Bob (U. of Bath). Becoming language wise: learning from one another. *Language Learning Journal* (Rugby), **6** (1992), 2–4.

This is a discussion of the need for co-operation in foreign language training at all levels, from student–student work in the classroom to the exchange of ideas across international boundaries. There have been great changes in all aspects of language teaching since the mid-1970s. The student–teacher role is less clearly defined, with the teacher becoming an initiator and facilitator; there is greater emphasis on students working together. (It is regretted that published courses have so far failed to deal with the need of students at lower levels for language to cope with communication breakdown and social skills.)

There is a need for greater communication not only at departmental level, but also between departments in a school. The benefits are considered of teachers meeting teachers from other schools, other regions and other countries. Problems created by the introduction of the national curriculum are discussed, as are those caused by the decentralisation of funding. One effect of the latter is that opportunities for teachers to work together are being reduced, and the President of ALL points out the importance of the Association in this respect.

93–132 Sharpe, Keith (Christ Church Coll., Canterbury). Communication, culture, context, confidence: the four Cs of primary modern language teaching. *Language Learning Journal* (Rugby), **6** (1992), 13–14.

The ideas summarised here were the basis of discussion at an INSET course bringing together groups of English primary teachers of French and French primary teachers of English. Each of the 'four Cs' carries three main implications for primary education. (1) Communication: for most pupils the L2 only has value if it can be used to communicate with its native speakers; the emphasis at primary level should be on oral/aural activity; communication in the L2 can be given validity by being incorporated into as many aspects of school life as possible. (2) Culture: there is a need for L2 culture to be taught; translation should be avoided; learning about the culture will help to avoid social cultural

stereotypes. (3) Context: it is important to establish a context for the language; then it should be practised in a context; types of activity for the three phases of language learning are suggested. (4) Confidence: it is important to foster pupils' confidence, especially by giving positive feedback; teachers also need confidence – most teachers do not attain native speaker competence, so there is no reason for a lack of confidence because of a lack of language; through good primary language teaching, children should gain confidence *vis-à-vis* language learning in general.

Psychology of language learning

93–133 Birdsong, David (U. of Texas at Austin). Ultimate attainment in second language acquisition. *Language* (Baltimore, Md), **68,** 4 (1992), 706–55.

On the prevailing view of ultimate attainment in second language acquisition, native competence cannot be achieved by postpubertal learners. The present study offers convergent experimental evidence which suggests there are exceptions to this generalisation. At the same time, early arrival in the host country – even if past puberty – correlates with attainment of native norms on a variety of measures.

Also investigated are the loci of competence differences in the syntax of the target language (French). Contrary to findings by Coppieters (1987), experimental performance is not predicted by the status of a given linguistic variable as within or outside the theoretical domain of Universal Grammar.

93–134 Chapelle, Carol A. (U. of Hawaii at Manoa and Iowa State U.). Disembedding 'disembedded figures in the landscape…': an appraisal of Griffiths and Sheen's 'Reappraisal of L2 research on field dependence/independence'. *Applied Linguistics* (Oxford), **13,** 4 (1992), 375–84.

Griffiths and Sheen's reappraisal (*see abstract* 93–15) of the SLA research in field independence/dependence (FI/D) touched on some relevant points. However, it confused fundamental theoretical and research issues. As a consequence, it concluded only that FI/D could not be relevant to second language learning and that researchers should practice the principles of good scholarship. This paper attempts to disembed and evaluate the major points in Griffiths and Sheen's paper while providing corrections and additions that may help readers to weigh their arguments. It also suggests insights that SLA researchers might gain from a genuine reappraisal of FI/D in SLA research.

93–135 Davis, James N. (Pennsylvania State U.) **and others.** Readers and foreign languages: a survey of undergraduate attitudes toward the study of literature. *Modern Language Journal* (Madison, Wis), **76,** 3 (1992), 320–32.

An investigation was carried out in the French and Spanish departments of three tertiary sector institutions in the United States, in an attempt to discover the reasons for a decline in the number of American undergraduate students of foreign languages wishing to study literature. Questionnaires revealed that more than two-thirds of those responding felt that literature was personally rewarding and that students should be encouraged to study the foreign literature. Factors influencing these views were as follows. Students felt that a considerable amount of leisure reading is positive. They preferred teaching which offered the opportunity to express personal opinions and to search for the 'underlying meaning' of a text. Students with less interest in speaking expressed greater enjoyment of literature than those with a strong interest in oral proficiency. Another factor was family background – a positive attitude to literature correlated with a home in which reading was part of the upbringing. Knowledge of the cultural background of the foreign language was significant – the lower students rated their knowledge of the culture, the more positive was their attitude to literature courses, and vice versa.

It is concluded that teachers' perceptions and students' views of literature are divergent, and that in order to influence positively the attitude to literature studies there is a need for change in teaching methods, allowing freedom to choose texts and greater emphasis on individual interpretation and response.

93–136 Day, Richard R. and others (U. of Hawaii). Incidental EFL vocabulary learning and reading. *Reading in a Foreign Language* (Oxford), **7**, 2 (1991), 541–51.

During the process of first language development, children learn new vocabulary incidentally from listening and reading situations. While it has been claimed that the same is true for second langauge learners, there is a paucity of empirical evidence. This paper reports the results of an investigation whose purpose was to determine if Japanese EFL students could learn vocabulary incidentally while reading silently for entertainment in the classroom. The findings demonstrate that such incidental vocabulary learning did occur for both high school and university students.

93–137 Giacobbe, Jorge (U. of Paris VIII). A cognitive view of the role of L1 in the L2 acquisition process. *Second Language Research* (Utrecht, The Netherlands), **8**, 3 (1992), 232–50.

By reference to a specific case study (of a Spanish native speaker acquiring French verbs of movement whilst living in France), the author explores the adult learner's 'paradox', i.e., the adult speaker is required to communicate in the L2 (and has a clear concept of what linguistic communication should be), but is unable to do so despite already having acquired an L1 and its attendant discourse skills. It is through the L2 that the beginner can access the 'communication universals' which permit assessment of the communicative intention of interlocutors. In effect, the L1 is a 'prior system', which allows the learner to participate in the L2, even before much transfer occurs. Further, the L2 is not a stable target, but changes over the course of acquisition: learners thus set themselves different targets depending on their developing interlanguage hypotheses and the actual constraints they face in trying to communicate.

The case study described [tapescript excerpts] supports Cromer's Cognition Hypothesis (1974), in which it is maintained that the learner may use simpler, even indirect forms for an idea for which he/she does not yet have the expressive tools. According to the author, an adult L2 learner has to construct only those L2 'notions' (e.g. 'path', 'boundary') which do not have a corresponding grammatical form in his/her L1; those which do have one are directly available for incorporation/ elaboration into the IL system.

It is concluded that L2 success demands a genuinely bilingual competence which does not correspond with the 'end state' of the monolingual L2 speaker.

93–138 Llorca, R. (U. of Queensland). Le rôle de la mémoire musicale dans la perception d'une langue étrangère. [The role of musical memory in the perception of a foreign language.] *Revue de Phonétique Appliquée* (Mons, Belgium), **102** (1992), 45–68.

Musical memory of speech is defined here as the component of memory which retains a sequence of speech in the speaker's voice and with its phonetic features. Musical memory is shown to play an important role in the knowledge and the mastery of a foreign language, being particularly involved in the process of dealing with oral variations and in the process of decoding through retrospective and generative strategies.

93–139 McGinley, William (U. of Michigan). The role of reading and writing while composing from sources. *Reading Research Quarterly* (Newark, Del), **27**, 3 (1992), 227–50.

The purpose of this article is to report results from a study of college students composing from sources and to present a model of the composing-from-sources process that emerged from the study. In the first part of the study, the author examined how various reading and writing activities interacted over time. Results provided a unique picture of the linear as well as the nonlinear nature of the restructuring and composing process. In addition, analyses of the functions that students assigned to different reading and writing activities revealed that these activities interacted synergistically, with individual activities serving unique yet partially overlapping functions over the course of the task. In the second part of the study, the author explored the ways in which two of the seven case-study students orchestrated the many reading and writing activities involved in the task of composing from sources.

Results revealed two different profiles of how reading, writing, and reasoning were brought to bear during the composing process. These different profiles seemed to be related to differences in the arguments presented in the essays of these two students.

93–140 Roberts, Linda Pavian (Waverly Community Schs., Lansing, MI). Attitudes of entering university freshmen toward foreign language study: a descriptive analysis. *Modern Language Journal* (Madison, Wis), **76**, 3 (1992), 275–83.

The academic status of FL study at high school and university in the USA has fluctuated over the years, and little is known about how it is perceived by students embarking on university courses. Their perception of the importance of FL study as revealed in a recent survey at Michigan State University may be linked to their English language ability, the amount and success of their high school FL study, sex, racial/ethnic background, and other factors. The survey showed overwhelming support for FL study, and the benefit derived from the study of culture in conjunction with FL was the most common argument given. Other strong perceptions mentioned included business advantages, enhancing the enjoyment of travel and minimising its risks, and promotion of world peace and harmony. There were few gender differences in the responses. The perception that FL study was culturally important

was most widespread among those with previous FL learning experience. The perception that FL study is important in securing a job or enhancing a career was more important to students who had not previously studied language in high school. African-American students mentioned a relationship between jobs and language study more than any other single demographic group.

The overall strength of students' belief that a greater understanding of culture is a primary reason for FL study is problematic for those who must show that it is 'worth' the investment of taxpayers' funds and student effort. The lack of evaluative tools may cause the cultural aspect of FL instruction to be unfocused or devalued. Policymakers would no doubt give FLs higher priority if it could be proved that they are applicable in the job market and vital to the global competitiveness of the nation.

93–141 Samimy, Keiko Komiya and Tabuse, Motoko (Ohio State U.). Affective variables and a less commonly taught language: a study in beginning Japanese classes. *Language Learning* (Ann Arbor, Mich), **42**, 3 (1992), 377–98.

Learning a less commonly taught language or a 'noncognate' language such as Japanese can be a daunting task for American students. The number of American students who are studying Asian languages at the university level – in particular Japanese and Chinese – is skyrocketing. Unfortunately, however, the attrition rate among these students is also very high.

The present study explored the possible relationships between affective variables (e.g., attitudes, motivation, classroom personality) and students' linguistic performance in beginning Japanese classes. It was hypothesised that the high difficulty level of this noncognate non-IndoEuropean language would

trigger strong negative affective reactions that would, in turn, affect their linguistic performance.

The results of the study indicate that motivation and attitudinal factors are critical in predicting students' success in Japanese. Classroom personality factors such as risktaking and discomfort were also found to be determinants of the students' final grades. In addition, negative changes in the students' attitude and motivation were observed when the results of the autumn quarter were compared with those of the spring quarter. Based on these findings, recommendations are made to enhance students' motivation and attitude toward learning Japanese.

93–142 Schairer, Karen Earline (North Arizona U.). Native speaker reaction to non-native speech. *Modern Language Journal* (Madison, Wis), **76**, 3 (1992), 309–19.

This paper discusses the relationship between comprehensibility and pronunciation, including the latter's potential for obstructing meaning and setting up social barriers between speakers and interlocutors. Eighteen taped speech samples were played to 28 native speakers of Spanish for evaluation in terms of

comprehensibility, agreeableness/disagreeableness of voice, nativeness of accent and apparent speaker personality [tabular/graphical data].

The results indicate that, for example, consonants did not impact comprehensibility as heavily as vowels – in effect there is a hierarchy of error, with

vowel production being the most serious problem, followed by various consonants as well as speed of production. Moreover, non-native teachers were seemingly less tolerant of error than non-teaching native speakers, and those who do not speak English were more lenient raters than those who did.

It is suggested that, on the results of this analysis at least, comprehensibility may be improved by concentrating first on the native-like production of vowels by learners; further research is needed to determine whether or not this pedagogical inference is universally valid.

93-143 Schmidt, Richard (U. of Hawaii at Manoa). Psychological mechanisms underlying second language fluency. *Studies in Second Language Acquisition* (Bloomington, Ind), **14**, 4 (1992), 357–85.

Fluency in a second language is considered important by both learners and teachers but is not well understood. This paper describes what is known about second language fluency and describes a number of psychological learning mechanisms that might explain how fluency develops. These include the mechanisms underlying the contrast between automatic and controlled processing, the learning mechanisms postulated within Anderson's ACT theory of cognition, Bialystok's conception of the control dimension of language development, the notion of restructuring, recent proposals for the redefinition of automaticity as retrieval from memory (both instance and strength versions), and chunking theories. The paper concludes with some suggestions for research into the development of second language fluency itself that can fill gaps in existing knowledge and reduce our dependence on other fields for explanatory principles, while contributing simultaneously to discussion of the mechanisms responsible for skill development in general.

93-144 Valdés, Guadalupe (U. of California, Berkeley) **and others.** The development of writing abilities in a foreign language: contributions toward a general theory of L2 writing. *Modern Language Journal* (Madison, Wis), **76**, 3 (1992), 333–52.

In the field of foreign language teaching in the United States, official guidelines concerning the development of writing abilities imply certain assumptions regarding reasonable competence at different levels of development. The guidelines assume that in a foreign language specific stages in writing develop in terms of length, organisation and complexity of text, and that such stages will occur whatever the level of competence in writing English. This implies that there is no transfer of mother-tongue writing ability to the foreign language. However, in a study of the writing skills of students of Spanish at a selective private American university, it was revealed that at least in the case of two related languages, English and Spanish, transfer of mother-tongue skills occurred at all levels.

This suggests that official assumptions concerning graded development of foreign language writing have not taken acccount of the existence of transfer of skills acquired in the mother tongue. But research is required into three areas beyond simple transfer of skills: when transfer is in fact minimal, when competence in the mother tongue is not highly developed, and when the writing task requires changes in acquired strategies. Theory and practice relating to these areas will inform teaching and assessment of writing in both second and foreign languages.

93-145 Wang, Alvin Y. and Thomas, Margaret H. (U. of Central Florida). The effect of imagery-based mnemonics on the long-term retention of Chinese characters. *Language Learning* (Ann Arbor, Mich), **42**, 3 (1992), 359–76.

Two studies compared the effects of imagery-based instruction and rote learning on the long-term recall of English translations of Chinese ideographs. Both studies used a 2 × 2 factorial design with Learning Condition (mnemonic vs. rote learning) and Time (immediate vs. delayed recall) as the between-subjects factors. In Study 1 total exposure time to Chinese ideographs and their English equivalents was held constant for both learning conditions. Cued recall was tested immediately and after a two-day delay. In Study 2 total exposure time for the rote learning group was increased so that the immediate recall performance for both learning conditions would be comparable. Also, the delayed retention period was lengthened to one week. Despite variations in procedure, the pattern of results obtained in both studies was the same: in no instance was there any indication that imagery-based mnemonics conferred an advantage beyond the immediate test of recall. In fact, greater

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forgetting was found under conditions of mnemonic learning compared to rote learning. This finding is discussed within a theoretical framework emphasising the differential long-term effect of experimenter-imposed versus subject-generated encodings.

93-146 Zobl, Helmut (Carleton U.). Sources of linguistic knowledge and uniformity of non-native performance. *Studies in Second Language Acquisition* (Bloomington, Ind), **14,** 4 (1992), 387–402.

Tacit linguistic knowledge derives from experience of the input data or from domain-specific principles without the interaction of experience. Recognition of constraint violations is generally deemed to call upon the second kind of knowledge source. This paper proposes that this epistemological distinction should be reflected in native speaker and non-native speaker performance. More precisely, performance should be more uniform across the species where it engages knowledge without the interaction of experience. A review of six studies investigating non-native speaker acceptability judgments supports the predicted asymmetry. The paper concludes that the observed asymmetry supports the modular position on non-native linguistic knowledge.

Research methods

93-147 Fortune, Alan. Self-study grammar practice: learners' views and preferences. *ELT Journal* (Oxford), **46,** 2 (1992), 160–71.

This is a report of a piece of action research which sought students' views on different types of self-study grammar practice exercises. Firstly, a set of defining characteristics of grammar exercises were identified and a battery containing a range of such exercises compiled. The exercises exhibited different clusters of characteristics, and were of both a deductive and inductive nature. Learners attempted the battery and then evaluated the different exercises. Their views were elicited by questionnaire and group interview. The experience of doing the exercises caused a significant number of learners to change their opinions about inductive and deductive practice. The investigation also tried to discover which exercise characteristics the learners found motivating and demotivating, thus providing potentially useful information for teachers and materials writers. Possibly fruitful areas for further investigation were identified.

93-148 Goetz, Ernest T. and others (Texas A&M U.). The structure of emotional response in reading a literary text: quantitative and qualitative analyses. *Reading Research Quarterly* (Newark, Del), **27,** 4 (1992), 361–74.

The structure of readers' emotional responses to a story was investigated through categorisation methodology. In Experiment 1, 53 undergraduates who had not read the story freely sorted 69 affect terms gleaned from readers' free reports of emotional responses. Latent partition analysis of the sortings revealed 16 categories which accounted for 69·5 % of the variance in the sortings and provided a taxonomy (i.e., unique assignment to a single category) for 65 of the 69 terms. The categories yielded a readily interpretable and revealing account of the readers' affect protocols. In Experiment 2, 78 undergraduates sorted the affect terms without reading the story or after having read the story. Separate latent partition analysis for the two groups yielded category structures that closely matched Experiment 1 and each other. Thus, categorisation methodology provides a promising technique for investigating the structure of affect.

93-149 Oladejo, J. A. (National U. of Singapore). Studies in language learning in large classes: a critical appraisal. *RELC Journal* (Singapore), **23,** 1 (1992), 48–61.

In this paper an attempt is made to examine critically an ongoing research project, the Lancaster–Leeds Language Learning in Large Classes Research Project, in order to focus attention on its importance as a major research effort aimed at investigating the problems of language learning in large classes. The paper highlights some major flaws in the research project, so that corrective measures may be taken which would make the research project more rewarding.

Error analysis

93-150 Calvé, Pierre (U. of Ottawa). Corriger ou ne pas corriger, là n'est pas la question. [To correct or not to correct, that is not the question.] *Canadian Modern Language Review* (Fredericton, New Brunswick, Canada), **48,** 3 (1992), 458–71.

The first half of the paper considers the concept of error, and the second half makes some suggestions as to what, when and how to correct.

The three usual concepts of error are deviant forms produced in relation either to native speaker language, or to what has been taught in class, or to the interlanguage of the student. It is argued that these are not usually errors as such, and in view of this it is not efficient to deal with them at the moment of production. Errors may be classified according to two main causes: 'false generalisation' [e.g. negative transfer] and 'spontaneous creativity' [e.g. a circumlocution to compensate for a lack of a lexical item]. In parallel, a list could be drawn up of those elements of the linguistic code that are affected.

For efficient correction, the teacher should take into account what the student can absorb at a particular stage and concentrate on the most frequent and most widely spread errors, since these are the ones that will become fossilised if not attended to. Suggestions are given as to which types of error should be dealt with immediately and which are better dealt with in a different way. A number of efficient correction techniques are noted, and stress is laid on the need for consistency in both correction and follow-up.

93-151 Kamimoto, Tadamitsu (Fukuoka Women's Junior Coll.) **and others.** A second language classic reconsidered – the case of Schachter's avoidance. *Second Language Research* (London), **8,** 3 (1992), 251–77.

This article reconsiders one of the classic articles in the second language literature, Schachter's 'An error in error analysis' (1974), in the light of subsequent work on avoidance. Such work is essentially of two kinds, either building on and refining the concept of avoidance, or offering alternative explanations for Schachter's findings. While avoidance as a genuine phenomenon is not proved or disproved by Schachter's data, hypotheses based on her figures suffer from the lack of methodological detail in her original study. In order to be able to establish whether avoidance is a feasible explanation for relative underproduction by a group of learners, it is necessary to look at the first language form, distribution and function of the entity supposedly being avoided in the L2 as well as the means being used to establish whether and to what extent the entity is already part of the L2 knowledge of members of that group.

93-152 Sparks, Richard L. (Coll. of Mount St. Joseph, Cincinnati, OH) **and others.** Identifying native language deficits in high- and low-risk foreign language learners in high school. *Foreign Language Annals* (New York), **25,** 5 (1992), 403–18.

This study compared low and high risk first-year high school foreign language learners on measures of cognitive, foreign language, and native language performance. Low-risk learners were those who had made an A or B in the first-quarter foreign language course, were identified by their foreign language teacher as good language learners, and scored low risk on a foreign language screening instrument; high-risk learners made a D or F in the first quarter, were identified by their foreign language teachers as poor language learners, and scored high risk on the screening instrument. Significant differences between the groups were found on most assessed measures of native language phonology and syntax and on the Short and Long Forms and all subtests of the Modern Language Aptitude Test. No differences were found on semantic measures. Based on results of native and foreign language assessments, the authors infer that students with foreign language learning difficulties have subtle but underlying native language learning difficulties, especially in the phonological and syntactic codes of language. Implications for the diagnosis and teaching of students with foreign language learning problems are discussed.

Testing

93–153 Barker, Theodore A. and others (Florida State U., Tallahassee). The role of orthographic processing skills on five different reading tasks. *Reading Research Quarterly* (Newark, Del), **27,** 4 (1992), 335–46.

The unique contribution of orthographic processing skills to individual differences on five types of reading measures was examined using a sample of 87 third-grade children. The reading measures included non-word reading, untimed isolated word identification, timed word identification, oral reading rate for text, and silent reading rate for text. The role of orthographic skills in each of these measures was examined in a series of hierarchical regression analyses in which measures of orthographic skills were entered after age, IQ, and phonological ability measures. Orthographic skills contributed significantly to each type of reading, but their role in reading of text was stronger than for isolated words. A second series of analyses showed that, while differences in print exposure can explain part of the meaningful variation in orthographic skills, significant variation still remains after print exposure is partialed out of the regressions.

93–154 Buck, Gary (Monterey Inst. for International Studies). Listening comprehension: construct validity and trait characteristics. *Language Learning* (Ann Arbor, Mich), **42,** 3 (1992), 313–57.

It has been customary among both language teachers and testers to regard listening as a separate skill in language proficiency. However, the evidence for the existence of listening comprehension as a separate trait is contradictory. This paper reviews the conflicting evidence, and presents two studies that use the multitrait-multimethod (MTMM) methodology to examine the construct validity of the listening trait. These were carried out in Japan using college-level students of English ($N = 220$ and 353). Both studies had two traits, listening and reading comprehension, with three and four methods, respectively. One study shows no significant trait effect, whereas the other shows a strong trait effect; indicating that there is a separate listening trait, but that this is not necessarily operationalised by oral input alone. This necessitates recognition of two types of listening test: (1) orally presented tests of general language comprehension, and (2) tests of the listening trait proper. The tests used in the two studies are compared and some tentative suggestions are made regarding those variables that may account for the separate nature of listening comprehension.

93–155 Carver, Ronald P. (U. of Missouri at Kansas City). What do standardised tests of reading comprehension measure in terms of efficiency, accuracy, and rate? *Reading Research Quarterly* (Newark, Del), **27,** 4 (1992), 347–60.

This research investigated the factors measured by tests of reading comprehension. The Iowa Test of Basic Skills (ITBS), the Nelson-Denny Reading Test (NDRT), the Degrees of Reading Power (DRP), and other tests were administered to over 300 students in Grades 3–8 and to 64 college students. Four different factor analyses of these data consistently resulted in an Efficiency Level factor when there was one factor; when there were two factors, one was interpreted as an Accuracy Level factor and the other as a Rate Level factor. The results suggested that (*a*) the ITBS measures Efficiency Level and Accuracy Level very well but does not measure Rate Level, (*b*) the NDRT measures all three factors but measures only accuracy level well, and (*c*) the DRP measures Accuracy Level very well and also measures Rate Level and Efficiency Level even though it does not purport to reflect rate. These results also suggest that the most important factor involved in tests that measure reading comprehension, or general reading ability, is efficiency level, which includes the ability to read fast.

93–156 Chambers, Francine and Richards, Brian (U. of Reading). Criteria for oral assessment. *Language Learning Journal* (Rugby), **6** (1992), 5–9.

The oral assessment criteria/spectrum of tasks used by various GCSE Examining Boards [graphical data] are compared in order to discuss the rigour of the National Curriculum emphasis on consistency

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in FL oral testing, and the importance of continuous assessment by classroom teachers. In the latter case, even the use of external moderation as a safeguard is inadequate because, for example, moderators themselves perceive difficulties in applying mark schemes to open-ended language tasks.

Mark schemes for conversation at the Higher or Extended levels reveal significant differences across the Boards; moreover, there is a perceived lack of consensus about what should be expected in the various performance levels, as well as imprecision in defining such terms as 'Communication'. With reference to Bachman and Palmer (1984) and their

version of Carroll's four skill, four component model of language proficiency, as well as Canale and Swain's discussion of communicative competence, it is inferred that more emphasis needs to be given (in testing and in the classroom) to the strategic and repair skills by which a learner can compensate for communication breakdowns – as a concrete indicator of 'real world' linguistic ability.

There is a need for clear, coherent guidelines at the national level to enable teachers, test designers and examiners to work toward the same end, the National Curriculum not, purportedly, providing these at the moment.

93-157 Clark, John L. D. and Hooshmand, Dariush (Defense Language Institute). 'Screen-to-screen' testing: an exploratory study of oral proficiency interviewing using video teleconferencing. *System* (Oxford), **20**, 3 (1992), 293–304.

In many oral testing situations a direct meeting is arranged between an examiner and an examinee. This type of face-to-face testing requires the physical presence of both participants at the same location. Because this requirement cannot always be met in practice, alternative oral testing procedures using audio recordings have been developed in the past. These semi-direct procedures, however, preclude direct linguistic interaction. This paper reports and discusses a study on the use of modern media techniques in long-distance oral testing that preserve the possibility of interaction by using video tele-

conferencing. Two test administration modes, face-to-face and screen-to-screen, are compared in an experimental design. It is shown that based on quantitative analyses high agreement between both modalities of test administration can be achieved. Qualitative evaluation seems to indicate that the screen-to-screen modality is acceptable, although there is a general preference for the face-to-face modality. It is concluded that long-distance oral testing offers a viable alternative if the high costs involved can be justified.

93-158 Douglas, Dan (Iowa State U.) and Selinker, Larry (U. of Michigan). Analysing oral proficiency test performance in general and specific-purpose contexts. *System* (Oxford), **20**, 3 (1992), 317–28.

To investigate whether a field-specific oral proficiency test, constructed by manipulating test method facets, would be a better predictor of field-specific performance than a general-purpose oral proficiency test, 31 Chinese chemistry graduate students were given three English tests: the field-specific test, the general-purpose test and a chemistry teaching performance test. Results suggested that

when raters of the performance test were asked to recommend specifically whether or not a subject should be allowed to actually teach chemistry in a lab or classroom, the field-specific test was a better predictor than the general purpose test. The paper contains a theoretical discussion of field-specific language testing and guidelines for the construction of oral proficiency tests in specific purpose contexts.

93-159 Henning, Grant (Educational Testing Service). Dimensionality and construct validity of language tests. *Language Testing* (London), **9**, 1 (1992), 1–11.

At times 'unidimensional' tests have been characterised as being unduly constrained in what they can measure, and ultimately as lacking construct validity for communicative language assessment since communicative language ability is held to be 'multidimensional' in nature. This simulation study considers the effects on statistical measures of test dimensionality that result from systematic sampling variation in both a single and a double-trait assessment model. Results are offered as evidence

that there are both psychological and psychometric states of test dimensionality that are distinct, and that psychometric unidimensionality is not at all exclusive of psychological multidimensionality. Moreover, it is argued that psychometric unidimensionality may often be rather more reflective than detractive of construct validity, even when complex multidimensional constructs underlie performance on the test.

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93-160 Kunnan, Antony John (U. of Michigan). An investigation of a criterion-referenced test using G-theory, and factor and cluster analyses. *Language Testing* (London), **9,** 1 (1992), 30–49.

There has been relatively little research on analytical procedures for examining the dependability and validity of criterion-referenced tests especially when compared to similar investigations for norm-referenced ESL or EFL tests. This study used three analytical procedures, namely, G-theory, factor and cluster analyses, to investigate the dependability and validity of a criterion-referenced test developed at the University of California, Los Angeles, in 1989.

Dependability estimates showed that test scores are not equally dependable for all placement groups and are rather undependable for two out of the four placement groups. Factor analysis of test scores for the placement groups showed that though two-factor solutions were the best solutions for the different groups, there were differences in the way the subtests loaded in the different groups, with progressively fewer subtests loading on the second factor as ability increased. This finding led to the extension study with cluster analysis which showed that a number of students might have been differently placed if subtest scores were used to place them.

93-161 Lange, Dale and others (U. of Minnesota). Prior instruction, equivalency formulas, and functional proficiency: examining the problem of secondary school–college articulation. *Modern Language Journal* (Madison, Wis), **76,** 3 (1992), 284–94.

This article outlines a German/Spanish/French proficiency testing study whose aim was to investigate the linkage between prior FL instruction, various 'equivalency formulae', and actual linguistic ability. In this case 'articulation' refers to the relationship between FL tuition at the secondary school level and ultimate placement in tertiary language programmes. The University of Minnesota battery was developed using the ACTFL Proficiency Guidelines, with a similarly structured Oral Interview, and listening/reading modules.

On the basis of the results [tabular data], there is apparently a weak but complex relationship between years of prior instruction (YPI) and pass rates on the UM entrance test. The authors maintain that there is thus little validity in using standard 'seat time' formulae (e.g. 1 year prior instruction = 1 university quarter) to place tertiary FL students.

93-162 Lindblad, Torsten (U. of Gothenburg, Sweden). Oral tests in Swedish schools: a five-year experiment. *System (Oxford),* **20,** 3 (1992), 279–92.

Large-scale experiments on the testing of oral proficiency in English, French and German have been carried out over the last five years in the Swedish *gymnasium.* Various kinds of tasks and different grading criteria have been used, and the practical problems of scheduling and of teacher training have been discussed. There are plans for a period of mandatory, full-scale participation, but no decisions have yet been taken.

93-163 St. John, Jennifer (U. of Ottawa). The Ontario Test of ESL Oral Interaction Test. *System* (Oxford), **20,** 3 (1992), 305–16.

The Ontario Test of English as a Second Language (OTESL) Oral Interaction Test is one component of a battery of instruments and procedures for evaluating the English proficiency of second language speakers in post-secondary institutions. This adaptive 15-minute test of English use for academic purposes is based on tasks of increasing difficulty, moving from basic social interaction to academic language use, involving a hierarchy of speech acts. Both science and social science versions of the academic task materials are available to accommodate the individual's area of academic specialisation. This instrument, which involves two trained administrators, measures global proficiency levels according to functional descriptions on an assessment scale and also gives diagnostic feedback. Based on a performance approach, the Oral Interaction Test (as well as the complete OTESL battery) reflects an academic context (stimulus materials and tasks) which represents what ESL students in academic situations need to be able to *do* in English to succeed in their studies. The purpose of this article is first to describe the Oral Interaction Test and, second, to report on its use in a research project to establish procedures for certifying an advanced level or a bilingual level of proficiency.

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Curriculum planning

93-164 Bayley, Susan (McGill U.). Europeán languages in British universities: adjusting to the enterprise culture? *Language Learning Journal* (Rugby), **6** (1992), 30–5.

In response to government cuts, changes in A-level syllabuses, changes in undergraduate expectations, and consumer (business and industry) demand, British universities are diversifying their courses. A survey of 32 English and Scottish universities shows that, in response to pressure to synchronise with the requirements of the market, fewer literary and more vocational courses are being offered. More universities are offering inter-disciplinary courses, or courses combining a language with a non-language subject (science, engineering, business or social sciences), and more universities are teaching languages from the beginning. There is some direct support of courses and/or departments by business.

There is some evidence of an adverse effect on research, and fewer language graduates are entering teaching, with possible implications for the future of language studies.

93-165 Sarre, Winifred (Board of Studies, New South Wales, Australia). The NAFLaSSL Project. *Babel* (Victoria, Australia), **27,** 2 (1992), 5–9.

The fact that the study of 19 languages hitherto not widely available in Australian secondary schools is now open to all States on a national basis is a tribute to the achievement of the National Framework for Languages at Senior Secondary Level (NAFLaSSL) Project. This national approach to language study has obvious advantages, among them the sharing of syllabus writing and resource materials, the possibility of comparing accreditations, and the strengthening of languages made vulnerable because of small student numbers.

Development of the framework has been slow because of the inevitable differences in assessment systems and educational philosophy between and even within States, and the necessity of taking the needs and wants of many – students, parents, educators, even government and industry – into account [discussion with examples]. However, extensive consultation and collaboration has resulted in the development of a syllabus and assessment model using the communicative approach as a guiding principle. The links forged between States, and the discussion and cooperation needed to establish them, have proved valuable; it is suggested that the current movement towards national testing in other curriculum areas will learn much from studying this project.

93-166 Schröder, Konrad. Der Single European Market und die Fremdsprachen. [The Single European Market and foreign languages.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **91,** 4/5 (1992), 342–68.

Based on a discussion of the terms 'foreign language' [*Fremdsprache*] – 'community language' [*Gemeinschaftssprache*], this article initially looks at the changes in the teaching of national languages and foreign language learning as a result of the European unification process. Against this background, the true complexity of languages used in Europe (official languages, regional languages, languages spoken by immigrant populations) is developed. The discussion is divided into four main parts: language and culture; language and identity (language conflicts, language barriers); language and politics (politics and native language, foreign language and politics); and foreign-language policy. The article concludes with an outline of the education-policy implications for foreign language teaching.

93-167 Suderman, David P. and Cisar, Mary A. Foreign language across the curriculum: a critical appraisal. *Modern Language Journal* (Madison, Wis), **76,** 3 (1992), 295–308.

Foreign language across the curriculum (FLAC) in American liberal arts colleges is the addition of a foreign language component (FL) to non-FL courses. Thus a German history course might include reading selections in German from, say, Bismarck, Nietzsche and Weber. The introduction of the FL is therefore intended to increase knowledge of the subject and critical skills while creating the opportunity for cross-disciplinary teaching. An assessment of the FLAC models implemented in two

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colleges, however, reveals their clear practical and theoretical limitations. Rather than bridging the gap between FL and liberal arts faculties as intended, they have only served to reinforce the traditional patterns of exclusion and hierarchies of academic power. Unless historians become competent FL users and FL instructors learn to think and teach like historians such a situation will not be remedied.

Two proposals are made with the aim of drawing the curriculum together and resuscitating FL study. It is suggested that the re-enfranchisement of FL faculties lies not so much in finding ways of applying FL to the content of other disciplines as in developing FL faculties to practice those disciplines.

Materials design

93–168 Bird, Norman (Inst. of Language in Ed.). The provision of ELT reading materials: an old problem and a new solution. *ILEJ* (Hong Kong), **8** (1991), 67–72.

During the past 20 years, general/ESP coursebooks and their associated supplementary readers have remained inadequate. In particular, the findings of reading research (e.g. as to how readers use overt discourse markers) do not seem to have influenced the design/physical layout of new ELT materials. Key problems are cited, including the need for further research to identify how learners can actually make the transition from reading in a controlled vocabulary of two or three thousand words, to processing L1 reading materials in areas such as medicine or engineering.

Commercial considerations restrict the publication of much potentially valuable research, publishers apparently preferring to sell outmoded readers than to invest in research which would ultimately inspire the production of educationally more progressive materials. Cost-effective solutions might include joint ventures between desk-top and commercial publishers.

93–169 James, Gregory (Hong Kong U. of Science and Technology). Consuming materials. *ILEJ* (Hong Kong), **8** (1991), 57–66.

Practising teachers should be given the opportunity to evaluate (and choose) published EFL textbooks; making decisions about the adoption of classroom materials, particularly in state school systems, ought to take account of the opinions of those with ultimate responsibility for using them. Textbooks are a flawed commodity, and frequently do not cater for student needs, either in the short or long term. Post-secondary private schools flourish in many countries precisely because state schools fail to choose materials that permit the effective, communicative teaching of English, or engage student motivation/interest.

A distinction is made between English and French coursebooks, the former stressing internationalism and the latter the use of French as a valid medium for the transmission of local cultural values. Publishers and authors must balance the conservative, the radical, the palatable and the practical in trying to 'sell' materials in a particular market.

A textbook evaluation exercise done at the Institute for Language Education is described. Teachers saw it as having little value if they were not allowed actually to choose materials in their working environment. They were often convinced instead that their intuitive, anecdotal judgements offered more valid criteria than any formalised checklist or grading system.

93–170 Mar-Molinero, Clare (U. of Southampton). Cultural representations in foreign language teaching: a critique of four BBC courses. *Language, Culture and Curriculum* (Clevedon, Avon), **5,** 1 (1992), 1–10.

Since the introduction of communicative language teaching methods, many foreign language courses are designed explicitly to equip the tourist to 'get by' in the target language in typical touristic situations. On account of this instrumentalist approach, communicative courses have been able to incorporate a lot of authentic language materials, much more so than the earlier audio-visual courses. However, the focus on tourism has made them vulnerable to stereotyping, both of the learners and the target culture. The paper examines four well-known BBC foreign language courses, *Deutsch Direkt!*, *A Vous la France!*, *Viva España*, and *Buongiorno Italia!* from this point of view, and finds the presentation of cultural materials in them to be unrealistic. Moreover, the lack of realism differs in degree and type from course to course, in accordance with accepted British stereotypes of the countries in

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question. The paper concludes with suggestions and guidelines for the presentation of cultural content in language courses, and makes the case that influential national services, such as the BBC, should envisage a more diverse class of learners for its language courses, and should aim to give them a more complete account of the culture associated with the target language.

93–171 Waters, Mary and Waters, Alan. Study skills and study competence: getting the priorities right. *ELT Journal* (Oxford), **46,** 3 (1992), 264–73.

Most ELT study skills materials attempt to teach learners how to study by focusing on 'technical' skills of study, for example, note-making, essay writing, reading strategies, and so on. This approach assumes that the ability to study successfully is primarily a matter of imparting to the student a repertoire of such techniques. However, in the authors' experience, what students frequently lack is not only a knowledge of study skills, but, more fundamentally, the underlying competence necessary for successful study – self-confidence, self-awareness, the ability to think critically and creatively, independence of mind, and so on. This underlying competence is the real foundation for successful study, since it provides the student with the capacity to solve study problems autonomously. It follows that study skills materials need to concentrate first and foremost on this level. Knowledge of the techniques of study is also important, but this should be acquired within a framework of study tasks that focuses, in the first instance, on building up the cognitive and affective capacity of the learner for study. This paper discusses these ideas and illustrates them through materials which the authors have designed and used.

Teacher training

93–172 Beacco, Jean-Claude (U. of Maine). Formation et représentations des langues. [Training and perception of language.] *Français dans le Monde* (Paris), special number, Aug/Sept (1992), 44–7.

The training of teachers of modern languages is not to be conceived of in terms of linguistic competence and teaching techniques alone. Attitudes to language are all-important; potential teachers' attitudes are inevitably influenced by their own experiences as learners.

Languages are different from other subjects taught in schools, yet they are frequently treated as if they were not. The communicative approach, apparently absorbed into an eclectic tradition, has in fact been denied. The difficulty of realising any substantive change in an established tradition arises from the fact that teaching languages is a matter of philosophy and approach and not just of techniques and technology.

93–173 Buckby, Michael and Berwick, Gwen (U. of York). Formation à distance. [Distance training.] *Français dans la Monde* (Paris), special number, Aug/Sept (1992), 93–102.

The requirements of the National Curriculum (all 11- to 16-year-olds to learn a modern language) have highlighted and exacerbated a shortage of language teachers. The '*Formation à distance*' course of York University and Homerton College, Cambridge, is designed to meet the needs of trained teachers, mainly mothers of families, who are thinking of returning to the profession. Consisting of tapes, videos and a manual, the course is practical rather than theoretical, and allows the teachers to progress through the same learning stages as their future students; it is accompanied by materials for them to use with their pupils. A support network has been set up where the teachers can obtain help, ideas, suggestions and advice, as needed. Scholarships are available so that teachers can follow intensive courses in France.

93–174 Byrnes, Fran (A.M.E.S., New South Wales). Resistance to change in teacher training courses. *Teacher Trainer* (Canterbury, Kent), **6,** 1 (1992), 4–6.

Various reasons are outlined for teacher resistance to change, in the context of teacher training courses, and some possible solutions are suggested. A frequent reason for resistance or hostility is that new

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ideas and techniques implicitly require re-appraisal of a teacher's current practice, even if this process leads to the reinforcement of existing ideas. Basically, teachers are competent, self-assured and subtle resisters of change, who will only participate after they have made professional decisions about what is or is not valid, relevant or interesting.

Teachers want, for example, to be involved in determining the content of training seminars and are generally hostile to in-service sessions where colleagues take on a trainer role, in effect changing their status. If they feel threatened, teacher-learners can sabotage training programmes by indirect resistance (e.g. via silence, withdrawing, forgetting, making mistakes). Trainers should recognise this resistance or scepticism as something vital to the integrity of teacher-learners, which must be eroded gently rather than assaulted or ignored; trainers must not in turn resist the resistors, or present personal views as general truths.

93–175 Dabène, Michel and others (U. Stendhal–Grenoble III). La construction du sens dans l'activité de lecture: recherches empiriques et formation initiale des enseignants de français. [The construction of meaning in the activity of reading: empirical research and the initial training of French teachers.] *Études de Linguistique Appliquée* (Paris), **87** (1992), 51–64.

A major role for research is proposed within the initial training of teachers of French (mother tongue), and an example is given from the field of reading. Both findings from a research study on learners, and a proposed teacher training module based on these, are described. The (selectively) reported findings relate to two groups of learners, one 'successful' (first year of *DEUG* study), the other academic 'failures' (pupils at *SES*). Both were asked to read a paragraph from Anatole France and then complete a recall protocol. It is claimed that, to show full comprehension, any protocol would have to contain eight (specified) ideas, only one mentioned in the text, the others requiring inferencing of various kinds. All *DEUG* answers contained at least the six most essential ideas; *SES* answers contained between one and five, and thus all omitted something vital. There seem to be four types or ways of reading: interpretative, recall (*lectures de rappel*), deviant and mute.

For the teacher training module, an experimental approach is proposed: trainees have to complete recall protocols themselves, then analyse these, then look at pupils' protocols, then perhaps extend the research. One must, however, guard against trying to train teachers as professional researchers and even confusing teaching and research: techniques used should be reproducible by practising teachers, complex statistics should be avoided, and teachers should be made aware that describing learner problems is not the same as dealing with them.

93–176 Delorme, Charles (CEPEC International – Crapone). L'autonomie dans la formation. [Autonomy in training.] *Français dans le Monde* (Paris), special number, Aug/Sept (1992), 37–43.

Autonomy in training in adult education has been stressed as a reaction against training of the authoritarian kind. But if the trainee is to achieve a real, as opposed to an illusory, autonomy, the ground needs to be carefully prepared in advance, the objectives clearly defined, and all the necessary steps taken so that trainer and trainees can negotiate a genuine interdependence. Furthermore, what has been achieved requires to be properly assessed and validated at the conclusion. Nor can training be considered in isolation: due regard must be paid to external constraints, and institutional, professional, cultural, socio-economic, political and financial factors taken into account.

93–177 Jarvis, Jennifer. Using diaries for teacher reflection on in-service courses. *ELT Journal* (Oxford), **46,** 2 (1992), 133–43.

This paper explores the use of learner diaries, or learning records, with in-service teachers on a short methodology course. It seeks to reach some understanding of how the teachers perceive the role of the diaries, especially in relation to the possibly conflicting demands of reflecting on learning and presenting themselves in what they write. Related issues of the course tutor's role are also considered; particularly those of establishing a meaning for 'reflection', and responding to diary entries. Some illustration of the types of reflection the teachers created is given; and the paper concludes by discussing the value to the teachers and the tutor of using the diary as part of an INSET course.

93–178   Peck, Antony. How trainees can provide a resource for staff development. *Teacher Trainer* (Canterbury, Kent), **6,** 1 (1992), 10–11.

This paper describes a programme whereby FL teachers act as teacher-tutors, helping to induct post-graduate trainees into professional life of their school. In the experimental situation described, two trainees were placed in each teaching practice school, and were capable of handling a full timetable, which would normally be taught by several permanent teachers. This created free time for the participating Modern Languages departments, and the teacher-tutors were invited by the author to speculate on how the time could be used. Suggestions included peer observation, the planning of computer-assisted learning in the classroom, and preparing new teaching materials.

Using a team of two student teachers, supporting each other as 'critical friends', not only assists in the development of their teaching apprenticeship, but provides a valuable resource to the host department as well. The time saved was actually used by various schools to permit team teaching, further staff development/in-service training, and the subdivision of FL classes into smaller groups. The idea of placing two trainees in host schools therefore seems valid, and has the additional advantage that it helps the teacher-tutors to scrutinise and appraise their own methodology and approach.

93–179   Porcher, Louis (U. de la Sorbonne Nouvelle – Gremotafle – Paris). Formation, profession, légitimation. [Training, profession, legitimisation.] *Français dans le Monde* (Paris), special number, Aug/Sept (1992), 15–20.

Since training is nowadays so often seen as the solution to every problem (in language teaching at least, this goes unquestioned), the paper aims to question just what training consists of and how one defines what it is trying to achieve. How does one know that training is achieving what it should? How can one tell in the classroom that an improvement is what it seems? By what criteria does one define the relationship between teaching and learning? Problems in defining the role of

learner and teacher are discussed, eg. the learner will need to be more aware of what it takes to be a good learner and, since the teacher is the provider of a service, it will in future be the learner who decides what he or she should learn and what should be taught. Teacher training institutions are resistant to these changes and are thereby losing their legitimacy. Teacher training needs to be completely overhauled, but unlike self-directed learning, self-directed training is not the answer.

93–180   Rosat, Marie-Claude (U. of Geneva) **and others.** Vers une formation des enseignants à l'intervention pédagogique. [Towards teacher education by intervention in the teaching process.] *Etudes de Linguistique Appliquée* (Paris), **87** (1992), 37–49.

This article describes teacher training programmes devised by the University of Geneva relating to the teaching of writing as part of French (mother tongue) in the primary school. Though initial training is mentioned, the main focus is on voluntary in-service programmes, which usually take the form of 'interventions' – a group of experts visiting a school for 6–10 half-days, or a single teacher for an open-ended period, or working with teachers in an action research project. Teachers can be helped in matters of content – analysis of what causes difficulty and needs to be taught, using text linguistics, speech act theory, pragmatics – and procedure – text selection, activities, aids etc. A typical action research project might compare two ways of working on

texts, one based on cognitive psychology and entailing semantic and structural text analysis, the other based on interactionist psychology and entailing work on non-linguistic context and conditions of production.

A three-stage model is proposed for teacher training. Stage one is called problematisation, and includes analysis of learners and of target text types; in stage two teaching sequences are presented; in stage three relevant academic disciplines are brought in. The author calls for '*didactisation de la didactique*', which she explains as helping the teachers to understand principles of 'intervention' by taking them through the same stages they will need to take their learners through.

Teaching methods

93–181 Beauvois, Margaret Healy (U. of Tennessee). Computer-assisted classroom discussion in the foreign language classroom: conversation in slow motion. *Foreign Language Annals* (New York), **25,** 5 (1992), 455–63.

This article explores an innovative use of computer-assisted language learning (CALL) in the form of a computer network used for real-time, synchronous discussion in intermediate Portuguese and elementary French classes. Of special interest to the author are the communicative opportunities offered by a local area network in the teaching of foreign languages. She describes how computer-assisted classroom discussion provides a unique environment for student–student and student–teacher interaction in an experimental networked laboratory established by the English Department at the University of Texas, Austin.

93–182 Bruce, Nigel J. (U. of Hong Kong). Ensuring access and quality in open learning programmes: communication and study skills training for ESL-medium higher education. *Hongkong Papers in Linguistics and Language Teaching* (Hong Kong), **15** (1992), 47–55.

Tertiary institutions worldwide are increasingly catering for adult, part-time students who 'missed the boat' to higher education the first time round. This paper addresses the compound problems these students face in attempting to pursue a distance education in a second language, and offers the specific example of Hong Kong and the access and degree programmes offered by the University of Hong Kong's School of Professional and Continuing Education. The paper analyses the types of study and communication problems open learning students may bring with them to their studies, and recommends a policy of communication and study skills training as a means of ensuring both student access to full degree programmes, and the quality of the education offered.

93–183 Bruck, Maggie (McGill U., Montreal) **and Treiman, Rebecca** (Wayne State U., Mich). Learning to pronounce words: the limitations of analogies. *Reading Research Quarterly* (Newark, Del), **27,** 4 (1992), 375–88.

An experiment was designed to examine the degree to which teaching beginning readers to use various types of analogies helps them to pronounce new words and nonwords. Thirty-nine first graders were taught to read a list of words by pointing out to them how these words shared the same rime, initial consonant + vowel (CV), or vowel as a set of words they already knew. The children in the rime group learned the new words fastest but remembered fewer of these words than the children in the other two groups. The children in the vowel group performed best on a generalization test consisting of nonwords. The rime- and CV-trained children did not transfer their analogy strategies to the generalisation test. The results suggest that, although beginning readers can use analogies, they rely to a large extent on correspondences between individual phonemes and graphemes to decode new words.

93–184 Deane, Michèle (U. of Bath). Teaching modern languages to pupils with special educational needs? With pleasure! *Language Learning Journal* (Rugby), **6** (1992), 43–7.

Pupils with special educational needs are defined here as those who now tend to be categorised as lower attainers in mainstream schools, i.e. the bottom 10–20% of the attainment range of a comprehensive school year group. When pupils start a new language, they all come to it with no previous knowledge. The low attainer has therefore not failed and will be as enthusiastic as the other pupils in the group. It is the task of language teachers to ensure that such pupils encounter success in everything they do, but also feel challenged by the task they are set. Objectives must be short term, and progression through the material must be broken down into very small steps. Low attainers often have short-term memory and find it difficult to acquire the new language, so they must be exposed to it in varied and attractive ways such as games, songs and rhymes, and be motivated by a

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real need to learn the language to appreciate an end product such as a foreign trip, tape or show. Tasks may afford learners the opportunity to rehearse skills not fully acquired in the mother tongue, such as telling the time, and the teacher should allow space for a fresh exploration in a new, neutral medium, the foreign language.

Support for low attainers should be provided by: the teacher; the support teacher, if there is one; the foreign language assistant; and information technology, where appropriate. Assessment must give pupils frequent and positive feedback on their achievement and not measure their failure. In

listening tasks, plenty of input is needed, and this should be graded. Speaking skills are not necessarily an appropriate objective for low attainers, who find remembering language for productive purposes very difficult. Reading activities should always have a purpose, such as understanding instructions, and the language must be kept simple and be supported by clear illustrations. Low attainers and pupils with special needs have the same rights as other pupils; they must be given the same access to, for example, foreign language assistants, visits abroad or language days.

93–185 Garrett, Peter and others. Effects of mother-tongue use in the second language classroom on the writing, performance and attitudes of bilingual UK school-children: an experimental study. *Bangor Research Papers in Linguistics* (Bangor, Wales), **3** (1991), 1–18.

The study reported here was conducted in primary schools in two UK bilingual settings: North Wales (Welsh/English) and Lancashire (Punjabi/English). During a three-month experimental period, teachers did parallel pre-writing activities with comparable pairs of classes. Some classes had Punjabi or Welsh (the mother tongue) as the language of their pre-writing preparation, and the others used English (the second language). Pre- and post-tests included

writing tasks and an attitude inventory. Some of the attitudes (to writing, self, ethnic identity, school, and Britain) showed significantly favourable changes in the mother-tongue groups over this period. However, these were not matched by any recorded improvements in writing performance, where there were a few signs that the second language preparation was the more beneficial.

93–186 Green, Christopher F. (Inst. of Language in Education, Hong Kong). Motivation, the second language learner and the teacher. *ILEJ* (Hong Kong), **8** (1991), 46–56.

Learner motivation for communication depends on many factors relating to the development, personality, and attitude of the individual, and planning for teaching a foreign language should take these into account. Factors which influence motivation may include the obtaining of employment, promotion, and the acquiring of knowledge of a foreign culture and people.

Enhancement of motivation is also necessary in

the classroom. The teacher must ensure that the learner has substantial practice and feedback. The teacher must appear to the curiosity and include problem-solving tasks and self-access learning, each suited to different levels of learner development. Authentic written and video materials are essential, and to sustain interest items learned must be recycled. Above all the learner needs to perceive real purposes and benefits in foreign language acquisition.

93–187 Grenfell, Michael (U. of Southampton). Process reading in the communicative classroom. *Language Learning Journal* (Rugby), **6** (1992), 48–52.

Of the four skills involved in language acquisition, speaking and listening are major classroom activities, writing generally has a back-up function, and reading is the least practised. Yet it should have a more central role in a communicative approach to language learning. Reading enables the learner to work independently at his/her own pace – re-reading, checking, processing meaning internally, and to engage in a form of inner discourse.

Some of the problems relating to reading are that it is not a usual activity for pupils, texts are inappropriate in terms of content and linguistic level, classroom time is short, and strategies for reading are not taught.

There should be a reading policy in a school curriculum with beginner, intermediate, and advanced levels. Beginners would be involved with literal levels of meaning, intermediate pupils with

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organisation and evaluation of texts, and advanced pupils with expression of personal response to a text. Each process could to a certain extent be included at the other two levels. There is a need to develop materials specifically for reading for a purpose, and, in particular, for advanced readers.

93–188 Herbst, Thomas and Schnell, Martin. Über die geheimnisvolle Lage von Birmingham und Exeter, über Whisky und Whiskey, Sophomores und anderes, was man im Ausland lernen könnte: Zum Auslandsaufenthalt und seiner Wirkung. [On the mysterious location of Birmingham and Exeter, on whisky and whiskey, sophomores and others, that you can learn about abroad: the year abroad and its effect.] *Die Neueren Sprachen* (Frankfurt am Main), **91**, 4/5 (1992), 453–73.

How does the year abroad affect learners' knowledge of the foreign country and their linguistic competence? Since this question has hardly been studied systematically this article presents data on the year abroad. The questionnaires and tests analysed leave no doubt about the positive effects of a long term stay in general (even though particular individuals may not correspond to the overall pattern). The article thus makes a strong plea for following the example of other European countries and making a stay abroad a compulsory part of a degree in a foreign language in Germany.

93–189 Hill, Brian (Brighton Poly.). Distance learning issues. *English Studies Information Update* (London), **7** (1992), 6–8.

The rapid growth of the multinational business community and the globalisation of communication networks has led to a massively increased demand for language training from a multitude of sources. While classroom learning under the right conditions may be the optimum method of learning a language, the judicious application of educational and specifically telematic technology in distance learning may be our best hope of meeting the increasing demand. Such technology makes possible the flexible provision of learning materials and strategies which can be adapted to changing needs; it gives access to training whenever and wherever required by learners. It also facilitates support on an individual basis, for learners, trainers and course producers, as well as enabling the creation of learner groups.

More emphasis should be placed on sustaining existing language skills than is presently the case; distance learning has a major contribution to make in this process, as well as being suited to learners whose lifestyles or personal circumstances make regular attendance at classes impossible. Distance learning thus clearly has enormous potential; for this to be effectively harnessed, 13 guidelines governing the implementation of technology are suggested.

93–190 Johnson, Helen (Britannia Royal Naval Coll., Dartmouth). Defossilising. *ELT Journal* (Oxford), **46**, 2 (1992), 180–9.

This article reports on research into the problem of the language learner who, as a result of the communicative approach to language teaching, has acquired a fairly high level of communicative ability, but has not achieved an adequate level of accuracy: there is a gap between communicating and learning.

Recommended stages in the learning and communicating processes are as follows: the teacher sets a communicative goal and the students plan what they want to say, including in the plan the lexis and grammar they will need to learn. Then the students and teacher interact to establish new linguistic resources. Finally the communication is undertaken. Learning should occur when the students plan and then interact with the teacher.

The teacher's role is crucial as organiser of the timing of the learning and communicating phases, and as a provider of feedback. Peer interaction is also a significant component in the learning process, and small classes are recommended.

93–191 Kelm, Orlando R. (U. of Texas, Austin). The use of synchronous computer networks in second language instruction: a preliminary report. *Foreign Language Annals* (New York), **25**, 5 (1992), 441–54.

This paper reports some personal observations regarding a second language teaching situation where non-native speakers of Portuguese participated in class discussions via real time computer

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networks. Synchronous computer networks have been utilised in university courses to improve group participation in writing and composition in L1 situations. This same process offers L2 an opportunity to participate in interlanguage discussions via computer. Preliminary observations from this experience suggest that computer-assisted class discussions may promote increased participation from all members of a work group, allow students to speak without interruption, reduce anxiety which is frequently present in oral conversations, render honest and candid expression of emotion, provide personalised identification of target language errors and create substantial interlanguage communication among L2 learners.

93–192 Klapper, John (U. of Birmingham). Preliminary considerations for the teaching of FL reading. *Language Learning Journal* (Rugby), **6** (1992), 53–6.

Six major issues relating to foreign language (FL) reading are considered in the light of recent research: authenticity and simplification of texts, extensive reading, pre-reading, reading aloud, types of reading, and tackling the text. It is argued that some simplification of FL texts is necessary and that texts should be selected on grounds of conceptual completeness and their interest to the reader, rather than conciseness or merit as 'serious literature'. Thus can extended reading be informal and pleasurable. Pre-reading is useful in providing conceptual guidance, and reading aloud can be of some use in the early stages of language learning. In addition, the teaching of activities such as skim-reading and scanning for information are useful in controlling the natural desire to understand everything in a text, and in showing that intensive reading may not be the appropriate approach to adopt. The key point to remember in tackling a text is to specify purposes and to relate these to the reading strategies and tactics needed to achieve them.

93–193 Kumar, Karuna (Central Inst. of English and Foreign Languages, Hyderabad, India). Does class size really make a difference? – Exploring classroom interaction in large and small classes. *RELC Journal* (Singapore), **23,** 1 (1992), 29–47.

This paper reports an attempt to explore the question of whether class size makes a difference in the language learning opportunities made available to learners. Classroom interaction data from traditional and activity-based English classes of different sizes is compared in terms of the opportunities made available to learners to interact meaningfully. It is found that in these classes, it is the nature of the teaching–learning activities and the teacher's role and attitude which influences the nature of learner participation and the patterns of interaction rather than class size *per se*. The study highlights the need to carry out detailed investigations of interaction in different types of large classes.

93–194 Lubelska, Diana (Coll. of St Mark and St John, Plymouth). An approach to teaching cohesion to improve reading. *Reading in a Foreign Language* (Oxford), **7,** 2 (1991), 569–96.

This paper contains some samples of materials designed to enable advanced learners to read more effectively for academic purposes. The materials focus learners' attention on the role of various cohesive devices in relating different parts of a text. The aim is to sensitise learners to the ways these devices can help them to make sense of a text. This is achieved through the use of discovery exercises applied to an authentic text. The exercises are accompanied by notes to teachers on procedures and an answer key/commentary.

93–195 Mantle-Bromley, Corinne (U. of Kansas). Preparing students for meaningful culture learning. *Foreign Language Annals* (New York), **25,** 2 (1992), 117–27.

Teachers often assume that new cultural patterns can be fitted into students' existing cultural framework. Much preparation must be done before students can accept a foreign culture. Students must revise cultural as well as linguistic patterns. In order to prepare students to learn a culture, the teacher must consider: (a) the role of attitudes, as students with positive attitudes are more highly motivated;

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(b) the process of acculturation; (c) the need to encourage students to accept the new culture as an alternative way of behaving; and (d) the need for students to become aware of their own culture-bound behaviour before they can realistically observe others' behaviour non-judgementally. Additionally, the teacher must understand the students' needs in the acculturation process to facilitate the successful integration of language and culture learning. The process is complicated by the following factors which can inhibit acceptance of another culture: (i) social distance, which increases if the learner's culture is dominant, thus decreasing the likelihood of successful second language acquisition; (ii) an ethnocentric outlook which can hamper students' second language and culture learning; (iii) negative attitudes, given that attitudes toward language and people, teacher and class, are associated with motivation; and (iv) slippage in students' attitudes during language study. The author presents methods, sources, and practical lessons to help teachers prepare their students adequately.

93–196 Melrose, Robin (Luton College of Higher Ed.). Dialogue as process: making communication 'real' in the second language classroom. *IRAL* (Heidelberg, Germany), **30,** 3 (1992), 177–90.

Halliday's conception of language in terms of particle, wave and field [examples with discussion] and recent neurolinguistic research pointing to areas in the right brain as responsible for certain paralinguistic features, here underpin a plea for a more process-oriented approach to language teaching. Using a dialogue from a well-known English language teaching textbook the author demonstrates how we can place more emphasis on the interpersonal (and thus field-like, right-brain) aspects of language by attending to paralinguistic features of communication. These include recognising and producing tones of voice and facial expressions and understanding common schemas used in everyday interaction. Most teaching textbooks, concentrating on discrete grammatical structures or functions, ignore aspects of meaning conveyed paralinguistically and thus miss an opportunity to introduce more realistic and effective classroom interaction.

93–197 Morrow, Lesley Mandel (Rutgers, The State University, New Brunswick, NJ). The impact of a literature-based programme on literacy achievement, use of literature, and attitudes of children from minority backgrounds. *Reading Research Quarterly* (Newark, Del), **27,** 3 (1992), 251–71.

The author investigated the impact of a literature-based programme on the literacy achievement, use of literature, and attitudes toward reading of children from minority backgrounds. Nine second-grade classes ($N = 166$) were assigned to one control group and two experimental: one in a school-based programme only and one in a school- and home-based programme. Standardised and informal written and oral tests of comprehension were used to determine growth in literacy. Use of literature was measured by child surveys concerning after-school activities and records of books read in school and checked out to read at home. Interviews with teachers and children determined attitudes toward the reading programme. Children in the experimental groups did significantly better on all literacy measures except for the standardised test, where no differences were found. No differences were found in the performance of the children in the home- and school-based programme and the school-based programme alone.

93–198 Mummert, Ingrid. Kreatives Schreiben im Fremdsprachenunterricht. [Creative writing in foreign language learning.] *Der fremdsprachliche Unterricht* (Stuttgart, Germany), **25,** 3 (1991), 4–11.

Schoolchildren struggle with guided writing exercises, yet are now required to write creatively as well. The advantages of such creativity are discussed and ways are suggested of making such writing effective and useful. Pupils must be free to write without restriction. They must not be hampered by restrictions such as vocabulary, pressure to perform, pressure of grades, or imposed theme. Creative writing is personal [examples are given of work by the author's French and German pupils]; the form chosen is often literary, in the form of poems and short prose passages, which are easier than guided exercises and drills. The author discusses the reasons for the pupils' choice of a literary form. She does not propose the abolition of guided writing tasks, but pleads for free, creative writing to be used to

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complement more traditional methods. [A table of comparisons between free writing and guided writing is presented, showing the advantages of the former.] Pupils express personal interests, acquire confidence in the foreign language, and can use it to communicate. Their attitude to the foreign language and culture is positive. [Suggestions are offered on methodology.]

93–199 O'Dell, Felicity. Helping teachers to use a self-access centre to its full potential. *ELT Journal* (Oxford), **46**, 2 (1992), 153–9.

This article outlines the main problems faced by teachers when their organisation introduces a self-access centre. It deals with a number of methods whereby teachers can be helped to cope with these problems. The methods discussed fall into four separate categories – induction materials for teachers, ideas for lessons based on the self-access centre, materials relating to counselling students working as individuals, and seminars for members of staff. The ideas presented are all ones which have been tried out at Eurocentre, Cambridge, but it is felt that they can all easily be implemented also in centres of rather different types.

93–200 Pouwels, Joel B. (U. of Central Arkansas). The effectiveness of vocabulary visual aids for auditory and visual foreign language students. *Foreign Language Annals* (New York), **25**, 5 (1992), 391–401.

A classroom experiment involving 79 first semester Spanish students measured the relationship between foreign language vocabulary visual aids, vocabulary achievement scores, and student modality strengths. The objective was to determine whether students of different perceptual learning styles (e.g., auditory and visual) would achieve differential scores on a multiple-choice test over a three-part foreign language (Swahili) vocabulary presentation using pictorial, verbal, and combination pictorial-verbal aids. The results showed significant positive correlation between the visual parameter as measured by the Swassing-Barbe Modality Index and scores on vocabulary items presented and tested with combination pictorial-verbal aids. Conversely, there was a negative correlation between the auditory parameter and the combination pictorial-verbal vocabulary section. Median scores on the pictorial and verbal sections were too close for conclusions to be drawn regarding the efficiency of those visual aids for different learning styles. However, the overall results suggest that further investigation will prove useful in devising the best combinations of visual aids, particularly for the predominantly visual or auditory student. A serendipitous finding was that the auditory students in this study had generally lower grades and ACT scores, and may be most benefited by individualised study aids.

93–201 Richards, Jack C. (City Poly. of Hong Kong). Towards reflective teaching. *ILEJ* (Hong Kong), **8** (1991), 39–45.

'Reflective teaching' is described as using observation and reflection as a way of achieving an awareness of how one teaches and of the kinds of decisions one makes, as well as the value and consequences of those decisions. Three stages are identified in the process of reflection: the event itself, the recollection of the event, and a review and response to it. Other teachers may provide valuable insights into this process; experiments in peer observation and collaborative diary keeping have provided teachers with encouragement and support, as well as serving as a source of teaching ideas and suggestions. In addition, one's own written account of teaching experiences, self-reports, autobiographies and journal writing are considered valuable approaches to reflection, and may be supplemented by recordings of actual lessons. While such methods may be time-consuming, they are undoubtedly an important tool for self evaluation; they help bring about changes in attitudes and awareness amongst teachers as well as improving the support offered to students. Experience alone is insufficient for professional growth; coupled with reflection, however, it may be regarded as a powerful impetus for teacher development.

93–202 Sheppard, Ken (Hunter Coll., New York). Two feedback types: do they make a difference? *RELC Journal* (Singapore), **23**, 1 (1992), 103–10.

This study contrasts the effects of two distinct ways of responding to a student essay: discrete-item attention to form and holistic feedback on meaning. In examining the before- and after-essays of a

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linguistically diverse group of 26 college freshmen, it shows that the use of a holistic response is likely to increase a student's awareness of sentence boundaries more than the alternative. In other words, responding to content results in improvements in grammatical accuracy. General implications are also addressed.

93–203 Scholfield, Phil. Booms and slumps in the lexical economy of a course: matching supply and demand. *Bangor Research Papers in Linguistics* (Bangor, Wales), **3** (1991), 43–54.

The rate at which new vocabulary items are introduced in a course does not always match the rate at which learners can realistically learn them. By drawing a 'vocabulary rate plot' and analysing the shape of the line that appears, teachers can obtain useful information not only about the average rate of new items, but also about the detailed variation in amount from unit to unit: there may be a repeated pattern of high and low input units, there may be a generally downward trend in the rate of introduction of new items through a course, and there may be some apparently irregular variation. Typically these features are not all explicitly mentioned by course writers, and are probably not ideal, in so far as we can judge from our present limited knowledge of vocabulary learning. However, there exist strategies which may help teachers to help their learners to deal with these features of vocabulary input rate in a course, when they conflict with the rate at which learners may be able to take new items in.

93–204 van Els, Theo J. M. (U. of Nijmegen). Foreign language teaching in the Netherlands, 1880–1940: an outline of methodological developments. *Bulletin CILA* (Neuchâtel, Switzerland), **56** (1992), 35–47.

The Netherlands is among the few countries of the world where a substantial FLT component has always formed part of the school curriculum, and the Dutch have traditionally been very successful learners of foreign languages, but they have not been noted for innovative teaching techniques. Foreign languages gained only a tentative foothold in secondary education in the period 1880–1914. Between 1878 and 1923, all Dutch universities established full chairs for the academic study of foreign languages, although they continued to be considered inferior to the classics. One of the objectives in founding the Dutch Association of Teachers of Foreign Languages in 1911 was to achieve full academic equality for the study of foreign languages. Despite some energetic campaigning, the training of foreign language teachers was totally neglected by the universities until 1921. Certification of foreign language teachers outside the universities continued virtually unchanged from 1864 to 1935, and little attention was paid to pedagogical and didactic aspects of training. In the Netherlands, government interference in education is generally limited to a fairly extensive system of centrally organised school-leaving examinations. In foreign languages, these changed only slowly in the period 1870–1920.

At a time when proposals for methodological change in other countries of Western Europe originated in movements with some degree of organisation, in the Netherlands there was no concerted action until the 1920s and 30s, notably in The Hague. In 1937 Rombouts gave a very clear and thorough analysis of foreign language teaching and learning and effective classroom procedures, but such proposals for change fell on barren ground. Coursebook writers, mostly practising teachers, were, however, busy producing new titles and trying to renew the curriculum in isolation. Direct Method principles (inductiveness, the use of the target language, stress on oral competence) were increasingly discussed. The universities, however, made little contribution to these developments. Scholarly interest and methodology of teaching foreign language competence seemed out of the question until the second half of the 20th century.

The general Dutch reluctance to consider seriously proposals for (drastic) change may stem from the favourable conditions under which foreign languages have always been taught there: the need to acquire FL competence has hardly ever been called into question, and pupils have therefore been well motivated. It is also reasonable to suppose that what seems to have been successful FLT practice for many years may well hold at least some of the ingredients of the 'best' method.

93–205 Weiss, W. (U. of Ottawa, Canada). Perception and production in accent training. *Revue de Phonétique Appliquée* (Mons, Belgium), **102** (1992), 69–82.

Two experiments are reported. The first one is about an English pronunciation course given to a group of Chinese students, who made only minimal progress in accent acquisition but whose discrimination abilities had increased after the course. The experiment confirmed that it is easier to educate perception than production.

The second experiment showed that a group of Anglophones, who had previously taken a voice and speech course of the type given to actors, made more progress in French accent acquisition than a control group. These results seem to indicate that increasing speech-motor flexibility through voice and speech training would be an encouraging asset in accent acquisition.