Language learning and teaching – theory and practice

THEORY AND PRINCIPLES

85–319 Crawshaw, Robert (U. of Lancaster). Information, awareness and context as factors in foreign language learning. *British Journal of Language Teaching*, **22**, 2 (1984), 67–73.

The shift of emphasis away from the formal aspects of language production in favour of communicative effectiveness may deprive young learners of ingredients essential to their future progress and creative independence. Approaches to foreign language learning, particularly at early secondary level, should reflect the assumption that foreign language performance depends to some extent on the conscious application of previously acquired knowledge. Learners need to utilise a combination of 'information' and 'awareness', as suggested by Krashen's Monitor theory. While communication and self-expression should have primacy from the beginning of the learning process, it is equally necessary that linguistic information and (from age 13) linguistic insight be developed concurrently. Knowledge of lexis and morphology and the perception of syntactico-semantic relations should be a central preoccupation in syllabus design and practical pedagogy, though they should never be allowed to inhibit the attainment of communicative goals.

The problem for teachers is to know exactly how learners apply that mixture of intuitive and conscious processes which forms the vital link between 'information', 'awareness' and authentic 'performance'. The use of metalanguage is a thorny but important issue: a basic set of terms (subject, verb, object, active, passive, etc.) is essential for developing further awareness.

85–320 Harley, Birgit. Second language acquisition in an immersion context. *ELT Documents* (London), **119** (1984), 53–64.

Research and evaluation studies of the French Immersion Program in Quebec are summarised and their implications for second language teaching generally are examined. Students whose performance on comprehension tasks appeared almost native-like still had trouble with productive skills even after several years in the programme. Students' interlanguage indicated a tendency to acquire more general L2 rules before more specific ones and to construct forms involving both L1 transfer and incorrect generalisations from target L2. Study of age-related factors by comparing early and late immersion starters suggested that the slight advantage of late immersion studies in academic non-communicative tasks related to their greater exposure to the written word and to the kind of L2 input they had been receiving, which in turn was related to the greater cognitive maturity of this group of students. Native speakers were generally tolerant of pupils' errors, except those which affected their ability to communicate.

85–321   Krashen, Stephen D. (U. of S. California) **and others.** A theoretical basis for teaching the receptive skills. *Foreign Language Annals* (New York), **17**, 4 (1984), 261–75.

There are two reasons for teaching receptive skills: firstly, as specific training in understanding oral and written texts; secondly, to provide input for general language acquisition. For the first purpose, students can benefit even from work with texts far above their present level, but for the second purpose the text level is critical: it must contain some structures and vocabulary that are only slightly beyond the students' level.

At beginner level, teacher talk is the main source of comprehensible input. The focus should be on listening comprehension activities – talking about pictures is especially useful – requiring very little speaking from the students. Even at this stage, authentic texts can be used, with simple general comprehension tasks. At higher levels, students should learn about content, e.g. target-language culture and other academic subjects.

The new approach is likely to meet with resistance from both teachers and students, as it conflicts with traditional academic conditioning. For some time, low accuracy and low complexity of utterance must be accepted, in the expectation of higher final competence. Teacher education must explain principles and assumptions, so that teachers know what they are doing and why.

85–322   Mägiste, Edith (Stockholm U.). Learning a third language. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **5**, 5 (1984), 415–21.

The study deals with three investigations concerning the acquisition of a third language in bilingual immigrant students. The most extensive investigation, initiated by the National Swedish Board of Education, included the whole grade-8 population of immigrant students in Sweden ($n = 2,736$). They were compared with Swedish monolingual students at that level ($n = 67,162$) in their proficiency in English as measured by standardised tests. The results provide evidence that immigrant students who always use Swedish at home but have passive knowledge of their first or home language clearly perform better in English than Swedish monolingual students. However, those immigrant students who actively use their home language daily have slightly lower test results in English than Swedish students. Another important factor in learning a third language is the similarity between the mother tongue and the language to be learned. In line with these findings are the results of two experimental studies from Germany and Sweden, using different methods and careful control of important background variables, such as intelligence, residence time and age.

85–323   Widdowson, H. G. Educational and pedagogical factors in syllabus design. *ELT Documents* (London), **118** (1984), 23–7.

As a projection of educational policy, a curriculum, and the different syllabuses within it, will conform to varying ideological decisions about the nature of education. The relationship between policy and methodology makes the syllabus a potential source

of conflict, for example when a person-oriented pedagogy is applied to a position-oriented education system, and to teachers and learners shaped by the established educational orthodoxy which informs the teaching of other subjects. The role of the syllabus must be defined so as to allow a pedagogically effective methodology to operate within the constraints delimited by educational policy, for example by seeing the syllabus as a framework (a stereotypic construct) within which activities in the classroom can be carried out. The question then becomes what kind of stereotypes are likely to be more effective: elements of the abstract system, such as the structural syllabus, notions and functions, etc. Which alternative is chosen may not be important, so long as it is acceptable locally. It is in methodology, rather than syllabus design, that reform is likely to be feasible and effective.

PSYCHOLOGY OF LANGUAGE LEARNING

85–324 Byrnes, Heidi (Georgetown U.). The role of listening comprehension: a theoretical base. *Foreign Language Annals* (New York), **17**, 4 (1984), 317–29.

Approaches to listening comprehension can be grouped into three categories: (1) linguistic, (2) conceptual, and (3) communicative. The vast majority of studies assume that the linguistic categories set forth by transformational grammar are psychologically real entities. This resulted in an essentially 'serial' metaphor dominating the thinking about comprehension; it is characterised by unidirectional processing from the bottom up. Most research on intended meanings sees contextual (higher-order) clues as being admitted into the comprehension process only after a literal meaning has been assigned. Listening comprehension has by no means always been regarded as a highly complex problem-solving activity, however; the listener has often been conceived of as being passive. Recently, the importance of listening comprehension has come to the fore. It procedes production in all stages of language learning; there can be no production without the provision of comprehensible intake.

Oral language occurs in four modes whose correct identification contributes significantly to the comprehension task: spontaneous free speech, deliberate free speech (interviews and discussions), oral presentation of a written text, and oral presentation of a rehearsed script. All share the characteristic that hearers have almost no control of events. The role of listening comprehension in first-language acquisition is discussed, especially in terms of its effect on the acquisition of syntax and semantics. This developmental focus is balanced by a synchronic view of the modes of language processing presumed to operate in listening comprehension.

In second-language learning, the first-language experience inevitably has an effect, both supportive and distractive. Much more experience with the second language is needed than has customarily been allowed. Increased comprehension is not solely a matter of the amount of exposure – comprehensibility is essential. Listening comprehension may not proceed in a steady upward line or spiral but involve discontinuous progress at different levels of language learning.

Some specific teaching strategies and techniques are proposed, including Total Physical Response, 'ethnographic cues', listening for detail and global listening.

Learners fall into two main categories: (1) those who give primacy to fluency over accuracy, making use of learning strategies which promote 'schema-driven, holistic perception', and (2) learners who value linguistic accuracy more highly and favour an input-based understanding. Which approach is taken is a matter of personal learning style.

85–325   Carnine, Douglas (U. of Oregan) **and others.** Utilisation of contextual information in determining the meaning of unfamiliar words. *Reading Research Quarterly* (Newark, Del), **19**, 2 (1984), 188–204.

Two studies were conducted to evaluate students' ability to utilise contextual information in learning the meaning of unfamiliar words. A descriptive study involving fourth-, fifth- and sixth-grade children was designed to examine the differential effects of form and proximity of contextual information on students' learning of unfamiliar words. An experimental study involving the same-aged students was conducted to examine the differential effects of three intervention strategies designed to facilitate the use of contextual information in learning the meanings of unfamiliar words. The results of the descriptive study suggest that students were better able to determine the meaning of unfamiliar words when (*a*) contextual clues were provided, (*b*) students were older, (*c*) the clues were in synonym rather than inference form, and (*d*) contextual clues were closer to the unfamiliar word. In the experimental study, rule-plus-systematic-practice and systematic-practice-only conditions produced higher transfer scores than a no-intervention condition.

85–326   Carrell, Patricia L. (Southern Illinois U. at Carbondale). The effects of rhetorical organisation on ESL readers. *TESOL Quarterly* (Washington, DC), **18**, 3 (1984), 441–69.

Theoretical as well as empirical research within the framework of schema-theoretical approaches to reading has shown reading comprehension to be an interaction between a text and a reader. More specifically, the interaction involves reader background knowledge of text structure and the hierarchical content structure of the text. In her investigations of both adult and adolescent native readers of English, Meyer has found that certain types of rhetorical organisation of expository prose are processed and recalled differently from other types. This article reports the results of a study of the effects of rhetorical organisation of different types of expository prose on intermediate ESL readers of different native languages. Results indicate that certain more highly structured English rhetorical patterns are more facilitative of recall for non-native readers in general, but there are interesting differences among the native language groups represented in the study: Spanish, Arabic, and Oriental, probably because of preferred native rhetorical patterns.

85–327 Chaudron, Craig (U. of Hawaii at Manoa). Research on metalinguistic judgements: a review of theory, methods and results. *Language Learning* (Ann Arbor, Mich), **33**, 3 (1983), 343–77.

The origin of research into metalinguistic judgements was an interest in testing descriptive grammars of a given language, but there has been little empirical research of this type, and other purposes have emerged, including the study of individuals' general metalinguistic awareness and, especially, of how source and target language grammars interact in the development of an interlanguage.

Thirty-nine studies are mentioned and classified by subject type (L1 adults, L1 children, L2 learners), judgement required (grammaticality, acceptability, compre-hensibility, etc.) and other features. There was wide variation between subjects, and judgements were made in very idiosyncratic ways, showing that grammaticality, acceptability, meaningfulness, etc., are not socially uniform concepts; however, a tendency to orthodoxy emerged in the case of grammaticality, where subjects judged items more normatively than their production. Evidence that time limitations and task complexity can restrict use of metalinguistic knowledge supports Bialystok's view that language knowledge falls on an 'analysed' to 'unanalysed' dimension, differentially accessible. The most encouraging result, however, was that metalinguistic judgements in L1 and L2 speakers tend to be validated by other measures of performance.

85–328 Corbett, Stephen S. and Smith, Wm. Flint. Identifying student learning styles: proceed with caution! *Modern Language Journal* (Madison, Wis), **68**, 3 (1984), 212–21.

This present paper describes a study which attempts to validate the Edmonds Learning Style Identification Exercise (ELSIE), purported to be a quick and easy means to identify and to analyse a postulated relationship between preference for sensory modality in learning style and the potential for success in second-language learning. The conclusions were (1) the data provided by ELSIE are problematic when interpreted as a single index for groups of learners. The wide variety of individual ranks across the categories in the learning-style exercise makes impossible the identification of group preferences for learning mode and, by extension, the matching of that preference with approach. (2) The category 'written word' and the division of ranks within it – high, medium, low – does not seem to indicate accurately the individual's preferred sensory modality for processing into memory auditory stimuli converted to graphics in the mind's eye; nor is the strength of preference for that mode of learning made clear through the instrument or its results. (3) ELSIE similarly fails to provide an accurate identification of students who indicate the im-portance and strength of the category 'listening' in addressing auditory stimuli and how preference for 'listening' impacts significantly on the learner's ability to achieve effectively on a listening-based criterion.

This study underscores the difficulty of identifying and accommodating learning-style differences in the foreign language classroom. It further gives evidence that the techniques and quantifiable instruments to ascertain preferential modes of learning

are still in the infancy stage. Specifically, this research indicates that as a group descriptor ELSIE is of questionable value in matching approach and students in harmonious learning. The value of ELSIE in diagnosing individual preferences remains clear. Still, it is obvious that further refinement of such instruments is required before using them on a wholesale basis in our classrooms.

85–329   Day, Richard R. (U. of Hawaii at Manoa). Student participation in the ESL classroom or some imperfections in practice. *Language Learning* (Ann Arbor, Mich), **34**, 3 (1984), 69–102.

This study explores the relationship between student participation in the ESL classroom and proficiency in English, use of the target language outside the classroom, and field sensitivity. The 58 subjects, mainly from Asia, were studying ESL in an intensive programme in Honolulu. Their classroom participation, which, for the purposes of the study, was defined as responses to teachers' general solicits and self-initiated turns, was coded during the beginning and end of an eight-week term. The subjects were also asked to fill out a questionnaire on their use of English outside of the classroom. In the sixth and seventh weeks of the term, the subjects were given an English cloze test and a measure of field dependence/independence; in addition, 26 subjects were administered an oral interview.

The results indicate that there was no significant relationship between classroom participation and scores on either the oral interview or the cloze test, between classroom participation and use of the target language away from the classroom, and between classroom participation and field sensitivity. These findings are discussed with respect to the work of others who have conducted similar research.

85–330   Fakhri, Ahmed (U. of Michigan). The use of communicative strategies in narrative discourse: a case study of a learner of Moroccan Arabic as a second language. *Language Learning* (Ann Arbor, Mich), **34**, 3 (1984), 15–37.

Research in second-language learners' communicative strategies has provided an elaborate framework for analysing how learners manage to convey meanings and messages in spite of their limited 'knowledge' of the target language. Many studies have dealt with the identification and classification of communicative strategies (CSs). This paper investigates a new aspect of the use of CSs, the interaction between the application of CSs and narrative discourse features.

Twelve narratives were collected from a learner of Moroccan Arabic as a second language over a four-week period during daily conversation sessions in the target language. The analysis of the data draws upon research in narrative discourse and language learners' CSs. The study suggests that the subject resorted to a number of strategies to compensate for her linguistic deficiencies and that the application of these strategies was not random but constrained by narrative discourse features. The limitations of this study are discussed and suggestions for further research made.

85–331 Frohlich, Maria and Paribakht, Tahereh. Can we teach our students how to learn? *ELT Documents* (London), **119** (1984), 65–81.

Three studies were carried out in the Modern Language Centre of the Ontario Institute for Studies in Education between 1975 and 1982 with the aim of finding out what techniques are used by successful language learners. The first study adopted a case-study approach employing semi-structured interviews as the method of enquiry. Five main strategies were identified: 'active task approach', 'awareness of language as a system', 'awareness of language as a means of communication', 'management of affective demands' and 'monitoring of L2 performance'. The major points to emerge were the following. (1) Each language learning career is unique, though they share many common characteristics; the five main strategies can be combined in many different ways. (2) The path to success can often be difficult – too many students expect immediate success. (3) There is a complex interplay of learner and situational factors. (4) It is important to develop learning strategies and techniques – poor learners may require help. Different approaches to learning should be planned and tried out.

Two further studies were conducted between 1979 and 1982; they followed a formal experimental design. Both addressed themselves to these questions: (*a*) What types of communication strategies (CS) do L2 learners employ when they lack the appropriate target language vocabulary? (*b*) What are the effects of proficiency on the use of CS? In the picture reconstruction study of oral CS, subjects were asked to describe a picture so that the interlocutor (who could not see the picture) would be able to reconstruct it accurately. Most participants did not know the appropriate lexical terms for the selected target items. The three sources of information which were exploited for inferencing (i.e. utilising other sources of information to derive linguistic hypotheses and make 'intelligent guesses') were (1) native language, (2) target language, and (3) paralinguistic features. These strategies were often combined. Not all are equally effective, particularly L1-based strategies. These latter were used less by the more proficient students.

The third study, the concept identification study, investigated aspects of the use of CS by non-native and native speakers of English, and examined the relationship between the speakers' use of CS and their level of target-language proficiency. The communicative task was a concept-identification task comprising both abstract and concrete concepts. Each subject had to communicate a target item to a native speaker, natural interaction being permitted. Strategies were classified into (1) linguistic approach, (2) contextual approach, (3) conceptual approach, (4) mime. All four were used to communicate both concrete and abstract concepts. Results showed that native speakers, if they have communication problems, utilise the same strategies as non-native speakers. The study suggests all adult speakers share a 'strategic competence', which they are often not able to transfer to their L2 because of lack of motivation from classroom activities.

Learners should realise that they should play a very active role and that they have many resources. All language classes should provide opportunities for the development of all types of skills, and for the use of CS.

85–332   Green, Michael (U. of North Carolina–Charlotte). Talk and double-talk: the development of metacommunication knowledge about oral language. *Research in the Teaching of English* (Urbana, Ill), **19**, 1 (1985), 9–24.

Three levels of metacommunication knowledge and five factors that influence the understanding of speaker meaning in oral language (gestures, intentions, making sense, being 'easy to understand' and 'figuring out' what a speaker means) were identified in pilot interviews with children and adolescents. To assess the extent to which these three levels and five factors are generalisable to a large sample, 156 subjects from three age groups (5–7, 8–11 and 13–18 years) were interviewed. Analysis of covariance and Scheffé comparisons indicated significant age-group differences. Guttman scale analyses reflected a sequence in levels of metacommunication knowledge.

85–333   Gregg, Kevin R. (Matsuyama U.). Krashen's monitor and Occam's razor. *Applied Linguistics* (Oxford), **5**, 2 (1984), 79–100.

While recognising the obvious rightness of some of Krashen's claims about the second-language acquisition process, the author shows the overall theory on which they are based to be incoherent, owing to ill-defined or undefined terms and the multiplication of entities for which there is no empirical evidence. The five hypotheses on which the theory stands are examined in turn. The acquisition/learning distinction is called in question because empirically learning can become acquisition and no counter-evidence is offered. The Monitor hypothesis, restricting the value of conscious rule-learning to the production of correct forms, is shown to contradict the Acquisition/Learning hypothesis. While espousing the Natural Order hypothesis, Krashen undermines it by allowing for several concurrent natural orders. As his Input hypothesis depends on the validity of the Natural Order hypothesis, it too is undermined; and developmental mother tongue acquisition is confused with foreign-language learning in adulthood. The Affective Filter hypothesis explains rather what is rejected in language acquisition than what is retained and depends on an improbable reconciliation between Piaget and Chomsky. It is concluded that Monitor theory is misleading in proportion as it is ambitious.

85–334   Grezel, Jan Erik and others (U. of Groningen). Het effect van monitor-gebruik op het Nederlands als tweede taal. [The role of monitoring in the acquisition of Dutch as a second language.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **17**, 3 (1983), 58–81.

In this paper the effect of monitoring in the acquisition of Dutch as a second language is investigated in a descriptive design. The starting point was an experimental investigation carried out by Hulstijn (1982). As that investigation was restricted to only two variables, a number of experimental conditions (unnatural situation) and to correct sentences only, it was decided to replicate the investigation with the following alterations: (1) only natural data from three different situations were used. These data ranked from formal to informal: dialogue (informal), monologue (formal) and written

report (formal); (2) all kinds of linguistic variables that were relevant for the acquisition stage of the subjects were scored: syntactic, morphological, lexical variables, both correct and incorrect usage; (3) subjects were subdivided with respect to L1 into English and less related languages (Slavic), and with respect to L2-achievement according to the teacher: good and not so good achievers.

Results showed that (1) English-speaking subjects and good achievers had better scores generally on the variables under investigation. This means that these variables are valid for describing the language acquisition process of Dutch as L2. (2) Those linguistic features that are well acquired are under the domain of monitoring in such a way that under formal circumstances (more reflection time) fewer errors occurred: word order, content words, and those morphological phenomena that are essential for the meaning of the message (tense, plural). (3) Those linguistic features that are not internalised completely are under the domain of monitoring in such a way that under formal circumstances more errors occurred: morphological phenomena that are less relevant with respect to meaning (e.g. incorrect plurals), and function words. (4) English subjects and good achievers demonstrated more correct monitoring. (5) Results (1) and (4) fit quite well into the L1 = L2 hypothesis. There seems to be a universal order for language acquisition that is influenced only in minor points by the L1 of the language learner. These findings have some interesting consequences for L2-education.

85–335 Grover-Stripp, Magdalena and Bellin, Wynford. A comparative study of syntagmatic associations among Polish and English adults. *Linguistics* (The Hague), **21**, 2 (1983), 419–33.

Free associations were obtained from stimulus words representing a variety of parts of speech with groups of Polish and English monolinguals. These data provide a comparison of the relative frequency of syntagmatic associations to translation equivalents in Polish and English. For all the parts of speech used in the experiment, many more syntagmatic responses were produced in Polish, suggesting that the type of language (isolating or fusional) is important for the frequency of syntagmatic responses. This finding is interpreted as the result of a tendency in fusional languages to treat a single word form as part of an utterance. By contrast, in English, such a single form is more likely to be treated as a complete utterance in itself.

85–336 Guiora, Alexander Z. The dialectic of language acquisition. *Language Learning* (Ann Arbor, Mich), **33**, 5 (1983), 3–12.

The acquisition of native and foreign language should not be treated as two independent systems, but as complementary aspects of one basic cognitive–affective schema, interacting and conflicting with each other in a variety of ways. Illuminating the psychological processes impinging on one aspect can shed light on the other.

Native language is a powerful dimension of self-representation, one of the 'vital rings' of identity. Confrontation with another language offers alternative ways not only to describe but to conceptualise and even experience the world. Gender and time are two ways in which different languages conceptualise the experiential world:

children whose native language showed maximum gender loading (Hebrew) reached this developmental milestone earlier than children whose native language showed minimum gender loading (English), who in turn reached it before those whose native language showed zero gender loading (Finnish). Research on the availability of differentiated past-tense markers in the native language and other cognitive functions, showed that English speakers (who have a multiplicity of forms to mark the 'before now' to draw on) have an advantage over Hebrew speakers (who have only one form) in placing events in a proper time sequence.

The task of learning a new language is a profoundly unsettling psychological proposition; this is especially true of attempting to acquire native-like pronunciation in a foreign language. What is needed is a 'softening' of the language ego boundaries, to make them more 'permeable'. The difficulties encountered in learning a foreign language underscore the immense importance of the native language, which itself is the vehicle which needs reinforcement.

85–337 Henrichsen, Lynn E. (Brigham Young U.). Sandhi-variation: a filter of input for learners of ESL. *Language Learning* (Ann Arbor, Mich), **34**, 3 (1984), 103–26.

When considering the process of second-language acquisition, it is useful and important to distinguish between input and intake since, due to various factors, language learners do not take in all the language they are exposed to. Perceptual saliency – a formal characteristic of the input – is believed to be one of these factors.

This experiment was conducted to determine how the presence of sandhi-variation, a common characteristic of spoken English which reduces the perceptual saliency of many of its features, affects the comprehensibility of English input. Assuming that comprehension is dependent not only on signal clarity but also on cognitive factors, it was hypothesised that the presence of sandhi-variation in the input would reduce comprehension less when listeners were proficient in English than when they were learning the language.

The results support this hypothesis and lead to the conclusion that for those whose knowledge of English is sufficient to compensate for reduced perceptual saliency, sandhi-variation affects the input-to-intake process very little. For ESL learners, however, sandhi-variation is an important input-intake filter.

These findings are discussed in connection with the input hypothesis of second-language acquisition. Implications include the possible benefits of modified input and formal instruction for ESL learners.

85–338 Hinds, John (Penn State U.). Retention of information using a Japanese style of presentation. *Studies in Language* (Amsterdam), **8**, 1 (1984), 45–69.

This study is part of a series of investigations into the nature of expository prose organisation in Japanese, as compared with English. The hypothesis was that Japanese speakers would be able to reproduce information presented in the *ki-shô-ten-ketsu* framework (based on classical Chinese poetry) significantly better than English

speakers, especially over time. American and Japanese subjects were given one of four essays to read. After three minutes' study of the essay they had to reproduce as much of it on paper as possible in ten minutes. On returning one week later, they had again to reproduce as much of the essay as they could. Results showed that Japanese subjects were able to reproduce the information significantly better than English subjects, because they could perceive an appropriate schema whereas the English subjects could not. Differences in ability to reproduce information were not always obvious in the immediate condition, but were in the delay condition. Cultural expectations influence the retention of information in memory, e.g. the English speaker's belief that a conclusion is important may help him/her to retain that information better than might otherwise be expected.

85–339 Hulstijn, Jan H. (Vrije U.). Componenten van tweede-taalbeheersing. [Components of second-language proficiency.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **17**, 3 (1983), 82–111.

This study contains a reanalysis of some of the data collected by Cummins *et al.* (to appear), in their study of Japanese and Vietnamese immigrant students in Canada. The present study focuses on the English communicative test data elicited from 11 grade 2/3 and 11 grade 5/6 Japanese students who had been in Canada from 15 months to $5\frac{1}{2}$ years. The objectives of this study were (1) to code these data for characteristics of various L2 proficiency aspects suggested in the literature, (2) to look for clustering patterns among the coded variables by means of factor analyses and (3) to assess how the variables and common factors in the students' L2 performance were related to their Age and Length of Residence in Canada (by means of analyses of variance).

The findings demonstrate that there is more to L2 proficiency than 'just' knowledge of words and grammar rules. It is the type of task in which this knowledge has to be applied that plays a crucial moderating role. A paper-and-pencil reading test, a face-to-face interview, and a story-telling task all measure linguistic skills, but each does so in a very different way, and along with different nonlinguistic skills. Furthermore, this study yielded 'Communicative Style' as a nonlinguistic L2 proficiency factor, not related to Age or Length of Residence. Future research will have to show whether Communicative Style must be considered a genuine language-proficiency component or rather an artifact (method effect) created by the use of two types of test, interactional and non-interactional.

85–340 Le Compagnon, Betty (U. of New Hampshire). Interference and overgeneralisation in second-language learning: the acquisition of English dative verbs by native speakers of French. *Language Learning* (Ann Arbor, Mich), **34**, 3 (1984), 39–67.

This paper examines the role of interference in the acquisition of English dative verbs by native speakers of French. Two case studies involving the acquisition of English in a natural environment are presented as well as the results of two judgement tests in which each of four subjects was asked to judge the grammaticality of sentences containing both correctly and incorrectly used dative verb structures. Analysis

suggests that the process of lexical acquisition of verbs in English is similar for both first- and second-language learners. However, second-language learners may produce overgeneralisation errors unlike those of first-language learners due to incorrect assumptions concerning marked and unmarked forms in English for which there is positive evidence in both the source and target languages. Thus, although interference plays a significant role in the process of lexical acquisition of verbs, this does not rule out the hypothesis that first- and second-language acquisition are essentially like processes. If a more sophisticated understanding of the process of interference can be gained, it should be possible to predict the characteristic errors a second-language learner will make based upon the particulars of the learner's native language.

85–341 Lightbown, Patsy M. Input and acquisition in second language classrooms. *TESL Canada Journal* (Montreal), **1**, 2 (1984), 55–67.

In the speech of a group of francophone ESL learners, introducer forms used to initiate picture descriptions were examined. The learners' use of these forms was then compared to the corresponding forms in the classroom language the learners were exposed to – textbook language, the students' own classroom language, and their teachers' language. The learners' use of introducers was also compared to that of native speakers performing the same task. Some of the non-target-like characteristics of the learners' language were found to correspond to characteristics of the input they received.

85–342 Mazurkewich, Irene (Concordia U.). The acquisition of the dative alternation by second-language learners and linguistic theory. *Language Learning* (Ann Arbor, Mich), **34**, 1 (1984), 91–109.

The research discussed in this paper attempts to demonstrate that evidence based on the acquisition of dative structures in English by second-language learners provides support for a theory of markedness. Within this theory it is claimed that unmarked structures, which are postulated to be part of core grammar, will be acquired before marked structures, which are considered to be peripheral rules of the core grammar. Using a test that elicited intuitive judgements, data were obtained from native French-speaking and Inuktitut-speaking (Eskimo) students as well as native English-speaking students whose judgements were used as the norm. Dative structures in which the dative noun phrase appears either in a prepositional phrase or as the first noun phrase of a double object construction were tested. Within the framework of markedness assumed here, it is argued that the former represents the unmarked structure whereas the latter is the marked one. The results obtained show that the unmarked structures were acquired first as predicted and the marked structures followed. The theoretical implications of markedness regarding learnability of the complement structures of alternating and non-alternating dative verbs are discussed.

85–343   Rutherford, William E. (U. of Southern California). Description and explanation in interlanguage syntax: state of the art. *Language Learning* (Ann Arbor, Mich), **34**, 3 (1984), 127–55.

The general theme chosen for this approach to interlanguage (IL) syntax 'state of the art' is the presumed goal of all IL syntacticians: to find consistency and pattern in syntactic variation. There are two overlapping subsidiary themes as well: those of describing the systematicity in IL syntax and of explaining it.

Themes contributing to descriptive approaches include the transition from morpho-syntax acquisition studies to those of more complex syntax, the emergence of syntax from discourse, explicitness, the investigation of language 'process' as well as language product, and the serious consideration of 'simplicity'. Themes contributing to explanatory approaches include general frameworks such as language universals, language typology, core grammar and markedness. The paper concludes with suggestions and predictions as to the directions in which continuing research on IL syntax might lead.

85–344   Stemmer, Nathan (Bar-Ilan U., Israel). Empiricist versus mentalist theories of language acquisition. *Semiotica* (The Hague), **49**, 1/2 (1984), 139–59.

In empiricist theories the capacity to generalise from certain entities to other entities is said to play a crucial role in learning processes. The result of such a process is a generalisation class. In many cases the generalisation classes used in language acquisition are very similar to, even identical with, the generalisation classes used in acquiring non linguistic knowledge. The part played in empiricist theories by salient features of objects and their role in determining generalisation classes is considered. Mentalist theories are shown to be incapable of solving the problem of overabundance that occurs when children possess several different concepts that are suitable candidates for becoming linked to a word. It is argued that the empiricist formulation is more parsimonious than the mentalist one. Furthermore, mentalist theory is unable to deal satisfactorily with the phenomenon of first-time learning. Until mentalist theories have advanced a theory of concept formation, mentalist theories of language acquisition are built upon an extremely weak basis. The innatist formulation of mentalist theories has provided no evidence to justify which concepts are innate and which not. Not only are empiricist theories superior to mentalist theories, but the latter cannot be considered as serious candidates in accounting for the early stages of language acquisition.

85–345   Strong, Michael (U. of California at San Francisco). Integrative motivation: cause or result of successful second-language acquisition? *Language Learning* (Ann Arbor, Mich), **34**, 3 (1984), 1–14.

This study examines the relationship between integrative motivation and acquired second-language proficiency among a group of Spanish-speaking kindergarteners in an American classroom. Integrative motivation was measured by finding out the children's preferences for friends and playmates and workmates and scoring them

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according to their tendencies to nominate members of the target language group. Communicative English proficiency was assessed by analysing spontaneous language and deriving measures of structural knowledge, vocabulary breadth, and pronunciation skill. A Kendall's tau test showed no positive association between integrative motivation and acquired English proficiency. A further comparison of beginners and advanced level English speakers found that the advanced children showed significantly more integrative orientation to the target language group than the beginners, lending support to the notion that integrative attitudes follow second-language acquisition skills rather than promoting them.

85–346 Vollmer, Helmut J. and Sang, Fritz. Zum psycholinguistischen Konstrukt einer internalisierten Erwartungsgrammatik. [The psycholinguistic structure of an internalised expectancy grammar.] *Linguistik und Didaktik* (Munich, FRG), **42** (1980), 122–48.

This article examines the plausibility of the theory that all language performance is based on a 'general language proficiency factor' and to what degree this theory can be empirically proved. The theoretical background is presented. Particular emphasis is placed on the psycholinguistic structure of an internalised expectancy grammar in connection with foreign language acquisition, and this is examined in the light of aspects of cognitive psychology. It is mainly findings from the psychology of perception which are brought into the discussion. The concept of an 'expectancy grammar' shows itself to be too formal and generalised since knowledge of the world can vary enormously, even among speakers of the same language.

The concept of the 'expectancy grammar' is discussed in the light of current research into language acquisition and its various theories about language competence. On the empirical level, the hitherto most convincing evidence for the existence of uniform linguistic competence is criticised and more careful interpretation is called for: while the evidence for the existence of a strong 'general language proficiency factor' cannot and should not be ignored, empirical evidence shows that its influence on different aspects of language performance is not as great as was once assumed. Other possible explanations for the origin of such a factor are examined.

RESEARCH METHODS

85–347 Linguistic Minorities Project (Inst. of Ed., U. of London). Linguistic minorities in England: a short report on the Linguistic Minorities Project. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **5**, 5 (1984), 531–66.

The Linguistic Minorities Project (LMP), the first research project in England to focus on the importance of societal bilingualism, was set up in 1979 to investigate patterns of bilingualism, gather basic factual information about linguistic diversity in the school system and assess the educational implications.

The LMP developed the Schools Language Survey (SLS) as a policy-related

instrument to help LEAs document the range of languages spoken in schools and the extent of literacy in the minority languages. The Secondary Pupils Survey was designed to complement the teacher-administered SLS with a wider range of information on a limited number of older pupils. The Mother Tongue Teaching Directory Survey was devised in collaboration with the National Council for Mother Tongue Teaching; a *Manual of use* has been compiled so that local groups and LEAs can carry out further surveys. The Adult Language Use Survey aimed to build up a picture of language use and attitudes to languages maintenance among 11 linguistic minorities.

The LMP has paved the way for future work by teachers, researchers and minority associations. It is succeeded by two bodies which share its values and objectives: the Commonwealth Languages and Education Project (CLE) and the EEC-funded Language Information Network Coordination Project (LINC).

85–348   Poulisse, Nanda and others (U. of Nijmegen). On the use of compensatory strategies in second language performance. *Interlanguage Studies Bulletin* (Utrecht), **8**, 1 (1984), 70–105.

As a preliminary to a four-year research project at the University of Nijmegen, the literature on communication strategies is reviewed with particular reference to the subset of compensatory strategies defined for the purposes of the study as 'strategies which a language user employs in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of an utterance due to his own linguistic shortcomings'. The typologies of strategies already set up are summarised and compared. They do not coincide or reconcile though they frequently identify the same phenomena. It is not clear from whose point of view paraphrases or circumlocutions might be dubbed appropriate or acceptable, the learner's or the observer's, and it is not clear what many of the types mean. Therefore the Nijmegen researchers will adopt two broad categores of strategy, the 'interlingual' and the 'intralingual', regrouping existing taxonomies accordingly into: borrowing, literal translation, foreignising (interlingual); and approximation, word coinage, description, restructuring, appeals for assistance, mime (intralingual). These are defined and it is questioned whether L2 strategies are different in kind from similar behaviour in L1. The Nijmegen project will be experimental, following in the wake of exploratory studies already carried out and summarised here.

CONTRASTIVE/ERROR ANALYSIS

85–349   Machiko Netsu (U. of Hawaii). The role of error analysis in clarifying linguistic distinctions between English 'when' and its Japanese equivalents. *IRAL* (Heidelberg), **22**, 3 (1984), 191–202.

Non-native students of Japanese (with English as their mother tongue) make many errors in rendering the conjunction *when*. Error analysis was applied to these errors and their nature described. This made it possible to make important linguistic

distinctions between Japanese *toki* ('when') and *tara* ('when' or 'after') on the one hand, and the English *when* on the other. The inadequacy of standard textbook explanations became apparent when set alongside the discussion of linguistic distinctions between English *when* and its Japanese equivalents. This is undoubtedly one source of students' learning problems with respect to temporal constructions. An examination of a single textbook indicated that learners' errors are related not only to interlingual transfer, but also to incomplete and misleading explanations of structures found in materials often used by students.

85–350   Snell-Hornby, Mary (U. of Zurich). The linguistic structure of public directives in German and English. *Multilingua* (Amsterdam), **3**, 3/4 (1984), 203–11.

Based on a contrastive analysis of a corpus of about 200 authentic public signs from different English- and German-speaking countries, this paper investigates the differing inherent laws of grammatical structure and of communicative function governing public directives in English and German. The ultimate aim is to provide a frame of reference for adequate and idiomatic translation with the intended communicative impact. Proceeding from the concepts Request, Command, Warning and Prohibition, viewed not as rigid categories but as merging elements of a continuum or cline, a stratificational model is presented, whereby the directives are analysed (*a*) as speech act types, (*b*) according to the relative status of the participants (Speaker and Addressee), (*c*) in terms of grammatical structure and (*d*) in terms of lexical items. Significant differences emerge between German and English, as for example, the dominance of modal verbs beside increased identification and personalisation of the addressee in English, as against impersonal verbal forms, abstract nouns and fixed lexical stereotypes in German.

TESTING
85–351   Alderson, J. Charles (U. of Lancaster). Testing, the teacher and the student. *Cahiers de l'APLIUT* (Paris), **39**, 3 (1984), 7–21.

Testing is regarded with distaste by many teachers and apprehension by many students, not always for very good reasons. Conversely, testers do their cause no good by claiming more for their tests than is justified and separating themselves by arcane statistics from the teaching community. The various reasons for this divorce are examined in turn.

Testers should be more concerned with what they are measuring than the nature of measurement; they should test what teachers want to teach and what learners want to learn. Since tests will always be subjective, if not in their marking then in their construction, they should go hand in hand with teaching to sample worthwhile behaviour, e.g. speaking, representing worthwhile educational goals. By consciously testing for the washback effect on teaching the relationship between the teaching and testing community will be a positive and mutually beneficial one. For teachers who have to compose tests, 10 general precepts and 19 specific instructions are given.

85–352 Bensoussan, Marsha and Ramraz, Rachel. Testing EFL reading comprehension using a multiple-choice rational cloze. *Modern Language Journal* (Madison, Wis), **68**, 3 (1984), 230–9.

A multiple-choice rational cloze dubbed a 'fill-in test' is shown to be as reliable in scoring as the ordinary multiple-choice test while being easier to construct, more adaptable, economical and more easily targeted on a particular aspect of language to be tested.

The problems of multiple-choice and cloze testing are reviewed and the linguistic basis of the fill-in test discussed. The designers left 20–30 spaces in a 300-word text; the omissions were not random but chosen because of their key function in a rational argument, which the candidate had to reconstruct. Four different multiple-choice and fill-in tests were used on populations of over 50 students and the results compared and correlated. Results correlated highly but the fill-in test proved more reliable, partly because of the larger number of items tested. Because of these results the fill-in test is now being used to test about 13,000 students annually for entrance to the universities of Haifa and Tel Aviv.

85–353 Bogaards, Paul and Duijkers, Tom (Rijksuniversiteit Leiden). Nadere onderzoekingen naar de taal attitude schaal. [Further investigations into the language attitude scale (TAS).] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **17**, 3 (1983), 132–50.

Contradictory results obtained with TAS by Spoelders (1978) and Bogaards (1982) induced them to make further investigations into this language attitude scale. Two problems were addressed in particular. (i) What is the predictive value of the TAS in respect to school results, and (ii) Does the TAS measure one or more aspects of language attitude? The TAS was administered to 561 students in 25 classes (*brugklas*: 12–13 years old; 3 *havo*: 14–15 years old (comprehensive school); 3 *vwo*: 14–15 years old (grammar school); 5 *vwo*: 16–17 years old (grammar school)). Analyses of the results show that the predictive value of the TAS with respect to school results is considerably higher than that mentioned by Spoelders (0·30 vs 0·18). The TAS measures two aspects, namely 'fun' and 'usefulness'; a test that has been reduced to 14 items seems to measure these aspects at least as accurately as the complete TAS.

85–354 Cohen, Andrew D. (Hebrew U. of Jerusalem). On taking language tests: what the students report. *Language Testing* (London), **1**, 1 (1984), 70–81.

This paper discusses methods for obtaining verbal report data on second-language test-taking strategies; reports on types of findings obtained in a number of studies conducted by university students on how learners take reading tests, in particular cloze and multiple-choice tests; and finally considers the implications of the findings for prospective test takers and test constructors. The main conclusion is that a closer fit should be obtained between how test constructors intend their tests to be taken and how respondents actually take them.

85–355   Davies, Alan (U. of Edinburgh). Validating three tests of English-language proficiency. *Language Testing* (London), **1**, 1 (1984), 50–69.

Language test construction is discussed as a possible variety of general psychological test construction. Validation studies of three British English language proficiency tests are described. The process of concurrent and predictive validation for these three tests (EPTB, ELBA, ELTS) is discussed and the conclusion drawn that while these procedures are necessary they do no more than determine the accuracy of the preliminary construct and content validity consideration.

85–356   Foley, J. A. (National U. of Singapore). A rationale for the cloze procedure. *ITL* (Louvain), **64** (1984), 71–89.

This article attempts to answer two questions: first, the question of what cloze actually is. Explanations using the principle of 'redundancy' in the text and the 'grammar expectancy' of the decoder seem to be more satisfactory than theories based on gestalt psychology or 'information theory'.

Secondly, the question of what cloze actually does. This would appear to be only satisfactorily answered by reference to the syntactic, semantic and rhetorical elements of language. Comprehension assessment for which cloze is often used is normally understood as getting at the conceptual world of the encoder. This cannot be directly tapped by cloze as it would involve skills over and above those accessible by cloze, such as skimming, scanning, reorganisation, inference and evaluation.

85–357   Johnston, Peter (State U. of New York at Albany). Prior knowledge and reading comprehension test bias. *Reading Research Quarterly* (Newark, Del), **19**, 2 (1984), 219–39.

This paper addresses the problem of the effects of prior knowledge, especially those relating to bias, in tests of reading comprehension. Quantitative and qualitative effects of prior knowledge on reading comprehension were demonstrated through an examination of performance on different question types. The availability of the text during question answering was also found to influence performance on certain question types. Peripheral textual items were most sensitive to such influence, central items and scriptal items were least sensitive. Performance on central questions actually improved when readers could not refer back to the text. The biasing effects of prior knowledge were demonstrated both within subjects and between subpopulations (rural and urban). Bias was shown to operate at the level of the individual and therefore should be removed at that level, not at the population level. This was achieved by using a content-specific vocabulary test to estimate prior knowledge, and incidentally resulted in a decrease in the bias due to intelligence. A conventional approach to bias removal (collapsing across several text content areas) also removed the bias due to prior knowledge, but resulted in greater bias relating to intelligence. Results are interpreted to suggest modifications of current reading comprehension tests and methods of dealing with bias.

85–358 Krzanowski, Wojtek J. and Woods, Anthony J. (U. of Reading). Statistical aspects of reliability in language testing. *Language Testing* (London), **1**, 1 (1984), 1–20.

Reliability is a concept central to testing. Whatever measure of reliability is used, its value will always have to be estimated from a sample and will therefore be subject to sampling variation. The magnitude of sampling error involved in measuring reliability from a sample should be indicated by quoting the standard error of a reliability estimate or by giving a confidence interval for its true value. This paper considers several simple ANOVA models which can be used to define and estimate reliability coefficients. It discusses the statistical properties of commonly used measures of reliability and explains how to test hypotheses about their true values.

85–359 Scheibner-Herzig, G. (U. of Münster) **and others**. A study of foreign language achievements and personality variables in 15-year-old pupils. *ITL* (Louvain), **65** (1984), 43–56.

Using standard tests with an EFL test specially developed for the purpose, 112 15-year-old German students of EFL were assessed for performance, intelligence, motivation and personality – and the relations between the various scores examined. The tests are described and the measures tabulated, correlated (Spearman) and subjected to factorial analysis by varimax rotation. Five factors are found to contribute most to achievement: spatial and numerical reasoning independent of education 20 % ; verbal intelligence dependent on education 18 % ; a well-balanced personality profile 17 % ; altruistic, social and artistic interest 13 % ; and business and administrative interest 13 %. Thus the personality and interest factors explain more of the language achievement of the pupils than the reasoning and language measures. Listening comprehension is a more powerful determinant of language success than reading comprehension.

85–360 Scott, Roger (Eurocentre, Bournemouth). Communicative evaluation with particular reference to self-evaluation. *Bulletin CILA* (Neuchâtel), **40** (1984), 42–52.

The language needs of a heterogeneous group of foreign learners of English were assessed and a nine-level scale of proficiency was devised for them. Evaluation of the students' performance of language tasks, i.e. their ability to communicate, has to yield information about their ability to use the language they need in the context they require it for. The context is a communicative one and will contain such characteristic features as information gap, feedback and choice of language; the variables to be controlled include size of text, complexity of text, range, speed, flexibility, accuracy, appropriacy, independence, repetition and hesitation. Communicative evaluation will not comprise discrete-point, norm-referenced tests because such testing does not yield the information required.

The most direct way to find out if someone can do something is to get him/her to do it. Regular communicative assessments should be incorporated in the teaching

programme. Some suggested modes of evaluation are: role-plays; simulations; letter-writing; listening and giving an oral account of what has been heard; reading and giving an oral account of what has been read; listening and reading and giving a written account of what has been heard. Ways of combining tasks in one activity are suggested. A self-evaluation grid is presented which provides a simple and manageable profile.

CURRICULUM PLANNING

85–361   Richards, Jack C. (U. of Hawaii). Language curriculum development. *RELC Journal* (Singapore), **15**, 1 (1984), 1–29.

In this survey paper the field of language curriculum development is defined as encompassing the processes of needs analysis, goal setting, syllabus design, methodology and evaluation. Each of these curriculum processes is surveyed, and issues and practices in each area are discussed. Needs analysis is discussed in relation to language programme planning and evaluation and different needs analysis procedures are examined. Different approaches to the planning of programme objectives in language teaching are illustrated and a distinction between behavioural, process, content and proficiency-based objectives is made. The status of methodology within curriculum development is discussed in terms of a distinction between content-oriented methods and those concerned primarily with instructional processes. The role of a syllabus within each approach is illustrated. The need for an empirical basis for methodological statements is emphasised and it is suggested that the classroom processes methods generate cannot necessarily be inferred from the philosophy of the method itself. The role of evaluation is discussed and different procedures used in summative and formative evaluation in language teaching are surveyed. The paper emphasises that language curriculum development is not generally viewed in language teaching as a systematic set of interrelated processes and procedures which generate the data needed to develop sound educational practice. This may account for the lack of rigour and accountability in many language teaching programmes.

85–362   Tansley, Paula and Craft, Alma (School Curriculum Development Committee). Mother tongue teaching and support: a Schools Council enquiry. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **5**, 5 (1984), 367–84.

Results of a survey by the Schools Council Mother Tongue Project in June 1983 show that the majority of Local Education Authorities in England and Wales now have schools with at least 10 per cent bilingual pupils; most LEAs try to meet the needs of bilingual pupils either by providing mother-tongue teaching in their schools or by supporting community mother-tongue schools, or both. There remains a wide gap between the known number of bilingual children and support for their languages, and also between the knowledge LEAs have about the languages spoken in their area and those for which provision is sought. Very few LEAs had a formal policy on

mother-tongue teaching, indicative perhaps of the relatively fluid nature of developing policy in this new area of the curriculum.

COURSE/SYLLABUS DESIGN

85–363 Breen, Michael P. Process syllabuses for the language classroom. *ELT Documents* (London), **118** (1984), 47–60.

A brief analysis is made of language teaching syllabus design in terms of the main function of the syllabus and the principles of organisation which guide its construction. From this analysis it is argued that, however carefully designed it may be, any syllabus has to be continually reinterpreted and re-created by teacher and learners when it is actually used in the classroom. An outline of alternatives now available is offered which questions conventional priorities in syllabus design. In the context of these alternatives, and with particular reference to the creative re-interpretation of the syllabus in the classroom, the notion of a Process Syllabus is proposed. The paper concludes with a brief account of the main characteristics of a Process Syllabus for classroom language learning and teaching. It is a framework for decisions and alternative procedures, activities, and tasks for the classroom group. On-going evaluation of the teaching/ learning process is crucial, and involves teachers and learners reconsidering other alternatives at all levels of the syllabus. Its primary function is to guide and serve the explicit interaction in the classroom between any content syllabus and the various (changing) learner syllabuses within the group. Individual learners and groups can thus directly participate in the creation of plans, rather than having plans made for them.

85–364 Candlin, Christopher N. (U. of Lancaster). Syllabus design as a critical process. *ELT Documents* (London), **118** (1984), 29–46.

The traditional concept of syllabus, as items of content to be transmitted to the learner, is unsatisfactory for several reasons. It implies a conservative ideology and an authoritarian conception of received knowledge, conflicts with a learner-oriented approach, and assumes a distinction between content and process which is not sustainable. The lists of functions and notions which have replaced traditional lists of structures reflect an inadequate language model disconfirmed by recent work in discourse analysis. What requires learning is less speech acts as such, which are probably universal, than their role in the totality of language.

In a good syllabus, learning experiences are as important as subject-matter content, and learners negotiate their own objectives and routes, exploration and questioning being encouraged. The syllabus becomes a retrospective record more than a prospective plan; institutional demands for forward planning cannot be ignored, but should be met at the general curriculum level by guidelines for purposes, content/experience and evaluation, within which teachers and learners can negotiate an individual syllabus. This should contain problem-solving tasks with the purpose of creating conditions for value-identification, meaning-negotiation and comprehensible input.

85–365   Chaudron, Craig (U. of Hawaii at Manoa). Languages for Special Purposes. *Journal of Pragmatics* (Amsterdam), **7**, 6 (1983), 713–26.

A review of Munby, *Communicative Syllabus Design* (1978), Mackay and Mountford (eds.), *English for Specific Purposes : a case study approach* (1978), Mackay and Palmer (eds.), *Languages for Specific Purposes : program design and evaluation* (1981), and Selinker and others, *English for Academic and Technical Purposes : studies in honour of Louis Trimble* (1981).

There is a spate of new textbooks about functional syllabuses and communicative/specific-language teaching, not to mention a flood of LSP teaching materials. The books reviewed here are highly representative of the recent publications, and worth reading on that basis alone. Selinker, Tarone and Hanzeli's collection is by far the most informative and stimulating, due to the diversity of opinion and depth of analysis in its articles, while Mackay and Mountford's earlier anthology, a classic in the field, presents several additional perspectives and examples of ESP courses. Munby's complex model is an invaluable reference source for the LSP curriculum developer, regardless of whether the entire model is to be employed in the syllabus design. The Mackay and Palmer volume is the weakest of these, for although two or three contributions in it present useful new insights, the articles tend to be either too vague or superficial, at times bordering on triteness.

85–366   Finkensiep, Klaus-Peter and others. 'Kommunikationsfähigkeit in einer Herkunftssprache' – Überlegungen zur Konzeption eines Sprachkurses. ['Communicative competence in the language of an ethnic minority' – ideas for the conception of a language course.] *Deutsch Lernen* (Mainz, FRG), **1** (1983), 31–41.

A course in the language of an ethnic minority in Germany must be more practically orientated than traditional language courses since it is designed to equip learners for everyday communication in the language in question. This discussion is based on a course in Turkish for trainee teachers at the Ruhr University of Bochum. The basic assumptions underlying the construction of the course were as follows: the aim was to enable learners to cope with everyday language situations in a school context; the learning of a language should start out with learning about the society in which the language is spoken; language is the medium for the communication of content and meaning; texts used should encourage reflection and discussion and not only language learning *per se*.

In the construction of the course, three basic factors had to be taken into account: (1) the linguistic needs of the learners – the situations in which they would need to use Turkish and the language functions necessary to enable them to cope with these situations; (2) establishing the learning aims resulting from the learners' linguistic needs – spoken proficiency, listening comprehension skills, reading skills, writing skills, knowledge of grammar, use of the dictionary, and development of awareness of the problems of ethnic minorities; (3) the development of an appropriate method – it should not be grammar-centred but should provide insight into grammar, texts used should give insight into life in Turkish society and in immigrant families in the FRG,

role play should be enjoyable and serve to train learners in speaking and listening skills, listening comprehension should be based on authentic materials.

A suggested exercise typology to meet these various requirements is put forward; the article concludes with a critical look at some of the best-known available course materials for the teaching of Turkish.

85–367 Furnborough, Peter and Munns, Roger. Communication for employment and training. *ESP Journal* (Washington, DC), **3**, 2 (1984), 97–108.

This is a description of retraining programmes devised and developed by the Lancashire Industrial Language Training Unit during the period 1980–3 in order to meet the specific needs of adult South Asian textile workers in the county who had become unemployed as a result of the current economic recession in Britain. The Industrial Language Training Service was originally established in Britain to improve communications in multiracial workplaces. This has always involved a combination of: (i) job-related language training for ethnic minority workers in their place of employment, and (ii) communications awareness training for indigenous managers, supervisors, and union respresentatives. All programmes are based on a survey of communication needs in the specific workplace and the active involvement of key company personnel in the language training. The programme described here adapts this approach to meet the needs of unemployed adult speakers of English as a second language. The aims of the programme are to integrate communications and trade training in order to increase learners' trainability and employability; and thus equip them for either re-entry to employment or further specific skills training. This article describes the steps taken to achieve this. [The whole issue is devoted to vocational ESL.]

85–368 Guntermann, Gail (Arizona State U.). Designing basic programmes for special needs plus general proficiency. *Foreign Language Annals* (New York), **17**, 6 (1984), 585–91.

Students who begin the study of a foreign language in college are typically placed together in an omnibus course, regardless of individual professional and educational aims. This paper recommends that the basic courses be restructured, with separate tracks for students pursuing language study for different purposes. Three possible tracks are outlined: one for language majors, another for students preparing for international professions, and a third for students who need to fulfil the expectations implied by a language requirement. The Languages for International Professions Program at Arizona State University is described as an example for the pre-professional track.

TEACHER TRAINING

85–369 Brumfit, Christopher (U. of London Inst. of Ed.). Teacher training and later practical problems. *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **18**, 1 (1984), 7–17.

Teacher training should not be primarily about either theory or practice, but about the relationship between them. Developing this relationship has implications for administrators as well as teacher trainers. The training of teachers is a crucial part of the total educational system and must be co-ordinated with curriculum development, evaluation and testing, research, advisory and inspection services, teachers' organisations and schools. Trainees need to understand how their training fits into a coherent picture of education and society. Research can only answer the questions that are possible within the research model being used. The intuitive feelings of experienced teachers also need to be taken into account in interpreting research findings.

While initial teacher training can be seen as a process of socialising new recruits to the value system of the profession, in-service training could often be deliberately de-stabilising and challenging, in addition to the more conventional kind of courses updating teachers. The theoretical condition to be met is that conceptual categories need to be developed which are principled enough to relate to theoretical argument and at the same time practical enough to enable teachers to classify their own classroom behaviour. The theoretical condition to be met is support for the channels of communication. Teachers need more time to think, prepare materials and plan.

The three key elements in traditional teaching – (*a*) the teacher, (*b*) the students, and (*c*) conventional views of language education and the world – are subject to change. Categories to guide teacher's activities should reflect the changes in (*c*) while enabling them to build on the secure relationship established between (*a*) and (*b*). The traditional 'four skills' categories would be better adjusted to make categories for (i) conversation discussion, (ii) comprehension (spoken or written), (iii) extended writing, and (iv) extended speech. Such a classification relates to genuinely communicative goals. More abstract categories would be the author's 'accuracy' and 'fluency'. Teachers may usefully think of their classroom work in terms of these categories, for example. They are methodological rather than psycholinguistic, but can lead to consideration of classroom decision-making as well as being referred back to relevant research.

TEACHING METHODS

85–370 Agor, Barbara J. (U. of Rochester). Exploring language learning with the computer. *Unterrichtspraxis* (Philadelphia, Pa), **17**, 1 (1984), 116–22.

'The Refrigerator Game' was designed for limited-English-proficient refugees from Indochina and Ethiopia. It became '*La Tienda*' and '*Der Supermarkt*' in later versions. It was based on an authoring language called SuperPILOT suitable for teachers new to computers. The game is to guess about 10 items in the imaginary store.

Then students can change the items and try to baffle their fellows. The game helps students to learn specified vocabulary, and is perfectly acceptable as a game. Students learn by focusing on the game's goal rather than on language itself. Students needed and accepted a surprising amount of practice.

85–371 Anderson, Richard C. and others (U. of Illinois at Champaign–Urbana). **The reading group: an experimental investigation of a labyrinth.** *Reading Research Quarterly* (Newark, Del), **20**, 1 (1984), 6–38.

Reported are two experiments with third-grade children in which a number of dimensions of reading instruction were investigated. The major findings: an emphasis on meaning produces better sentence recall than an emphasis on accurate oral reading; in groups receiving an accurate reading emphasis, but not groups receiving a meaning emphasis, sentence recall depends upon instructional time; the child who is taking an active turn remembers more sentences from a lesson than the children who are following along; and the interestingness of the material is a major factor in sentence recall, one that is much more important than readability.

85–372 Brown, James W. (Dalhousie U.). **Trends in pictorial pedagogics: adding to the ads.** *Canadian Modern Language Review* (Toronto), **39**, 4 (1983), 859–88.

Recent research has indicated the value of using visual materials, particularly advertisements, but as yet no coherent methodology has been developed. Such a methodology should have a firm theoretical basis in the communication sciences, especially semiotics. Students should learn that pictures, like words, can have totally different meanings in different communities, and the definition of 'reading' should be enlarged to include the decoding and deciphering of a visual message. To employ advertisements effectively, a teacher must identify in them Jakobson's six features and associated functions, and focus especially on the metalingual and poetic functions: not so much on what the message conveys as on how it conveys it. Students will also need to understand the mythology and ideology of the target culture.

For pedagogical simplicity, the codes can be reduced to three: linguistic, iconographic and cultural. The student must be made aware of how information is transmitted in and by the total text, and must demonstrate understanding by 'transcoding' non-linguistic parts of the message into the linguistic code [examples]. The method is usable from early in a first-year course. Reported outcomes include increased cultural awareness, vocabulary acquisition and expanded topics of conversation.

85–373 Courtillon, Janine (CREDIF). **La notion de progression appliquée à l'enseignement de la civilisation.** [The notion of progression as applied to the teaching of the culture of the language.] *Français dans le Monde* (Paris), **188** (1984), 51–6.

The learner's first concern is to acquire grammar and syntax, then the ability to react automatically in the language; command of the cultural dimension is the ultimate stage

in its acquisition. Nevertheless, for many language learners the attraction of another culture and a new and different way of thinking is a more powerful motivation than the usefulness of languages. Interest in and awareness of the culture are present from the beginning. Students should be exposed throughout their studies to materials calculated to arouse their interest and curiosity. Such materials should be systematically presented, appropriate to the language level and accessible to students who should be encouraged to formulate their own intepretations. The teacher should try to create interest and motivation if these are not present from the start.

85–374   Garner, Ruth and others (U. of Maryland). Readers' acquisition of the components of the text-lookback strategy. *Journal of Educational Psychology* (Washington, DC), **76**, 2 (1984), 300–9.

To investigate the order in which the components of the text-lookback strategy are acquired, 100 fifth-grade students at two reading proficiency levels were asked to tutor younger readers. As the younger students read a short expository text and answered five questions, tutor encouragement of text-lookback behaviours was observed; tutees, confederates in the study, did not initiate any lookbacks. For both proficient and less proficient readers, the order of acquisition posited and confirmed statistically was as follows: undifferentiated re-reading (general re-accessing of text to locate unrecalled information) as the first component preceding the two components of text sampling (scanning the text, re-reading only the relevant segments) and question differentiation (deciding which questions cue re-accessing) that in turn preceded the final component of text manipulation (integrating information across sentences to answer questions). Reader proficiency groups differed in the proportion of members having acquired particular strategic components.

85–375   Gayle, Grace M. H. (U. of Ottawa). Effective second-language teaching styles. *Canadian Modern Language Review* (Toronto), **40**, 5 (1984), 525–41.

Style is defined here as the configuration of techniques or teacher characteristics identified on specific dimensions of teaching. Earlier research identified a number of distinct second-language teaching styles: Open (LATERAL) Language, LINER Language, BALANCED and INFORMATION. Groups of discourse functions can be regarded as forming strategies: Basic/Stock Strategy, Language Exposure, Independent Analysis and Use of Language (Enterprise), Mechanical Use of Language, Direction and Verbal Processing. In all the teaching styles examined in earlier research, the basic strategy characterised by the close-ended exchange (questions and answers on structure and/or content) occurred by far the most frequently. [Characteristics of the various styles are described.]

   This study aimed to find out how different teaching styles affect achievement in listening comprehension, using the author's Language Teaching Record Scheme to classify various dimensions of teaching; the LTRS employs 24 discrete non-redundant categories of discourse function. Results showed four significant main effects for teaching style. Six significant interaction effects were found, illustrating that often a

teaching style is not consistently more effective than another style in promoting learning since it may demonstrate better effects for only certain types of student. It is concluded that while attitude and aptitude are known as significant factors in language learning, teaching style also makes a difference. Specific styles have been found to be differentially beneficial for specific types of student.

85–376 Hammerly, Hector (Simon Fraser U.). Contextualised visual aids (filmstrips) as conveyors of sentence meaning. *IRAL* (Heidelberg), **22**, 2 (1984), 87–94.

Whatever their other advantages, visual aids are not effective in conveying meaning. Experienced teachers of French were shown two filmstrips, one in an unknown language (Vietnamese), and the other silent. Each filmstrip had 10 sentences matched to 10 frames; the teachers had to write down what they thought the characters in the dialogue were saying. Results showed that comprehension of the Vietnamese dialogue averaged 0·49. Comprehension of the silent dialogue averaged 0·58, demonstrating that the meaning of many sentences cannot be conveyed clearly by visual means. There were marked individual differences in ability to interpret the filmstrips. The teachers realised that pictures which seemed clear to them as teachers might not be at all clear to students who did not know the language. It is concluded that initial presentation of language material should be as efficient and overt as possible, providing beginners with contextually delimited interlingual equivalence (i.e. making use of the mother tongue) and thus ensuring total comprehension.

85–377 Phillips, June K. (Indiana U. of Pennsylvania). Practical implications of recent research in reading. *Foreign Language Annals* (New York), **17**, 4 (1984), 285–96.

Reading is a very complex process, more challenging than many other language skills since it involves linguistic ability, cognitive development and background knowledge to reduce the uncertainty between the message on the page and the meaning in the reader's mind. for second-language learners, it is more a matter of bringing meaning to print than extracting sound from print and is more complex, requiring information processing using language skills still developing and insecurely established. Therefore reading needs to be actively taught with due regard for the utter individuality of each reader. It involves matching the visual information on the page with non-visual information in the reader's head and has both intensive and extensive modes, plus skimming and scanning as sub-skills. Definitions of reading, ways of classifying readers and other recent research are quoted. Five stages are identified in the teaching of reading and each is discussed and exemplified: preteaching/preparation; skimming/scanning; decoding/intensive; checking comprehension; integration and transference of skills.

85–378   Pons-Ridler, Suzanne (U. of Brunswick). *British Journal of Language Teaching*, **22**, 2 (1984), 87–102.

Teachers of French should stress the similarities between English and French vocabularies (in particular the thousands of words of the basic vocabularies which are cognates). The aim of the suggested technique is to improve oral comprehension, hence pronunciation is stressed and the phonetic link between cognates demonstrated. Cognates are classified into (1) non-predicative words and (2) predicates, organised according to the phonetic ending of the words. Each word is listed with its phonetic transcription and a short example. Examples of all meanings are included, cognate before non-cognate. Gender is also indicated. Adjectives, nouns and adverbs appear on the same list. The examples are recorded, with blanks for repetition. Since written examples present no difficulty, classroom emphasis is on oral examples. It is easier to begin with words which have the same spelling. The technique allows students to recognise many words orally at a very early stage, with a minimum of effort. They become more aware of word formation.

85–379   Pouw, Aart. Het korrigeren van fouten bij het leren spreken van een vreemde taal. [The treatment of errors in communicative oral training: a review]. *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **18**, 1 (1984), 81–97.

Teachers of foreign languages have many problems in dealing with errors in oral communicative exercises: should errors be corrected or does correction interfere with the communicative effort of students? This study reviews research in this field, in particular the need for correction, its effects and the risk of 'fossilisation'. Emphasis is on the studies of teachers' correction behaviour in the classroom, which seems to be ambiguous for students; the effects on communication are rather negative. There are few studies dealing with oral work and peer-correction or self-correction. Studies on grammatical judgements show the need for prudence. Effective studies of error gravity from a communicative point of view have to be set up. The effects of methodologies of error prevention or correction need to be studied. The effects of errors have to be measured in communicative situations by means of native–non-native interaction.

85–380   Siegel, Martin A, and Misselt, A. Lynn (U. of Illinois at Urbana–Champaign). Adaptive feedback and review paradigm for computer-based drills. *Journal of Educational Psychology* (Washington, DC), **76**, 2 (1984), 310–17.

Since the early uses of computers in education, drill and practice programmes have ranked as one of the most widely employed and effective of computer-based instructional techniques. Yet in spite of the pervasiveness of these drills, relatively little attention has been devoted to discovering ways of maximising their efficiency and effectiveness, thereby decreasing instructional time and increasing retention. A direct-instruction approach is proposed in this paper with the corrective feedback paradigm (CFP). Features of the paradigm include adaptive feedback techniques with discrimination training, and increasing ratio review. The subjects were 102

undergraduate students randomly assigned to one of six drill-treatment groups. The task consisted of learning 20 English–Japanese (transliterated) word pairs. Planned orthogonal comparisons demonstrated the statistical superiority on post-test performance of increasing ratio review and adaptive feedback with discrimination training, with no significant difference in time to mastery. Using CFP to teach generalisations is presented.

85–381   Strevens, Peter. Elements in the language teaching/learning process: 'Did he learn or was he taught?' *TESL Canada Journal* (Montreal), **2**, 1 (1984), 11–25.

When teachers understand the learning/teaching process, they are better prepared to manage learning more effectively. The process begins with *language intake* being worked upon by the learner's qualities, including his intention to *comprehend*, and by a wide range of *mental processes* ('types of thinking'). When this is accompanied by suitable *conditions for learning* (which comprise *impact, interest, variety* and *organisation* conducive to learning) comprehension occurs. Some of what is comprehended is also internalised as *receptive learning*. A further effort is required, in which the learner re-creates in sound a *simulacrum* (rough and ready likeness) of his receptive learning, in order to induce *productive learning* and use. At every single stage, the process can be made more rapid and effective through the intervention of a skilled teacher: good teaching recognises the learner's needs at any moment and provides assistance of an appropriate kind.

85–382   Turner, Irené F. and others (Queen's U. of Belfast). Relationship between reading proficiency and two types of classificatory ability. *Journal of Research in Reading* (Leeds), **7**, 2 (1984), 123–34.

The object of this investigation was to assess the validity of the emphasis placed by the substrata factor theory on the importance of classification in the process of learning to read. From an initial pool of 59 boys of similar working-class background and a mean age of 15·69 years, attending secondary schools in Belfast, Northern Ireland, two groups of 12 were selected. One group was identified as a 'normal reader' group; the other as a 'poor reader' group. The classificatory ability of the two groups was assessed by two tasks. The first was a free sort task, which tested the subjects' use of conceptual and idiosyncratic grouping strategies in their recall of pictorial stimuli. The second was the associative grouping task, which measured the subjects' use of superordination. The results of both tasks showed a positive correlation between reading proficiency and classificatory ability in support of the substrata factor theory. The pattern of correlations obtained lends some support to the view that reading disability is associated with a poorly integrated network of abilities. Differences in scores between good and poor readers on the free sort task were not as marked as might be expected from earlier research, and explanations for this discrepancy are suggested.

85–383   Verhoeven, Ludo Th. and others. Tweetalig leesonderwijs aan Turkse kinderen. [Learning to read in two languages by Turkish children.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **17**, 3 (1983), 182–201.

A report of a study concerning the processes involved in the learning of reading by Turkish children when the reading instruction is simultaneously given in L1 and L2. After a short survey of the literature concerning bilingualism and learning to read, the design of the study is worked out with reference to three research questions. (1) What is the linguistic and socio-cultural background of Turkish children at the moment when they start to read? (2) To what extent does interference play a role in the simultaneous acquisition of two written codes? (3) How can the individual variation in L1/L2 reading results after one year of reading instruction be explained?

The results of the study show that the Turkish children are mainly dominant in L1 skills. The simultaneous acquisition of the written codes of two languages does not have to lead to negative learning results. It seems that L1 reading skills result in a positive transfer to L2 reading skills.

85–384   White, Joan (McGill U.). Drama, communicative competence and language teaching: an overview. *Canadian Modern Language Review* (Toronto), **40**, 5 (1984), 595–9.

The discourse of drama results from the natural outcome of all situational variables; it is language in action and as such provides a satisfactory linguistic base on which to build communicative competence. Priority is given to contextually appropriate utterances. The pedagogical use of drama helps to produce the 'community class-room', encourages student motivation, and creates a non-threatening situation. Procedures are similar to the natural approaches (Total Physical Response, Sugges-topedia, Community Language Learning, the Silent Way), but more emphasis is put on developing the senses and the imagination, and more careful cultivation of experiences which precede speech. Traditional L2 exercises can be broadened to include sense experiences: re-living sensations; miming understanding of a listening comprehension exercise, with background music helping to create mood and atmosphere; bringing action pictures, stories, poems, etc., slowly to life through observation and analysis. The teacher makes suggestions and corrections in the inter-mediate stages before the final speaking activity.

85–385   Wubbels, Th. and others. Interactioneel leraarsgedrag in relatie tot het schoolvak. [Teacher/pupil relations in modern language lessons.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **18**, 1 (1984), 52–69.

Findings concerning a limited part of teacher behaviour, namely relational skills, are discussed. These skills are of vital importance if a teacher is to create a good classroom atmosphere. On the basis of theories of Leary (1957) and Watzlawick *et al.* (1968) a model was constructed that describes relational aspects of teacher behaviour as revealed in teacher/pupil interactions. These interactions are analysed by means of the system theory of communication, with the help of an instrument called 'The

Questionnaire for Interactional Teacher Behaviour'. From the pupils' point of view, good teachers are distinguished from bad teachers by the amount of kindness and understanding they show, their helpfulness and the way they manage a class. The behaviour that teachers themselves wish to display was also investigated. They agree about the need to be kind, helpful and understanding but differ in the amount of strict behaviour they want to display and in the amount of freedom and independence they want to give to pupils. The teacher behaviour of teachers who teach different subjects was also investigated and it was found that pupils consider that modern language teachers in particular behave differently from other teachers; they are stricter, less kind and give less independence to pupils. This different behaviour of modern language teachers may be due to the structure of the subject matter, or to the way in which languages are taught at universities to future teachers. Teacher trainers should be concerned with these findings because when teachers, and particularly language teachers, become older they seem to have increasing difficulty in creating and maintaining an adequate relationship with their pupils.

85–386   Zapp, Franz Josef. Sprachbetrachtung im lexikalisch-semantischen Bereich: eine Hilfe beim Zweit – und Drittsprachenenwerb. [Examination of the lexical and semantic area of language: an aid to learning a second or third language.] *Fremdsprachliche Unterricht* (Stuttgart, FRG), **67** (1983), 193–9.

European languages bear the strongest resemblance to one another in the area of lexis and semantics. This facilitates the learning process although it presents hidden dangers. School pupils must therefore develop learning strategies which enable them to use the common features of these languages for economical learning of second and third languages. To help pupils to develop these strategies, they must be made aware of the strengths and limitations of contrastive language analysis.