Language learning and teaching – theory and practice

Theory and principles

95–384 **Baetens Beardsmore, Hugo** (Free U. of Brussels). Les cadres institutionnels de l'éducation bilingue: quelques modèles. [Institutional types of bilingual education: some models]. *Etudes de Linguistique Appliquée* (Paris), **96** (1994), 45–65.

After a precise definition of bilingual education, the author proceeds to a contrastive examination of different institutional models, in North America (Canada) as well as Europe (Luxembourg, European Schools, Brussels, the Basque Country and Catalonia). This review (which both synthesises and is based on very detailed information) underlines the great diversity of models and the irrelevance of transferring or generalising from a model which is particular to one context. Conclusions are drawn from experiments in progress, and evidence is produced to help establish some global propositions for bilingual teaching. [Contribution to the Council of Europe workshop on bilingual teaching, held at Soest, Germany, in 1992.]

95–385 **Coste, Daniel** (ENS de Fontenay/St Cloud (CREDIF)). L'enseignement bilingue dans tous ses états. [Bilingual teaching in all its forms]. *Etudes de Linguistique Appliquée* (Paris), **96** (1994), 9–22.

This general introduction to an issue devoted to bilingual teaching stresses the variety of situations in which it takes place (depending on scholastic contexts, relative weighting of the languages concerned, distribution of the disciplines, different ways of alternating the languages, and the optional or compulsory nature of the bilingual teaching). Differences between francophone and anglophone conceptions of bilingual teaching are addressed. There is a dearth of studies on effective class methods and of work taking a historical view of a tradition of bilingual teaching which is well attested to in various communities.

95–386 **Hammerly, Hector** (Simon Fraser U.). A multilingual model for English as a 'remote' and as a 'local' language. *JRAL* (Heidelberg, Germany), **32**, 4 (1994), 255–75.

After a terminological clarification, this article discusses several aspects relevant to the development of a multilingual model of second and foreign language teaching: the importance of the student's native language, the relative effectiveness of monolingual and bilingual instruction, and communicative survival and cultural competence needs in the two settings. Then the multilingual model is presented and its possible implementation is discussed. The model is an extension of the bilingual two-cone model proposed by the author some years ago, in which the native language and the second language are represented as cones which interact as the second language is learned. The process can be seen as the mastery of a series of gradually expanding systems. The multilingual model proposed here for ESL extends the two-cone model to the multilingual situation ESL presents in local settings.

95–387 **Helfrich, Heinz** (U. Koblenz-Landau). L'enseignement bilingue en Europe: un compte rendu. [Bilingual teaching in Europe: a report.] *Etudes de Linguistique Appliquée* (Paris), **96** (1994), 23–32.

A report of an enquiry made in various European countries for the preparation of a workshop organised in Germany under the aegis of the Council of Europe. Even if, given the complex nature of bilingual teaching, the replies (inevitably biassed) from some national representatives could not lead to statistically valid conclusions, the exercise revealed the wealth of situations and the importance of experiments in the making and of traditions already established. [This collection of replies can be compared with the conclusions drawn by Eliane Papo about the Varna Conference (*see abstract* 95–388).]

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95–388 Papo, Eliane (ENS de Fontenay/St Cloud (CREDIF)). Variations à Varna: une rencontre internationale sur l'organisation des enseignements bilingues. [Variations at Varna: an international get-together on the organisation of bilingual teaching.] *Etudes de Linguistique Appliquée* (Paris), **96** (1994), 33–44.

FIPF (La Fédération Internationale des Professeurs de Français) organised an international conference at Varna, Bulgaria, in July 1993, which had as its theme bilingual education. FIPF collaborated with the Bulgarian association of French teachers and BCLE (part of the French cultural service in Bulgaria). Ten countries were represented and there was a very useful sharing of experiences. Variation between institutions is huge (and more important than was formerly admitted between the countries of Central and Eastern Europe which were part of the former USSR and the communist block), but the main questions keep recurring and no one case is ever idyllic. Questions relating to recruitment, to the organisation and validation of study, to teachers and to manuals were discussed and shared rather than resolved. The article summarises the essentials of a report prepared by the author and published by FIPF in *Dialogues et Cultures*, 1 (1994).

95–389 Widdowson, H. G. (U. of London). The ownership of English. *TESOL Quarterly* (Washington, DC), **28**, 2 (1994), 377–89.

This paper discusses the question of what constitutes standard English and who is responsible for maintaining the standard. It is generally agreed that among all the differently developing varieties of English, a standard language is needed, for ease of communication. Many people – not least native speakers themselves – think that native speakers should be the custodians of the language, but language adapts to serve the needs of the community that uses it and if the maintenance of the standard were left in the hands of native speakers the language would adapt only narrowly. The issue of the use of authentic materials is raised. These are, by definition, culture bound and do not meet the needs of students from different cultures. So a pedagogy combining authenticity of use with autonomy of learning is a contradiction; the notion of authenticity favours native-speaker teachers, but designing materials to meet the needs of students in a specific situation favours non-native teachers. Until now, native-speaker approaches to pedagogy have dominated, but this excludes the possibilities that might be more appropriate to contexts other than an English teaching school in Britain.

Psychology of language learning

95–390 Arden-Close, Christopher (Sultan Qaboos U., Sultanate of Oman). NNS readers' strategies for inferring the meanings of unknown words. *Reading in a Foreign Language* (Oxford), **9**, 2 (1993), 867–93.

This article compares the strategies used to infer the meanings of unknown words by three NNS readers – a 'good' reader, an 'average' reader and a 'poor' reader – from a series of six readings. Information about the readers comes not only from their answers but from a series of questionnaires. The writer concludes that the good reader uses a wider range of strategies than the weaker ones, and that all readers, strong or weak, tend to 'read in' meanings from their own specialised subject (in this case, chemistry).

95–391 Beck, Isabel L. and others (U. of Pittsburgh, Pa). Giving a text voice can improve students' understanding. *Reading Research Quarterly* (Newark, Del), **30**, 2 (1995), 220–38.

The authors attempted to develop texts that would engage students and enhance their comprehension of central content. Features that can engage students were conceptualised as those that give a text voice – including more active qualities of oral language – with emphasis on relationships, such as those among text agents. Four versions of a text passage were used: an original version from a textbook, a version revised for greater coherence, and versions of the textbook and coherent passages that exhibited voice. Fourth graders were given one of the passages to read and then, immediately after reading, and again 1 week later, asked to recall the passage and to answer open-ended questions. Results were that immediately after reading, the voiced coherent passage held significant advantage over all other

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passages in both recall and questions, and the passage modified only for coherence held advantage only for recall over the original passage and the one modified only for voice. The same results were obtained for questions in the delay condition, but differences for recall did not reach significance.

95–392 Beebe, Jacqueline D. Teacher and student views of EFL classroom activities: an ethnographic study. *Language, Culture and Curriculum* (Clevedon, Avon), **7**, 3 (1994), 191–203.

This ethnographically-oriented study investigates how EFL lessons are conceptualised and carried out. What rules underlie the idealised version of an activity and what actually transpires? The video-tape of a conversation lesson at a Japanese business school was shown to four students from the class and then to the native-speaker teacher. These informants commented on each activity's boundaries and purposes. They identified participation rules and classified each activity according to van Lier's typology of interaction types based on the degree of focus on what is being talked about and focus on how the activity is carried out. Students tended to describe activities in terms of linguistic elements and state the purpose as accurate production, while the teacher's stated main concern was with the successful conveyance of meaningful information. The students described activities according to what they were supposed to do while the teacher spoke more of what actually transpired. The interviews revealed that two general rules could override the rules of any specific activity: (1) understanding is paramount, so switch to Japanese when you need to, and engage in side-talk when necessary; and (2) 'talking is the point' so do not be overly concerned with grammatical accuracy.

95–393 Berman, R. Learners' transfer of writing skills between languages. *TESL Canada Journal* (Montreal), **12**, 1 (1994), 29–46.

Some 126 secondary school EFL students took part in this study, which examines learners' transfer of essay organisation skills between languages. Students were divided into three groups (*a*) one receiving L1 essay writing instruction; (*b*) another receiving equivalent L2 (English) instruction; and (*c*) a comparison group receiving no such instruction. This article analyses students' pre- and posttest essay organisation and grammatical proficiency scores. It concludes that many learners transfer writing skills between languages, and that their success in doing so is assisted by their grammatical proficiency in the target language.

95–394 Bernhardt, Elizabeth and Kamil, Michael L. (Ohio State U.). Interpreting relationships between L1 and L2 reading: consolidating the linguistic threshold and the linguistic interdependence hypotheses. *Applied Linguistics* (Oxford), **16**, 1 (1995), 15–34.

This paper reinterprets the question of whether second language reading is a language problem (linguistic threshold) or a reading problem (linguistic interdependence). A variety of previously published data sources relevant to these questions are examined and new data are presented from 186 adult native English speakers reading in English and Spanish. Results indicated that neither hypothesis is wholly reflective of the second language reading process. There is considerable consistency (in all studies reviewed) in the amount of variance accounted for by first language literacy (upwards of 20 per cent). However, linguistic knowledge is consistently a more powerful predictor (upwards of 30 per cent). The paper concludes with a restatement of the second language reading problematic: how L1 literate does a second language reader have to be to make the second language knowledge work? How much second language knowledge does a second language reader have to have in order to make the L1 literacy knowledge work?

95–395 Bialystok, Ellen (York U.). Analysis and control in the development of second language proficiency. *Studies in Second Language Acquisition* (Bloomington, Ind), **16**, 2 (1994), 157–68.

This paper describes a cognitive framework for explaining the acquisition and use of a second language. The framework is based on the identification of two cognitive processing components, called 'analysis of knowledge' and 'control of processing', that jointly function to develop proficiency in the language. The framework is explained briefly and then applied to five issues in second language acquisition: the similarity of first and second language learning, the starting point for second language acquisition, consciousness, variability, and instruction.

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95-396 Braidi, Susan M. (Arizona State U.). Reconsidering the role of interaction and input in second language acquisition. *Language Learning* (Ann Arbor, Mich), **45**, 1 (1995), 141-75.

This article reviews the findings of research on second language (L2) interaction from the perspective of L2 syntactic development. Previous studies provide us with a broad view of the grammatical nature of interaction. However, they have not revealed how interaction affects grammatical development, nor have they considered the specific relation between interactional structure and grammatical structure. In order to understand better the role of negotiated interaction in L2 syntactic development, it is necessary to examine the specific grammatical structures in interaction guided by the criteria of relevance, availability, accessibility, and effect. By examining interaction from a more focused perspective – that is, Universal Grammar triggers – one can ask precise questions about the grammatical characteristics of interaction and can make very specific recommendations about further study. More fine-tuned grammatical measures are needed to understand the grammatical characteristics of interaction and their effects on L2 syntactic development.

95-397 Clahsen, Harald (U. of Essex) **and Hong, Upyong** (Seoul National U.). Agreement and null subjects in German L2 development: new evidence from reaction-time experiments. *Second Language Research* (Utrecht, The Netherlands), **11**, 1, (1995), 57-87.

In L1 acquisition research, developmental correlations between superficially unrelated linguistic phenomena are analysed in terms of clustering effects, resulting from the setting of a particular parameter of Universal Grammar (UG). In German L1 acquisition, there is evidence for a clustering of the acquisition of subject-verb agreement and the decrease of (incorrect) null subjects. The developmental connection between these two phenomena in L1 acquisition has been interpreted in terms of parameter setting. Vainikka and Young-Scholten have claimed that the acquisition of subject-verb agreement and non-pro-drop in adult L2 learners developmentally coincides in the same way as it does in child L1 learners. This is taken to indicate that UG parameters are fully accessible to adult L2 learners. In this article the authors report on reaction-time (RT) experiments investigating subject-verb agreement and null subjects in 33 Korean learners of German and a control group of 20 German native speakers. Their main finding is that the two phenomena do not covary in the Korean learners indicating that (contra Vainikka and Young-Scholten) properties of agreement and null subjects are acquired separately from one another, rather than through parameter resetting.

95-398 Ervin-Tripp, Susan. Impact du cadre interactionnel. [The impact of the interactional hypothesis.] *Aile* (Paris), **4** (1994), 53-80.

Many studies of language acquisition have focused on isolated aspects of language acquisition, be they phonological, lexical, syntactic. It is only recently that studies have attempted integrating various aspects. Pragmatic and discursive aspects of language acquisition are often treated as late developments, anchoring themselves upon the foundations of early learning of linguistic forms. In this paper, the opposite perspective is adopted: pragmatic context is seen as enabling the acquisition of syntax. Three hypotheses are examined: (1) the limited context hypothesis (early contexts of use are at first limited for each form and slowly expand to other contexts); (2) the indexical hypothesis (forms acquired in limited contexts acquire contextual meanings, becoming available as indexes to context); and (3) the interactional hypothesis (in the beginning of their acquisition, forms mark social-interactive features of communication rather than propositional content). This paper explores the relation of each of these hypotheses to development.

95-399 Harley, Birgit and others (Ontario Inst. for Studies in Ed.). Second language processing at different ages: do younger learners pay more attention to prosodic cues to sentence structure? *Language Learning* (Ann Arbor, Mich), **45**, 1 (1995), 43-71.

Seeking a processing explanation for the phonological merits of early age exposure to second language use, this study investigates the relationship between age of arrival in the L2 environment and a preference for prosodic versus syntactic cues to sentence interpretation in English. The learners were Cantonese-speaking ESL students at Canadian schools: 13 students in Grade 2, 27 students in

Grades 7/8, and 16 in Grades 11/12. All had been in Canada for between 1 and 4 years. The students were asked to interpret ambiguous sentences with conflicting prosodic and syntactic cues to structure. In contrast to the pattern found for native English-speaking students at the same grade levels, and contrary to predictions, the older ESL learners were found to be just as likely as the younger ones to attend to prosody rather than syntax.

95–400 Hinkel, Eli (Xavier U., Oh). Appropriateness of advice as L2 solidarity strategy. *RELC Journal* (Singapore), **25**, 2 (1994), 71–93.

Researchers have established that advice-giving is an intrinsically face-threatening act in the Anglo-American culture. However, NSs of English and NNSs may view the appropriateness of giving advice differently and use it with different communicative goals. This study focuses on the differences in native speaker and non-native speaker judgments of situations in which giving advice is appropriate and the forms which this advice can take. In a survey based on written role-play, NNSs and NSs similarly recognised the difference in social distance between a peer acquaintance and an authority figure, but in both contexts, NNSs chose substantially more direct and hedged advice than did NSs. L2 learners are not necessarily aware of the negative politeness impact in L2 of advice-giving, a strategy often viewed positively in several L1s, and they need to be taught conversational strategies more appropriate in L2.

95–401 Kern, Richard G. (U. of California, Berkeley). Students' and teachers' beliefs about language learning. *Foreign Language Annals* (New York), **28**, 1 (1995), 71–92.

This study compares one group of students' beliefs about language learning with those of their teachers and with those of their peers at another institution. It furthermore examines change in students' beliefs in relation to those of their instructors in an effort to develop hypotheses about the potential influence of teachers' beliefs on students' beliefs. Beliefs were assessed by means of the Beliefs About Language Learning Inventory, developed by Horwitz. Results were found to be significantly affected by the type of analysis: global analyses of group means and percentages showed overall similarities between teachers' and students' beliefs as well as between students' pre- and posttest responses, while analyses of individuals and course section groups revealed much greater differences. The findings of the study suggest that teachers' beliefs are but one of many factors that affect students' beliefs about language learning and that multivariate research designs are needed to explore with greater precision the complex interrelationships between learners' and teachers' belief systems.

95–402 Kim, Sung-Ae (Pusan National U.). Types and sources of problems in L2 reading: a qualitative analysis of the recall protocols by Korean high school EFL students. *Foreign Language Annals* (New York), **28**, 1 (1995), 49–70.

This paper reports on research designed to investigate the relative effects of vocabulary knowledge and prior knowledge on EFL readers' comprehension of L2 text. Focus was put on problems found in EFL student recall protocols. One hundred and eight Korean high school students were assigned to four treatment groups. Two groups read a version with more difficult vocabulary and the other two groups read a version with easier vocabulary of an expository passage written for native American speakers. One of each of these two treatment groups received prereading instruction intended to provide prior knowledge about the content of the text. Data analysis included both correct and incorrect recalls. Additional interviews and questionnaires were also analysed to obtain in-depth information on the subjects' reading processes. It was found that there tended to be more similarities than differences in the recalls of the four groups; differences were considered in degree rather than in kind. Presented in this paper are the types and sources of problems commonly found in the recalls of the four groups.

95–403 Lambert, Monique. Les profils d'apprenants. [Learner profiles.] *Aile* (Paris), **4** (1994), 81–108.

This article studies variation in second language learning by French university students of English. It proposes a methodology based on the definition of learner profiles that integrates three levels of description: linguistic, strategic and psycho-socio-biographic. The study of four advanced learners

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within this approach showed that differences in performance in a wide range of complex verbal tasks could be attributed to the availability of flexible and automated plans, which have become a part of a person's permanent cognitive outfit, according to Levelt. At another level of influencing factors, different types of acquisition reflect the learner's guiding motivation, i.e. some restrict their ambition to limited functional uses, whereas others' aim is bilingualism, i.e. acquiring the means of expressing elaborate thought and of communicating in a wide range of situation, in the same way as in the L1.

95–404 Laufer, Batia. Appropriation du vocabulaire: mots faciles, mots difficiles, mots impossibles. [Acquisition of vocabulary: easy words, difficult words, impossible words.] *Aile* (Paris), **3** (1994), 97–113.

In the process of acquiring a word in L2 learners have to familiarise themselves with its different features and, often, overcome a series of pitfalls which interfere with the acquisition of some of these word features. Specifically, knowing a word involves knowing its form (spoken and written), structure, syntactic behaviour, meaning (referential, affective, pragmatic) and its relations with other words. The factors that interfere with the learning of a word are the following: similarity of form (without similarity of meaning) to other words, similarity of morphology (with subtle semantic differences) to other words, deceptive indicators of morphological structure, different lexico-syntactic patterning in L1 and L2, connotative differences between L1 and L2, pragmatic differences relative to near-synonyms and to L1-L2 translation-equivalents, the learning burden imposed by synonymy and partial synonymy, and apparent lack of rules in collocations.

95–405 Major, Roy C. (Arizona State U.). Chronological and stylistic aspects of second language acquisition of consonant clusters. *Language Learning* (Ann Arbor, Mich), **44**, 4 (1994), 655–80.

This study tested a model of second language phonological acquisition that proposes a hierarchical relationship between language-specific transfer processes and universal developmental processes in terms of chronology and style. The model claims that transfer processes decrease over time, while developmental processes increase and then decrease. The same patterns obtain as style becomes more formal. The model was tested by investigating initial and final consonant cluster production of four Brazilian learners of English. The speech sample included two styles – reading a word list and reading a text. Two English-speaking phoneticians transcribed the speech in detail and classified it into three categories: transfer substitutions, developmental substitutions, and native-like productions. The results were mixed: the data supported claims of the model regarding chronology, but not the claims regarding style.

95–406 Milton, James and Meara, Paul (University Coll., Swansea). How periods abroad affect vocabulary growth in a foreign language. *ITL* (Louvain, Belgium), **107/8** (1995), 17–34.

The linguistic effects of exchange visits by students have become much clearer as a result of this study and in particular of the novel method of testing vocabulary development used in this study. While the EVST test is designed specifically to measure vocabulary levels, the high correlation of these scores with other aspects of language performance makes it possible for tentative conclusions to be drawn for a much wider range of language skills.

It is clear that students on exchange programmes improve their FL ability and this improvement is now demonstrable and even quantifiable. The subjects in this study learned English as a foreign language nearly five times faster on average during their exchange than they did taking classes at home. They appear to be gaining vocabulary at a rate of over 2500 words per year.

Some subjects did not benefit so dramatically from the exchange, e.g. those who already possessed a native-like or near native-like level of fluency. This suggests that there might be some advantages in encouraging students to go on exchanges before they reach a really advanced stage of L2 competence. Those students who gain the most linguistically are those who start at relatively low levels of fluency – between 2500 and 4500 word vocabulary levels in this study. If governments seek value for money from the exchange programmes in terms of linguistic development, therefore, their strategy should be to send students abroad while they are at these comparatively low levels of fluency. In the UK, the concentration of exchange programmes at university level, where the students are already extremely good, would appear to give help and advantage to those who do not need it.

Mere linguistic development is not the sole

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purpose of exchange programmes, however. A second important product is the widening and deepening of the student's knowledge of the target language community. It appears from this study that exchange programmes may not be meeting this objective. It is quite clear that students on study exchange do not integrate very successfully into the local community. Rather, they develop an expatriate life-style where they mix predominantly with other non-native speakers. It appears from this study that such a life-style inhibited the linguistic development of students.

95–407 Munro, Murray J. (Simon Fraser U.) **and Derwing, Tracey M.** (U. of Alberta). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning* (Ann Arbor, Mich), **45**, 1 (1995), 73–97.

This study examines the interrelationships among accentedness, perceived comprehensibility, and intelligibility in the speech of L2 learners. Eighteen native speakers (NSs) of English listened to excerpts of extemporaneous English speech produced by 10 Mandarin NSs and two English NSs. The listeners were asked to transcribe the utterances in standard orthography and to rate them for degree of foreign-accentedness and comprehensibility on 9-point scales. The transcriptions were assigned intelligibility scores on the basis of exact word matches. Although the utterances tended to be highly intelligible and highly rated for comprehensibility, the accent judgment scores ranged widely, with a noteworthy proportion of scores at the 'heavily-accented' end of the scale. Pearson correlations were calculated for each listener's intelligibility, accentedness, and comprehensibility scores and the phonetic, phonemic, and grammatical errors in the stimuli, as well as goodness of intonation ratings. Most listeners showed significant correlations between accentedness and errors, fewer listeners showed correlations between accentedness and perceived comprehensibility, and fewer still showed a relationship between accentedness and intelligibility. The findings suggest that although strength of foreign accent is correlated with perceived comprehensibility and intelligibility, a strong foreign accent does not necessarily reduce the comprehensibility or intelligibility of L2 speech.

95–408 Nist, Sherrie L. and Olejnik, Stephen (U. of Georgia). The role of context and dictionary definitions on varying levels of word knowledge. *Reading Research Quarterly* (Newark, Del), **30**, 2 (1995), 172–93.

The authors examined the contextual and definitional factors that determine whether and to what extent college students learn unknown words without instruction. The 186 subjects were randomly assigned to four combinations of weak or strong context and adequate or inadequate dictionary definitions. Subjects studied 10 nonce nouns for 20 minutes, then took four different tests, tapping varying levels of word knowledge. The results indicated that, first, there was no interaction between the context and dictionary definition variables. Second, in a test for main effects, the only significance found for the context variable was on the dependent measure that asked subjects to identify examples. Those in the strong context condition performed better than those receiving weak context. The main finding of the study focused on the definition variable: for all four tests, those who had the adequate dictionary condition performed better than those who received the inadequate definition, indicating that the quality of the definition appears to determine the extent to which college students are able to learn unknown words.

95–409 Peirce, Bonny Norton (Ontario Inst. for Studies in Ed.). Social identity, investment, and language learning. *TESOL Quarterly* (Washington, DC), **29**, 1 (1995), 9–31.

Second language acquisition (SLA) theorists have struggled to conceptualise the relationship between the language learner and the social world because they have not developed a comprehensive theory of social identity which integrates the language learner and the language learning context, nor have they adequately addressed how relations of power affect interaction between language learners and target language speakers. Using data collected in Canada from January to December 1991 from diaries, questionnaires, individual and group interviews, and home visits, the author illustrates how and under what conditions the immigrant women in her study created, responded to, and sometimes resisted opportunities to speak English. Drawing on her data analysis as well as her reading in social theory, the author argues that current conceptions of 'the individual' in SLA theory need to be reconceptualised, and draws on the poststructuralist conception of social identity as multiple, a site of struggle, and subject to change to explain the findings from her study. Further, she argues for a

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conception of 'investment' rather than 'motivation' to capture the complex relationship of language learners to the target language and their sometimes ambivalent desire to speak it. The notion of investment conceives of the language learner, not as ahistorical and unidimensional, but as having a complex social history and multiple desires. The article includes a discussion of the implications of the study for classroom teaching and current theories of communicative competence.

95–410 Platt, Elizabeth and Brooks, Frank B. (Florida State U.). The 'acquisition-rich environment' revisited. *Modern Language Journal* (Madison, Wis), **78**, 4 (1994), 497–511.

Reasons are put forward for questioning the validity of the term 'acquisition-rich environment', (1) it assumes that an environment providing opportunities for language learning can be determined to be rich or poor *a priori*; (2) it does not properly reflect the newer communicative task-based language opportunities in which learners are the primary interactants in FL/SL classrooms; (3) it does not adequately reveal the function of the totality of utterances observed in learner-to-learner talk; (4) what learners actually acquire is often left unspecified. A variety of data collected from several settings is used to illustrate these points.

After briefly characterising the input-output model, the authors review literature relevant to the four problems raised with respect to the term 'acquisition-rich environment'. They then discuss the data sets, analysing them in terms of a perspective that holds that learners construct their own environments through language use. Arguments are then presented in support of this framework and suggestions are made for classroom and research practice.

95–411 Prophet, Bob and Dow, Peter (U. of Botswana). Mother tongue language and concept development in science: a Botswana case study. *Language, Culture and Curriculum* (Clevedon, Avon), **7**, 3 (1994), 205–16.

The study described in the paper is concerned with the impact that the language of instruction has on concept development in Botswana secondary school students in science. A lesson dealing with some basic ideas in astronomy was developed in English and in their mother tongue, Setswana. It was taught to samples of Form One and Form Three students in a junior secondary and a senior secondary school in the Kgatleng District. A control group in these schools was taught an unrelated lesson dealing with health issues. Using an interview technique based on models and pictures, an attempt was made to determine the extent to which development of concepts presented to the students in the lesson were affected by the medium of instruction. Analysis of the data collected from the interviews suggests that the language used as the medium of instruction during science lessons has a significant effect on concept attainment for those students who are in Form One. However, the impact of language on concept attainment appear to have no significant effect for those students who are in Form Three of the senior secondary school.

95–412 Reutzel, D. Ray and others (Brigham Young U.). Oral reading instruction: the impact on student reading development. *Reading Research Quarterly* (Newark, Del), **29**, 1 (1994), 40–62.

The commonplace and potentially important role of oral reading instruction in elementary school classrooms has been emphasised. However, very little research has focused on how oral reading instruction can be effectively conducted. This study explored the effects on comprehension, word analysis, vocabulary development, and fluency of oral reading instruction, the effective use of such instruction in large groups with a classroom teacher as instructor, the differential effects of oral reading instructional routines, and the possibility of combining routines to provide optimal oral reading instruction.

The effects of two oral reading instructional routines, the Oral Recitation Lesson and Shared Book Experience, on second-grade students' reading development were measured over a 4-month period. Measures of reading development included word analysis skills, oral reading errors, self-correction rates, oral retellings, answers to comprehension questions, vocabulary gains, and fluency. Results indicated that the Shared Book Experience was superior or equal to the Oral Recitation Lessons in all cases. The SBE group showed an advantage in word analysis and answering text/script-explicit questions.

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95–413 Robinson, Peter (U. of Queensland). Task complexity and second language narrative discourse. *Language Learning* (Ann Arbor, Mich), **45**, 1 (1995), 99–140.

Researchers need to identify what differences second language tasks set at different levels of complexity make to measures of learner language, in order to provide a basis for pedagogic decisions about grading and sequencing such tasks. This study examined differences in the production of oral narrative discourse by 12 adult second language learners of English on narrative tasks that simulated the ability to describe events in the Here-and-Now versus the There-and-Then. Target-like use, propositional and syntactic complexity, lexical load, pausing, and utterance length were measured under the two conditions. A MANOVA showed significant differences between the two conditions. Separate ANOVAs for each measure showed a significant difference between the two conditions for measures of lexical load and an almost significant difference for measures of target-like use. The more complex There-and-Then condition elicited greater accuracy and a higher ratio of lexical to grammatical words. There was also a trend suggesting greater utterance length for narratives performed under the simpler Here-and-Now condition These results support the claim that complex tasks elicit less fluent, but more accurate and complex production than do simpler tasks.

95–414 Sciarone, A. G. and Meijer, P. J. (Delft U. of Tech.). Does practice make perfect? On the effect of exercises on second/foreign language acquisition. *ITL* (Louvain, Belgium), **107/8** (1995), 35–57.

A number of recent studies have argued that for language exercises to be effective, they should be meaningful and contextualised. This article presents the findings of a series of experiments involving fill-in-the-blank exercises that satisfied those requirements. The research question addressed is whether exercises of this type support the language acquisition process for beginning adult learners of Dutch as a second language, taking into account such factors as feedback given and students' style of working. No significant difference was found between the scores on an overall language proficiency test obtained by learners who did these exercises and those obtained by students who did not. Together with observations based on close examination of students' actual performance on these exercises as monitored by a CALL system, the experiments suggest that prevailing assumptions about students' use of feedback and about the effectiveness of a widely used variety of language exercise may have to be revised.

95–415 Swain, Merrill and Miccoli, Laura S. Learning in a content-based, collaboratively structured course: the experience of an adult ESL learner. *TESL Canada Journal* (Montreal), **12**, 1 (1994), 15–28.

In this article the emotive, social aspects of learning ESL in small group settings are explored. The feelings and beliefs of one learner, an adult Japanese woman, are captured as she reflects on her classroom experiences. Her conscious reflection about her negative emotions and their sources allowed her to act on them, resulting in enhanced second language learning. It may be as important to help learners deal with the social dimensions as well as the cognitive dimensions of second language learning in order to experience success as a second language learner.

95–416 van der Linden, Elisabeth (U. of Amsterdam). Fossilisation contre emploi du moniteur: étude d'un cas. [Fossilisation v. Monitor use: a case study.] *ITL* (Louvain, Belgium), **107/8** (1995), 1–16.

In this article, two aspects of language learning known as fossilisation and monitor use are discussed.

Study of the theoretical premises of these two phenomena indicate that by their very nature, they are mutually exclusive. A case study of the speech of a Chilian subject speaking Romanian in a 'monitored' situation and in an informal situation shows that in the two situations the predicted differences exist but are unimportant.

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Research methods

95–417 Cumming, Alister (Ontario Inst. for Studies in Ed.). Alternatives in TESOL research: descriptive, interpretive, and ideological orientations. *TESOL Quarterly* (Washington, DC), **28**, 4 (1994), 673–703.

Seven noted researchers each describe a different orientation to research exemplified in their own studies and currently predominant in TESOL, highlighting the value of each research orientation as well as its limitations. The seven statements consider (*a*) aspects of language behaviour such as learners' language, verbal reports of learning strategies, or text structures; (*b*) frameworks for interpreting curricula or culture such as classroom interaction or ethnography; or (*c*) ideological orientations such as critical pedagogy or participatory action research.

Testing

95–418 Blais, Jean-Guy and Laurier, Michel D. (U. of Montreal). The dimensionality of a placement test from several analytical perspectives. *Language Testing* (London), **12**, 1 (1995), 72–98.

In order to find the most appropriate group for students enrolling in FSL classes at the postsecondary level, a placement test was designed to measure general proficiency in the language. Using IRT procedures, an adaptive version was developed. The test consists of three parts: comprehension of a short paragraph, selection of the appropriate statement in a situation and a 'fill-the-gap' part. Different approaches to assess the unidimensionality are used: structural equation approach (LISREL), factor-analysis approach (TESTFACT), nonparametric approach (Stout's procedure) and IRT-based approach (Bejar's procedure). These approaches are complementary. The subtests generally meet the unidimensionality assumption for IRT although they measure more than one ability.

95–419 Brown, Anne (U. of Melbourne). The effect of rater variables in the development of an occupation-specific language performance test. *Language Testing* (London), **12**, 1 (1995), 1–15.

There has been little research into the effect of raters' background on assessments made in language tests. This article explores the effect that the rater's occupational and linguistic background has on assessments made in an occupation-specific oral language test, the Japanese Language Test for Tour Guides. Assessments of 51 test candidates made by 33 such assessors, including native and near-native speakers of Japanese with backgrounds either in teaching Japanese as a foreign language or in tour guiding in Japanese, were compared in order to determine what effect background has on assessments made on both linguistic and 'real-world' criteria. Maltifaceted Rasch analysis was used, as this allows a range of facets to be modelled; for the purposes of this research, the interest lay in the facet 'raters', and in particular how the scale was applied for each of the assessment categories. These were then compared across the different types of rater. While differences were found in the assessments according to rater type, these were minor and did not point to the unsuitability of any group as a whole; there were no significant differences between the different types of rater in terms of the overall grade awarded. However, there were significant differences in ratings awarded for some individual criteria, and the fact that these reveal different perceptions of what constitutes good performances has obvious implications not only for the selection and training of raters for occupation-specific language performance tests but also for the development of assessment procedures.

95–420 Chalhoub-Deville, Micheline (Ohio State U.). Deriving oral assessment scales across different tests and rater groups. *Language Testing* (London), **12**, 1 (1995), 16–33.

The purpose of this study is to derive the criteria/dimensions underlying learners' L2 oral ability scores across three tests: an oral interview, a narration and a read-aloud. A stimulus tape of 18 speech samples was presented to three native speaker rater groups for evaluation. The rater groups included teachers of Arabic as a foreign language in the USA, nonteaching Arabs residing in the USA for at least one year and nonteaching Arabs living in their home country (Lebanon). Each of the raters

provided a holistic score for every speech sample. Holistic scores were analysed using the INDSCAL multidimensional scaling model. Results showed that the nonmetric three-dimensional solution provided a good fit to the data. Both regression and speech sample analyses were employed to identify those dimensions. Additionally, subject weights indicated that the three rater groups were emphasising the three dimensions differentially, thus demonstrating that native speaker groups with varied backgrounds perceive the L2 oral construct differently. The study contends that researchers might need to reconsider employing generic component scales. A research approach that derives scales empirically according to the given tests and audiences, and according to the purpose of assessment, is recommended. Finally, replicating this study using other languages, L2 oral ability levels, tests and rater groups is suggested.

95–421 Des Brisay, Margaret. Problems in developing an alternative to the TOEFL. *TESL Canada Journal* (Montreal), **12**, 1 (1994), 47–57.

An increasing number of programmes and institutions have developed tests of English for academic purposes to be used in making admissions decisions at North American universities. It is not unreasonable for admissions officers to request information that will enable them to compare scores from a new and unfamiliar test with scores from the tests they have traditionally used. It is important, however, that the right questions be asked, and this is not always the case. What admissions officers frequently want is a conversion table calibrating scores from different tests, whereas the real question is not how well two tests measure each other but how well each test measures the construct of interest. Nevertheless, test scores are used as a basis for action, and it is important to provide decision makers with information that has applied utility until such time as satisfactory experience with the new test establishes its credibility. This article specifies a methodology for data collection, and compares appropriate statistical methods for data analysis including estimates of decision consistency, decision agreement, and shared construct relevant variance. The studies on which this article is based involved four groups of examinees (totalling 250) who wrote both the Test of English as a Foreign Language (TOEFL) and the Canadian Test of English for Scholars and Trainees (CanTEST).

95–422 Heller, Anne and others (U. of Edinburgh). A comparison of listening and speaking tests for student placement. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **6** (1995), 27–40.

Oral interviews for placement purposes on entry to summer courses at Edinburgh University Institute of Applied Language Studies appear to have presented problems of inter-rater reliability of assessment and consistency of questions asked, and the resulting transfers of 'mis-placed' students have engendered dissatisfaction amongst students and staff alike. This paper reports on the CLASP (Comparing Listening and Speaking for Placement) project, which aimed to investigate whether a simple dictation test might provide a more objective and reliable alternative to an oral interview. The results suggest that the dictation might be used to supplement the information provided by the interview, but not to replace it.

95–423 Jensen, Christine and Hansen, Christa. The effect of prior knowledge on EAP listening-test performance. *Language Testing* (London), **12**, 1 (1995), 99–119.

In this study the authors looked at whether prior study of a lecture topic enhanced performance on the lecture subtests of a content-based listening test. They postulated that listening proficiency level would affect whether prior knowledge could be accessed and used: they hypothesised that listeners would need a high proficiency level to be able to use their prior knowledge. To examine these issues, they analysed the data from 11 lecture subtests from the Test of Listening for Academic Purposes (T-LAP). They used a two-step multiple regression analysis to determine (1) if level of listening proficiency affects whether prior knowledge can be accessed, and (2) if prior knowledge is a significant factor in performance on lecture subtests. The findings did not support the hypothesis that high proficiency listeners who have indicated prior study of a topic will perform better on lecture comprehension than listening skills alone would predict. Although prior knowledge was a significant main effect for five of the 11 lectures, the effect size was trivial. However, the effect is more likely to be present in technical lectures than it is in non-technical lectures. These results indicate the need to look at what features differentiate technical from non-technical lectures. Lecture discourse features, delivery style, and listening tasks promise to be fruitful areas for future research.

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95–424 Lumley, Tom and McNamara, T. F. (U. of Melbourne). Rater characteristics and rater bias: implications for training. *Language Testing* (London), **12**, 1 (1995), 54–71.

Recent developments in multifaceted Rasch measurement have made possible new kinds of investigation of aspects (or 'facets') of performance assessments. Relevant characteristics of such facets (for example, the relative harshness of individual raters, the relative difficulty of test tasks) are modelled and reflected in the resulting person ability measures.

In addition, bias analyses, that is interactions between elements of any facet, can also be analysed. (For the facet 'person', an element is an individual candidate; for the facet 'rater', an element is an individual judge, and so on.) This permits investigation of the way a particular aspect of the test situation (type of candidate, choice of prompt, etc.) may elicit a consistently biased pattern of responses from a rater.

The purpose of the research is to investigate the use of these analytical techniques in rater training for the speaking subtest of the Occupational English Test (OET), a specific-purpose ESL performance test for health professionals. The test involves a role-play based, profession-specific interaction, involving some degree of choice of role-play material. Data are presented from two rater training sessions separated by an 18-month interval and a subsequent operational test administration session. The analysis is used to establish (1) consistency of rater characteristics over different occasions; and (2) rater bias in relation to occasion of rating. The study thus addresses the question of the stability of rater characteristics, which has practical implications in terms of the accreditation of raters and the requirements of data analysis following test administration sessions. It also has research implications concerning the role of multifaceted Rasch measurement in understanding rater behaviour in performance assessment contexts.

95–425 Manley, Joan H. (U. of Texas at El Paso). Assessing students' oral language: one school district's response. *Foreign Language Annals* (New York), **28**, 1 (1995), 93–102.

This article describes a project undertaken over a 30-month period by a large Texas public school district. The project's major aims were as follows: (1) to familiarise the district's foreign language teachers with oral language assessment; (2) to develop a tape-mediated assessment instrument, modelled on the Simulated Oral Proficiency Interview, for French, German, and Spanish at the end of Level II and for Japanese at the end of Level III; and (3) to administer the test to the districts' language students. This project was funded out of the school district's enhancement fund and directed by the ESOL/Foreign Language curriculum specialist. This project not only familiarised teachers with oral assessment but also with classroom activities designed to achieve satisfactory results. It also helped teachers cooperate with each other in a professional endeavour.

95–426 Perkins, Kyle and others (Southern Illinois U.). Predicting item difficulty in a reading comprehension test with an artificial neural network. *Language Testing* (London), **12**, 1 (1995), 34–53.

This article reports the results of using a three-layer backpropagation artificial neural network to predict item difficulty in a reading comprehension test. Two network structures were developed: one with the sigmoid function in the output processing unit and the other without the sigmoid function in the output processing unit. The dataset which consisted of a table of coded test items and corresponding item difficulties was partitioned into a training set and a test set in order to train and test the neural networks. To demonstrate the consistency of the neural networks in predicting item difficulty, the training and testing runs were repeated four times starting with a new set of initial weights. Additionally, the training and testing runs were repeated by switching the training set and the test set. The mean squared error values between the actual and predicted item difficulty demonstrated the consistency of the neural networks in predicting item difficulty for the multiple training and testing runs. Significant correlations were obtained between the actual and predicted item difficulties and the Kruskal–Wallis test indicated no significant difference in the ranks of actual and predicted values.

95–427 Young, Richard. (U. of Wisconsin-Madison). Conversational styles in language proficiency interviews. *Language Learning* (Ann Arbor, Mich), **45**, 1 (1995), 3–42.

This study compares the conversational styles of intermediate and advanced learners of ESL in language proficiency interviews. Eleven intermediate learners and 12 advanced learners participated in a regular administration of the Cambridge First Certificate in English oral interview. Interview discourse constructed by both interviewer and nonnative speakers (NNSs) was analysed using a quantitative model of topical organisation. Differences in the amount of talk and rate of speaking were found (advanced learners talked more and faster than intermediate learners), in the extent of context dependence (advanced learners elaborated more in answers to questions), and in the ability to construct and sustain narratives (advanced learners did so, intermediate learners did not). There were no differences between the two groups in the frequency of initiation of new topics, nor in the reactivity to topics introduced by the interviewers. Interviewers did not vary in their interviewing style with the two groups. Some of these findings contradict what designers of language proficiency interviews claim to be proficiency-related differences between NNSs. The discrepancies may be due to the format of the interview and/or to differing expectations of the interview by interviewers and NNSs from different cultures.

Course/materials design

95–428 Flowerdew, Lynne (Hong Kong U. of Science and Technology). Designing CALL courseware for an ESP situation: a report on a case study. *English for Specific Purposes* (New York), **14**, 1 (1995), 19–35.

This paper describes, by means of a case study, how a principled, ESP approach has been applied to CALL (computer-assisted language learning) courseware design. A case study of a job-seeking skills package, designed for both undergraduate and postgraduate students at the Hong Kong University of Science and Technology, is used to illustrate this ESP approach. The first part of the paper details the various stages in the needs analysis process and proposes a synthesis of the language-centred approaches to course design. The second part demonstrates how an authoring program has been exploited to devise relevant CALL material. Numerous examples are given to show how an exercise typology is employed to match a particular activity identified by the needs analysis.

95–429 Swales, John M. The role of the textbook in EAP writing research. *English for Specific Purposes* (New York), **14**, 1 (1995), 3–18.

This paper reviews the potential role of writing textbooks in increasing our understanding of academic writing. It argues that this role is under-appreciated for several reasons. These include the dampening effects of existing discoursal and social-constructionist accounts of introductory college textbooks, a reluctance to look beyond the ostensible student audience, and a diffidence in recognizing textbook author motives other than the 'commercial' or the 'ideological'. The paper then discusses a recently completed textbook as a means of showing how a complex set of motives can result in some contribution to research and scholarship. The paper concludes by arguing that textbooks should not be automatically excluded from the set of research-process genres since they may consolidate and apply recent scholarship, incorporate new research findings, and generate interesting new topics worth further study. In effect, advanced textbooks are important hybrid genres.

Teacher training

95–430 Hall, Joan Kelly and Davis, Jackie (U. of Georgia). What we know about relationships that develop between cooperating and student teachers. *Foreign Language Annals* (New York), **28**, 1 (1995), 32–48.

The student teaching practicum is a significant part of the foreign language teacher education programme. This article examines six different role relationships that developed between a cohort of cooperating and student teachers of high school Spanish during a ten-week student teaching practicum. Two dimensions of these relationships are discussed that were significant to their

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development, complementarity and reciprocity, and it is concluded that student teachers who formed reciprocal relationships perceived their cooperating teachers and practicum experiences more positively than those who formed only complementary relationships. The role that the university supervisors might have played in the development of these relationships is discussed and ways in which this study might help other foreign language teacher education programmes are suggested.

Teaching methods

95–431 Camps, A. Production de textes en situation de groupe. [Textual production in collaboration.] *Bulletin Suisse de Linguistique Appliquée* (Neuchatel, Switzerland), **61** (1995), 119–36.

Comparison between the processes of textual production in collaboration followed by two groups of 13 year-old pupils, girls and boys, allows the author to advance the hypothesis that explicit instruction about the discursive and textual features of written argumentation has some influence on the kind of process actually followed. The group which had received such an instruction followed a complex process, relating the thematic contents with the discursive situation in which the text was composed; in contrast, the group which had not received such instruction followed a simple process and attended almost exclusively to the production of thematic contents.

95–432 Center, Yola and others (Macquarie U.) An evaluation of reading recovery. *Reading Research Quarterly* (Newark, Del), **30**, 2 (1995), 240–63.

Reading recovery (RR) is a preventive early intervention programme designed to accelerate the progress of young readers who have failed to profit from 12 months of formal reading instruction. The authors evaluated the effectiveness of Reading Recovery (RR) in 10 primary schools in New South Wales. Children were randomly assigned to either RR or a control condition in which they received only the resource support typically provided to at-risk readers. Low-progress readers from five matched schools where RR was not in operation were used as a comparison group. Results indicated that at short-term evaluation (15 weeks), the RR group were superior to control students on all tests measuring reading achievement but not on two out of three tests which measured metalinguistic skills. At medium-term evaluation (30 weeks) there were no longer any differences between the RR and control children on seven out of eight measures. Single-case analysis suggested that, 12 months after discontinuation, about 35 per cent of RR students had benefited directly from the programme, and about 35 per cent had not been 'recovered'. The remaining 30 per cent would probably have improved without such an intensive intervention, since a similar percentage of control and comparison students had reached average reading levels by this stage.

95–433 Chee, Hans-Martin. Anregungen zur sprachlichen Reaktivierung und Textauswertung am Beispiel eines Werbetextes in der Jahrgangsstufe 11. [Suggestions for the use of advertising copy in the upper grades of secondary school with special reference to communication skills and grammatical revision.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **93**, 6 (1994), 154–64.

Owing to the appellative nature of the texts, advertising copy can play an important role in motivating language learners at secondary-school level. This article provides an example of how advertising copy can be used in second-language acquisition. It is geared to the specific requirements of the introductory phase in the upper grades of secondary school, with an emphasis on grammatical revision and communication skills.

95–434 Delmas, Claude (U. of Paris III). La traduction, un 'exercice'? [Translation as an exercise.] *Langues Modernes* (Paris), **89**, 1 (1995), 53–63.

Making reference to previous research (in particular, the work of Adamczewski), the author analyses the way the construction BE+ING is used in English, drawing attention to the multiplicity of meanings that the structure can be used to convey and to the diverse ways in which it is capable of being translated into French, and also to the basic coherence underlying the system.

  Properly taught, translation can be a means of extending and deepening learners' understanding of

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certain features of the target language and of achieving heightened awareness of the differences and similarities between the target language and the mother tongue. Translation may therefore be justifiably regarded as a useful 'exercise'.

95–435 Fehse, Klaus-Dieter. 'Storyline' – ein Modell für inhalts- und handlungsorientiertes Lernen im Fremdsprachenunterricht. ['Storyline' – a model for content- and process-based learning in foreign language teaching.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **94**, 1 (1995), 26–53.

The efficiency of foreign language teaching in German schools has increasingly been questioned, particularly the dominant role of the textbook with its pre-determined grammatical and topical content. The 'storyline'-approach originally developed for mother-tongue learners in Scottish primary schools is based on a principally different attitude toward learning and learners: instead of reproducing textbook-based content, learners are required to participate actively in planning and designing their own learning. The 'storyline'-method is aimed at developing the creative potential of learners by adopting a holistic approach to learning, by promoting practical learning and by creating a motivating environment and atmosphere in the classroom. These are essential requirements for a re-orientation of foreign language teaching in terms of a more experiential, collaborative and open approach to teaching and learning in the foreign language classroom.

95–436 Felder, Richard M. (N. Carolina State U.) **and Henriques, Eunice R.** (U. Estadual de São Paulo). Learning and teaching styles in foreign and second language education. *Foreign Language Annals* (New York), **28**, 15 (1995), 21–31.

Mismatches often occur between the learning styles of students in a language class and the teaching style of the instructor, with unfortunate effects on the quality of the students' learning and on their attitudes toward the class and subject. This paper looks at five dichotomous learning styles: sensing and intuitive, visual and verbal, active and reflective, sequential and global, inductive and deductive, and points out that the styles in each pair complement rather than contradict each other. Since stress and frustration may occur when students are overexposed to a teaching style at odds with their learning style, a balanced, multistyle approach to language teaching is required.

The article indicates types of activity more appropriate for each type of learning style and makes suggestions as to how teachers can accommodate different learning styles [e.,g. motivate learning, balance concrete and conceptual information, make liberal use of visuals, etc.].

95–437 Hennessey, Janis M. (U. of New Hampshire). Using foreign films to develop proficiency and to motivate the foreign language student. *Foreign Language Annals* (New York), **28**, 1 (1995), 116–20.

This article looks at the problems of showing a foreign film to foreign language students, and discusses ways of using a film to develop proficiency and to motivate the students. The film used as an example is Jean Cocteau's *La Belle et La Bête* ('Beauty and the Beast'), which can be used in courses at both high school and college levels. A foreign film in any language can be substituted successfully using these guidelines to improve foreign language learning.

95–438 Herron, Carol and others (Emory U.). A comparative study of the effects of video-based versus text-based instruction in the foreign language classroom. *French Review* (Baltimore, Md), **68**, 5 (1995), 775–95.

In order to assess the effect of video-based learning on students' acquisition of all five major language skills – reading, writing, speaking, listening and grammar – 28 first- and second-year undergraduate students were divided into a control group and an experimental group and were tested at the beginning and end of their course in order to evaluate progress achieved over one academic year.

The experimental group's curriculum centred on video instruction supported by a workbook and audio cassettes; the control group's centred on a textbook, workbook and audio cassettes. There was no significant difference in knowledge of French between the two groups.

Results at the end of the year did not support commonly expressed fears that video would adversely affect students' reading and writing skills, and command of grammar. On the contrary, the

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experimental group's writing skills had actually progressed more than those of the control group, possibly because the video had exposed them to more authentic language. More research is needed into the interrelations between the various language skills.

95–439   Loxterman, Jane A. and others. The effects of thinking aloud during reading on students' comprehension of more or less coherent text. *Reading Research Quarterly* (Newark, Del), **29**, 4 (1994), 352–67.

The authors investigated effects of text coherence and active engagement on students' comprehension of textbook information. A revised version of a textbook passage about a climatological phenomenon represented enhanced textual coherence; a thinking aloud procedure represented active engagement. There were four conditions in each of two studies: original or revised text combined with silent reading or thinking aloud. In Study 1, sixth graders were asked to recall what they had read and answer open-ended questions immediately after reading. Study 2 extended Study 1 to include varying levels of student ability and retention of information a week later. Results suggest a continuum of increased performance from original silent text, to original text with thinking aloud, to revised text read silently, and finally revised text with thinking aloud. The revised text was shown to bring performance of middle-level readers close to that of their upper-level counterparts reading the textbook version. Also, students who read the revised text tended to connect recalled information, whereas students who read the original text tended to list it.

95–440   Moorman, Gary B. and others. The rhetoric of whole language. *Reading Research Quarterly* (Newark, Del), **29**, 4 (1994), 308-29.

The authors examined the rhetoric of whole language in order to reveal both the explicit and the implicit assumptions that underlie this movement. After an extensive search of the professional literature, 18 articles from peer-reviewed journals were selected for in-depth analysis. These articles were selected as representative explanations of the whole language position. The articles were first analysed to isolate statements which explicitly defined elements of the whole language position. These statements were then organised into a framework based on three themes that recurred in the articles: general definitions, learning and teaching, and reading and reading instruction. Next, the articles were analysed using deconstruction, a research method commonly used in literary and historical criticism. Deconstructionists argue that metaphor and other figurative language used in constructing text reveal underlying assumptions which are often beyond the conscious awareness of the authors. This analysis focused on two oppositional metaphors found throughout the articles: natural versus artificial, and personal ownership versus external control. Both explicit and implicit assumptions are discussed in relation to literacy instruction.

95–441   Pinnell, Gay Su (Ohio State U.) **and others.** Comparing instructional models for the literacy education of high-risk first graders. *Reading Research Quarterly* (Newark, Del), **29**, 1 (1994), 8–39.

This study was designed to examine the effectiveness of Reading Recovery as compared to three other instructional models. Treatments included (*a*) a treatment modelled on Reading Recovery provided by teachers trained in a shortened programme, (*b*) a one-on-one skills practice model, and (*c*) a group treatment taught by trained Reading Recovery teachers. The lowest achieving first-grade readers (*N* = 324) from 10 school districts were randomly assigned to one of the four interventions or to a comparison group. A hierarchical linear model analysis revealed that Reading Recovery children performed significantly better on four measures (dictation, text reading level, Gates-MacGinitie and Woodcock) than any of the other treatment groups and the comparison group. A macro-analysis of videotaped lessons revealed that essential programme components related to success were one-on-one lessons, the lesson framework, and the Reading Recovery teacher staff development model.

95–442   Puren, Christian (IUFM of Paris, U. of Paris III). Pour un nouveau statut de la traduction en didactique des langues. [In support of a new status for translation in language teaching.] *Langues Modernes* (Paris), **89**, 1 (1995), 7–22.

The gradual reintroduction of translation in language teaching over the last decade is a response to the failure of previous approaches, from grammar-translation and direct method through to communicative teaching. Each of these methods concentrated on one aspect of language teaching to the exclusion of others. Here, a constructivist approach is proposed, which uses a combination of techniques, and in which translation has its place: because the classroom is an artificial environment, any technique can be incorporated into language teaching methodology. The argument for the use of translation is supported by the comment that, since weak students, in particular, feel a need to translate from L1 to L2 and rely on translation in their learning, why, in the present climate of student-centred learning, should they not be allowed to use translation as a language learning tool?

95–443   Swart, Marieken (U. of Stellenbosch). The use of hyper- and multimedia in a computer-assisted language learning (CALL) remedial programme. *SAVTO SAALT/ Journal for Language Teaching* (Johannesburg, South Africa), **28**, 4 (1994), 316–40.

Secondary schools and tertiary institutions are faced with an increasing number of students whose language proficiency is inadequate. Aid is provided to struggling students by academic development programmes, but there is seldom enough time for remedial tuition of basic skills. An effective way of addressing this problem is through the use of hyper- and multimedia computer-assisted instruction. This paper discusses the advantages of such programmes and identifies the didactic principles that ensure optimal learning in CALL programmes. The didactic principles are illustrated by examples from a remedial CALL programme on English tenses. The paper also provides an analysis of the most prevalent errors committed in English tenses by first-year students at the University of Stellenbosch.

95–444   Willems, Gerard M. (Hogeschool Gelderland, Nijmegen, Netherlands). FL conversational skills in tertiary education: a socio-cultural and autonomous approach. *Language, Culture and Curriculum* (Clevedon, Avon), **7**, 3 (1994), 217–29.

The teaching of conversational skills in an FL is still greatly underdeveloped in tertiary education. This is principally because of the demands it makes on staff time, and also because sending students to live in the foreign country is thought to be more effective than teaching. The paper proposes a variety of conversational training that maximises learner autonomy and focuses on socio-cultural competence in speaking. Students recorded role-plays that required good sociolinguistic knowledge and then compared the discourse generated with native speaker equivalents. Strategies of this kind increase student self-motivation without making excessive demands on staff time, and they lead to direct improvement of important conversational skills. The future of conversational training at third level is discussed in the light of this model, with special reference to recent developments in the Netherlands.