Language learning and teaching – theory and practice

Theory and principles

93–1 Candlin, Christopher N.(Macquarie U., Sydney). Language, culture and curriculum. *Vox* (Canberra, Australia), **6** (1992), 3–13.

In the last decade, language education has seen a shift in emphasis from language as a set of formal structures to language in context, and from the learner as an individual to the learner as a member of social groups. Yet examination of the effects of these developments on the four distinctive components of the curriculum – data, information, process and procedure – shows that there is still a need for a principled way to integrate second- and foreign-language teaching into a study of the cultures of those languages and of the learners' cultures.

The outline of a methodology consistent with such a need is presented here. It puts a premium on explanatory procedures as opposed to descriptive ones, focusing on intercultural understanding rather than cross-cultural accumulation of facts. The work of Halliday is used to construct a language model which has social and cultural structure at its heart and places emphasis on learners' interpretative as well as communicative strategies. Linguistic, semantic and pragmatic features which provide access to relevant cultural institutions are suggested as a framework which will allow for a range of different realisations by teachers and a typical six-part sequence of activity is proposed.

93–2 Green, Peter S. (U. of York) **and Hecht, Karlheinz** (U. of Munich). Implicit and explicit grammar: an empirical study. *Applied Linguistics* (Oxford), **13**, 2 (1992), 168–84.

This article describes an investigation into the usefulness of teaching grammar rules to foreign-language learners. The study required German learners of English and English native speakers to consider errors made in 12 grammar points, explain where the grammar had failed, and correct the errors.

The findings indicated that: (1) learners may not have learned the rules they were taught, (2) able and experienced learners are likely to learn rules better, (3) if learners have a correct rule available, they can usually produce a correct correction, and (4) learners can correct an error even if the rule they produce is incorrect, or if they can produce no rule at all. It was also found that some rules are easier to produce (e.g. a rule for *a/an*) than others (e.g. rules concerning aspect). Native speakers were found to be rather less successful than German learners at formulating rules, but the same native speakers were able to correct errors irrespective of their awareness of rules.

There should be a balance between time spent teaching and learning explicit rules and time spent acquiring communicative skills. This could be achieved by determining whether a rule is simple or difficult. The former could be explicit and practised, the latter explained and practised in the context of communicative skills.

Psychology of language learning

93–3 Bacon, Susan M. (U. of Cincinnati, Ohio). The relationship between gender, comprehension, processing strategies, and cognitive and affective response in foreign language listening. *Modern Language Journal* (Madison, Wis), **76,** 2 (1992), 160–78.

This is a report on a study to see whether strategies used and comprehension of authentic listening texts are the same for men and women. The study covered levels of comprehension, kinds of strategies used, levels of confidence, and also whether passage type and order of presentation [e.g. easy before difficult] have any effect on these aspects of aural comprehension.

The introductory review of recent research covers the listening process, learning strategies, gender in FL research and a discussion of the use of retrospection and introspection in strategy research. The study showed that men and women use different strategies according to the difficulty of the passage heard, though these adjustments may not affect comprehension; men and women judge their comprehension level differently (men are more confident). It is suggested that students should be

made aware of different strategies and how to evaluate their use to aid comprehension. [A detailed list of listening strategies is given and suggestions are made for further research.]

93–4 Bacon, Susan M. (U. of Cincinnati). Phases of listening to authentic input in Spanish: a descriptive study. *Foreign Language Annals* (New York), **25**, 4 (1992), 317–34.

The study reported here is a descriptive analysis of an experiment in which learners listened to two radio broadcasts in Spanish, then reported on their strategies, comprehension, learning, level of confidence and affective response to this input. Statistical analyses provided evidence of significant differences, first, between male and female listeners in strategies, confidence, and affective response and second, between effective and less effective listeners in both their level of comprehension and learning. The present paper describes in detail elements learners had in common, as well as some that seemed idiosyncratic, as they attempted to make sense of what they heard. The resulting description provides flesh and colour to strategies and learning that have been previously categorised in a generic manner. Moreover, this qualitative analysis sheds additional light on the listening process and effective listening strategies when dealing with authentic input.

93–5 Bohn, Ocke-Schwen (Kiel U., Germany) and Flege, James Emil (U. of Alabama at Birmingham). The production of new and similar vowels by adult German learners of English. *Studies in Second Language Acquisition* (Bloomington, Ind), **14**, 2 (1992), 131–58.

The study reported in this paper examined the effect of second-language (L2) experience on the production of L2 vowels for which acoustic counterparts are either present or absent in the first language (L1). The hypothesis being tested was that amount of L2 experience would not affect L1 German speakers' production of the 'similar' English vowels, /i, l, e/, whereas English language experience would enable L1 Germans to produce an English-like /æ/, which has no counterpart in German. The productions were tested in two experiments that compared the production of English /i, l, e, æ/ by two groups of L1 German speakers differing in English language experience and an L1 English control group. An acoustic experiment compared the three groups for spectral and temporal characteristics of the English vowels produced in /bVt/ words. The same tokens were assessed for intelligibility in a labeling experiment. The results of both experiments were largely consistent with the hypothesis. The experienced L2 speakers did not produce the similar English vowels /i, l, e/ more intelligibly than the inexperienced L2 speakers, nor did experience have a positive effect on approximating the English acoustic norms for these similar vowels. The intelligibility results for the new vowel /æ/ did not clearly support the model. However, the acoustic comparisons showed that the experienced but not the inexperienced L2 speakers produced the new vowel /æ/ in much the same way as the native English speakers.

93–6 Byrne, Brian and others. Longitudinal data on the relations of word-reading strategies to comprehension. *Reading Research Quarterly* (Newark, Del), **17**, 2 (1992), 140–51.

The authors performed a one-year follow-up testing of second- and third-grade children on word-reading lists, phonemic awareness, reading comprehension, and reading time. The children had been classified in the initial testing on their ability to read irregularly spelled words and nonwords, and four groups had been identified – children high on both, children low on both, a group with average sight word stocks but poor decoding-skills (called 'Chinese' readers), and a group with adequate decoding ability but below average on irregular words (called 'Phoenicians'). A year later, the good readers remained above average on most measures, and the poor readers continued to perform at low levels. The Chinese readers showed a progressive deterioration in word reading from second to third grade, while the Phoenicians attained higher levels on those measures. The changes in reading comprehension noted in the original cross-sectional study were also observed in the longitudinal data. Grade 4 data confirmed the picture of deteriorating prospects for children identified as Chinese readers.

13

93–7 Campbell, Ruth and others (Goldsmiths' Coll.). Forced choice recognition of sign in novice learners of British Sign Language. *Applied Linguistics* (Oxford), **13,** 2 (1992), 185–201.

Novice learners of British Sign Language (BSL) and matched sign-naïve subjects were given a recognition test for possible and 'impossible' BSL signs (Experiment 1). Three list types were investigated: a list of signs known to the learners; a similar list not known to the learners; and a list of 'non-signs' formed using 'illegal' BSL formational parameters. Novice-learners were superior to non-learners on all lists. In a different population of sign-naïve subjects (Experiment 2), people who tried to name the signs on presentations were significantly better than non-namers. Recognition performance was significantly better for 'legal' than 'illegal' signs in all groups and conditions.

Overall, it was rated iconicity, not knowledge of sign, that determined recognition accuracy. Iconicity also correlated with ease of naming where naming was required at presentation, although naming did not interact with iconicity in predicting recognition scores in Experiment 2.

It is concluded that the superiority of sign-learners in this task may reflect a general improvement in the ability to process potentially meaningful gestures (which have the *perceptual* property of configural coherence, reflected in high iconicity scores) and that naming on presentation can be one aspect of such improvement. This may be a transitory stage in the acquisition of sign as a second language.

93–8 Carroll, Susanne E. (Ontario Inst. for Studies in Ed.). On cognates. *Second Language Research* (Utrecht, The Netherlands), **8,** 2 (1992), 93–119.

In this article 'cognates', lexical items from different languages which are identified by bilinguals as somehow being 'the same thing', are examined. Cognates have at least four essential properties: (1) they are always structural units; (2) they are words; (3) words paired may be but need not be semantically identical; (4) there is always some kind of formal resemblance between cognates. It is argued that these properties can be explained in terms of a particular model of lexical activation and word recognition, namely the Cohort Model. The author also takes up the question of defining cognates for psycholinguistic purposes, and argues against using traditional extensional definitions based on etymology and genetic relatedness. She argues for defining cognates in terms of their structural representations and the processes which activate and select them.

93–9 Carroll, Susanne and others. (Ontario Inst. for Studies in Ed.) The role of feedback in adult second language acquisition: error correction and morphological generalisations. *Applied Psycholinguistics* (New York), **13,** 2 (1992), 173–98.

This study looked at the effects of feedback (explicit correction) on the learning of morphological generalisations in an experimental setting. Subjects were 79 adult native speakers of English with intermediate (39) and advanced (40) levels of proficiency in French. All subjects were individually trained on two rules of French suffixation. Experimental subjects received correction if they gave erroneous responses to stimuli in a 'feedback' session. Afterwards, all subjects 'guessed' responses to novel stimuli and were retested (twice) on the feedback items. Comparison subjects dealt with the same stimuli but were never corrected. Analyses of feedback responses indicated differences in favour of the experimental groups, but comparisons of guessing responses between experimental and comparison groups showed no evidence of learned generalisation. The learning of absolute exceptions was more likely among advanced learners.

93–10 Carson, Joan Eisterhold (Georgia State U.) and Kuehn, Phyllis A. (California State U., Fresno). Evidence of transfer and loss in developing second-language writers. *Language Learning* (Madison, Wis), **42,** 2 (1992) 157–82.

Literacy skills are thought to be transferable across languages. That is, good L1 readers and writers should be able to transfer their reading and writing abilities to the L2. However, studies of language attrition suggest that loss of language skills might influence the transfer of literacy skills from L1 to L2.

14

This study investigates the role that transfer and/or loss of L1 writing abilities plays in the development of L2 writing proficiency. Data from native Chinese speakers enrolled in academic and pre-academic English courses in American universities indicate that academic writing skills develop as a function of educational experience in L1 and in L2. There is also evidence that good L1 writers tend to become good writers in their L2, but that L1 writing proficiency may decline as L2 writing proficiency increases. Furthermore, there appears to be a writing aptitude factor that imposes a ceiling on writing development both in L1 and in L2.

93–11 Finnemann, Michael D. (Augustana Coll., Rock Island, Ill). Learning agreement in the noun phrase: the strategies of three first-year Spanish students. *IRAL* (Heidelberg, Germany), **30**, 2 (1992), 121–36.

The article describes the acquisition of number and gender agreement of Spanish nouns by three students of Spanish over a six-month period. Results are compared with those obtained by other researchers. The findings bear on three central problems in acquisition resarch: (1) the role of linguistic 'markedness' in acquisition, (2) the relative contributions of form and meaning to the process of acquisition and (3) the nature of individual learner variation.

The study showed that learners operate with default values in the acquisition of both number and gender agreement; each subject showed a preference for singular and masculine forms of modifiers. The default is assumed to be in some sense the 'unmarked' form of a paradigm; consequently, learner behaviour with respect to the 'marked' form is the most accurate measure of actual acquisition and provides the greatest insight into acquisitional processes.

93–12 Folman, Shoshana (Open U. of Israel). Native English speakers' rhetorical preferences when processing inter-English. *Language, Culture and Curriculum* (Clevedon, Avon), **4**, 3 (1991), 219–38.

Insights from recent research show that native speakers (NS) react to a combination of factors when they make adjustments to non-native speakers (NNS). The purpose of the two studies reported here was to identify the rhetorical preferences of NS when reading inter-English, to compare these with their rhetorical preferences when reading authentic English, and to delineate the main factors interacting with rhetorical preferences. In the first study, 68 native adult speakers of English processed 15 paragraphs, each structured according to one of three rhetorical patterns found most appropriate for the reconciliation of a controversial issue. The preferred rhetorical pattern was selected through a multiple choice 'best preference' procedure. In the second study, thirty native speakers of English processed the same fifteen paragraphs used in Study 1, but rated each rhetorical style on a 1–4 acceptability scale.

Results showed that the rhetorical preferences of native English speakers when processing inter-English in print were for patterns characterised by short information units which did not entail activation of long-term memory. These patterns, even though processed via written communication, are closer to the oral end of an oral written literacy continuum. Apparently, when faced with formal inter-English written communication, which entails more mental and linguistic effort, NS prefer the short, digital, easy-to-process style rather than elaborated analogical style which entails more complex processing. Implications drawn from these findings suggest that linguistic context and type of involvement, ranging from evaluation, through abrupt response, to continuous verbal interaction, are crucial factors interacting with NS rhetorical preferences when processing inter-English.

93–13 Gardner, R. C. and others (U. of Western Ontario). Integrative motivation, induced anxiety, and language learning in a controlled environment. *Studies in Second Language Acquisition* (Bloomington, Ind), **14**, 2 (1992), 197–214.

This study examines the effects of both integrative motivation and anxiety on computerised vocabulary acquisition using a laboratory analog procedure as a microcosm of second-language learning. An attempt was made to induce anxiety in one group of subjects by videotaping them while learning. Individual differences in integrative motivation were measured by aggregating relevant scales. Subjects higher in integrative motivation showed superior vocabulary acquisition and tended to initiate a translation more

15

quickly than did those lower in integrative motivation. The anxiety manipulation did not appear to influence behaviour during the learning trials. A second set of analyses revealed that subjects with more positive attitudes tended to respond more quickly and consistently to the attitude items. The results are discussed in terms of the operational definition of integrative motivation and its relation to anxiety.

93–14 Giacalone Ramat, Anna. (U. of Pavia, Italy). Grammaticalisation processes in the area of temporal and modal relations. *Studies in Second Language Acquisition* (Bloomington, Ind), **14,** 3 (1992), 297–322.

This study investigates some instances of linguistic development in the acquisition of a second language that might be subsumed under the issue of grammaticalisation. First, the notion of grammaticalisation is discussed with reference to the current linguistic debate and its applicability to the domain of language acquisition is evaluated. Then, some cases are examined, drawing on data on the acquisition of Italian collected during several years at the University of Pavia. With respect to temporality and modality, learners are shown to move from lexical means or context-dependent strategies to a gradual acquisition of the morphological devices required by the target language. The results of the analyses are discussed in terms of their implications for both general linguistic theory and language acquisition research.

93–15 Griffiths, Roger (formerly Nagoya U. of Commerce and Business Administration, Japan) **and Sheen, Ronald** (Tottori U., Japan). Disembedded figures in the landscape: a reappraisal of L2 research on field dependence/independence. *Applied Linguistics* (Oxford), **13,** 2 (1992), 133–48.

The relationship between the so-called cognitive style of field dependence/independence and second-language learning has been investigated in some twenty published studies. Findings from these investigations have subsequently been described in a number of influential, but largely uncritical, reviews. In this paper, it is contended that a critical review of the theoretical underpinnings, measurement instruments (embedded figures tests), and current status of the construct, leads to the inevitable conclusion that field dependence/independence does not have, and never has had, any relevance for second-language learning. The concept is shown to be theoretically flawed, and embedded figures tests are shown to be ability measures rather than style measures. Second-language studies are consequently appraised on the extent to which they indicate recognition of these fundamental considerations and how these are, or are not, reflected in their hypotheses.

93–16 Hecht, Karlheinz and Hadden, Betsy (U. of Munich). Deklaratives und prozedurales Grammatik-wissen bei Schülern des Gymnasiums mit Englisch als Zielsprache. [Explicit and implicit grammatical knowledge in pupils learning English at Gymnasium.] *ZFF: Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **3,** 1 (1992), 31–57.

This article reports on the results of research on explicit and implicit grammatical knowledge. Two versions of a grammar test were administered to two different groups of 150 Gymnasium pupils (50 each from the *Unter- Mittel-*, and *Oberstufe*) and two different groups of 50 English pupils. Grammar Test, Version A, required pupils to provide rules for the errors underlined in 12 test sentences and to correct the errors. Grammar Test, Version B, contained the same test sentences, but the errors were not underlined. Here pupils were given the additional task of first identifying the errors in the test sentences and then providing rules and corrections for them. Closely examined in the article is the relationship between the pupils' rule knowledge and their ability to identify and correct errors.

92–17 Henrici, Gert and others (U. of Bielefeld). Zur Wirkung von Bedeutungserklärungsverfahren auf Verstehen und Behalten. Ergenbnisse aus einem empirischen Projekt. [The effect of explanations of meaning on comprehension and retention of a foreign language. Results of an empirical project.] *ZFF: Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **2,** 2 (1991), 30–65.

The article describes the results of an empirical project dealing with the effects of explanations of meaning on the comprehension and retention of foreign language students. The two test runs are described with German as a foreign language, English and French as the target languages. In each run, one group for each language was confronted with contextual and another with non-contextual explanations (synonyms). The varying results in the areas of comprehension and retention as well as the methodological aspects, such as the change in design from run one to run two, are presented. As far as methodological queries are concerned, the research makes use of retrospective procedures in order to gain insight into learner-internal data.

93–18 Issidorides, Diana C. and Hulstijn, Jan H. (Free U. Amsterdam). Comprehension of grammatically modified and non-modified sentences by second-language learners. *Applied Psycholinguistics* (New York), **13,** 2 (1992), 147–71.

At issue in this research is whether native speakers' 'simplified' or modified utterances, as in foreigner-talk (FT), actually facilitate comprehension for non-native speakers hearing such utterances. It was hypothesised that (grammatical) Dutch inversion sentences (AdvVSO) that have proved to be problematic in studies on Dutch second-language (L2) acquisition – as reflected both in the (ungrammatical) output of L2 learners and in the (ungrammatical) FT input to L2 learners – would not be problematic in terms of comprehension, when compared with modified, ungrammatical AdvSVO and AdvSOV sentences, as long as such sentences do not express an implausible state of affairs. Three subject groups participated in the experiment: 20 English and 22 Turkish L2 learners of Dutch and 30 Dutch native speakers (control group). Subjects heard and interpreted declarative Dutch sentences, in which word order (NVN, VNN, NNV) and animacy configurations (AI [i.e., animate/inanimate], AA, IA) were systematically manipulated. Subjects had to name the noun (first or second) that functions as actor/subject of the sentence. Positive evidence was found for the hypotheses. It is concluded from this study, as well as from a previous study, that linguistically more complex input will not necessarily impede comprehension. The fact that non-native speakers have difficulties in producing a certain grammatical structure (e.g. the AdvVSO structure) does not imply that such a structure is also more difficult to understand in the speech of others.

93–19 Johnson, Jacqueline S. (U. of Virginia). Critical period effects in second-language acquisition: the effect of written versus auditory materials on the assessment of grammatical competence. *Language Learning* (Madison, Wis), **42,** 2 (1992), 217–48.

Current research has supported the existence of a critical period for the acquisition of the grammar of a second language. In one study, native speakers of Chinese and Korean, who had arrived in the U.S. at varying ages, were tested on their knowledge of English grammar using an auditory grammaticality judgment task. Subjects were tested only after having lived in the U.S. for many years as students or academicians. The present study asks whether the poorer performance exhibited by the older arrivals was due to their difficulty with English grammar or merely due to extragrammatical properties associated with an auditory task. The same subjects who participated in the earlier study were tested a year later using an untimed written version of the same test. A strong negative correlation was still observed between age of arrival and performance on the written test; $r = -0{\cdot}54$ for subjects of all ages of arrival; $r = -0{\cdot}73$ for subjects who arrived to the U.S. before adulthood. Performance was higher on the written version than on the auditory version, but only for the older arrivals. The possibility that earlier formal classroom training boosted the adult arrivals' performance on the written test is discussed.

93–20 Jones, Francis R. (U. of Newcastle upon Tyne). A language-teaching machine: input, uptake and output in the communicative classroom. *System* (Oxford), **20,** 2 (1992), 133–50.

In two FL lessons with substantial amounts of undirected student–student talk, post-lesson protocols were used to compare learner uptake from teacher and from peers. Teacher/materials input was found to give a far higher uptake rate than peer input, for which several reasons may be cited. In proficiency-streamed FL classes, for example, any 'knowledge gap' between peers is likely to be minor compared to that between teacher and student; peer recycling in message-focused phases almost certainly assists the internalisation of input highlighted in earlier meaning-focused phases; and urgent, message-focused communication gives rela-

tively few chances for metalinguistic highlighting – an act which seems to be a precondition for conscious uptake. The protocols also showed that at least some learners were aware of proceduralisation and skills-development processes during free communication.

It is suggested that the validity of free-communication activities in the typical proficiency-streamed FL class lies not so much in the peer input they supply as in the interactive output they generate. As peer input per se may be of high acquisition value, however, students should be given control not only of message-focused activities, but also of initial highlighting of meaning.

93–21 Kobayashi, Hiroe and Rinnert, Carol (Hiroshima U.). Effects of first language on second-language writing: translation versus direct composition. *Language Learning* (Madison, Wis), **42,** 2 (1992), 183–215.

This study of English compositions written by 48 Japanese university students examined: (1) differences between the tests resulting from two writing processes, one writing first in Japanese and then translating into English and the other composing directly in English and (2) the relationship between these two writing processes and students' language proficiency. In terms of quality of content, organisation, and style, lower-level writers tended to benefit from translation, whereas higher-level writers did not benefit much. Overall, syntactic

complexity was greater in translations than in direct writings. In terms of error frequency, higher-level students tended to make more errors that interfered with intended meaning in translation than in direct writing, but lower-level students did not show any difference. Regarding the correlation between language proficiency and the quality of the writing resulting from the two composing processes, oral skills related more closely to writing quality than did grammar knowledge, particularly for direct writing.

93–22 Major, Roy C. (Washington State U.). Losing English as a first language. *Modern Language Journal* (Madison, Wis), **76,** 2 (1992), 190–208.

A study of the English and Portuguese phonology of American immigrants in Brazil was designed to elicit data on the influence of a second language (L2) on the first language (L1) in two L1 styles, formal and casual speech. The results revealed that as proficiency in Portuguese (L2) increased, loss of English (L1) took place, but to a greater extent in casual as opposed to formal speech. L1 loss may thus be said to mirror L1 and L2 acquisition, since research indicates that a formal speech style is acquired before a casual one.

This finding has evident practical and theoretical implications. In the first instance, immigrant lan-

guage teachers are urged to prevent L1 loss, particularly in casual speech, by receiving as much native-speaker input as possible. The latter concern the characterisation of the language parameters in native speakers, which may on this evidence be seen as dynamic and fluid and subject to influence by another system, rather than set and stable. Such findings argue the case for the greater role of L2 research in general linguistic theory, since it has been shown that the mutual influence of L1 and L2 can have profound effects on languages in contact and ultimately historical change.

93–23 Mason, Deborah (Helsinki U.). The role of schemata and scripts in language learning. *System* (Oxford), **20,** 1 (1992), 45–50.

This article discusses student attitudes and pedagogical expectations as key elements in successful

language learning. By discussion of 'scripts' and 'schemata', the author maintains that learners from

18

different cultures have different ideas about education in general, and personal learning styles (including the roles students and teachers are expected to assume) in particular.

Various definitions of 'scripts' and 'schema' in developmental, clinical, cognitive and social psychology are discussed; basically, a script is a standard event sequence (e.g. 'frying an egg') whereas schemata represent a mental organisation of past reactions and experiences. In the latter case, when people read a story or experience an event, they interpret and alter it via an existing schematic patterning.

'Educational schemata' are culturally determined and invariably emotive for learners. It is felt that it is critical for teachers to be aware of their own schema (especially in regard to the encouragement of learner responsibility); a pre-course activity is described whereby both learners and teachers can articulate their respective operational expectations. In this way, a consensus can be reached on the most effective methodology for the course.

92-24 Masters, Janis Biggs (Geyer Springs First Baptist Kindergarten) and Pine, Shirley J. (U. of Arkansas at Little Rock). Incidental group language therapy: verbal and preverbal children. *Child Language Teaching and Therapy* (London), **8, 1** (1992), 18-29.

The purpose of this study was to determine if incidental language intervention with preschool language-delayed children increased the frequency of verbal and gestural speech acts. Subjects were four preverbal and four verbal children with mental retardation. The verbal subjects were selected to be peer language models for the preverbal subjects during a six-week language intervention programme based on incidental teaching. Nine speech acts were inspected for distributional changes between baseline and post-testing. The verbal preschool subjects appear to have facilitated an increase in communicative intentions by their preverbal peers based on a significant increase in frequency and distribution of the nine speech acts.

93-25 Mondahl, Margrethe and Jensen, Knud Anker. Information processing in a translation task. *Multilingua* (Amsterdam), **11, 2** (1992), 195-215.

This paper comments on advanced learners' processing of linguistic knowledge in connection with a translation task from Danish into English. It focuses on learners' use of different types of linguistic knowledge, on the degree to which they use it and on the form in which it is represented. The following issues are discussed; introspection as an elicitation method in data collection, a theoretical model based on cognitive psychology, a taxonomy of three types of knowledge representation and an analysis of learners' mental representations of linguistic knowledge along two dimensions. Finally some pedagogical perspectives of the findings are discussed – in particular, the role of grammar instruction in the classroom. The analysis shows that if the learner does not identify any particular problems, solutions are based on skill- and rule-based knowledge. If the learner identifies problems, the solution pattern is one that should involve the application of knowledge- or rule-based knowledge. The linguistically most competent learners in the present corpus are able to activate skill- or as a maximum rule-based knowledge.

93-26 Perdue, Clive and Klein, Wolfgang (Max-Planck-Inst. für Psycholinguistik, Nijmegen, The Netherlands). Why does the production of some learners not grammaticalise? *Studies in Second Language Acquisition* (Bloomington, Ind), **14, 3** (1992), 259-72.

This paper describes two beginning learners of English, Andrea and Santo, over a period of two years as they develop means to structure the declarative utterances they produce in various production tasks, and then addresses the following problem: in the early stages of acquisition, both learners develop a common learner variety; during these stages, a picture emerges of two learner varieties developing similar regularities determined by the minimal requirements of the tasks examined. Andrea subsequently develops further morphosyntactic means to achieve greater cohesion in his discourse, but Santo does not. Although contexts can be identified where the grammaticalisation of Andrea's production allows him to go beyond the initial constraints of his variety, it is much more difficult to ascertain why Santo, faced with the same constraints in the same contexts, does *not* follow this path. Some lines of investigation into this problem are suggested.

19

93–27 Pfaff, Carol W. (Free U., Berlin). The issue of grammaticalisation in early German second language. *Studies in Second Language Acquisition* (Bloomington, Ind), **14,** 3 (1992), 273–96.

This paper treats the development of the expression of grammatical categories in German in the early second-language acquisition of Turkish and German children attending a bilingual day-care centre in a multilingual speech community in Berlin. The author examines case and gender marking on noun phrases and pronouns and tense/aspect and agreement marking on verb phrases. These are examined in light of the following general issues. (*a*) Do grammatical markers develop from independent lexical items in child language as well as in diachronic development? (*b*) Do the markers initially mark pragmatic categories before being grammaticalised as syntactic functors? (*c*) Do grammaticalisations of the first language influence the development of the second language?

No evidence is found that pragmatic precede syntactic categories; however, some evidence indicates that grammatical markers develop first as independent words – for example, pronominal use preceding define article use of *der, die, das,* and main verb use preceding auxiliary use of *sein* ('be') and *haben* ('have'). Some evidence that the categories of the first language (Turkish) play a role in the development of German second language is found in compound verb constructions.

92–28 Ross, Steven (U. of Hawaii) **and Berwick, Richard** (U. of British Columbia). The discourse of accommodation in oral proficiency interviews. *Studies in Second Language Acquisition* (Bloomington, Ind), **14,** 2 (1992), 159–76.

Recent critical discussion of the Oral Proficiency Interview has questioned the adequacy and validity of the interview guidelines. The present study considers the role of accommodation in interview discourse and suggests that the extent of interviewer accommodation reveals an overlooked criterion for gauging the authenticity of the interview as simulated conversational interaction. The issue of misplaced accommodation as a threat to both the validity of the interview and the subsequent rating process is also raised, and supplementary criteria for training interviewers and evaluating the interview process are considered.

93–29 Skiba, Romuald and Dittmar, Norbert (Free U., Berlin). Pragmatic, semantic, and syntactic constraints and grammaticalisation: a longitudinal perspective. *Studies in Second Language Acquisition* (Bloomington, Ind), **14,** 3 (1992), 323–49.

This is a comparison of the acquisition of German of three adult Poles over a period of three years. As background to the acquisition of grammatical features in German (e.g., morphology, auxiliary and modal verbs, constituency structure, temporality), an acquisition profile of the informants is constructed. With the help of computer-aided corpus descriptions, the sequences in acquisition are specified.

The aim is to specify the notion of 'grammaticalisation' for second-language acquisition. The article further investigates the question as to which psycholinguistic parameters are responsible for the elaboration of learner varieties. The findings show that cognitive factors have to be taken into account to explain the varying degree of success in the acquisition process.

93–30 Tang, Gloria (U. of British Columbia). The effect of graphic representation of knowledge structures on ESL reading comprehension. *Studies in Second Language Acquisition* (Bloomington, Ind), **14,** 2 (1992), 177–95.

Research suggests that English as a second language (ESL) students take upwards of 5 years to acquire a level of proficiency in academic language that is comparable to their English-speaking peers. They are likely to be denied full access to school knowledge unless teachers help to bring about student content knowledge learning and second-language acquisition simultaneously.

This article reports on an experiment that was designed to discover the effect of graphic representation of knowledge structures (Mohan, 1986) on intermediate (seventh grade) ESL students'

20

comprehension of content knowledge and acquisition of a second language for academic purposes. This experiment, part of a larger study conducted in an elementary school in Vancouver, is based on a pretest–posttest nonequivalent-control group quasi-experimental design. A pretest and a posttest were administered on 45 seventh-grade ESL students. Findings suggested that a teacher-provided tree graph, representing a text passage of the knowledge structure of classification and used as a teaching strategy to present knowledge to seventh-grade ESL students, facilitated comprehension and immediate recall. Moreover, students in the graphic group agreed that using graphics to present knowledge facilitated learning.

93–31 White, Lydia (McGill U.) On triggering data in L2 acquisition: a reply to Schwartz and Gubala-Ryzak. *Second Language Research* (Utrecht, The Netherlands), **8**, 2 (1992), 120–37.

In this reply, the author addresses certain issues raised by Schwartz and Gubala-Ryzak (1992) [*see abstract* 92–258], who argue that White is mistaken in claiming that negative evidence can lead to parameter resetting in L2 acquisition. It is suggested that, although Schwartz and Gubala-Ryzak's reanalysis of White's findings solves a number of empirical and conceptual problems, their analysis raises new problems in its turn. Empirical evidence from French learners of English is presented which suggests that positive L2 data do not guarantee the loss of L1 parameter settings. The implications of this finding are discussed.

93–32 Yule, George (Louisiana State U.) **and others.** The variable effects of some task-based learning procedures on L2 communicative effectiveness. *Language Learning* (Madison, Wis), **42**, 2 (1992), 249–77.

This study attempted to evaluate the benefits of some task-based procedures used to develop L2 communicative effectiveness in spoken English among a group of advanced proficiency learners. Using three information transfer tasks and intervening discussion sessions, the authors attempted to investigate the actual communication outcomes of interaction prompted by the tasks. When the intervening discussion focused on linguistic aspects of task performance, there was a tendency for speakers to adopt a noticeably more egocentric perspective in a subsequent communicative task. When referential aspects of the task were discussed, subsequent communicative performance was characterised by speakers taking their interlocutor's perspective much more into account. It is suggested that L2 communicative effectiveness in an information transfer task will be enhanced when the speaker is led to think primarily about the listener's needs rather than the form of the speaker's message.

Testing

93–33 Alderson, J. Charles and Clapham, Caroline (U. of Lancaster). Applied linguistics and language testing: a case study of the ELTS test. *Applied Linguistics* (Oxford), **13**, 2 (1992), 149–67.

The background to the ELTS Revision Project in 1986 is considered, particularly views sought from 22 eminent applied linguists as to what theoretical perspectives on language/language proficiency should be embodied in the new IELTS test. The history of the structuralist Davies Test is outlined, as is the subsequent development of ELTS (with its new emphasis on sociocultural considerations and an ESP, 'needs-related' approach).

Munby's Communicative Needs Processor had a major influence on test design during the 1980s, and provided the basis for ELTS' modular, 'specific-purpose' format (which included areas such as medicine and technology). Munby's model had been critised on theoretical and practical grounds at the time, it being felt by some that there were no empirical data gathered to support the statistical justifications for ELTS; the four-year ELTS Validation Study also implied the need for revision. The responses from linguists sampled in the UK and North America were diverse on most issues [excerpts] but there seemed to be consensus, for

21

example, that proficiency is divisible by skill and that testing of reading, writing, speaking and listening was therefore valid.

Basically, the survey revealed that there was no dominant theoretical model which the ELTS Revision Project could use as a basis for test construction/construct validation and that further research was needed.

93–34 Davidson, Fred (U. of Illinois) **and Bachman, Lyle** (U. of California). The Cambridge-TOEFL comparability study: an example of the cross-national comparison of language tests. *AILA Review* (Madrid), **7** (1990), 24–45.

This article summarises the findings of a content/statistical comparability study between the UCLES First Certificate in English and TOEFL. A description is provided of the national EFL testing scenes in the UK and the USA; large-scale educational measurement in Great Britain is characterised by the existence of semi-centralised testing agencies which confer with many other persons and agencies in British education, resulting in a 'broad' concept of what an examination should be. In America, on the other hand, testing agencies are clinical, objective providers of proficiency assessment that is explicitly intended for making place-ment, advancement and other evaluation decisions in the educational system. The information is devised and produced by a 'psychometric epistemology', tests being developed to be sensitive to local diversity across states and local districts.

The UCLES and ELTS tests are typical products of divergent/distinctive educational measurement traditions. However, this contention was not totally supported by the statistical comparisons, FCE and TOEFL apparently performing similarly, leading to the conclusion that international tests, whatever the originating educational measurement culture, evince a 'common ground'.

93–35 Ganschow, Leonore (Miami U.) **and Sparks, Richard** (Coll. of Mt St Joseph, Oh). A screening instrument for the identification of foreign language learning problems. *Foreign Language Annals* (New York), **24,** 5 (1991), 383–98.

A self-scoring screening instrument is described, which is designed to predict college students' risk of success or failure in foreign language classes. The instrument's questions, based on the authors' experiences with students with learning disabilities, focus on students' foreign language backgrounds, developmental and academic learning histories, and tests and classroom learning characteristics. Results of research studies conducted with the instrument are discussed: (1) at-risk foreign language students exhibit characteristics similar to those of identified students with LD. (2) the survey shows potential as an initial screening instrument to identify students who are likely to experience difficulties in traditional foreign language classes; (3) findings on the FLSI-C provide additional support for the Linguistic Coding Deficit Hypothesis, and (4) a comparison of responses across Risk groups on the FLSI-C provides information about which items best discriminate populations.

93–36 Groot, Peter J. M. (U. of Utrecht). Language testing in research and education: the need for standards. *AILA Review* (Madrid), **7** (1990), 9–23.

The importance of reliability and validity in testing is stressed, as well as the standardisation of the procedures used for demonstrating them; increased exchangeability and comparability of testing results across various research /educational settings would have a beneficial effect on FL research and teaching. The difficulty of operationalising/defining communicative proficiency (with its many linguistic/pragmatic components) in a testing situation is discussed as a central issue.

The Bilingual Syntax Measure (BSM) is described; the evidence previously adduced from BSM for strong linkages between L1/L2 acquisition is suspect, the test not providing an adequate reflection of the syntactic skills of testees nor of their general language proficiency. Indeed, there is no unanimity amongst researchers as to what syntactic areas should be considered 'universal' properties of natural languages, providing an obvious difficulty in identifying/measuring particular traits.

After discussing a psychometric index of 'standard error of measurement' in relation to a test of Spanish used in the Dutch school system [tabular data], the author concludes that there is a higher correlation (and thus validity) between tests measuring the same trait, irrespective of differences in method/tasks, than between tests which measure different traits via the same method. Establishing construct validity is a laborious, but essential, task for researchers to undertake.

22

93–37 Henning, Sylvie Debevec (State U. of New York, Plattsburgh). Assessing literary interpretation skills. *Foreign Language Annals* (New York), **25,** 4 (1992), 339–55.

Along with other foreign language colleagues, the author has been participating in a comprehensive assessment project. Having accepted the principle of assessment based on proficiency rather than fact-acquisition for the four language skills, the group tried to apply the same principle to literary interpretation. ACTFL has no rating scale in this area, so the author undertook to elaborate one.

The four levels of the author's scale are based on a graduated arrangement of interpretive activities, each composed of an action and a textual or contextual component. Since literary interpretion requires strong reading comprehension, the novice level presupposes an intermediate-high level of reading comprehension. The notional components are sequenced from the specific and concrete to the general and abstract (e.g., from plot events to temporal structures). They are also arranged to move readers out of a self-oriented (biographical) perspective into a more world-oriented one (e.g. from character description to the work's relation to its socio-cultural or historical contexts). Finally, the components are increasingly self-conscious. The functions progress from recognising and distinguishing through describing to understanding and finally to analysing critically. The same textual/contextual component may appear at several levels, each time, however, matched with a different action.

The group is here concerned with the assessment of interpretive proficiency, not coverage. Consequently, the focus is on literary components that can be used to interpret any work, both as a coherent textual structure and as an element in larger contextual frameworks.

93–38 Hill, Clifford (Teachers Coll., Columbia U.) and Parry, Kate (Hunter Coll., The City U. of New York). The test at the gate: models of literacy in reading assessment. *TESOL Quarterly* (Washington, DC), **26,** 3 (1992), 433–61.

For many students throughout the world, success depends not only on the ability to read in English but on the demonstration of that ability through publicly recognised examinations. These exams are based on two separate traditions, one originating in Britain, the other in the United States; they vary considerably in form, yet there is a fundamental similarity in the demands they make and in the kind of reading they effectively teach. This similarity is described with respect to what Street calls the 'autonomous model of literacy', one which assumes that text, reader, and the skill of reading itself can be viewed as autonomous entities. In criticising this view, the authors present an alternative approach, described as a 'pragmatic model of literacy,' which treats text as social instrument, readers and writers as embodying social identities, and the skill of reading as extending beyond decoding and use of relevant knowledge to socially structured negotiation of meaning. These contrasting models of literacy are utilised to describe the limitations of reading tests; the authors argue for an alternative approach to assessment that reflects the social dimension of literacy activities. Within such pragmatically oriented assessment, reading and writing are viewed as inseparable.

93–39 Kalter, Alex Olde (European Agency of Educational Testing Service) and Vossen, Paul W. J. E. (U. of Nijmegen). EUROCERT: an international standard for certification of language proficiency. *AILA Review* (Madrid), **7** (1990), 91–106.

The article describes the EUROCERT battery, which comprises TOEFL, TWE (Test of Written English) and the TSE (Test of Spoken English); the aim is to provide an international certificate of English proficiency. EUROCERT is jointly developed and sponsored by the Educational Testing Service and the Dutch Institute for Educational Measurement. The author describes the developmental background to EUROCERT, with particular emphasis on the TSE, and attempts to justify the use of the three tests for contexts/purposes which were not envisaged when they were designed. A discussion of the literature on the evaluation of oral proficiency, and practical operational constraints in administering an oral test worldwide, is followed by description of a study wherein European/non-European TSE scores were compared [tabular/graphical data] and 'marketplace' perceptions of EUROCERT adduced.

EUROCERT had apparently been used by employers and by MBA institutes to screen candidates and was considered by many to represent

23

sound evidence of an individual's ability in English. Certified examinees also confirmed that EURO-CERT added significant value to their CVs. The data comparisons showed that the TSE works adequately in the European context, though not originally designed for that application, providing a significant improvement in the prediction of oral proficiency over TOEFL alone.

93–40 Kirschner, Michal and others (Tev Aviv U.) Avoiding obstacles to student comprehension of test questions. *TESOL Quarterly* (Washington, DC), **26**, 3 (1992), 537–56.

Preliminary criteria are presented to consider in the writing of English for academic purposes (EAP) reading comprehension tests. Such criteria are necessary as a frame of reference for a large and diverse teaching staff. The criteria pertain to the test as a whole as well as to the form of individual questions. The choice of items derives from the authors classroom and test-writing experience and reflects the comprehension problems that students encounter with test questions. These problems may indeed be stumbling blocks for the student because they constitute processing constraints. Pragmatic theory can provide a theoretical framework to explain these processing constraints.

93–41 Reves, Thea and Levine, Adina (Bar-Ilan U., Israel). From needs analysis to criterion-referenced testing. *System* (Oxford), **20**, 2 (1992), 201–10.

The aim of the present study was to develop a model for a criterion-referenced mastery reading comprehension test for university EFL courses. The subjects of the study were 68 first-year university students enrolled in EFL reading comprehension courses. The research confirmed the hypothesised relationship between learners' needs, reading tasks and course content and their cumulative contribution to the formulation of the criteria (domain specifications) of a mastery reading comprehension test. Analysis of the results showed that in the interactive process of reading, enabling reading skills are subsumed within the scope of the skills required for overall (mastery) reading comprehension and, thus, need not be specified in the objectives of the mastery reading comprehension test.

93–42 Shohamy, Elana (Tel Aviv U.) **and others.** The effect of raters' background and training on the reliability of direct writing tests. *Modern Language Journal* (Madison, Wis), **76**, 1 (1992), 27–33.

The difference between direct and indirect tests of proficiency is discussed, as well as the evaluation criteria used by institutions of higher education in assessing samples of student writing, including Holistic, Analytical and Primary Trait Scoring. The former refers to impressionistic global rating of an entire written text, whereas analytical scoring involves a division of the various features of a written sample into grammatical, lexical or pragmatic elements; in PTS raters look for certain characteristics crucial to the specific rhetorical task the writer has been asked to perform.

Factors affecting rater reliability, particularly educational background and training, are considered and a project described wherein 250 English language texts produced by secondary school students were assessed by trained and untrained native speakers, using specially designed rating scales [tabular data]. It appeared from the study that raters can assess reliably, regardless of background and training (though raters can evince reliability if they are given narrowly focused procedural training). Responsible non-teachers could thus be employed to assess writing samples reliably, thereby reducing the cost of rating exercises, though this depends on the provision of clear, workable and valid rating scales.

93–43 Stansfield, Charles W. (Center for Applied Linguistics) **and Kenyon, Dorry Mann.** The development and validation of a simulated oral proficiency interview. *Modern Language Journal* (Madison, Wis), **76**, 2 (1992), 129–41.

This article describes the development by the Centre for Applied Linguistics of a Simulated Oral Pro-ficiency Interview (SOPI), using the Indonesian Speaking Test as an example. The SOPI is intended

24

as a cost-effective replacement for the Oral Proficiency Interview format (wherein testees are assessed face-to-face); in the case of exotic languages, there is both a shortage of trained native-speaking assessors and of candidates and there would thus seem to be a case for tape-mediated testing. It is claimed that the quality of an OPI could vary, depending on such factors as interviewer experience/personality and fatigue, whereas the SOPI offers a consistent calibre of test to all examinees.

The SOPI is similar in format to the OPI [excerpts/examples], using a warm-up and such tasks as personal conversation, giving directions and picture sequence narration; it also uses aural and visual stimuli to elicit speech samples which can be meaningfully scored with reference to the ACTFL Proficiency Guidelines.

A validation study undertaken on the Indonesian Speaking Test [tabular data] supports the authors' contention that the SOPI has significant validity/reliability and that it may confidently be given as a surrogate measure in place of the OPI.

Course/materials design

93–44   Chun, Dorothy M. (U. of Texas, Austin) and Brandl, Klaus K. (U. of Washington). Beyond form-based drill and practice: meaning-enhancing CALL on the Macintosh. *Foreign Language Annals* (New York), **25**, 3 (1992), 255–67.

By examining options in available software, the authors differentiate between new software for the Macintosh computer, which extends hypermedia capabilities to enable more meaning-enhancing exercises, and the purely form-based corrective exercises found in existing programs. Many of the programs for teaching foreign languages which are currently on the market are labeled 'interactive' because they provide immediate feedback in the form of error correction and record keeping. In addition, many contain integrated hypermedia, i.e. they incorporative visual, audio and graphic features in order to simulate genuine language and provide other nonlinguistic stimuli. However, the great majority of these programs are in essence form-based drill and practice exercises. The new software presented here contains meaning-enhancing exercises, which provide both thematic and visual context and coherence, and which highlight the differences in meaning resulting from differences in form. So-called 'Communicative Gap Exercises': (1) engage the user in a meaningful interaction or negotiation with the computer (there is missing information that the user tries to uncover or an agreement that needs to be negotiated); and (2) give users the opportunity to input complete sentences and to receive feedback about each word in the sentence, in contrast to the many programs which generally require users to fill in one-word blanks.

93–45   Kenning, Marie-Madeleine (U. of East Anglia). CALL Evaluation: the learner's view. *CALL: Computer Assisted Language Learning* (Exeter), **4**, 1 (1992), 21–7.

The author outlines the difficulties in evaluating a program from the learner's view. She gives details of an evaluation survey carried out at the University of East Anglia into student reactions to materials used (namely, *A Vous la France* and *España Viva*). She based the assessment on the criteria of enjoyment and usefulness. The results were favourable to the use of CALL and suggest that software could be improved with the introduction of more choice in order to cater for differing needs, tastes and learning styles.

93–46   Laurillard, Diana (Open U., Milton Keynes). Principles for computer-based software design for language learning. *CALL: Computer Assisted Language Learning* (Exeter), **4**, 3 (1992), 141–52.

This paper considers a theoretical approach to computer assisted language learning, based on psycholinguistic research. Klein's analysis of second-language acquisition is detailed enough to be used to motivate a more principled approach to the design of CALL programs than has been undertaken so far. He describes four problems that face the spontaneous language learner: 'analysis', of what they hear, 'synthesis' to structure this in order to obtain meaning, 'embedding', using the contextual aspects of language to support the processes of analysis and synthesis, and 'matching', where the learners have to

25

match their utterances against that of target language speakers to improve their performance. The paper considers each of these for how they occur in language acquired through instruction, and how they might provide a basis for a principled approach to language teaching software design. The approach is then illustrated by applying it to a critique of a (fictionalised) example of existing language teaching software.

93–47 McGinnis, Scott (U. of Oregon) **and Chuanren Ke** (Indiana U.). Using authentic cultural materials to teach reading in Chinese. *Foreign Language Annals* (New York), **25**, 3 (1992), 233–8.

The use of authentic texts to develop cultural understanding extends to at least three types of culture – functional, informational and achievement. Even seemingly survival (functional) oriented texts such as transportation time schedules embody a great deal of informational culture. The present project describes how to utilise two timetables (one boat, one train) from the People's Republic of China to enhance students' understanding of elements of the informational culture on the mainland, as well as their performative ability with respect to the functional culture. Specifics of both pre-reading and reading activities are provided, as well as a suggestion for a post-reading activity which may serve as an effective language game either within or outside the formal language classroom.

93–48 Savage, William and Storer, Graeme (Asian Inst. of Technology, Bangkok, Thailand). An emergent language programme framework: actively involving learners in needs analysis. *System* (Oxford), **20**, 2 (1992), 187–99.

In developing a language programme for the staff of an aquaculture outreach project in northeast Thailand, the teachers wanted to actively involve the learners in both the needs analysis and programme design. The approach evolved through a process of meeting the learners and planning and participating with them in the language programme. It was after the fact that the teachers returned to the relevant literature to place their work in the context of the ESP field. This paper relates their experience working together with the learners in an emergent programme. As such it describes a piece of action research which addresses the question: 'what language programme framework allows for learners to be actively involved in needs analysis and programme design?'

By detailing needs identified by the learners and giving examples of how the needs were realised in learning activities, the authors show that learners can provide the content of a language programme.

93–49 Ylönen, Sabine. Zur Erstellung von Unterrichtsmaterialien für den fachbezogenen Fremdsprachenunterricht aus textlinguistischer Sicht: Beispiel 'Deutsch für Mediziner'. [The case for teaching materials for subject-specific foreign language teaching (LSP) based on field-specific texts. Example: German for doctors.] *Finlance* (Jyväskylä, Finland), **10** (1991), 67–99.

Increased subject specification has led to the development of field-specific genres. This hampers language interaction both nationally and internationally. It also means that LSP-teaching – be it in the mother tongue or a foreign language – is faced with a fresh challenge, as both teaching and materials production must take into account the latest developments in LSP-teaching.

Communicative language learning is here defined as learner-centred and task-based. The goal of communicative LSP-learning is defined as acquiring the linguistic skills needed to function in a specific context. It is argued that materials design based on a typology of field specific texts is best equipped to identify and make use of material communicatively relevant to LSP-students. Genre definitions are discussed and arguments are proposed in favour of choosing a pragmatic–communicative genre definition as a basis for course design. The material 'German for Students of Medicine' is presented as an example of a subject-oriented and genre-based approach to course design.

Teacher training

93–50 Fahmy, Jane Jackson (Saint Mary's U., Halifax, Nova Scotia) **and Bilton, Linda** (U. of Southampton). The sociocultural dimension of TEFL education: the Omani file. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **13,** 3 (1992), 269–89.

The introduction of English into a country which has had limited contact with the West is a daring venture. How will EFL learners feel about themselves and their traditions? Will they be fearful of becoming Westernised? Would TEFL student teachers in a remote corner of the Arabian Gulf experience a dilemma of conflicting cultural allegiances?

This paper describes a case study of the undergraduate TEFL education programme at Sultan Qaboos University in the Sultanate of Oman. Data were gathered about the sociocultural, linguistic and educational backgrounds of the student teachers. By means of a survey and proficiency test, information was solicited about their level of English, their reasons for studying EFL, their views about EFL

language learning in Oman, and their perceptions about the importance of various subjects in the TEFL programme.

The student teachers indicated that they lacked confidence in the ability to communicate orally in English. They have had very limited contact with native English speakers and are studying the language primarily for pragmatic reasons. Most have a positive attitude towards the use and study of English in Oman and do not appear to be afraid of becoming Westernised.

TEFL education programmes will be more relevant and culturally appropriate if efforts such as this are made to understand the sociocultural context of language learning and teaching through the perspective of the student teachers.

93–51 Johnson, Karen E. (Pennsylvania State U.). Learning to teach: instructional actions and decisions of preservice ESL teachers. *TESOL Quarterly* (Washington, DC), **26,** 3 (1992), 507–35.

This study examines the instructional actions and decisions of preservice English as a second language teachers during their initial teaching experiences. Six preservice ESL teachers viewed videotapes of their own teaching and provided recall comments that detailed their instructional decisions while teaching. Transcriptions of videotaped lessons along with corresponding recall comments were examined to determine the ways in which these teachers perceived and responded to student input during second-language instruction, the instructional decisions they made, and the prior knowledge they considered while making those decisions. The results suggest that preservice ESL teachers' instructional

actions were directed by unexpected student responses and the desire to maintain the flow of instructional activities. Their instructional decisions were overwhelmingly influenced by the need to ensure student understanding, to increase student motivation and involvement, and to maintain control over instructional management. The findings of this study highlight the cognitive demands placed on preservice ESL teachers and support the need for second-language teacher preparation programmes to provide opportunities for preservice ESL teachers to understand the dynamics of how they think and act as they learn to teach.

93–52 Motteram, Gary (U. of Manchester). Authoring tools and teacher training for CALL. *System* (Oxford), **20,** 2 (1992), 151–60.

It has been suggested that authoring languages are a way of teaching language teachers how to make their own software. Others have felt that these packages take too long to learn and when they have been learned they are not really powerful enough to do anything worthwhile. This paper reports the success of using authoring languages on Master's degree courses at Manchester University. It talks about the tools themselves, taking three different packages with differing powers and facilities and

describes their strengths and weaknesses as tools for language learning materials development. The role of such packages in teacher training is then presented, showing that the use of such tools enables teachers to become more critically aware of available software. Finally, some examples of the materials and how they were used is given. This is offered along with student comments on the software itself and how well it performed.

93–53 Stacey, Kathleen (Children's Services Office, South Australia), 'Invitations to language learning': an evaluation of a language resources project. *Child Language Teaching and Therapy* (London), **8,** 2 (1992), 124–37.

The 'Invitations to Language Learning' (ITLL) project involved the collation of appropriate language resources, the production of a resource guide booklet, and the design and implementation of half-day workshops for staff working in early childhood services who have children with language delays and disorders attending their centres. This paper describes the effectiveness of this project on the increasing level of comfort, involvement and specific support work provided by early childhood staff. The evaluation was based on pre- and post-questionnaire data with follow-up interviews of 20% of participants.

Teaching methods

93–54 Ansel, Bettina and Jucker, Andreas H. (U. of Zurich, Switzerland). Learning linguistics with computers: hypertext as a key to linguistic networks. *Literary and Linguistic Computing* (Oxford), **7,** 2 (1992), 124–31.

It is one of the problems of university education that students should at the same time be provided with a large amount of information; with the methods of acquiring this wealth of information, and with a habit of thinking in networks of information rather than in a linear manner. With traditional textbooks, which are necessarily organised in a linear, sequential manner, these aims are difficult to achieve. An electronic hypertext teaching aid could be one way to alleviate the problem. At the University of Zurich, an authoring tool is being developed that helps university teachers produce such teaching aids. At the same time, one particular application in the content domain of English linguistics is being developed and tested in actual teaching situations. The main part of this paper describes the structure and content of the emerging hypertext teaching aid, its advantages and disadvantages in comparison with traditional textbooks, and some general didactic implications.

93–55 Butzkamm, Wolfgang. Zur Methodik des Unterrichts an bilingualen Zweigen. [Teaching methodology in a bilingual context.] *ZFF: Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **3,** 1 (1992), 8–30.

Bilingual sections in German grammar schools constitute an instructive observational arena for the clarification of problems which arise in teaching methodology. Lessons from the German–French branch of the Burgau *Gymnasium* are analysed and compared with related findings from Welsh, Canadian and Californian schools where content subjects are taught in a foreign or second language. The analysis focuses on (1) the interplay of message- and medium-oriented communication, i.e. the teacher's flexibility to switch adeptly from subject matter teaching to language practice when an opportune moment arises; and on (2) the role of the mother tongue as a help or hindrance. The Canadian policy of the exclusive use of the foreign language is contrasted with a genuinely bilingual approach where pupils are expected to handle the subject matter equally well in both languages. The careful analysis of lessons from a well-defined theoretical viewpoint proves to be a fruitful research approach which needs to be applied to a greater number of lessons. It is thought to be a necessary supplement to research which focuses on the testing of learning outcomes.

93–56 Cumming, Alister (Ontario Inst. for Studies in Ed.) **and Gill, Jaswinder** (U. of British Columbia). Learning ESL literacy among Indo-Canadian women. *Language, Culture and Curriculum* (Clevedon, Avon), **4,** 3 (1991), 181–200.

This paper reports findings from an action research project which set up a part-time instructional programme for a small number of Punjabi-speaking women immigrants to Canada then traced their uses of literacy and English in classroom and home settings over six months of instruction, then four months later. Analyses of classroom and interview data indicate that participants efforts to teach and acquire literacy in a second language focused on five aspects of knowledge: language code; self-control

28

strategies and schematic representations for reading and writing; personal knowledge; social knowledge; and social experience. A major dilemma for instruction was to create learning tasks to address all five aspects of literacy coherently and holistically while providing sufficient guidance and practice in each aspect of literacy to foster appropriate consolidation of knowledge. Long-term impacts of language and literacy acquisition on the women's lives appeared as more frequent reading for information in English, interactions with their children's schools, telephone communications, formulaic writing, and use of their local library and public health unit. The women's accuracy in certain morphemes and control over English syntax increased slightly in their writing.

93-57 Delahousse, Bernard (U. des Sciences et Technologies, Lille, France) **and Price, John Stuart** (Centre de Liaison et d'Information pour le Développement des Echanges Européens: EUCLIDE). Les programmes Européens et l'apprentissage des langues vivantes. [European programmes and modern language learning.] *Langues Modernes* (Paris), **86,** 2 (1992), 49–55.

The aim of this paper is to bring European foreign language exchange programmes to the attention of teachers of modern languages. It gives a general outline of the LINGUA, PETRA II, ERASMUS, ECTS and COMETT programmes. A short description of the aim of each programme and who it is for is followed by details of funding and how to set up a project. Useful addresses are given, as are details of publications giving further information.

93-58 Graney, John M. (U. of Illinois, Champaign-Urbana). A framework for using text graphing. *System* (Oxford), **20,** 2 (1992) 161–7.

Text graphing realises the possibilities for enhancing instruction using insights provided by educational research in schema theory and metacognition. The latter provide explanations for how the mind works in pursuing understanding. These theories help us understand how the mind of a learner approaching a new text uses existing knowledge and makes decisions in working toward an understanding of the text.

Text graphing provides usable strategies for learners to participate in the reconstruction of the meaning of a text. By starting from existing schemata and reinforcing metacognitive strategy use, teachers can help students develop skills and insights for understanding texts.

This paper outlines an approach to text graphing through describing four types of graphs: sunburst, matrix, tree structure, and flow chart. Then it matches the graphing types to twelve types identified by Kitao and offers suggestions for incorporating text graphing into reading lessons.

93-59 Habert, J-L. L'utilisation du support vidéo dans l'enseignement des langues vivantes. [Use of video in modern language teaching.] *Langues Modernes* (Paris), **86,** 2 (1992), 27–37.

The author and colleagues have explored the use in EFL teaching of video extracts from feature films and television news: the example discussed in detail is a scene from the film 'Places in the Heart'. First, the extract is played silently, and the learners are invited to speculate about what has happened. Then the dialogue is heard, and questions asked about the characters' feelings and attitudes, centred on concepts such as impatience, irritation and refusal, and requiring answers which used fixed syntactic patterns. This leads to an examination of nuances of grammar, e.g. use of demonstratives, or the syntactic and semantic differences between *I won't have them vandalising my personal property* and *I won't have you come into my house.*

The main advantages claimed for this approach are that classroom discourse is made less artificial by the creation of information gaps and reasons to communicate, and that grammar can be related to real, or at least realistic, situations and speech-acts.

29

93–60 Lipka, Ute. Traduzione e didattica delle lingue straniere. [Translation and the teaching of foreign languages.] *Rassegna Italiana di Linguistica Applicata* (Rome), **1** (1992), 15–24.

Recent changes in language teaching methodology may mean that translation has been abandoned in schools, but the use of it as a teaching instrument has persisted in universities in most European countries. Despite the paucity of research in the field, translation does have a role to play in language teaching, both from and into the foreign language, in alerting students to the differences between language systems and the many ways in which any one concept can be expressed. Criteria for the choice of suitable texts are discussed and an outline is given of ways in which students can be gradually introduced to translation. Analysis of the text for translation and the study of other texts on the topic are useful ways of leading students into the translation proper.

The problem of evaluating translation has yet to be resolved, but evaluation should be based on a whole-text, semantic approach, rather than on single grammatical or lexical items.

93–61 Scott, Virginia M. (Vanderbilt U.) **and Randall, Sarah A.** (Chatham Hall, Va). Can students apply grammar rules after reading textbook explanations? *Foreign Language Annals* (New York), **25,** 4 (1992), 357–67.

The ACTFL Proficiency Guidelines have become a standard by which many teachers devise foreign language curricula and daily classroom procedures. However, for many teachers, there seems to be little guidance with regard to the role of explicit grammar instruction in the proficiency-oriented classroom. Proponents of proficiency-oriented instruction recognise the importance of grammar and accuracy, yet the questions involving what kind of explicit grammar instruction teachers need to do in class as well as what students can do outside of class, without teacher intervention, have yet to be answered.

In order to begin answering these questions, the authors designed a research experiment to determine how well students are able to read, learn and use targeted grammar structures on their own. Results suggest that students can learn certain kinds of linguistic structures autonomously, whereas other kinds of structures require more active teacher intervention. While these results raise further questions about explicit grammar instruction in the proficiency-oriented classroom, they point ultimately to more effective use of class time.

93–62 Sparks, Richard L. (Coll. of Mount St Joseph, Cincinnati, Oh) **and others.** Test comparisons among students identified as high-risk, low-risk and learning disabled in high school foreign language courses. *Modern Language Journal* (Madison, Wis), **76,** 2 (1992), 142–59.

The article describes an exercise in which language learners were assessed via a battery of tests including the Modern Language Aptitude Test and the Wide Range Achievement Test – Revised. The three populations tested comprised low-risk, high-risk and learning disabled students. After reviewing the literature on language/language learning difficulties, and the development of MLAT and Pimsleur's Language Aptitude battery, the authors maintain that learning difficulties are primarily language-based and that reading/listening comprehension are influenced by the same cognitive mechanisms.

Linkages are also claimed between L1/L2 learning, and the LCDH (Linguistic Coding Deficit Hypothesis) is discussed, wherein phonological and syntactic difficulties in the L1 purportedly have a direct bearing on a learner's L2 classroom success. The testing procedures used by the authors [tabular data] support the LCDH, and show that disabled readers encounter language-based difficulties at the phonological and syntactic, but not semantic, levels. One implication of the research is that alternative methodologies might be successful with HR and LD students, but that communicative approaches might not be appropriate. There would seem to be a need for consistency of programming, frequent review/repetition and presentation of small amounts of material at any one time.

93–63 Woods, Devon (Carleton U.). Teachers' interpretations of second language teaching curricula. *RELC Journal* (Singapore), **22**, 2 (1991), 1–18.

Teachers play a far greater role than is generally assumed in how a language teaching curriculum and its associated teaching materials are interpreted, and thus in determining the classroom learning experiences learners undergo. Teachers' underlying assumptions and beliefs play a crucial role in their decision making. A study was made of two university-level teachers preparing Canadian and foreign students whose mother tongue was not English for a regular programme of academic study in English. Differences emerged in attitudes to the role of the preplanned curriculum and the role of students in determining teacher decisions ('curriculum-based teaching' and 'student-based teaching'). Very few institutions would trust a curriculum that is based entirely on the specific students in each class, but the validity of student-based teaching is well recognised in the field of second-language pedagogy. So at any given moment there may be a conflict between the institution's agenda and the students' agenda, requiring a choice to be made by the teacher. That choice will depend on his or her philosophy with regard to the implementation of the curriculum. The teachers studied also had very different beliefs about how language teaching material should be organised and presented to the students (Linear versus holistic organisation of content). No attempt was made to relate teaching approaches to different outcomes in learning, but in fact the students in both classes performed on a roughly equivalent level in the final exam. The study provides insights into the very individual way in which teachers interpret and reinterpret technical concepts and terms in the light of their everyday teaching experience, leading to much more complex and textured views than those being imposed from above via language syllabuses and programmes.

93–64 Zamel, Vivian (U. of Massachusetts at Boston). Writing one's way into reading. *TESOL Quarterly* (Washington, DC), **26**, 3 (1992), 463–85.

Despite research and theory to the contrary, approaches to the teaching of reading continue to reflect a transmission model of reading, focused on the retrieval of information from a text. This model prevents students from experiencing reading as an active, exploratory process, one that involves the making of meaning. It thus denies them their transactions with a text and the realisation that reading involves such transactions. In order to give students experiences with reading that demonstrate the ways in which readers engage, contribute to, and make connections with texts, writing needs to be fully integrated with reading. Writing, because of its heuristic, generative and recursive nature, allows students to write their way into reading and to discover that reading shares much in common with writing, that reading, too, is an act of composing.