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# Language learning and teaching – theory and practice

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## Theory and principles

**88–121 James, Carl.** Five uses for grammar in foreign language teaching. *Anglo-American Studies* (Spain), **6**, 2 (1986), 101–15.

This article questions the tendency for current grammar teaching to be communicative, discursive or cognitive, since evidence suggests there is a reappraisal of the rejection of grammar-based foreign language teaching.

Grammar is defined as being codified description/s of a language, and also as carrying a social message – we tend to judge people according to their adherence to linguistic norms. Useful roles for grammar in foreign language teaching are suggested: the metalanguage of grammar teaching focuses learners' attention on a specific grammar point; assessment can have greater objectivity since

clear decisions of right or wrong are possible; contrasts between rules of the mother tongue and the foreign language can be identified.

Grammar may, in addition, have a remedial role, in that it may be used to correct errors before they become ineradicable. This requires 'ostensive' teaching, in which learners may be asked to identify ungrammatical forms, or use mnemonics such as the visual 'football' team in teaching personal pronoun order in French, for example.

The article recommends that grammar be included in foreign language teaching.

**88–122 McKay, Sandra.** Teaching grammar: form, function and technique. *Anglo-American Studies* (Spain), **6**, 1 (1986), 5–18.

Organisation of a grammar class according to grammatical structures has several advantages: it enables sequencing of structures in terms of complexity, practising and testing of structures singly, and scoring well in proficiency tests, which are frequently designed to test rules and terminology. But a knowledge of rules does not necessarily lend itself to effective communication, and this has resulted in a shift of emphasis from form to function, the advantages of this being twofold: teachers can select the function they wish students to be able to express, and students can learn that there are several ways to say the same thing. In order to achieve

effective, correct, and appropriate use of language, there is a constant need for balance between form and function, both of which require attention in the grammar class. But selection of the most useful function and its corresponding forms, appropriate to a given situation, is essential. This in turn necessitates a careful selection of techniques to suit the learners, the learning situation, and the available materials, since some techniques lend themselves to the teaching of certain forms and functions. Particularly suitable are various types of grid, object, floor plan and line drawing.

**88–123 Newmeyer, Frederick J.** (U. of Washington). The current convergence in linguistic theory: some implications for second language acquisition research. *Second Language Research* (Utrecht), **3**, 1 (1987), 1–19.

To the outsider, generative grammar must appear to contain a bewildering variety of different frameworks for syntactic description, each with its own distinct goals, research programme and technical vocabulary. It seems fair to say that this seeming inability of theoretical linguists to get their own house in order has led many applied linguists to question whether even the most general conceptions of generative grammar have any relevance to their concerns. Despite superficial appearances, however, the differences between the major generative frameworks are relatively minor, and are steadily lessening. Indeed, a convergence is taking place among the three most important, namely, the government-

binding theory, generalised phrase structure grammar, and lexical-functional grammar. In particular, all now accept two basic concepts governing grammatical processes: 'modularity' and 'locality'. According to the former, grammatical complexity results from the interaction of autonomous grammatical subsystems; according to the latter, grammatical processes are sharply constrained as to the degree of 'distance' that the elements involved may lie from each other. It is argued that these convergences have interesting implications for those who wish to apply linguistic theory to the understanding of second language acquisition.

**88–124 Piper, David.** The theory–practice relationship in ESL and the ‘art of the eclectic’. *TESL Canada Journal* (Montreal), **4**, 2 (1987), 29–39.

The theory–practice relationship in ESL, as in other curriculum areas, is a matter of continual concern. This paper reviews some of the central issues and problems relating to the interpretation of theory and research for ESL practice. The discussion focuses on four main areas: (1) the relationship between theoretical and practical knowledge, (2) the temporary nature of theories, (3) the status of theoretical constructs, and (4) the multiple interpretability of

theory and research. Following insistence upon the ‘art of the eclectic’ in curriculum deliberation by Schwab, an attempt is made to distinguish between principled and unprincipled interpretations of eclecticism. The main conclusion of the paper is that the relationship between theory and practice must be an indirect one, one which therefore depends upon the skills of teachers as classroom researchers and deliberators about curriculum.

**88–125 Salter, Michael** (Her Majesty’s Inspector of Schools). Languages – the challenge of change. *Modern Languages* (London), **68**, 2 (1987), 110–16.

Until recently, listening comprehension was a largely neglected and unrewarded skill in foreign language learning in Britain, but this is at last changing. Emphasis is now placed on use of the foreign language for listening, reading, speaking and writing exercises, and teachers are making increasing use of the foreign language in the classroom. The objective is to teach communication skills and survival language. The graded objectives movement has been a powerful motivator of teachers and pupils, and has contributed to the development of syllabuses for the new GCSE examination. The new HMI discussion document *Modern Foreign Languages to 16* is intended to reflect current thinking, and puts the case for one foreign language to be compulsory for all pupils to the age of 16, although the starting age for second foreign languages would be postponed to 14. Compulsory language study to 16 would ensure that pupils of both sexes followed a course of adequate length for the achievement of worthwhile objectives. Recent research indicates it is false to assume that below-average pupils reach a ceiling in their third year. The challenge is to teach all pupils effectively, and without seeking refuge in panaceas currently in vogue, such as language awareness courses (as opposed to the pursuit of language awareness as an intrinsic part of language learning) and over-long ‘taster’ courses which erode the time available for main language courses.

The ‘authentic’ language which characterises graded objectives and GCSE syllabuses often revolves round visits abroad which pupils may in fact never make. Children need to be equipped with a more personal language which enables them to escape incessant role-play and to talk about their own interests and experience. Recent surveys indicate several likely benefits of a compulsory foreign language to age 16. The sex imbalance found in many classes at the post-option stage would disappear. Pupils could actually be enabled to do more than is currently expected of them, as they would benefit from opportunities for sustained conversation practice and extended speaking, writing and reading tasks. The issue of grammar, often sidestepped in modern communicative approaches, must be faced; grammar, like vocabulary, should be learned in context. Assessment is also a key issue. It has three important functions: to ascertain whether teaching and learning objectives are being met; to diagnose pupils’ strengths and weaknesses as a guide to the subsequent direction of teaching; to motivate pupils (and their parents) by giving them a regular sense of achievement. Motivation is of fundamental importance, and is enhanced by positive attitudes to foreign language study in business and industry and among the public at large. It is fostered above all by top-quality teaching.

**88–126 Sridhar, Kamal K.** (City U. of New York) **and Sridhar, S. N.** (State U. of New York). Bridging the paradigm gap: second language acquisition theory and indigenised varieties of English. *World Englishes* (Oxford), **5**, 1 (1986), 3–14

It is argued that there is a paradigm gap that has prevented research on second-language acquisition (SLA) theory and indigenised varieties of English (IVEs) from making substantive contributions to

each other. While it is true that studies of IVEs and their acquisition have been impressionistic (non-empirical) and often atheoretical, the lack of rapprochement is also due to SLA theory’s excessive

reliance for its models on acquisition in native-speaker environments and ignorance of the dynamics of language use in multilingual settings. This has resulted in the neglect and misunderstanding of IVEs. It is shown that IVEs represent a number of

significant sociolinguistic and psycholinguistic variables, the investigation of which will put SLA theory on firmer theoretical ground and give it greater explanatory power.

**88-127 Tudor, Ian** (U. of Aston). Language training in the foreign language degree: how specific a purpose? *British Journal of Language Teaching*, **25**, 2 (1987), 85-90 and 99.

University-level FLT is often thought to be diametrically opposed to LSP, but can in fact be considered a form of LSP; not the 'classic' LSP which provides a restricted competence based on precise knowledge of future needs, but something more on the EAP model, providing an enabling competence and performance potential to operate within a given social context. The starting point should be the 'standard educated Frenchman' or equivalent, whose linguistic and sociolinguistic universe should be analysed to generate pedagogic objectives.

As yet we can do this only very incompletely, but we can start by exposing learners to the full range of oral and written text-types to which this hypothetical FL user is exposed, including the ephemeral (bus tickets) and popular (e.g. soap operas, which reflect a complex of stereotypes, shared assumptions and attitudes). Our methodology, as well as providing rich and meaningful input, should reflect the kinds of communicative task undertaken by native speakers, entailing a shift in the teacher's role from imparter to facilitator.

**88-128 Widdowson, H. G.** (U. of London Inst. of Ed.). The roles of teacher and learner. *ELT Journal* (London), **41**, 2 (1987), 83-8.

Roles are kinds of conventional script which constrain an individual to assume a *persona* in conforming to expected patterns of behaviour. The roles of teachers and learners are not as straightforward as they might appear. The terms 'pupil' and 'student' denote institutionalised roles, but people are not categorised as 'learners'. 'Teacher' is ambiguous – it refers to an identifying and categorising role like 'pupil' but can also be used for a temporary/incidental role, corresponding to 'learner'. The different kinds of classroom engagement (occupation/identifying versus activity/incidentals) can converge or conflict; it is the task of classroom methodology to get them to synchronise effectively. There is the 'interactional' engagement of the teacher with the pupil and the 'transactional'

purpose of meeting learning objectives. A rigid definition of the teacher's role as commanding deference and tightly controlling interaction impedes the natural learning process. But the teacher must retain authority, however learner-centred the classroom has become. He/she still has to contrive the enabling conditions for learning and guide and monitor progress. There are dangers in allowing groups to exercise a genuine interactional autonomy in the classroom, because a group has its own norms and expectations which may not match up with what the teacher expects from group activity. It is important to reconcile the claims to authority of the teacher on the one hand with the claims to autonomy of the learner and pupil on the other.

## Psychology of language learning

**88-129 Ard, Josh** (U. of Michigan) and **Gass, Susan M.** (Michigan State U.). Lexical constraints on syntactic acquisition. *Studies in Second Language Acquisition* (Bloomington, Ind), **9**, 2 (1987), 233-52.

This paper investigates what has traditionally been viewed as syntactic acquisition, with the goal of questioning whether what appears to be syntactic acquisition is more appropriately described as lexical or semantic acquisition. Data come from responses to a grammaticality judgment test by learners of English as a second language at two proficiency levels. Four syntactic structures were examined. The sentences tested varied in the verbs used (e.g. *John*

*donated/gave Mary a present; John donated/gave a present to Mary*). The results suggest that less proficient subjects use syntactic strategies, more proficient learners use more semantic-based strategies, and there is more lexical differentiation at the lower levels of proficiency. Thus, as learners gain in proficiency, there is an increased influence of the semantic relatedness of lexical items.



**88-130 Bongaerts, Theo and others** (U. of Nijmegen). Perspective and proficiency in L2 referential communication. *Studies in Second Language Acquisition* (Bloomington, Ind), **9**, 2 (1987), 171–200.

This paper examines some aspects of second language referential communication in an experimental setting. The research method employed is an adapted version of a dyadic communication task originally devised by Krauss and Weinheimer (1964) and subsequently used in a long series of first language studies with anglophone children and adults. The task requires subjects, who are visually separated but allowed to converse freely, to reach agreement on the ordering of a set of abstract, non-conventional shapes over a number of trials. The learners appear to behave like native speakers in many ways: they can carry out the task successfully,

they shorten references on repeated use, they need less time in subsequent trials, and most importantly, they tend to prefer to describe the shapes from an analogical perspective rather than from a literal one. The differences between learners and anglophone native speakers are mainly quantitative in nature. For instance, the learners need more time and more words for the task. Also, their final references tend to be longer and structurally more complex. However, the same was true for a comparable group of Dutch native speakers. Furthermore, one learner group showed behaviour that was aberrant and could not be related to proficiency level.

**88-131 Cain, Jacquelin** (Lubbock Independent School District) **and others**. Acquisition strategies in a first and second language: are they the same? *Journal of Child Language* (Cambridge), **14**, 2 (1987), 333–52.

Will adults whose native language is English and children whose native language is Spanish follow the same strategies in acquiring the category of noun gender and its functions in Spanish? This investigation shows that there are significant differences in first- and second-language acquisition. Performance on five tasks eliciting responses containing gender agreement was measured for two

groups. Results suggest that there is a developmental progression in acquisition of noun gender for both groups. Nevertheless, on tasks containing grammatical and/or semantic conflict, even the linguistically least-experienced adults reflected correct, adult-like strategies for Spanish gender agreement, whereas only the oldest children performed in this manner.

**88-132 Clément, Richard** (U. of Ottawa). Second language proficiency and acculturation: an investigation of the effects of language status and individual characteristics. *Journal of Language and Social Psychology* (Clevedon, Avon), **5**, 4 (1986), 271–320.

This study investigates the relationship between language status and individual differences in attitudes and motivation as they relate to proficiency and acculturation in a second language. All respondents were Francophone university students with either a minority ( $n = 110$ ) or a majority background ( $n = 183$ ). They were requested to fill out a questionnaire including measures of ethnolinguistic vitality, attitudes and motivation as well as to participate in an interview aimed at assessing their oral proficiency in English as a second language. Analyses of the data show that minority group members evidence more self-confidence in their ability to use the second

language and greater proficiency in the second language than majority group members. Level of acculturation was a function of proficiency in the second language and an interactive function of language status and frequency of contact. Correlational analyses revealed that proficiency and acculturation were most strongly associated with self-confidence. Attitudes and motivation neither had an important influence on language outcome nor were they influenced by language status. These results are discussed for their theoretical implications and with reference to second language education programmes.



**88-133 Devescovi, Antonella** (La Sapienza U., Rome) **and others.** Differenze individuali nell'acquisizione della morfosintassi in età scolare. [Individual differences in the acquisition of morphosyntax by school children.] *Rassegna Italiana di Linguistica Applicata* (Rome), **19**, 2 (1987), 91-100.

There have been few studies of individual differences in language acquisition and none of these has concerned Italian. Twenty-five children from similar background, aged between  $6\frac{1}{2}$  and 7, were tested on their ability to form the plural of nouns, to make the article agree with the noun, and to substitute the clitic pronoun for a noun. Some 48% were able to form the plurals without any mistakes, 12% provided the correct pronouns every time, but none the correct articles. In all three tests mistakes had

occurred as a result of a process of simplification. A second group of errors resulted from applying faulty rules, whilst a third group appeared to be purely arbitrary. The pattern of errors, however, was such that only a third of the children conformed to the overall trend, thus indicating the importance of taking into account individual differences within the process of language acquisition. [Graph and table.]

**88-134 Duncan, Deirdre M.** (West Birmingham Health Authority) **and Gibbs, Dorothy A.** (Henley Coll., Coventry). Acquisition of syntax in Panjabi and English. *British Journal of Disorders of Communication* (London), **22**, 2 (1987), 129-44.

Ninety-nine bilingual children with Panjabi as a mother-tongue and English as a second language were assessed, in three age/term groups between six and a half and eight and a half years, on oral expressive language tests of their syntax development in Panjabi and in English. The two major findings were, firstly, that in English second

language development seems to follow, broadly speaking, first language acquisition patterns and, secondly, that there are almost no data to support the idea of language transfer as far as mixing of Panjabi syntax into English is concerned, while there appears to be intrusion of English into Panjabi in specific structures.

**88-135 du Plessis, Jean and others** (McGill U.). UG or not UG, that is the question: a reply to Clahsen and Muysken. *Second Language Research* (Utrecht), **3**, 1 (1987), 56-75.

In recent paper, Clahsen and Muysken (1986) [see abstract 87-415] argue that adult second language (L2) learners no longer have access to Universal Grammar (UG) and acquire the L2 by means of learning strategies and *ad hoc* rules. They use evidence from adult L2 acquisition of German word order to argue that the rules that adults use are not natural language rules. In this paper, it is argued that this is not the case. Properties of Germanic word order are explained in terms of three parameters (to do with head position, proper government and adjunction). Clahsen and Muysken's data are re-analysed in

terms of these parameters and it is shown that the stages that adult learners go through, the errors that they make and the rules that they adopt are perfectly consistent with a UG incorporating such parameters. Errors are the result of some of the parameters being set inappropriately for German. The settings chosen are nevertheless those of existing natural languages. The authors also discuss additional data, from their own research on the acquisition of German and Afrikaans, which support their analysis of adult L2 acquisition of Germanic languages.

**88-136 Eisenstein, Miriam R.** (New York U.). Target language variation and second-language acquisition: learning English in New York City. *World Englishes* (Oxford), **5**, 1 (1986), 31-46.

The role of dialect variation in the acquisition of American English by adult second language learners was investigated. Subjects, adult learners of English as a second language in New York City, represented a range of native backgrounds, proficiency levels and socioeconomic status. Learners' reactions to

standard English, New Yorkese (New York non-standard English) and Black English were considered. First, the learners' developing ability to detect dialect differences and evaluate samples in terms of their own preferences and impressions was assessed. Results showed that learners can discrim-

inate between dialect samples at early stages of acquisition but native norms and stereotypes are acquired as proficiency increases. Advanced-level participants in the study paralleled native judgements of standard and nonstandard English speakers. *Post hoc* interviews, however, showed that learners' impressions of Black English were more clearly defined than those relating to New Yorkese and that personal experience played the crucial role in the development of dialect-related stereotypes. A second series of experiments focused on the role of dialect intelligibility in learning English as a second

language for middle- and working-class learners. Findings indicated that Black English was harder for both groups to understand while New Yorkese was more difficult for middle-class learners than for their working-class counterparts. The standard was the most comprehensible for all subjects. These studies show that dialect differences in a second-language present problems for learners including variable intelligibility and negative learner attitude towards some varieties and speakers which may crucially affect second-language input.

**88-137 Gierut, Judith A. and Dinnsen, Daniel A.** (Indiana U.). On predicting ease of phonological learning. *Applied Linguistics* (Oxford), **8**, 3 (1987), 241-63.

The purpose of this study was to establish experimentally the relative ease of phonological learning in children displaying speech sound errors. It was hypothesised that a child's underlying (tacit) knowledge of the sound system would influence relative ease of learning. Specifically, error sounds of which a child had more phonological knowledge would be easiest to learn; moreover, treatment beginning with easy sounds would result in rapid mastery of those targets to high degrees of accuracy. Six phonologically disordered children between the ages of 3 years 7 months and 4 years 6 months participated as subjects. The disordered sound systems of these children were analysed and each child's relative phonological knowledge of target

sounds was assessed. The children were enrolled in a clinical treatment programme. For three of the children, treatment began with sounds of which they had most knowledge; for the other three children, treatment began with sounds of which they had least knowledge. The results of this study indicated that (1) error sounds of which the children had most phonological knowledge were easiest to learn, and (2) treatment beginning with least knowledge (or more difficult sounds) resulted in more widespread changes in the children's overall sound systems. These findings have further implications for other language learners, namely, non-native speakers acquiring a second language.

**88-138 Hawkins, Roger** (U. of Sheffield). Markedness and the acquisition of the English dative alternation by L2 speakers. *Second Language Research* (Utrecht), **3**, 1 (1987), 20-55.

A recent series of articles by Mazurkewich (1984a; 1984b; 1985) has suggested that the English dative alternation is acquired by L2 speakers in the sequence: [\_\_\_ NP PP] → [\_\_\_ NP NP]. This order of difficulty, it is argued in those papers, reflects an aspect of Universal Grammar (UG): [\_\_\_ NP PP] constructions are part of core grammar and are therefore unmarked in UG, while [\_\_\_ NP NP] constructions are peripheral and are therefore marked in UG. According to Mazurkewich, 'markedness' as defined by UG directly explains order of difficulty: constructions that are deemed marked in UG are more difficult for L2 speakers to acquire than unmarked constructions. The present study reexamines the acquisition of the English dative alternation across a wider range of dative verbs than was considered by Mazurkewich. A group of French L1 subjects were given two different

tasks: a grammaticality judgment task and a sentence construction task. It was found that although the results confirm an order of difficulty: [\_\_\_ NP PP] → [\_\_\_ NP NP], this developmental sequence conceals a more complex set of stages in the acquisition of the dative alternation involving features like the syntactic distributional subclass of the verb in question, whether the dative object involved is a lexical NP or a pronoun, and the syllabic structure of the base form of the verb. These features, it turns out, interact to produce a multistaged developmental sequence. This finding calls into question the usefulness of a UG definition of markedness in explaining the L2 acquisition of the English dative alternation. An alternative account is proposed in terms of the familiar psycholinguistic notion of 'learning complexity' which seems to offer a better account of the acquisition process.

**88-139 Henly, Elizabeth and Sheldon, Amy** (U. of Minnesota). Duration and context effects on the perception of English /r/ and /l/: a comparison of Cantonese and Japanese speakers. *Language Learning* (Ann Arbor, Mich), **36**, 4 (1986), 505-21.

This study examines the role that duration plays in the perception of a new phonemic contrast, namely English /r/-/l/, by Cantonese speakers. Previous research with Japanese speakers by Dissosway-Huff, Port and Pisoni (1982) suggested that greater accuracy of perception of this new contrast correlates with greater duration of the acoustic signal. The results of this study show that increased duration of the acoustic signal is not sufficient to facilitate

perception of English liquids by Cantonese speakers. Thus, these results provide no support for the Duration Hypothesis. It is also shown that differences in the perception of /r/ and /l/ by Japanese and Cantonese speakers can be explained in part by differences in their native language phonological constraints. Possible causes for the perceptual difficulty that both types of speakers have with consonant clusters are discussed.

**88-140 Herman, Patricia A.** (Kamehameha Schools, Honolulu) **and others.** Incidental acquisition of word meaning from expositions with varied text features. *Reading Research Quarterly* (Newark, Del), **22**, 3 (1987), 263-84.

The authors investigated how text features may influence the amount of vocabulary knowledge acquired incidentally while reading expositions. Three sets of text features were identified from studies on comprehension: (a) features associated with the macrostructure, (b) features associated with logical and temporal relations in the microstructure, and (c) features associated with explanations of concepts and relations between them. Two natural expositions were revised in three successive, incremental steps, yielding four versions for each

exposition. The most difficult words in each exposition were identified. Eighth-grade students ( $N = 309$ ) read one text version and completed a multiple-choice test written to be sensitive to small gains in word knowledge. Both the able and the less able students who read versions in which key concepts and the relations between them had been explained thoroughly learned significantly more word meanings than students who read any of the other versions.

**88-141 Ijaz, I. Helene** (York Region Roman Catholic Separate Sch. Board, Ontario). Linguistic and cognitive determinants of lexical acquisition in a second language. *Language Learning* (Ann Arbor, Mich), **36**, 4 (1986), 401-51.

The meaning ascribed to select English spatial prepositions by adult English speakers was compared to that of advanced adult ESL learners. Two measures were used: a semantic-relatedness test and a cloze-type/sentence-completion test. The ESL learners differed substantially from the native speakers in the semantic boundaries they ascribed to the words. The differences derived from a different weighting of the words' semantic dimensions. The weighting of the words' semantic dimensions by the ESL learners was influenced by native-language transfer. The words' usage was related to the degree of similarity in the linguistic classification of corresponding meanings in the L1 and L2 and the

consequent conceptual restructuring required in the acquisition of the L2 words. The meaning ascribed to central members of the semantic category investigated more closely approximated that of native speakers than the meaning assigned to noncentral ones. The findings are shown to be related to the similar linguistic classification of central concepts of semantic categories across languages and the language-specific classification of noncentral ones. The findings are interpreted as evidence that the principle of prototypicality underlies the structure of all languages as well as the cognitive processes involved in language acquisition.

**88-142 Luelsdorff, Philip A.** (U. Regensburg). The abstractness hypothesis and morphemic spelling. *Second Language Research* (Utrecht), **3**, 1 (1987), 76–87.

The acquisition of orthography in spelling and reading has seldom been the object of linguistic inquiry due to the common misperception that orthography has no place in grammar. Orthography should be accorded the status of a component of grammar, however, since its units are linguistic signs and the constraints on errors in spelling and reading are similar to those in phonology, syntax, and semantics.

Systemic deviation from phoneme–grapheme biuniqueness is the major source of error in the acquisition of a native or foreign alphabetic script. Such deviation is graphemically ambiguous if the relation between grapheme and phoneme is many-to-one and phonetically ambiguous if the relation between grapheme and phoneme is one-to-many. A special case of phonetic ambiguity is morphemic spelling.

In this paper, the authors study the acquisition of the uniform ⟨ed⟩ morphemic spelling of the regular allomorphs of the English past tense morpheme, /ɪd/, /d/, and /t/, in a large sample of German school children in all the grades of the secondary system of education, the *Hauptschule*, the *Real-*

*schule*, and the *Gymnasium*. First, whereas they find consistent improvement from school system to school system, they reject the view that pupils' performance necessarily improves from grade to grade. Secondly, they find fairly consistently better performance on /ɪd/ than /d/ and on /d/ than /t/. This distribution is explained by the Abstractness Hypothesis according to which orthographic representations which are less abstract are acquired earlier than those which are more abstract, where abstractness is measured in terms of the number of rules relating the orthographic representations to the phonetic ones. Thirdly, the Abstractness Hypothesis also predicts the relative frequencies with which these allomorphs are misspelled and the actual major misspelling types of the regular allomorphs of the past tense morpheme themselves.

The Abstractness Hypothesis on the acquisition of morphemic spelling invites testing in other areas of morphemic and partially morphemic spelling, such as derivationally related pairs, the possessive, the regular past participle, the third person singular, and the plural.

**88-143 Major, Roy C.** (Washington State U.) The ontogeny model: evidence from L2 acquisition of Spanish 'r'. *Language Learning* (Ann Arbor, Mich), **36**, 4 (1986), 453–504.

This study tests a model for L2 phonological acquisition, using longitudinal data from beginning learners of Spanish. The model claims that transfer processes decrease over time, while developmental processes increase and then decrease. The data for L2 acquisition of Spanish 'r' largely support the claims.

The analysis also reveals a hierarchical organisation of processes in L2 acquisition and an interaction of the L1 and L2 systems. The study further demonstrates that the same processes underlie L1 and L2 acquisition and synchronic and diachronic phenomena.

**88-144 Mudd, Norma** (U. of Manchester). Strategies used in the early stages of learning to read: a comparison of children and adults. *Educational Research* (Windsor, Berks), **29**, 2 (1987), 83–94.

The research compared the reading strategies used by adults and children in the early stages of learning to read. There were 72 adults (48 men and 24 women) and 96 children (64 boys and 32 girls) in the study. The reading ages of all subjects ranged (in years and months) from 7.0 to 7.11. Additionally, the chronological ages of the children ranged from 7.0 to 7.11; those of the adults ranged from 19.0 to 44.11. Children whose reading ages corresponded to (or were slightly above) their chronological ages were grouped together as more able readers. Those whose reading ages fell two or more months below

their chronological ages were grouped together as less able readers. There were thus two equal groups of children (48 in each group). All subjects read two texts orally, one having more adult appeal, the other having more child appeal. Both texts were similar with respect to length, number of sentences and proportion of 'difficult' words. The subjects' comprehension of the texts and the texts' vocabulary was tested immediately after each reading. Before reading one of the texts, subjects were given a brief preview of its content; this included the text's title, main idea of the text and an illustration depicting



the main theme of the text. For the other text, subjects were asked to start reading aloud without any preview. The readings were tape recorded and timed (in minutes and seconds). Miscues were analysed with respect to the readers' sensitivity to graphic and semantic constraints. Hesitations, corrections and deliberate omissions were also noted. Analyses of variance indicated that adults do not necessarily make more use of semantic cues than children. Further it was found that the general strategies used by adult novice readers (including

sensitivity to graphic and semantic constraints, numbers of hesitations, corrections, deliberate omissions and reading time) were similar to the strategies of the less able child readers. Also, though the adults' comprehension and vocabulary scores were found to be significantly higher than those of the children, they were not as high as had been expected considering the maturity and presumed superior linguistic and background knowledge of the adults.

**88-145 Müller, Klaus.** Zur Rolle des native speaker beim Fremdsprachenerwerb. [The role of the native speaker in foreign language acquisition.] *Die neueren Sprachen* (Frankfurt am Main, FRG), **86**, 5 (1987), 383-407.

After a discussion of various linguistic models of second language acquisition, the author proposes a tuning model. Four interrelated principles are described: the need for a suitable overload (the right amount of new information), tuning (the native speaker adapts his speech to what the learner can understand), successive decontextualisation (making generalisations about the language on the basis of what has been said), and the primacy of communication of meaning. Tuning useful to the learner is most likely to take place where there are a large number of positive affective variables. Thus the children of *Gastarbeiter* may learn more easily than their parents because of such factors as a strong peer group affinity, lack of prejudice among children against other ethnic groups, and the socialising

attitude of adults towards children, which may lead them to take a greater interest in the success of the interaction. Three types of tuning may be distinguished. Nil Tuning takes place when no attempt is made to adapt to the needs of the learner. At the opposite extreme is Pseudo Tuning, involving simplified and partially ungrammatical speech with no consideration of the learner beyond repetition or 'speaking louder', which may be intended to stigmatise. Tuning proper involves interaction between native speaker and non-native speaker in bringing about understanding, and is a dynamic process. Successful tuning, and therefore undirected learning, depends on the attitudes, expectations and degree of cooperation of both speakers.

**88-146 Newmeyer, Frederick J.** (U. of Washington). The current convergence in linguistic theory: some implications for second language acquisition research. *Second Language Research* (Utrecht), **3**, 1 (1987), 1-19.

To the outsider, generative grammar must appear to contain a bewildering variety of different frameworks for syntactic description, each with its own distinct goals, research programme and technical vocabulary. It seems fair to say that this seeming inability of theoretical linguists to get their own house in order has led many applied linguists to question whether even the most general conceptions of generative grammar have any relevance to their concerns. Despite superficial appearances, however, the differences between the major generative frameworks are relatively minor, and are steadily lessening. Indeed, a convergence is taking place among the three most important, namely, the government-

binding theory, generalised phrase structure grammar, and lexical-functional grammar. In particular, all now accept two basic concepts governing grammatical processes: 'modularity' and 'locality'. According to the former, grammatical complexity results from the interaction of autonomous grammatical subsystems; according to the latter, grammatical processes are sharply constrained as to the degree of 'distance' that the elements involved may lie from each other. It is argued that these convergences have interesting implications for those who wish to apply linguistic theory to the understanding of second language acquisition.

**88-147 Olshtain, Elite** (Tel Aviv U.). The acquisition of new word formation processes in second language acquisition. *Studies in Second Language Acquisition* (Bloomington, Ind), **9**, 2 (1987), 221–32.

This paper focuses on the acquisition of new word formation devices in the target language as an indication of near-native competence at the advanced level of second language acquisition. The study reported here is based on data collected via written questionnaires consisting of three parts: (a) a production task requiring respondents to suggest innovations for nouns that have not been named in the existing lexicon; (b) an evaluation task requiring respondents to select the most appropriate innovation; (c) an interpretation task requiring respondents to interpret innovative blends. The

questionnaires were administered to native speakers of Hebrew (the target language) and to two groups of learners, one advanced and the other intermediate. The findings show that the advanced group has reached a level of target language competence that enables them to produce and evaluate innovations in ways that approximate native speakers' responses, whereas the intermediate students deviate considerably from target level competence. The acquisition of word formation devices in the target language is presented as a gradual acquisition process.

**88-148 Opoku, J. Y.** (U. of Ibadan). Second language proficiency differences in the learning of semantically-equivalent bilingual sentences. *Applied Psycholinguistics* (Cambridge), **8**, 1 (1987), 84.

Three groups of subjects who used English as a second language and who were considered to be at different levels of proficiency in English participated in a study of transfer of learning from English to Yoruba, their native language, and from Yoruba to English. It was predicted that total transfer from one language to the other would decrease with increasing proficiency in English and that transfer from Yoruba to English would be higher than from

English to Yoruba at lower levels of proficiency in English. Findings showed rather that total transfer increased with increasing proficiency in English and that transfer from English to Yoruba was higher than from Yoruba to English for all groups. It is concluded that on a verbal transfer task, bilinguals show development from independent to interdependent language systems with increasing proficiency in a second language.

**88-149 Palmberg, Rolf** (Åbo Akademi, Finland). Patterns of vocabulary development in foreign-language learners. *Studies in Second Language Acquisition* (Bloomington, Ind), **9**, 2 (1987), 201–20.

After an introductory discussion of the concepts of vocabulary knowledge continua and foreign-language learners' mental lexicons, the paper presents the results of a longitudinal pilot study whose aim was to make preliminary insights into vocabulary development as it takes place in an ordinary foreign-language classroom setting involving elementary-

level Swedish-speaking learners of English. The results are discussed in terms of vocabulary growth in general, the learners' accessibility to words under time pressure, the relationship between 'old', well-known words and newly learned words, and finally, the stability of the learners' immediate access to words.

**88-150 Richeux, G. B.** (Beechfield Teachers' Centre, Doncaster). Attitudes do matter! *British Journal of Language Teaching*, **25**, 2 (1987), 101–3 and 116.

A survey was carried out into attitudes towards the learning of French in middle schools in Doncaster. This was a follow-up to a survey carried out in the same area in 1979, which showed that pupils were more enthusiastic than the primary pupils in Dr Clare Burstall's survey on Primary French, despite being in an area which was considered to have a

poor response. Since the adoption of new courses which emphasise a communicative approach (M. Buckby's *Action*), there has been a further considerable improvement in attitudes, though on the negative side, empathy towards foreigners was slightly lower.

**88-151 Robinson, Peter J.** (Gulf Poly., Bahrain). Constituency or dependency in the units of language acquisition? An approach to describing the learner's analysis of formulae. *Linguisticae Investigationes* (Amsterdam), **10**, 2 (1986), 417-37.

The article discusses the status of the units of language acquisition in the light of evidence regarding the use of formulaic 'chunks' as unanalysed wholes and their subsequent analysis or 'fission' by the learner. This analysis can best be characterised by using a dependency-based syntax; constituency and dependency approaches to description. A dependency description is then applied to a sample of acquisition data, thereby illustrating the process of pattern analysis underlying the learner's developing awareness of language structure.

**88-152 Schumann, John H.** (U. of California, LA). The expression of temporality in basilectal speech. *Studies in Second Language Acquisition* (Bloomington, Ind), **9**, 1 (1987), 21-42.

This paper examines the expression of temporality in the basilectal speech (the earliest stage of second language development) of five subjects. Temporality is studied from three perspectives: morphology, semantics, and pragmatics. The first analysis determined the subjects' degree of target-like use of English morphology and demonstrated that these basilectal speakers generally lack verb phrase morphology and do not have a tense system. The second analysis examined the subjects' utterances in terms of sentence-level semantics, classifying utterances according to (universal) categories such as completive versus non-completive action, habitual versus continuous action, and action versus states. The analysis showed that none of the subjects studied made tense or aspectual distinctions and that temporal marking was not accomplished by the form of the verb. The third analysis examined how temporal reference was made by the adverbials (*now, tomorrow, always*, prepositional phrases), serialisation (the fixing of a temporal reference point and allowing the sequence of utterances to reflect the actual temporal order of reported events), calendric reference (dates, days of the week, months, and numbers), and implicit reference (temporal reference inferred from a particular context or situation). This taxonomy captured the expression of time at the basilectal level of interlanguage development much better than the previous two analyses.

**88-153 Xiao-Hua Huang** (Guangzhou Inst. of Foreign Languages, China) and **Van Naerssen, Margaret** (SEAMEO Regional Language Centre, Singapore). Learning strategies for oral communication. *Applied Linguistics* (Oxford), **8**, 3 (1987), 287-307.

This is a report on several aspects of a research study designed to investigate the learning strategies in oral communication employed by Chinese EFL students in the People's Republic of China. Sixty graduating (fourth year) English majors in a tertiary level language institute were given an oral test as well as a learning strategies questionnaire. In order to obtain more in-depth information, interviews were done with the ten highest and nine lowest achievers on the oral communication test. The results support the critical role of functional practice in language learning as previously suggested in Bialystok (1978, 1979). Reading practice also stood out as the most significant predictor of oral proficiency when examined along with speaking and listening practice.

## Research methods

**88-154 Early, Margaret.** Linguistic input and interaction in the content classroom. *TESL Canada Journal* (Montreal), **4**, 2 (1987), 41-58.

This study investigates teacher talk to different audiences of listeners and attempts to formulate a general description of the linguistic register particular to the classroom speech of ESL teachers. The aims were (a) to describe and quantify various features of classroom conversational interaction and modified linguistic input in ESL teacher talk to second language learners, and (b) to investigate the degree to which the properties of ESL teacher talk reported here are representative of foreigner talk in general. Bearing in mind certain limitations of the study,

some tentative conclusions are drawn. There is a clear difference between the linguistic environment of ESL and regular classes. ESL teachers modify both the interactional structure and the syntactic complexity of their speech to accommodate the limited English proficiency of their students. They do this by employing relatively different frequencies of questions, statements and imperatives, more comprehension checks, more self-repetitions, more other-repetitions, more expansions, a shorter average length of T-unit in words and a lower-average number of S-nodes per T-unit.

The comparison of native speaker–non-native speaker (NS–NNS) conversations inside and outside classrooms revealed similarities and differences in

their structure. NS–NNS conversations had a relatively different frequency of questions, statements and imperatives than NS–NS conversation. There was a higher frequency of comprehension checks, self-repetitions, other-repetitions and expansions and a lower average number of words per T-unit in NS–NNS than in NS–NS conversations.

Some implications for the NNS classroom are that ESL teachers use of question types is fairly restricted and may not be giving students sufficient exposure to information and tag-questions which are relatively frequent outside the classroom. *Yes–no* questions likewise merit more attention in class. Students need more opportunities to repair breakdown and to negotiate for meaning.

**88–155 Lazaraton, Anne** (U. of California, LA). Forming a discipline: applied linguists' literacy in research methodology and statistics. *TESOL Quarterly* (Washington, DC), **21**, 2 (1987), 263–77.

This article reports the results of a survey of 121 professionals in applied linguistics about their knowledge of and attitudes toward statistics and empirical research. Respondents were asked to rate their knowledge of statistical concepts and procedures, to react to statements about the role of statistics and the importance of quantitative methods, and to respond to research situations where statistics are often used. The survey results

indicate a range of knowledge of the concepts and procedures associated with empirical research. Respondents also showed differing attitudes about the usefulness of statistics and techniques in research methodology and the need to be informed about such procedures. The results of this study are useful as a 'gauge' of literacy in research methodology and statistics in the field and as evidence that a need for such literacy exists.

**88–156 Scholfield, Phil** (University Coll. of North Wales, Bangor). Communication strategies—the researcher outmanoeuvred? *Applied Linguistics* (Oxford), **8**, 3 (1987), 219–32.

This article examines critically three aspects of research into communication strategies, with special reference to an article by Paribakht which uses a research method somewhat different from the usual one. There is an examination of the nature of the distinction between 'appeal for assistance' communication strategies and the others usually talked about. Paribakht's technique, it is suggested, only in effect elicits this class of communication strategy and hence produces data that is in certain ways artificially restricted and not similar to that produced by the sort of methods used by Tarone, or Færch and Kasper. The difference between communication

strategies used to communicate a problem meaning and those used to communicate a problem word is explored. The conclusion is reached that whereas other communication strategy researchers rightly obtain data more on the former, Paribakht's method gives data on a rather artificial form of the latter. There is an examination of possible ways of subclassifying 'appeal for assistance' strategies, particularly ones making use of a circumlocution or paraphrase to indicate the meaning for which a word is sought. Paribakht's classification is analysed and found to be unsatisfactory.

**88–157 Spada, Nina M.** (McGill U.). Relationships between instructional differences and learning outcomes: a process–product study of communicative language teaching. *Applied Linguistics* (Oxford), **8**, 2 (1987), 137–61.

This article reports on the results of a process–product study investigating possible relationships between instructional differences and learning out-

comes in a communicatively-based ESL programme.

To investigate instructional differences, 60 hours



of classroom observation data were collected from three classes of adult intermediate-level learners using an observation scheme which was particularly sensitive to the communicative orientation of second language instruction. Both quantitative and qualitative analyses of these data revealed that there were differences in the ways in which this instructional methodology was implemented.

To determine whether these instructional differences contributed to variation in improvement,

learners' pre- and post-test scores on seven proficiency measures were examined in an analysis of co-variance. The results indicated that some learners improved more than others on particular measures (e.g. speaking, listening and discourse test) and this difference appeared to be related to variation in classroom instruction.

The results are discussed in terms of the need to include both a process and a product component in classroom-centred research.

## Error analysis

**88-158 Bertrand, Yves** (U. of Paris X). Faute ou erreur? Erreur et faute. [Mistake or error? Rather, errors and mistakes.] *Langues Modernes* (Paris), **81**, 5 (1987), 70-80.

Unlike English and most other languages, French does not distinguish between *mistake* and *fault*, having only two terms, *faute* and *erreur*, to cover an area for which English has *fault* (with its connotations of blame and guilt), *mistake* (formerly used for schoolwork) and *error*. However, *mistake* has also come to seem too negative, inducing a phobia about making mistakes in the learner thus inhibiting learning, and English writers now prefer to speak of

errors and error analysis, while the French, influenced by English, have begun to use *erreur* rather than *faute*.

Error is seen as having a positive side, marking a necessary stage in acquiring the language. However, where the error results from a lack of attention or application on the part of the learner, then, difficult as it may be at times to distinguish the cause of error, *faute* remains the appropriate term.

**88-159 Santos, Terry** (California State U., Los Angeles). Markedness theory and error evaluation: an experimental study. *Applied Linguistics* (Oxford), **8**, 3 (1987), 207-18.

In recent years, researchers in second-language acquisition have begun to consider the application of linguistic markedness theory to aspects of second-language learning. This study seeks to extend markedness theory to the area of error evaluation, more specifically the reactions of native speakers to non-native-speaker errors. It is hypothesised that there is a directionality of error gravity involving marked and unmarked pairs of forms and structures such that errors reflecting the unmarked-to-marked direction will cause greater irritation than errors reflecting the marked-to-unmarked direction. The study employed a total of five

morphological and syntactic structures as unmarked and marked error types in two student compositions and investigated 40 professors' reactions to them. The five structures were (1) 1st-person/3rd-person singular, (2) singular/plural NP, (3) *a/an*, (4) infinitive/gerund, and (5) active/passive. The results revealed a significant difference between the errors in the unmarked-to-marked category and the marked-to-unmarked category, as hypothesised on the basis of the psycholinguistic implications of markedness theory, namely, greater complexity of the marked form and greater expectation of the more basic unmarked form.

## Testing

**88-160 Adams, Raymond J. and others** (Victorian Min. of Ed., Melbourne). A latent trait method for measuring a dimension in second language proficiency. *Language Testing* (London), **4**, 1 (1987), 9-27.

Classical test theory and correlational techniques such as factor analysis have been unable to deal with many of the measurement problems that arise in the language area. As an alternative, the Partial Credit model, a latent trait model for the analysis of data

scored in ordered categories, is used as the basis for the construction and analysis of an oral interview test of English as a second language. The test is designed to measure a dimension of oral proficiency that can loosely be called grammatical competence.

The advantages of applying such a model are mentioned along with a discussion of its implications for future research and testing methodology in the language area.

**88-161 Light, Richard L.** (State U. of New York at Albany) **and others.** English proficiency and academic performance of international students. *TESOL Quarterly* (Washington, DC), **21**, 2 (1987), 251-61.

The Test of English as a Foreign Language (TOEFL) is the most widely used measure to determine the extent to which international students have developed the English language skills necessary for successful college-level study in the United States and Canada; a number of studies have examined the relationship between TOEFL score and academic success. In the study reported in this article, the records of 376 international graduate students at the State University of New York at Albany were analysed for relationships among TOEFL score,

grade point average, graduate credits earned, and academic major. TOEFL score was not found to be an effective predictor of academic success, as measured by grade point average, for this group of graduate students. However, there was a significant correlation between TOEFL score and graduate credits earned, and there were substantial differences among academic majors in the correlation between TOEFL score and grade point average. Directions for further research are discussed.

**88-162 Magnan, Sally Sieloff.** Rater reliability of the ACTFL Oral Proficiency Interview. *Canadian Modern Language Review* (Toronto), **43**, 3 (1987), 525-37.

The oral proficiency interview test of the American Council on the Teaching of Foreign Languages (ACTFL) has been gaining popularity in American foreign language programmes. A descendant of the interview developed by the American government (Foreign Service Institute), this procedure is challenged by some researchers and scholars who

question its validity and reliability. After examining differences between the academic and the government procedures, this article presents data from two studies concerning inter-rater reliability. These data suggest that academic testers can rate the interview in a reliable fashion, although the author calls for further investigation.

**88-163 Roche, Jörg** (Foreign Language Training Centre, Munich). Möglichkeiten und Grenzen der Entwicklung von Testverfahren im Rahmen des Proficiency-Systems. [Potential strengths and limitations in the development of testing procedures within the proficiency system.] *Die Unterrichtspraxis: For the Teaching of German* (Philadelphia, Pa), **20**, 1 (1987), 26-35.

This article describes the use of the provisional guidelines for testing developed by the American Council on the Teaching of Foreign Languages and the Educational Testing Service. This proficiency system, based on a series of achievement levels, is in use for the teaching of German to native English speakers. The concept of levels of achievement is problematic in that the difficulty of grammatical categories is assumed to be the same for all pupils. The division of the language along such arbitrary lines is very likely to have an undesirable effect on classroom teaching. The proficiency system appears to have taken little account of the latest findings of second language acquisition research, in particular recognition that periods of regression are a necessary part of the acquisition process. Some form of testing procedure is, however, unavoidable, and within the framework of classroom instruction, a system of levels of proficiency can function relatively well.

The choice of authentic texts for listening and reading comprehension tests presents considerable difficulties. How can testing distinguish between pupils recognising certain elements of a text without understanding them, and true comprehension? Should testing be carried out in the target language or the native language? The proficiency system described here uses the former in reading exercises, the latter in listening exercises. Candidates are asked to note ambiguities they find in the texts, and their metalinguistic reactions to both texts and questions are evaluated. Results merely reinforce the argument that the concept of absolute accuracy in testing is a delusion. The themes chosen for testing are important ones, but not necessarily part of candidates' standard daily repertoire. Two text examples are given: a level 2 listening comprehension task using a news report about objections to coal-fired power stations, and an advanced level 3 reading task based

on a magazine article about trends away from home ownership. If the questions often seem deliberately misleading, this is a result of the examiner's desire to

encourage students to develop comprehension skills beyond the superficial level.

**88-164 Rowe, Deborah Wells** (Vanderbilt U.) and **Rayford, Lawrence** (RMC Research Corp.). Activating background knowledge in reading comprehension assessment. *Reading Research Quarterly* (Newark, Del), **22**, 2 (1987), 160-76.

This study was an investigation of readers' activation of background knowledge in response to prepassage purpose questions selected from the reading comprehension section of the research edition of the Metropolitan Achievement Tests (1985). A total of 74 students from Grades 1, 6, and 10 were shown three purpose questions from appropriate levels of the MAT and asked to make predictions about the content of related passages. Interviews were transcribed and analysed for the relationship of the responses to the content of the purpose questions and for the extent of schema elaboration. Students at all grade levels produced responses that were

related to the information in the purpose question or to unstated story schema categories. At Grades 6 and 10, patterns of schema elaboration were found to be significantly related to the purpose questions used, whereas Grade 1 students maintained a similar pattern across all purpose questions. The results indicate that a broad age range of students can use purpose questions as cues to activate background knowledge, but that all purpose questions are not equally effective in performing this cuing function. Topic familiarity, amount of information presented, and the presence of genre clues are suggested as text features affecting schema activation.

**88-165 Wells, Daniel R.** The assessment of foreign language reading comprehension: refining the task. *Die Unterrichtspraxis* (Philadelphia, Pa), **19**, 2 (1986), 178-84.

This paper presents what is felt to be a highly reliable scoring procedure for immediate recall protocols, with particular reference to high-school contexts. The use of the recall protocol procedure (wherein students reconstruct a text after they have read it) is not appropriate as a large-scale classroom evaluative tool, but could be useful as an alternative, more communicatively valid method of L2 comprehension measurement.

The author posits a five-band scoring method which involves teacher analysis of a target text's information structure, including the rhetorical

prioritising of elements at the macro- and micro-propositional levels [tree diagram/tabular data]. In basic terms, scores depend upon the relative importance of the idea units in a given passage, and the student's ability to mirror this profile in his/her reconstructed version.

The results generated are felt to provide valuable diagnostic insights into a student's grasp of text-based (e.g. phonemic/graphemic decoding) and extratextual (e.g. prior knowledge) elements. This in turn has clear implications for the design of individualised learning programmes.

**88-166 Zeidner, Moshe** (U. of Haifa). A comparison of ethnic, sex and age bias in the predictive validity of English language aptitude tests: some Israeli data. *Language Testing* (London), **4**, 1 (1987), 55-71.

The primary aim of this study was to test for ethnic, sex, and age bias in the predictive validity of English language aptitude test scores, routinely employed for student selection and placement in the Israeli scene. The analyses were based on the English language aptitude test scores of 824 full time Jewish students studying at a major Northern Israeli university. For data analytic purposes, students were partitioned by ethnicity (Western/Oriental), sex (males/females), and age group membership (18-21, 22-25, 26-29, 30+). English language aptitude test scores, as predictors, evidenced both slope and intercept bias by ethnicity, tending significantly to

overpredict the first year cumulative grade point average of Oriental students and underpredict that of their Western counterparts. Furthermore, test scores were observed to evidence a small degree of intercept bias by gender, tending slightly to overpredict the first year grade point average of males and underpredict that of females. Also, test scores are shown to be slightly less valid predictors of criterion performance for students in the oldest age group (30+) when compared to students in the remaining age groups. On the whole, the data are consistent with previous pointing to intercept bias in aptitude test scores by gender and ethnicity.

Furthermore, the data are consistent with some previous research attesting to the differential validity of aptitude test scores by age group. The implications

of the study for college admission testing policy and bias research are discussed and explicated.

### Curriculum planning

**88–167 Chamot, Anna Uhl** (InterAmerica Research Associates) **and O'Malley, J. Michael** (East Georgetown U.). The cognitive academic language learning approach: a bridge to the mainstream. *TESOL Quarterly* (Washington, DC), **21**, 2 (1987), 227–49.

The Cognitive Academic Language Learning Approach (CALLA) is designed for limited English proficient students who are being prepared to participate in mainstream content-area instruction. CALLA provides transitional instruction for upper elementary and secondary students at intermediate and advanced ESL levels. This approach furthers academic language development in English through content-area instruction in science, mathematics, and social studies. In CALLA, students are taught to use learning strategies derived from a cognitive

model of learning to assist their comprehension and retention of both language skills and concepts in the content areas. This article first discusses the rationale for CALLA and the theoretical background on which the approach is based. This is followed by a description of the three components of CALLA: a curriculum correlated with mainstream content subjects, academic language development activities, and learning strategy instruction. Finally, a lesson plan model integrating these three components is briefly described.

**88–168 VanPatten, Bill.** On babies and bathwater: input in foreign language learning. *Modern Language Journal* (Madison, Wis), **71**, 2 (1987), 156–64.

This article examines the role of meaningful input and its relationship to the development of grammatical competence, and recommends a new approach to curriculum design. While there is a consensus in second language circles that access to meaningful input is crucial in successful language acquisition, research, most of which deals with early stage learners, suggests that classroom language learners may behave very much like language learners in a natural environment. Furthermore, at this early stage of acquisition there is no evidence to suggest that error correction serves any useful purpose.

A curriculum must take into consideration beginning, intermediate and advanced learners, and ensure a continuum or progression in classroom language learning. In the early stage, this would focus on input and interaction with input, with writing as a personal experience and a reflection of oral competence. The second stage would add some explicit grammar teaching and error correction with writing resembling guided composition. The final stage would include advanced grammar instruction, and would focus on skills development as learners' needs emerge.

### Materials design

**88–169 Duquette, Georges and others.** The effect of authentic materials in acquiring a second language. *Canadian Modern Language Review* (Toronto), **43**, 3 (1987), 479–92.

The purpose of this research was to find out whether the increased use of authentic language materials in a kindergarten classroom had an effect on cultural identification and language production, and to explain through background ethnographic analyses of classroom structures and routines the occurrence of these results in this particular context. Quantitative findings indicated a significant difference between the language production of the experimental group and the control group. The

experimental group improved in cultural identification, language structure, and vocabulary. Ethnographic findings demonstrated that pupils spoke English, the majority language, unless they were in the presence of the teacher who invited them to speak French or they had to contend with French concepts. The pragmatic implication was that the pupils spoke English unless they were required to speak French. Early on, the children were unfamiliar with authentic materials and were uncertain in



discussing them. However, this changed with time. Given longer term exposure, pupils responded better to French content, speaking more and laughing at humorous situations, confirming high involvement with materials. It was therefore con-

cluded that authentic materials provided pupils with more background information as to the French language, facilitating language acquisition and contributing to an increase in language production in terms of structure and vocabulary.

**88–170 Morrow, Keith** (Bell Educational Trust) **and Schocker, Marita.** Using texts in a communicative approach. *ELT Journal* (London), **41**, 4 (1987), 248–56.

The authors are concerned that in much current 'communicative' teaching, types of text used and the activities based on them are over-restricted. The setting up of classroom activities intended to replicate real-life language has come to dominate teachers' choice of text: only those with a high factual content, such as timetables, lend themselves to 'information-gap' exploitation. The transmission of information is not the only purpose of a text, and the activities based on highly factual texts are in reality no more 'communicative' than those in traditional audio-visual and audio-lingual methodologies. Methodologically more innovative is Grewer, Moston and Sexton's theme-based 'Exercise typology for developing communicative competence' (1981), devised on the basis of English teaching in comprehensive schools in West Germany. Some problems however remain: the tendency to exploit texts simply to teach specific aspects of language, the grafting onto the text of unrelated activities, the frequent use of an over-long preparation phase before students are allowed to use their acquired skills for real communication, and a proliferation of worksheets which shift the focus away from involvement with the text.

Authenticity, involvement and freedom of choice

are key factors in the communicative use of texts. 'Authenticity of response' means that the starting point for learning must be the student's individual response to the text. The student's involvement with the text will be open-ended and subjective. As in the real world, he/she should not be forced to read, listen or watch, but should be offered a range of text types and topic areas to choose from. The prime criterion is that texts should be of interest to students. 'Literary quality' of text is not a criterion, nor is linguistic difficulty, as literal understanding of every word is seldom necessary. Difficulty in authentic texts arises not from language but from background cultural assumptions. Teachers should build up a 'bank' of texts, mounted on cards, each with suggestions to the student for various 'focuses for involvement'. Students work first individually and then in pairs/groups. It is suggested, controversially, that when groups can be formed that have a common native language, discussion takes place in that language, because a personal response to a text will be 'felt' in the native language, and because the language needed to articulate a response will rarely match the student's day-to-day foreign language needs.

## Teacher training

**88–171 Gebhard, Jerry G.** (Indiana U. of Pennsylvania) **and others** Beyond prescription: the student teacher as investigator. *Foreign Language Annals* (New York), **20**, 3 (1987), 227–32.

In preservice foreign/second language teacher preparation programmes, prescriptions about how to teach have certain limitations. The most outstanding is that direct transfer of information does not necessarily afford student teachers chances to gain insight into how they can investigate their teaching processes and make decisions about what they can do in classrooms after the teacher preparation programme has ended.

This paper presents a multiple-activities approach to teacher preparation through which student teachers are provided with opportunities to investigate their teaching and to make decisions about what and how to teach. In this approach, student teachers experience classroom teaching, observe

other teachers, conduct investigative projects of their teaching and its consequences, and discuss teaching in several contexts.

A multiple-activities approach has been shown to provide student teachers with opportunities to develop their decision-making skills. However, communication within these activities is complex and opportunities for student teachers to develop decision-making skills can be blocked as well as facilitated through the type of interaction which goes on within and across each activity. Thus, this discussion stresses the importance of interaction within each activity and the connections which can be made between them.

**88-172 Jarvis, Jennifer** (U. of Leeds). Integrating methods and materials: developing trainees' reading skills. *ELT Journal* (London), **41**, 3 (1987), 179-84.

This article explores issues arising from a research project funded by the Overseas Development Agency which studied ways of meeting the reading needs of trainee primary-school teachers of English in specific ESL/EFL contexts. After giving a brief background to be the project, the author discusses the issue of teacher confidence in using English to manage classroom events. Nine skills which can

help a teacher in this area are pinpointed, and a manual devised to 'model' what a tutor needs to do or say throughout a lesson (examples given in appendix). In trials with the manual, trainees found the approach helpful. Perhaps there has been too much stress on materials production and too little on helping teachers to put over the materials.

**88-173 Kennedy, Chris** (U. of Birmingham). Innovating for a change: teacher development and innovation. *ELT Journal* (London), **41**, 3 (1987), 163-70.

Teacher education can most effectively proceed not through coercion, nor by mere provision of information and ideas, but by 'normative-re-educative' strategies emphasising active participation and involvement.

The example given is of a university-level ESP project in Tunisia. The project's aim was to further teacher education, but the teachers' priority was materials production. By collaborating in this, and by getting the teachers to produce a materials

blueprint and thus to consider questions of approach and design rather than going straight for procedure, the author made them aware of gaps in their theoretical knowledge about language and learning. Such an approach, creating a situation which generates a demand for theory arising from a questioning of practice, is the best way to influence deep-seated value and belief systems and thus to have a lasting effect on teacher behaviour.

**88-174 Lowe, Tim** (U. of London Inst. of Ed.). An experiment in role reversal: teachers as language learners. *ELT Journal* (London), **41**, 2 (1987), 89-96.

An experiment is described in which native-speaker language teachers of English consciously reversed roles and became learners (of Mandarin Chinese) for 12 weeks (part-time). The aim was to give teachers the opportunity to review their connection with language learning and thereby to become more sensitive to the problems and processes confronting their learners. All participants kept a diary (course teachers, students and researcher); periodically these were given to the researcher, but at no point did the teacher or students see each other's diaries. The article includes a compilation of comments made at

a seminar held two months after the course had finished. All participants had felt a considerable degree of anxiety, particularly in relation to oral production early in the course. Approval or encouragement by the teacher was a strong factor in improving individuals' communication. Several teachers were surprised that a great deal went on in a class of which they had previously been unaware, and that they themselves were full of contradictions as learners. It is clear that all learners should be encouraged to discover and develop the strategies which they themselves find effective.

**88-175 Richards, Jack C.** (U. of Hawaii at Manoa). The dilemma of teacher education in TESOL. *TESOL Quarterly* (Washington, DC), **21**, 2 (1987), 209-26.

This article discusses a dilemma in teacher education. On the one hand, there is evidence that changes in teachers' behaviour can be brought about through the use of relatively simple training procedures (e.g. minicourses, microteaching). These procedures typically focus on directly observable, low-inference categories, such as wait-time and question patterns. On the other hand, studies of effective instruction have shown that good teaching cannot be identified solely with these low-inference, discrete, and train-

able behaviours. Rather, good teaching is a more complex and abstract phenomenon that has to do more with inferred qualities and abilities, such as classroom management, lesson structuring, and an 'active teaching' style. It is not possible to train teachers directly in these high-inference categories. A solution to this dilemma is discussed by considering approaches to teacher education which attempt to bring about the gradual development

and understanding of the process of effective teaching.

Activities are needed which move beyond 'training' and seek to develop the teacher's awareness and control of the principles underlying the effective planning, organisation, management, and delivery of instruction. Activities in the microperspective reflect the 'training' view of teacher preparation, in

which teaching is broken down into discrete and trainable skills. Activities in the macroperspective reflect a view of teacher preparation as 'education', and focus on clarifying the concepts which guide the effective L2 teacher. Learning experiences include: practice teaching, observation, seminars and discussions.

**88-176 Tomova, J.** CALL and the secondary school – a survey. *Modern Languages* (London), **68**, 2 (1987), 94–9.

This article is a summary of research carried out in 1985 into CALL (computer-assisted language learning) provision in teacher training and in secondary schools in the West Midlands. It is doubtful whether many prospective modern languages teachers

would feel competent to use computers, even if they were available, in the classroom. Problems facing secondary schools are lack of (1) information on software, (2) in-service training opportunities, and (3) funds for purchasing equipment.

## Teaching methods

**88-177 Beattie, Nicholas** (U. of Liverpool). Homework in the teaching and learning of modern languages. *British Journal of Language Teaching*, **25**, 2 (1987), 67–72.

Homework is often done in a slipshod way or not at all; little writing or research has been devoted to it. Homework is important because it extends the limited time available in school, fosters individual learning, and develops learners' independence. It should be integrated with school work, should be enjoyable, have rapid consequences, and the style of the homework should differ according to age. Most schools have a homework policy, the detail of which needs to be worked out at departmental level. Some general principles for the teacher are (a) make sure pupils know exactly what they have to do, (b) set too little homework rather than too much, (c) give pupils rapid feedback, and (d) plan homework over a period of time, alternating time-consuming or difficult tasks with briefer, easier ones.

The particular requirements of foreign languages

with regard to homework need rethinking in line with the new GCSE criteria and syllabuses. Different types of homework activity are considered: writing, reading, listening and speaking, learning, and finding out.

In the first year, homework may well be considered unnecessary and at variance with the classroom bias towards listening and speaking, but one half-hour homework can usefully be devoted to listening and reading or finding out about aspects of the foreign country. In years two and three, listening and reading homeworks should predominate, with an emphasis on processing texts for gist. In years four and five, written accuracy becomes more critical, so writing homeworks will become more usual. The forms of homework recommended should encourage self-reliance and individual activity.

**88-178 Bertin, Claudine.** L'exploitation des médiateurs de la compréhension pour la lecture des textes en langue étrangère. [The exploitation of comprehension mediators in the reading of foreign language texts.] *Canadian Modern Language Review* (Toronto), **43**, 3 (1987), 471–8.

This article examines the differences between reading conditions in foreign language classes and natural reading conditions. Starting from an analysis of the cognitive process involved in reading, the author puts forward the notion of comprehension 'mediators'. This term is used to describe the various factors which contribute, apart from the knowledge of the linguistic code, to reading

comprehension. A distinction is made between three types of mediators: motivational, contextual and referential. Having analysed the part played by these mediators in the comprehension process, the author explores the means through which the teacher could introduce these mediators in the classroom and thus facilitate the learners' access to texts in a foreign language.

**88–179 Coudurier, Béate** (U. of Grenoble II). De la faute à l'erreur, quelle potentialité? [Errors not mistakes, but what to do about them?] *Langues Modernes* (Paris), **81**, 5 (1987), 81–9.

The new emphasis on communicative competence demands a new attitude towards correction. Re-classifying learners' mistakes (*fautes*, with all the negative connotations of the word) as errors, a more neutral term, and stressing their positive aspect in language acquisition, represents a step forward but is not in itself enough. 'Student-centred' learning should not imply abdication by the teacher. A

coherent strategy is required, which is both corrective and communicative.

Different types of errors are categorised and exercises are suggested (with examples from German). Correction should be positive and constructive, but not indulgent, and should allow the learner a measure of autonomy in the complex process of learning a living, changing language.

**88–180 Davies, Graham** (National Centre for Computer Assisted Language Learning, Ealing Coll. of Higher Ed.). CALL: past, present and future. *Modern Languages* (London), **68**, 2 (1987), 68–77.

Since the early projects in CALL of the 1970s, there have been major advances in hardware and software. The establishment of the BBC microcomputer, video and audio cassette recorders, and word-processors allow a wide variety of tasks to be carried out by advanced learners as well as beginners, and by groups as well as individual learners.

Sophisticated software packages are now available which include animated sequences, simulations, and task-oriented programs involving text-reconstruction, the last of these being much in favour among teachers since they are designed as authoring packages enabling the teacher to produce her own materials. Evidence suggests that students continue to prefer drill and practice programs.

Although little progress has been made in reproducing authentic speech, some exercises involve the combined use of the audio cassette recorder and the computer. Similarly, although authentic moving pictures under computer control are not yet available, there is already research into the use of interactive videodiscs.

Microcomputers and interactive videodiscs offer great scope, and there will probably be increasing use of electronic mail for communication between schools in different countries, and the use of computers to access foreign databases.

**88–181 Déjean le Féal, Karla.** Traduction pédagogique et traduction professionnelle. [Educational translation and professional translation]. *Français dans le Monde* (Paris), special number 8/9 (1987), 107–12.

Translation, as practised for educational purposes, should not really be called translation. Educational translation is more concerned with revealing whether a pupil has understood words and syntax than with rendering the meaning of the text. Educational translations encourage the pupil to consider that a word in one language can be represented by an exactly equivalent word in another language. Once a pupil is accustomed to translate in this way, his sensibility to a text's meaning can be impaired. There are other ways to assess lexical and syntactical appreciation.

Preliminary work can include the significance of individual words, but this should only be a prelude to the actual understanding of the text. An educational translation is restricted by a student's limited subject range and by the need to be an aid for learning purposes. Teachers should be aware of this essential difference, and to recognise the limitations of educational translation, in order to contribute to the improvement of professional translation.

**88–182 De Peretti, André.** Les grandes groupes et la pédagogie. [Teaching large classes.] *Dialogues et Cultures* (formerly *FIPF Bulletin*) (Paris), **30** (1987), 32–45.

Objections to large classes, often élitist in nature, have been greatly exaggerated. Large classes may

even have their advantages, their greater diversity furnishing the teacher with greater resources. Class



organisation and group work assume additional importance when classes are larger and successful group teaching has been reported from many countries, particularly the Sudan. Larger classes call for flexible time-tabling: lessons need to vary in length instead of having to fit into standard slots

(this is now possible in France under new Ministry regulations). [An appendix includes three tables illustrating the many different ways classes can be divided into groups, the activities that may be undertaken, and the ways that groups can interact.]

**88-183 Goodacre, Elizabeth** (Middlesex Poly., Barnet). Reading research in Great Britain – 1985. *Reading* (Sunderland), **21**, 1 (1987), 16–29.

This review of research covers reading standards and tests; reading development; dyslexia and specific reading retardation; and reading materials and interests.

**88-184 Gurney, Ian.** Keys to phonemic symbols: English phonology on the computer. *ELT Journal* (London), **41**, 4 (1987), 274–81.

This article aims to show how the use of an appropriately designed keyboard can help with the learning of a set of symbols for transcribing English, and at the same time give learners a picture of the English phonological system. Potential sources of difficulty are first of all considered, and it is argued that certain of these difficulties can be overcome by using the keyboard for initial presentation and practice. Using a custom-designed keyboard is actually a practical possibility, thanks to the micro-computer; the keyboard presented here has been implemented on a Spectrum 48k, but adaptations to other keyboards are also possible. After a discussion of the keyboard's design, a description is given of a

computer program of transcription exercises suitable for initial or remedial practice.

It is by no means essential, however, to use a computer for either the keyboard idea or the type of practice outlined to be effectively exploited. In particular, seeing the symbol set as a 'keyboard' is a powerful image, and the arrangement simply presented on a handout is easy to use and instructive. The computer has, however, played an instrumental role in the development of the ideas presented here, since practical implementation and testing contributed to the design of the keyboard and to a rethinking of practice procedures.

**88-185 Henry, George M. and others** (Northern Illinois U.). Computer-controlled random access audio in the comprehension approach to second-language learning. *Foreign Language Annals* (New York), **20**, 3 (1987), 255–64.

A microcomputer controlling a random access audio device is a practical method for providing flexible interactive practice in foreign language listening comprehension. The audio passages available at a given point in a lesson are determined by the lesson author, and can include hints, translations, cultural notes, and slower re-recordings of natural

language segments. The particular audio segment played can be determined by the student's response at the computer keyboard. In addition to more traditional drill or tutorial lessons, two innovative lesson types are described: the 'interactive story' and 'hyperspeech.'

**88-186 Jenkins, Susan and Hinds, John** (Pennsylvania State U.). Business letter writing: English, French, and Japanese. *TESOL Quarterly* (Washington, DC), **21**, 2 (1987), 327–49.

This article examines the form and content of business letters of request in English, French, and Japanese, focusing on prescriptive accounts in the respective languages. Since writing is the process of creating meaning, the examination of a highly prescriptive form of written communication increases our understanding of the varied interpretations of the writer's purpose and reader's expecta-

tions in different cultures. The rhetorical differences of note in this comparative exercise were that despite amazingly similar surface characteristics, American business letters are reader oriented, French business letters are writer oriented, and Japanese business letters are oriented to the space between the writer and reader.



**88–187 Mueller, Marlies** (Harvard U.) **and others**. Language learning laboratories: the end of a lukewarm affair? *French Review* (Baltimore, Md), **60**, 5 (1987), 586–91.

In the light of an apparent decline in popularity of language laboratories because of (1) the constraints of time and place, (2) the problem of ensuring adequate monitoring, and (3) the fact that recording and replaying do not necessarily lead to improved language acquisition, an experiment was carried out to ascertain whether personal cassette players would provide a better method of learning languages.

The results revealed that although the majority of

students were in favour of portable materials, because they allow flexibility in study habits, some prefer the discipline of the language laboratory. At present there is no evidence to suggest that the use of portable materials leads to a more rapid acquisition of, or to a better level of achievement in foreign language skills, but there is clearly a need for a choice to be made available to students.

**88–188 Wishart, Elizabeth** (U. of Warwick). Textual cohesion and effective reading: a teaching strategy. *Reading* (Sunderland), **21**, 1 (1987), 30–42.

The unfamiliarity of the language of books sometimes contributes to the limited effectiveness with which pupils read. An action research project was carried out with a group of primary school teachers and their pupils, who belong to minority ethnic groups, in order to develop a teaching strategy to help these pupils to attend to the cohesive elements of texts, alongside the conceptual content. The teachers selected texts for reading and discussion with their pupils and they included in the discussion

some prepared questions aimed at recovering the meaning of cohesive devices in the texts.

The teachers found that they developed their own awareness of the linguistic demands on pupils of the texts which they selected, and the responses of the pupils demonstrated the contribution of the cohesive elements of the texts to the interplay of the factors, linguistic and conceptual, which influence pupils' effective reading.

**88–189 Zvetina, Marina** (The Wellington Sch., Columbus, Oh). From research to pedagogy: What do L2 reading studies suggest? *Foreign Language Annals* (New York), **20**, 3 (1987), 233–8.

In an effort to make research-based techniques more accessible to the second-language teacher, this article takes as its goals: (a) the brief summary of popular perspectives on the L1 reading process; (b) the presentation of pertinent studies of L2 reading; and (c) the analysis of these studies for their pedagogical implications. Current research results offer many

suggestions for the teaching of L2 reading, which can be organised into three categories (a) the organisation of prior knowledge during the pre-reading phase; (b) the development of metacognitive skills during the reading act; and (c) the careful selection of texts to be read by L2 students.