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ABSTRACT
                Six annotated bibliographies prepared by graduate
students address topics related to methodology for teaching English
as a Second Language (ESL) or English as a Foreign Language (EFL).
Each bibliography defines a topic area, gives pedagogical criteria
for selecting entries, and provides brief annotations for relevant
recent citations. The six component bibliographies include:
"Suggestopedia" (M. Kanchanomai and W. Vitooravet); "Pragmatic
Approaches to Language Teaching" (J. Frank and A. Walelgn);
"Classroom Oral Interaction" (D. Purnell, F. I. Chang, and S.
Takabatake); "Schema Theory and Metacognitive Strategies in Teaching
ESL and EFL Reading" (J. G. Graham and V. G. W. Cope); "Reading
Comprehension in ESL" (W. Clark and J. Innes); and "Cultural
Considerations in the ESL Classroom" (S. Coxe). (MSE)

ESL/EFL Methodology: Topical, Annotated Bibliographies

Volume 1

December, 1989

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ESL/EFL METHODOLOGY: TOPICAL, ANNOTATED

BIBLIOGRAPHIES

Volume 1

Prepared for EH 740, TESL/TEFL Methodology,
Indiana University of Pennysivania,

comps.,   Dan J. Tannacito
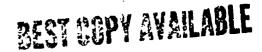Jerry G. Gebhard

December 1989

PREFACE

The current collection of 6 annotated, topical bibliographies on selected topics in language teaching methodology, hopefully, offers some assistance to current and prospective teachers of English to speakers of other languages.

The bibliographies contained in the present volume emerged from a graduate course on TESL/TEFL methodology. Prepared primarily by graduate students enrolled in a master's degree program in TESL/TEFL at Indiana University of Pennsylvania, these bibliographies also represent their experience in learning about the professional literature on topics of interest to them.

Topical ESL bibliographies, both annotated and unannotated, are scattered throughout the published literature. The Bibliographic index: A cumulative bibliography of bibliographies, NY: H. W. Wilson, 1937-, which lists bibliographies published in monographs and periodicals, is of some help. But, no complete bibliography of ESL bibliographies exists. Of single-volume bibliographies covering the entire field of TESL/TEFL, the most current is the annotated and classified bibliography by Wallace L. Goldstein (1984), Teaching English as a second language 2. An annotated bibliography, New York: Garland. This edition treats work published up to 1982 (updating his 1974 volume) by providing 935 annotated entries in 16 categories of English language teaching. Also of note for teachers in need of quick reference to articles and documents on selected, current ESL topic are the series of two-page, briefly annotated Minibibs, available from the ERIC Clearinghouse on Language and Linguistics and the Center for Applied Linguistics.

Each bibliography in the present volume attempts to define a topical area, give some pedagogically criteria for selecting entries, and provide annotations (about 50 words) for as many citations to relevant articles and documents as possible. The organization of each bibliography is usually chronological by author with exceptions explained in the introduction to individual bibliographies. Entries included are largely from scholarship in the last five years. Citations are provided in APA format. ERIC accession numbers are provided wherever possible to items available from the ERIC Document Reproduction Service. Annotations are by individual bibliographers or, when adapted from published abstracting sources, such as Language Teaching (LT) or Linguistics and Language Behavior Abstracts (LLBA), they are coded first by the bibliographer's initials followed by a publication code (e.g., JF/LT). AA designates the author's abstract. Because these bibliographies are limited in length, they are not intended to represent a comprehensive listing for each topic. Chief among the exclusions are monographs devoted in whole or in part to the topics of interest. Nonetheless, these topical bibliographies give a representative sampling and fill a gap in accessing current ideas in ESL/EFL methodology.

- Dan J. Tannacito & Jerry G. Gebhard

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Dan J. Tannacito and Jerry G. Gebhard, Compilers
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EN 740   TESL/TEFL METHODOLOGY

SUGGESTOPEDIA

SUBMITTED TO

PROF. DAN J. TANNACITO

PRESENTED BY

METTIYA KANCHANOMAI

WALAIPORN VITOORAVET

Introduction

Suggestopedia is the teaching method developed by Georgi Lozanov. It emphasizes the use of relaxation in the language teaching course. Students will be provided with the pleasant and enjoyable atmosphere in the classroom. The use of music is proved to be helpful in enhancing students' abilities in the learning procedure. Teachers using this method should be trained in order to support the success of the method.

The reason why suggestopedia is chosen to be a topic of our interest are as following: 1) we agree with the use of music to create relaxation; 2) the emphasis on relaxation is necessary for language learning; 3) students are assigned to use the target language in communication from the beginning of the language course; 4) this method when combined with other methods in dicates the success of language teaching and learning; and 5) its universal applications in many languages teaching; for example, Russian, French, German, and especially English.

The main sources of our bibliography are from Educational Resources Information Center (ERIC), Language Teaching (LT) and Linguistics and Language Behavior Abstracts (LLBA). However, we have got only the abstracts for some articles because they are mostly published in the Journal of the Society for Accelerative Learning and Teaching (SALT) which does not exist in our library.

We divide our bibliography into two parts. The first part involves articles concerning with suggestopedia. And the second part includes some books about the principles of suggestopedia of the major authors who originated the suggestopedic method. In modifying the abstracts, we use initials "WAME" to stand for Walaiporn and Mettiya.

Walaiporn Vitooravet
Mettiya   Kancranomai

Anderson, L. D. and Render, G. F. (1984). Suggestive-
    Accelerative Learning and Teaching and Retention. [ERIC ED
    NO. 254 524].

The use of superlearning to teach rare English words to education
undergraduates of University of Wyoming. Superlearning techniques
are adapted from Lozanov's suggestopedic methods by Ostrander and
Schroeder. The technique includes relaxation and music. The
results show higher memory rates than the normal forgetting curve.
(WAME/ERIC)

Bancroft, W. J. (1978). The Lozanov method and its American
    adaptations. Modern Language Journal, 62(4), 167-175.

The use of Lozanov method for teaching intensive language courses
in a normal American school situation with the belief that
suggestion is more effective when a student is mentally relaxed.
The procedures include: physical relaxation exercises, mind-
calming exercises, and pleasant learning recall.

Bancroft, W. J. (1981). Language and music: suggestopedia and
    the Suzuki method. Journal of the Society for Accerelative
    Learning and Teaching, 6(4), 255-266.

Suggestopedia and the Suzuki method emphasize the teacher's
authority. the role of the environment and the untouched potential
of the learner. Both methods favor the use of music and promote
unconscious acknowledgement in a relaxed state. Lozanov is
influenced by Oriental philosophy, raja yoga; whereas. in the case
of Suzuki is Japanese zen. (WAME/LT)

Bancroft, W. J. (1982). Suggestopedia, sophrology and the
    traditional language class. Foreign Language Annals. 15(5).
    373-379.

The use of elements of the suggestopedia and sophrology methods in
a French language classroom over a 13-week period. Successful
learning is associated with good relaxation and solid training in
English grammar. Students inmprove French language skills from
this method.

Bancroft. W. J. (1984). Three methods for language acquisition:
    TPR, the tomatis program and suggestopedia. [ERIC ED NO.
    253 092]

TPR, the tomatis program and suggestopedia methods share important
common elements. 1) The base on learning native language by

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listening comprehension first. 2) Second language learning in natural way with emphasis on communicative and realistic utterances. 3) Global perception in the learning process. And 4) The emphasis on the use of the right brain. (WAME/ERIC)

Bancroft, W. J. (1988). Strategies for effective language acquisition. Zielsprache Englisch, 18(3). 1-5.

Language acquisition methods focus on language learning as a natural experience and are based on the way in which children learn their native tongue. Strategies for effective language acquisition supply to the right hemisphere of the brain and may be divided into physical, creative, and assimilation. Three methods are outlined, 1) James Asher's total physical response. 2) Tracy D. Terrel's natural approach and 3) Goergi Lozanov's suggestopedy. (WAME/LLBA)

Bass, J. F. (1985). The effects of the suggestive-accelerative learning and teaching method and a structural analysis method on vocabulary learning. [ERIC ED NO. 276 991]

The study investigates the effects of the combination cf the suggestive-accelerative learning and teaching method with the structural analysis method on vocabulary learning and students attitudes toward the methods. The results show that each method make significant gains from pretest to posttest. However, the suggestive-accelerative learning and teaching group has higher scores than the structural analysis group. (WAME/ERIC)

Baur, R. S. and Eichhoff, M. (1381). Journal of the Society for Accelerative Learning and Teaching, 6(4). 272-295.

The psychological basis of other teaching methods used in USSR which come before suggestopedia is discussed. The use of suggestopedic elements of relaxation and music are defined. Further research of these elements leads to a deeper understanding of the psychological basis for suggestopedia. (WAME/ERIC)

Baur. R. S. (1982). Die suggestopädie in der erwachsenen (Suggestopedia in adult education). Zielsprache Englisch. 12(4), 4-11.

Described are the creation of an anxiety-free learning environment. the function of paralinguistic elements. suggestopedia's four presentation phrases and two training phrases and effects of suggestopedic learning. Arguements in favor of the method are presented. (WAME/ERIC)

Bayuk, M. (1983). Cognitive learning styles in "Traditional" audio-lingual and suggestopedic language instruction. [ERIC ED NO. 236 923]

The characteristics of cognitive and intuitive learning styles are differentiated. An audio-lingual approach with four components: listening, speaking, reading, and writing is discussed. The implementation of suggestopedia is encouraged by the discoveries of brain research, parapsychology, musiology, hypnosis, and biochemistry. (WAME/ERIC)

Belanger, B. (1985). Suggestopedia and teacher training. [ERIC ED NO. 254 087]

The advantages of the suggestopedic method in second language instruction include: 1) pleasant classroom atmosphere; 2) the attempt to explore the student's full intellectual potential; 3) initiative-cognitive combination method; 4) the use of interesting texts that combine language and cultural studies and 5) the use of psycholinguistic approach. The teacher is suggested to have additional training for effective use of the method. (WAME/ERIC)

Bleumer, F. (1980). Silent way en suggestopedie: de eerste ervaringen (Summery on silent way and suggestopedia: the first experiences). Levende Talen, 354, 573-583.

The use of the silent way and suggestopedia in teaching French as a foreign language. A speaking test, an appreciation questionnaire and a self-evaluation of competence questionnaire is measured. Results of the self-evaluation questionnaire indicate a greater trust in people's own potential to speak or understand French. (WAME/LLBA)

Botha, H., Ludolph, P. and Carol A. (1988). A comparison of Krashen's L2 acquisition learning theory and Lozanov's suggestopedia. [ERIC ED NO. 293 368]

Krashen's L2 acquisition learning theory and Lozanov's method of teaching through suggestion are compared in both their underlying theories and classroom applications. The considerable agreement is found on issues such as input. rule, effect and psychology. Lozanov and Krashen confirms that these are common denominators in second language teaching base on environment. (WAME/ERIC)

Brislan, P. S. (1987). Music and accelerative learning: some historic and current applications. Journal of the Society for Accelerative Learning and Teaching, 12(3), 115-139.

The appropriate use of musical sound with the capacity to promote well-being which is an essential prerequisite for effective

accelerative learning need to be thoughtfully applied. Three
different investigations in specific use of music is reviewed: an
aid to language discrimination in young children, a mean of
relieving laboratory persuaded stress, and a positive influence on
the regulation of functions of the nervous system. (WAME.LT)

Bush, B. J. (1986). A comparison of innovative training
techniques at the Defense Language Institute Foreign Language
Center. [ERIC ED NO. 281 384]

The evaluation of the comparative effectiveness of three language
instruction methods: 1) suggestopedia; 2) the standard methodology,
a functional skill-building approach, used at the Defense Language
Institute Foreign Language Center; and 3) a flexible scheduling
version with pacing on group readiness of the standard methodology.
Results indicate that suggestopedia approach is not superior than
the other two methods. (WAME/ERIC)

Cullen, A. and others. (1987). Accelerated learning. [ERIC ED
NO. 230 276]

The discussion of a second language teaching technique using
relaxation, imagination, and music to accelerate the learning
process is divided into three parts. 1) A classroom setting
description, 2) an outline of the theory and sources of the method
of learning theory and language teaching, and 3) an evaluation of
the method project in training Louisiana language teacher.
(WAME/ERIC)

Gröber, E. (1985). Auf. natürliche weise lehren and learner
"Suggestopädie" und "Superlearning" in de
Fremdsprachenpadagogik (National methods of teaching and
learning: "Suggestopedia" and "Superlearning" in foreign
language pedagogy). Praxis des neusprachlichen Unterrichts.
32(4), 407-413.

The "Superlearning" or "Suggestopedic" method of foreign language
instruction has recently come into vogue, especially in private
language schools. By playing music and providing a soothing
atmosphere, this method seeks to stimulate hemispheres of the brain
and the learning process. It is suggested that this method be used
on an experimental class in primary and secondary schools.
(WAME/LLBA)

Eggers, P. (1984). An innovation on language learning. Media
and Methods, 21(4). 16-19.

Suggestopedia is used primarily for second language learning. It
is a learning method which facilitates brain learning by using the
arts and music to reduce negative and increase positive suggestive

factors.   Procedures in teaching are discussed and sources of information and suggestopedia music selections are listed.

Galisson, R.   (1983).   La résistible émergence de la suggestion en pédagogie (The resistible rise of suggestion in teaching).   Francais dans le Monde, 175, 20-23.

Though suggestion has a bad press, it can be a useful aid in teaching unknowingly.   It is important to distinguish between the positive and negative aspects of suggestion and between direct and indirect suggestion.   The teacher needs to know how to exploit it to the best advantage.   If suggestion is accepted in teaching, the importance of the role of the teacher's personality has to be recognized.

Garza, T. J.   (1984).   Beyond Lozanov: Practical application of the intensive method in foreign language teaching.   [ERIC ED NO. 245 561]

A three-day cycle of instruct on of the Lozanov method is based on planning an intensive language course.   The first three days are designed to be free of any stress and embarassment for the students.   The teacher assigns a character name to each student. Speaking if required, is done as a group not individually. (WAME/ERIC)

Gassner, R. S. and Brislan, P.   (1984).   A controlled. comparative and evaluative study of a suggestopedic German course for first year university students.   Journal of the Society for Accelerative Learning and Teaching, 9(2), 211-233.

An evaluation of the progress of three groups of university students in a first-year German course; two groups are taught by conventional methods in comparison with an experimental group taught by suggestopedic method.   The suggestopedic group is supplied with a variety of music styles and genres.   The result confirms the superiority of suggestopedic method over conventional teaching and learning.   (WAME/LT)

Hall, L.   (1982).   A strategy for rapid master of the Russian alphabet (Lozanov Approach).   Russian Language Journal, 36(125), 211-220.

The shortcomings of traditional techniques are discussed and the boredom, anxiety, embarassment, frustration, and fatigue, their causes are cited as the major obstacles to a successful reading pedagogy.   Lozanov's method overcomes all these pitfall and is didactically very effective.   Material, underlying principle and means to implement the method are discussed.

Herzele, A. (1984). Suggestopedic. Les Langues Modernes, 78(2-3), 183-187.

Paper presented at the conference of the Association des professeurs de langues. The development of suggestopedia in foreign language instruction is traced with emphasis on the work done in Eastern Europe. Six principles or models of suggestion used in the program are described and specified pedagogy. The research concerns its effectiveness. (WAME/LLBA)

Holtwisch, H. (1988). Suggestopädie, superlearning and schule (Suggestopedy, superlearning, and the school). Praxis des neusprachlichen Unterrichts, 35(3), 239-246.

Suggestopedic approach is reluctantly promoted by West German educators in second language instruction. The method given in Eastern Europe where some significant results in teaching by suggestopedy were achieved also observed the excessive claims of proponents of superlearning. The term of suggestopedy is found to have negative connotation in Western Culture. (WAME/LLBA)

Kaplan, L. (1981). Intensive tutoring based on "Superlearning". Journal of the Society for Accelerative Learning and Teaching, 6(4), 245-254.

The description in detail of the intensive tutoring based on the book "Superlearning" with an Austrian student in English as a second language. Vocabulary tests were given at the end of each 2 and 1/2 hour tutoring session; the student learned about 2,000 words and phrases in 22 sessions and was able to communicate effectively in English. (WAME/ERIC)

Klockner, K. (1984). Suggestopedia applied to an English as a second language setting. Journal of the Society for Accelerative Learning and Teaching, 9(1), 61-77.

Suggestopedia was used in an experimental class to teach English as a second language to Indochinese refugees from Southeast Asia. Within ten weeks, the class which had no familiarity with English before could read, write and communicate in common English phrases and the rate of learning tended to be more than average for elderly students. (WAME/LT)

Knibbeler, W. (1982). A closer look of suggestopedia and the silent way. Journal of the Society for Accelerative Learning and Teaching, 7(4), 330-340.

The study of the teaching of French to adults compared with the suggestopedic and silent way in the acquisition of language skills

and the influence upon affective behavior. Results indicated little variance in the impact of the two methods which are philosophically quite opposed to each other. The influence of the teacher emerged as the most significant factor. (WAME/LT)

Königs, F. G. (1979). Ubersetzung in theorie und praxis ansatzpunkle für die konzeption einer didaktik der übersetzung. (Transition in theory and pratice : starting point for the concept of translation dialects). Manuskripte zur Sprachlerforschung, 14, 1-164.

The discussion about theoretical and practical of translation in term of their relevance to the development of translation didactics. This theory problems are treated; for example, the difinition of translation, translation process and the translation linguistics etc. The major inquiries were about the final examination certificates, hour of instruction, and time to develop translational drill etc. (WAME/LLBA)

Kraetschmer, K. (1986). Current trends in Neurolinguistic studies of bilingualism. International Review of Applied Linguistics in Language Teaching (IRAL), 24(1), 1-11.

A survey of current neurolinguistic literature reveals the interest in the right hemisphere in language production. Suggestopedic learning which focuses on the cooperation and integrate function of the left and right hemispheres is seen as a promising direction.

Lawlor, M. (1987). Some questions answered about "Right Brain" language learning and teaching. British Journal of Language Teaching, 8(2), 121-136.

Center on the opinions of Micheal Lawlor of the Society for Effective Affective learning (SEAL) about "right brain" language learning and includes suggestion (with examples presented about learning Greek) for developing power of suggestion and applying it to foreign language learning. (WAME/ERIC)

Lehr, F. (1987). ERIC/RCS report : suggestopedia. Language Arts, 64(7), 778-781.

Examine materials in the ERIC data base on the suggestopedia method of instruction which bypasses the mina's barriers to learning and increase learning and retention. (WAME/ERIC)

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Marcum, K. (1987). Lozanov's suggestopedy : A psycholinguistic
    analysis of its theory and praxis. [ERIC ED NO. 283 372]

Lozanov's suggestopedia has recieved both favorable and unfavorable
evaluation from well-known scholars in the field of language
learning. Some suspicious views may be due to the paucity of
interpretable scientific evidence for the method 's claims. Theory
on learning may suggest that Lozanov'S method should achieve better
than average result in learning.

Mcginty, R. L. (1988). Robert role for optimal learning : Model
    development, field testing, implications. [ERIC ED NO.
    296 660].

A study to test the value of accelerated techniques is used with
administrative students in the School of Business, Eastern
Washington University. The procedures involve using both sides of
brain and shortening the learning course within the appropriate
learning environment. Results suggest that students prefer the
Lozanov method, and that they learn more with this method.
(WAME/ERIC)

Moon, C. E. and others. (1986) A meta-analysis of
    suggestopedia, suggestology, suggestive-accelerative
    learning and teaching (SALT), and superlearning. [ERIC ED
    NO. 271 503].

The report of forty studies using one or more components of
Lozanov's method of suggestive-acclerative learning. All of the
studies used a control group for contrasting various suggestology
treatments. The conclusion seems that the Lozanov method with
explicit suggestion is more effective than untreated controls
relative to foreign language acquistion, foreign language memory,
affective attributes, cognitive achievement and creativity.
(WAME/ERIC)

Palmer, L. L. (1985). Suggestive acclerative learning and
    teaching (SALT) with learning disabled and other special
    needs students : a literature review and meta-analysis.
    Journal of the Society for Acclerative Learning and
    Teaching, 10(2), 99-129.

The use of suggestive acclerative learning disablities, educable
mental retardation, remedial reading, behavioral-emoticn
disturbance, low socio-economic status, remedial mathematics, low-
poor-under-achievers, normal, gifted and talented. An statistic
analysis shows that SALT is an assuring procedure for special needs
populations.

Perramond, D. B. (1984). Pour une recentration de l'ensiegnement des langues sur l'ensignant : la contribution de la suggestopédic á la didactique des langues étrangères. (Toward a recentering of language teaching on the teacher : the contribution of suggestopedia to foreign language padagogy). French Review, 57(4), 456-482.

It is shown that the work of Lozanov on the teaching method known as suggestopedia has done a great dael toward revitatizing the role of the instructor in foreign language teaching. Suggestopedia relies heavily on instructor on paraverbal, nonverbal and verbal levels. The importance of the teacher's attitude is stressed.

Perramond, D. B. (1986). Approach communicative et psychothérapie. (Communicative approach and psychotherapy). The French Review, 59(3) , 383-388.

Psychotherapy which deals with the resolution of communication interests the "new" foreign language teachers. Detailed are some of the principles of community language learning and suggestopedia, which aim to create an atmosphere of freedom, creativity and confidence by using role-playing, teaching of psychotherapy. These methods are truly learner-centered.

Racle, G. L. (1979) Can suggestopedia revolutionize language teaching? Foreign Language Annals, 12, 39-49.

The Lozanov method accelerates learning with the belief that the more confidence one has, the more enjoyment there is in learning. From the very beginning of the suggestopedic course, the student is placed in a real communication situation. Since language is a communication tool, it is important that the student perceive this function of language that he can use it to communicate freely and effectively.

Ramirez, S. Z. (1986). The effect of suggestopedia in teaching English vocabulary to Spanish-dominant Chicano third graders. Elementary School Journal, 86, 324-333.

The suggestopedia teaching was determined whether it would produce measureable differences in the English vocabulary achievement of Spanish dominant Chicano third graders. In order to use the suggestopedia effectively, teachers need to be trained the information on background, important variables, and classroom procedures. Many of the components of suggestopedia when used in combination with other methods appear to enchance effects.

Rickard, H. C. and others. (1985). The effects of suggestibility on relaxation. Journal of Clinical Phychology, 41(4), 466-468.

Undergraduates are selected on the basis of Creative Imagination Scale scores and are randomly assigned high and low suggestibility subjects to progressive (PP; and suggestions of relaxation (SR) training modes. Results reveal significant pre-post relaxation effect, and main effects for both suggestibility and training procedure.

Saféris, F. (1983). Au plasir des profs : l'approche suggestopédic. (To please the teachers : the suggestopedic approach). Le Français dans le Monde, 22(175), 24-29.

The conduct of "Suggestopedic" language class is discribed. Suggestopedia involved many aspects of learning ignored by traditional methods, the most important of which include relaxation to affect emphasis on participation and the combining of effort with pleasure. The theoretical foundations of suggestopedia are outlined.

Salvi, R. (1988) Linguistica applicata : una collana per insegnanti. (Applied linguistics and language teaching : a series for teachers). Rassegna Italiana di Linguistica Applicata, 20(3), 147-162.

A series on language teaching and learning for teachers includes book on the following topics 1) psycholinguistics (Titone); 2) the role of brain in language acquisition (Danesi); 3) the creative language of children (Crema and De Robert); 4) Suggestopedia (Lozanov and Gateva). (WAME/ERIC)

Schaefer, D. A. (1980) My experiences with Lozanov method. Foreign Language Annals, 13, 273-287.

The observation of actual suggestpedic class for five weeks at McGill University in Montreal convinced the author that the indivisible unity which involves unlocking useful powers of human memory in the learner is not attained without careful training and thoughtful training.

Schiffler, L. (1986). Recherche empirique sur l'effet de la musique dans l'enseignement suggestopédique du français. (An empirical study of the effect of music in suggestopedic instruction of French as a second language. Rassegna Italiana di Linguistica Applicata, 18(2), 65-80.

A study of the effectiveness of music teachniques in French second language instruction using the suggestopedic approach is reported.

The study attempts to control for variations commonly found in experimental conditions. (WAME/LLBA)

Schiffler, L. (1987). Suggestopédie and supperle6arning eine methode für lenschwächere schüler? Eine darstellung der erfahrungen in deutschsprachigen schulen. (Suggestopedia and superlearning : a method for slow learner? Experiences in German speaking school). Praxis de neusprachlchen Unterrichts, 34(1), 83-88.

Suggestopedia and superlearning techniques are employed in language classes for slow learning German high school students. Results support the hypothesis that these techniques are particularly useful for slow learners. Improvements were attained in grades, motivation, classroom atmosphere and learners' abilities to concentrate. (WAME/ERIC)

Schiffler, L. (1988). Suggestopédic : peut-on apprendre 500 mots en trois ou quatre heures? (Suggestopedia : Can one learn 500 words in three or four hours?) Français dans le Monde, 217, 63-66

Approximately 500 words to be learned in each study presented by context within the limits of Lozanov's teaching method to beginning French students in a first semester course. The method involving both interactive and physical relations to the words to be learned was the most effective. It is suggested that the method may prove effective in the classroom.

Schiffler, L. (1988). Hypermnésie dans l'enseignement des langues étrangères peut-on apprendre 500 mots en 3 ou 4 heures? (Hypermnesia in teaching foreign language: can one learn 500 words in three or four hours? Rassegna Italiana di Linguistica Applicata, 20(1), 103-114.

A replication of Georgi Lozanov 's experiment versions were realized: 1) the suggestopedic approach; 2) interactive learning; 3) corporal suggestopedic learning; and 4) an interactive-suggestopedic procedure. Results do not support Lozanov's claim by applying suggestopedy. The study attempts to control for variations commonly found in experiment conditions. (WAME/ERIC)

Schiffler, L. (1988). Merkmale de suggestopädie und des superlearning in derheutigen Praxis (The characteristics of suggestopedia and superlearning on today's practice). Zielsprache Englisch, 18(2), 10-15.

Suggestopedia becomes very popular in adult language teaching after the publication of Suggestology and Outline of Suggestopedy. The major features of this approach are described, such as, suggestive

teaching behavior, suggestive influence, relaxation exercises, body language, learner-centered learning aids, and positive group atmosphere. (WAME/LLBA)

Schiffler, L. (1988). Hypermnesie im Fremdsprachenunterricht-Kann man 500 vokabeln in 3 und 1000 in 5 1/2 studen "lernen"? (Hypermnesia in second language instruction: Can one "learn" 500 words in 3 and 1000 in 5 1/2 hours?). Neusprachliche Mitteilungen aus Wissenschaft und Praxis, 41(3), 150-157.

An imitation of 1000-word experiment is attempted and supplemented with additional facilitated versions, presentations of words in context, lower number of words, to follow exactly the description of Lozanov's Suggestology and Outlines of Suggestopedy. It was found that suggestopedic body learning was an effective approach in teaching second language vacabulary. (WAME/ERIC)

Szalontai, E. (1981). The fundamental problems of suggestopedy. Journal of the Society for Accelerative Learning and Teaching, 6(4), 296-310.

It is concluded that suggestopedic belongs with intensive teaching techniques. They speed learning, increase its effectiveness, improve memory, help to overcome learning related fears and handicaps, arouse and sustain interest. They may particularly be effective where language must be learned very quickly, and where grammatical errors are not regarded too seriously. Teaching takes place in a relaxed and entertaining atmosphere. (WAME/LLBA)

Thomas, E. (1983). Suggestopedia: A new way to learn. [ERIC ED NO. 235 063]

Suggestopedia is based on the assumption that a number of environmental, social and psychological variables affect use of students'ability to learn. The power of suggestion is a key element. Ways to break down anti-suggestive barriers are: 1) comfortable atmosphere; 2) use of music; 3) use of posters; 4) increase individual participation; and 5) well-trained teacher in suggestopedia. (WAME/ERIC)

van, d. V. (1985-1987). Per Linguam: A Journal of Language Learning, 1-3 [ERIC ED NO. 294 426]

Regular issues of "Per Linguam" appear twice a year. The document consists of the six regular issues for the years 1985, 1986 and 1987. These issues contain 32 articles. All articles concern with the study of suggestopedia method and the Suggestive-Accelerative Learning and Teaching (SALT).

Zeiss, P. A. (1983). A comparison of the effects of
    superlearning techniques on the learning of English as a
    second language. [ERIC ED NO. 236 928]

Saudi Arabian students learning English as a second language were
examined by superlearning techniques on the retention of technical
vocabulary. This approach involved the use of music, relaxation,
and rhythmic speaking to increase retention of factual material.
Results· indicated no individual effects from the relaxation
combined with background music treatments. (WAME/ERIC)

Lozanov, G. (1978). <u>Suggestology and Outline of Suggestopedia.</u>
New York. Gordon and Breach.

Suggestopedy started purely as a psychological experiment aimed at
increasing memory capacities in the educational process. Its basic
components involve areas of the mind and brain, the techniques of
yoga, psychology of suggestion, psycho-drama and subvocalization.
The Lozanov method will be successful with these three criteria :
1) the principle of " joy and easiness "; 2) the principle of the
unity of the conscious and the unconscious; and 3) the principle
of " suggestive interaction "

Lozanov, G. (1988). <u>The Foreign Language Teacher's</u>
<u>Suggestopedic Manual</u>. New York. Gordon and Breach.

This manual is based on Dr. Lozanov's twenty-five years research
on the science of suggestion. The Lazanov Learning Method, as
detailed in the book, is a dynamic, stress-free technique which
enables students to learn great amounts of material in short
periods of time. Most popular in the field of foreign language
teaching and learning, suggestopedy accelerates language learning
from 5 to 50 times over other conventional methods.

Ostrander, S. and Schroeder, L. (1979). <u>Superlearning</u>. New
York. Delta/confucian.

Superlearning is an easy and relaxed way that speeds up learning
by using "human energy conservation" to get results. The
application of music helps relaxation with rhythm. Students relax
and breathe deeply and rhythmically in time to the music. Two
basic teaching procedures involve : 1) self-image therapy for
students; and 2) organization of nonverbal cues.

Schuster, D. H. (1986). <u>Suggestive Accelerative Learning</u>
<u>Techniques: Theory and Applications</u>. Des Moines, Iowa. A
Harwood Book.

This informative book demonstrates how an effective combination of
physical relaxation exercises, mental concentration, suggestive
principles and relaxing music speeds classroom learning. It
provides a detailed description of the three basic phases of the
Lozanov approach to learning: preliminary activities, presentation
of material. Filled with actual examples of classroom and
laboratory studies, each chapter is follwed by questions that
stress the important concepts within.

Stevick, E. (1980). <u>In A Way and Ways</u>. Rowley, Massachusette.
    Newbury House.

The description of the author's account of thoughts, some actions
that come out of the contacts with Lozanov's method based on the
use of suggestopedia in language teaching. The suggestopedic basis
for success requires warm and supportive teacher in comfortable and
relaxed classroom with the use of music to help language learning.

The Pragmatic Approach to Language Teaching:

An Annotated Bibliography.

Jeannette Frank
Adamu Walelgn

Dr. Dan Tannacito
EN 740   TEFL/TESL Methodology

Introduction

Our sources for the pragmatic method begin with John W. Oller who authored a pragmatic curriculum for beginning Spanish students in 1963. At this time the language teaching world was focusing on the audio-lingual method, transformational grammar, and the problem of the interference of the native language on the language to be learned.

Oller felt that the student should be immersed in the language. Through film sequences he presented the language in the context of the country with native speakers so that cultural items and idiosyncrasies could be introduced. He was not concerned with introducing grammatical forms in the order of their difficulty, but rather in using language that was natural to the native speakers in the situation. He believed it was important to present information in an interesting story form with a natural order of events divided into segments which could be used as separate lessons in teaching.

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His main aim was to emphasize language as communication. Language must be studied and finally used in relationship to situations, peoples' feelings, previous happenings, etc. He calls this extralinguistic information.

John W. Oller, Jr. has continued his father's work. Most of the references we have listed are articles or books written by him or listed in his bibliographies. We have also included sources which support or compliment the main tenets of Oller's pragmatic method: immersion, storytelling, extralinguistic features, and the logical and sequential ordering of materials.

Note: When the notation [AW modified; AA] is used after an abstract Adamu Walelign has modified the author's abstract. [JF modified; AA] indicates Jeannette Frank has done the modification. [JF modified; A] indicates that Jeannette Frank has modified the author's introduction or summary statements.

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The Pragmatic Approach: An Annotated Bibliography

Bransford, J. D. & Johnson, M. K.   (1972).   Contextual
    prerequisites for understanding: Some
    investigations of comprehension and recall.
    Journal of Verbal Learning and Verbal Behavior, 11
    (6), 717-726.

This paper presents a series of studies which show that
relevant contextual knowledge is a prerequisite for
comprehending prose passages. In each study there was
increased comprehension and recall when students were
supplied with appropriate information before they heard
test passages.

Burt, M. K. & Dulay, H. C.   (1983). Optimal language
    learning environment. In J. W. Oller, Jr. & P. A.
    Richard-Amato (Eds.), Methods that work. Rowley,
    MA.: Newbury House.

The article states that language teachers should focus
on the content of communication rather than on language
form. It also asserts that the need to recreate a part
or all of the target language environment for the
learner is very critical. Films, film-strips, fun and
games help to facilitate the pragmatic mapping of
utterances onto meaningful contexts of experience.

Capretz, P. J. (1987). French in Action. New Haven:
    Yale University Press.

This immersion program seems similar in many ways to
the Spanish program by John Oller. The program is
based on a series of fifty-two half hour filmed
episodes that take place in France. The theme is a
tongue-in-check boy meets girl story. There is an
emphasis on communicative fluency. The program does
not introduce grammatical forms in order of simplest to
more complicated, but instead uses tenses and
expressions natural to the native speaker in the filmed
situation.

Cohen, A. D., & Swain, M. (1976). Bilingual
    education: The immersion model in the North
    American context. TESOL Quarterly, 10, 45-53.

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This article examines immersion techniques with the majority language group child. It lists seventeen characteristics of successful immersion programs in North America. These characteristics are often not present in immersion programs for minority language groups and could hopefully be used in improving these programs.

Come spin a yarn: The story-telling handbook. (1987). New York: New York City Board of Education.

This is a handbook published as a guide for a story-telling contest held in the New York elementary schools to encourage reading. There are guides given to choosing a story, presenting the story and pitfalls to avoid.

Fugate, F. L. & Fugate, R. B. (1980). Secrets of the world's best-selling writer: The storytelling techniques of Erle Stanley Gardner. New York: William Morrow.

This book describes the techniques of one of the most suc ssful fictionalists of all time. One recommendation he gives which Oller repeats is that the storyline should be maintained through stageable action.

Hauptman, P. C. (1971). A structural approach versus a situational approach to foreign-language teaching. Language Teaching, 21, 235-244.

These two approaches were compared using two groups of American children learning Japanese. The structural approach presented material based on grammatical, etc. difficulty. The situational approach did not take difficulty into account, but used meaningful dialogues. The latter produced equal or better results and was significantly more successful with students of high language aptitude and intelligence.

Kennedy, G. (1973). Conditions for language learning. In J. W. Oller, Jr. & J. C. Richards (Eds.), Focus on the learner, pp. 66-82.

The writer maintains that the learner's attitude to the

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target language, and his/her desire to use it communicatively in novel situations are very critical. Efforts to enhance these must be made using attractive, varied and realistic materials on films, records, books, magazines and other audio-visual aids. Activities which make communicative demands on the learner and where the new language is indispensable contribute to successful language learning.

Krashen, Stephen D. (1981). Second language acquisition and second language learning. New York: Pergamon.

This book won an award for the best book on foreign language teaching published in 1981. It discusses the difference between "learning" and " acquisition" and gives much impressive evidence in favor of the input hypothesis and other ideas which it proposes.

Krashen, Stephen D. (1985). The input hypotheses: Issues and implications. New York: Longman.

Krashen discusses and reviews the evidence supporting his Input Hypothesis. Then he presents five possible arguments against the Input Hypothesis. Next he presents a four-stage practical model for language-teaching programs.

Lafford, B. A. (1987). Providing comprehensible input for advanced conversation classes in university settings. Italica, 64, 278-297.

Listening skills can be developed by exposing advanced students to a wide variety of television and radio programs of different genres, in addition to teacher-generated input. The importance of encouraging students to obtain exposure outside of class is underscored. It is also stated that discussions of listening/reading materials should arouse the student's intellectual curiosity. [AW modified; AA].

Morrow, K. (1987). Using texts in a communicative approach. ELT Journal, 41, 248-256.

The article suggests that three factors are central to the use of language materials: authenticity,

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involvement and choice. Authenticity involves the sense of using materials taken from 'real life'. The response of the student as an individual human being is the essence of communication. The student should also be offered a range of texts to choose from. [AW modified; AA].

Oller, J. W., Jr. (1969). Discrete-point tests versus tests of integrative skills. In John W. Oller, Jr. & Jack C. Richards (Eds.), Focus on the learner (pp. 184-199).

Repeated studies show that tests of integrative skills such as reading comprehension, cloze tests, dictation and composition tend to correlate better with teacher judgments and better with other measures of language skills that do any of the discrete-point tests such as using contrastive analysis or multiple choice because they more nearly reflect what people actually do when they use language. [JF modified; A]

Oller, J. W., Jr. (1971). Coding information in natural languages. The Hague: Mouton.

This monograph argues that language must be dealt with in its communicative function in order to account for its structure and use. This work is an attempt to justify and outline an approach to the study of language as an instrument for coding cognitive information.

Oller, J. W., Jr. (1971). Dictation as a device for testing foreign-language proficiency. English Language Teaching, 25 3, 254-259.

This paper supports the use of dictation in language testing. When a student is writing from dictation he must discriminate phonological units, make decisions about word boundaries, and translate this analysis into meaning. Oller also encourages the teacher to experiment with different kinds of language testing.

Oller, J. W., Jr. (1971). Language use and foreign language learning. International Review of Applied Linguistics, 9, 161-168.

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This article rejects the notion of viewing language as being self-contained and independent of communicative value. It suggests that the most important principles to consider in program construction are pragmatic ones; involving a sequence of lessons connected by the extra-linguistic information they contain rather than by the syntactic principles they are supposed to illustrate. [AW modified; AA].

Oller, J. W., Jr. (1972). Contrastive analysis, difficulty and predictability. Foreign Language Annals, 6, 95-106.

The article states that the language teacher does not need to know how a target structure contrasts with a native structure as much as s/he needs to know how speakers of the target language use the structure at issue. It claims that learning is accelerated by an increasing organization of the materials to be learned and by increased predictability. [AW modified; AA].

Oller, J. W., Jr. (1972). Transfer and interference as special cases of induction and substitution. Linguistics, 89, 25-33.

A theory that language is pragmatic in nature, and that the use of language is governed by probablistic rules is proposed. Experimental data from first and foreign language teaching are explored briefly, and it is concluded that contextual differentiation of similar structures is necessary to maximize transfer and minimize interference. [AW modified; AA].

Oller, J. W., Jr. (1973). Some psycholinguistic controversies. In J. W. Oller, Jr. & J. C. Richards (Eds.), Focus on the learner (pp. 36-52). Rowley: Newbury House.

This paper discusses the error that Oller sees in the transformational grammar theory which concentrates on linguistic units and not on what information is being coded. He feels that any language theory must include the presupposition that language coding involves both complex linguistic form and complex sets of extralinguistic information.

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Oller, J. W., Jr. (1974). Expectancy for successive
    elements: Key ingredients to language use.
    Foreign Language Annals, 7, 443-452.

The article views language as a system of processing
information through sequential coding. The key element
in language use is the ability to anticipate elements
in sequence. It defines language teaching as providing
linguistic data in communicative settings and stresses
the need for encouraging learners to take advantage of
acquired expectations about situations and events in
the real world.

Oller, J. W., Jr. (1975). Cloze, discourse, and
    approximations to English. In Burt, Marina K. &
    Heidi C. Dulay (Eds.), On TESOL '75: New
    directions in second language learning, teaching
    and bilingual education, 345-355. Washington, D.
    C.: TESOL.

Oller gives the details of an experiment to
substantiate the hypothesis that "grammar based
expectancies ranging over all levels of discourse help
the language user to infer the plausible limits of
intended meanings and enable the user to supply
reasonable guesses about missing, distorted or
erroneous material in a stream of speech or a written
passage".

Oller, J. W., Jr. (1979). Language tests at school: A
    pragmatic approach. New York: Longman.

After his introduction on what a language test is and
what language testing is about Oller divides his book
into Part One, concerning the theory and research bases
for pragmatic language testing, Part Two discussing the
theories and methods of discrete point testing, and
Part Three on practical recommendations for language
testing.

Oller, J. W., Jr. (1983). Some working ideas for
    language teaching. In J. W. Oller, Jr., & P. A.
    Richard-Amato (Eds.), Methods that work (pp. 3-
    19). Rowley: Newbury House.

This chapter considers four working ideas: Krashen's

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input hypothesis, the textuality hypothesis, the expectancy hypothesis and the episode hypothesis. It also gives six recommendations for language teaching: use motivated text with significant conflicts, seek stageable action, respect the logic of experience, first establish the facts, break the text down into manageable chunks, and make multiple passes through the text. [JF modified; AA]

Oller, J. W., Jr. (1983). Story writing principles and ESL teaching. TESOL Quarterly, 17, 39-53.

Oller proposes that story-telling techniques may be helpful in making ESL/EFL materials meaningful, comprehensible, recallable, and in a word, learnable. The textuality hypothesis, the expectancy hypothesis, Krashen's input hypothesis and the episode hypothesis are discussed. [JF modified; AA]

Oller, J. W., Jr. (1984). A preview of Methods that work". [Review of Methods that work]. In P. Larson, E.L. Judd, & D. Messerschmitt (Eds.), On TESOL '84: A brave new world for TESOL. Washington, D.C.: TESOL.

This book review is mainly devoted to explaining the main features of pragmatics and the rules of pragmatic mapping. It states, that in all of the methods that work, the main objective is to establish the pragmatic linkage between texts and facts in the target language. It stresses the need for episodically organized and logically structured texts.

Oller, J. W., Jr. (1987). Interview with John W. Oller, Jr. on pragmatics. PASAA, 17 (1), 1-14.

In this interview Oller gives a detailed exposition of pragmatics, and emphasizes the link between text and experience. The need for presenting interesting and episodically structured stories is also pointed out. Pragmatic learning activities and testing are outlined. The links of pragmatics to other methods, and its relevance to Thai learners of English are discussed.

Oller, J. W., Jr. (1987). Practical ideas for language teachers from a quarter century of

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language testing. <u>English Teaching Forum</u>, <u>27</u>(4), 42-46.

Oller recommends that language testing should be an integral part of the instructional process. Teaching/testing activities based on the underlying facts of a story or narrative could include yes or no questions; reading; dictation; both oral and written question and answer exercises; dramatization, narration, improvisation, essay writing, etc.

Oller, J. W., Jr., Hudson, A. J. & Liu, P. F. (1977). Attitudes and attained proficiency in ESL: A sociolinguistic study of native speakers of Chinese in the United States. <u>Language Learning</u>, <u>27</u>, 1-27.

The article reports that attitudes towards self and native-language group, as well as toward the target language group, were found to be positively correlated with attained proficiency in ESL. However, the relation between reasons for studying ESL or travelling to the US and attained proficiency were contrary to previous predictions. [AW modified; AA].

Oller, J. W., Jr. & Obrecht, D. H. (1968). Pattern drill and communicative activity: A psycholinguistic experiment. <u>International Review of Applied Linguistics</u>, <u>6</u>, 65-74.

This study compares two groups of beginning Spanish students and the use of the pattern drill in learning. The results of the study support the hypothesis that the effectiveness of a given pattern drill is significantly increased by relating the language of that drill to communicative activity in the teaching/learning process. (JF modified; AA)

Oller, J. W., Jr. & Obrecht, D. H. (1969). The principle of informational sequence. <u>International Review of Applied Linguistics</u>, <u>7</u>, 117-123.

This article reports the results of an experiment designed to test the hypothesis that informational sequencing is a useful device which significantly

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enhances the learning of sentences in a foreign
language. It concludes that informational sequence
does enhance the learning of even a very small sample
of foreign language material. [AW modified; AA].

Oller, J. W., & Oller, J. W., Jr. (1983). An
    integrated pragmatic curriculum: A Spanish
    program. In John W. Oller, Jr., and Patricia A.
    Richard-Amato (Eds.), Methods that work, (pp. 20-
    37). Rowley: Newbury House.

An outline with examples is given of a pragmatic
curriculum in Spanish published in 1963 by Encyc¹upedia
Britannica Films. The program included a film which
followed a Spanish family and their activitie.. John
Oller, Sr. its author called it an immersion program.
Many quotes are included from the teacher's manual.

Oller, J. W., Jr. & Sales, B. D. (1969). Conceptual
    restrictions on English: A psycholinguistic
    study. Lingua, 23, 209-232.

The article states that if the communicative function
of language is taken to be the primary source of
information for the language learner, then the more
that is known about this function, the more readily one
can make generalizations and associations necessary to
learn a language. It also states that discussion of
the semantic basic of syntax helps to understand
problems concerning language acquisition and use.

Oller, J. W., Jr, Sales, B. D. & Harrington, R. V.
    (1969). A basic circularity in traditional and
    current linguistic theory. Lingua, 22 317-388.

The article asserts that the study of language can be
enhanced by focusing on the problems of language
communication and studying the physical manifestation
of both utterances and their referents in sociocultural
settings. It also states that an analysis of the
relationships existing between linguistic units and the
perceptual and conceptual entities of the cognitive
experience which people talk about is required.

Peck, Robert Newton. (1980). Secrets of successful
    fiction. Cincinnati: Writer's Digest.

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Robert Peck's book gives guidelines on writing good fiction. Some points that he makes: don't make general statements, make a word picture; give a description energy; a story needs some sort of clash or conflict for interest. Oller feels teachers need to know how to judge good fiction in order to decide on effective teaching materials.

Poulson, D. (1979). Children's comprehension and memory for stories. Journal of Experimental Child Psychology, 28, 379-403.

In this study sixteen 4-year old and sixteen 6-year old children were shown four picture stories, some in normal order and some in scrambled order. The conclusion drawn was that the best remembered details were the ones in story order; the others tended to be forgotten.

Richard-Amato, P. A. (1989). Making it happen: Interaction in the second language classroom. White Plains, NY: Longman.

This is a comprehensive and practical methodology book that synthesizes theory and classroom practice in ESL. It establishes a solid theoretical base for meaningful interaction as the focus of the classroom, in addition to providing numerous methods and activities, and raising practical issues concerning classroom management. Oller's article in Part 4 deals with the pragmatic approach, the episode hypothesis and gives guidelines for materials selection. [Taken from 1990 Catalog: Longman ESL, p. 51].

Richards, J. C. (1980). Conversation: What it is and what it isn't. TESOL Quarterly, 14, 411-431.

Richards asserts that conversation skills are complex and subtle. The study of conversation can yield useful knowledge for the language teacher. Richards outlines some of the characteristics of conversation and explores the implications of conversational analysis for second language teaching.

Schallert, D. L. (1976). Improving memory for prose:

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The relationship between depth of processing and context. *Journal of Verbal Learning and Verbal Behavior*, 15 (1), 621-632.

The study showed that depth of comprehension as manipulated by task instructions and by different presentation durations effectively controlled the amount ˙˜ information remembered from ambiguous prose passages. More accurate information was remembered under the more semantic instructions. (JF modified; A)

Schank, Roger C. (1975). The structure of episodes in memory. In D. G. Bobrow, & A. Collins (Eds.), *Representation and understanding*, 237-272. New York: Academic Press.

Schank says information is organized within episodic sequences and these episodic sequences serve to organize understanding. Human understanding is a process by which new information gets treated in terms of the old information already present in the memory.

Splosky, B. (1985). The limits of authenticity in language testing. *Language Testing*, 2, 31-40.

The writer believes that setting authenticity as a criterion raises important pragmatic and ethical questions in language testing: Lack of authenticity in a material or method weakens the generalizability of results. Any language test by its nature is stated to be inauthentic and abnormal language behavior, since the task is not to give, but to display knowledge. Only part of this difficulty can be overcome by authentic-seeming tasks. [AW modified; AA].

Stern, H. H. (1971). Psycholinguistics and second language teaching. In John W. Oller, Jr., and Jack C. Richards (Eds.), *Focus on the learner* (pp. 16-28).

Stern mentions three basic ideas in psycholinguistics: language is complex, language is not gibberish: it is always ordered,and language in use is always language in a meaningful context. Three themes of psycholinguistics: (1) language acquisition, (2)language use and (3)the intricate relationship

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between language and meaning, between language and thought and emotion, between language and culture.

Ves Jeremaias, J. M. (1982). The social component of the English classroom: Semantic and pragmatic considerations. Anglo American Studies, 2(1), 63-75.

According to this article, competence in a foreign language is as much a matter of 'social' learning as of 'linguistic' learning. Material embedded in interesting activities is memorable, and learning is facilitated if total security is removed and activity is unpredictable. Games provide an experience of the unpredictable; helping students to deal with the task of using English in 'unprepared', real situations. [AW modified; AA].

Wajnryb, R. (1986). Story-telling and language learning. Babel, 21(2), 17-24.

Story-telling in language learning can be adapted to any level and should be a regular event: Its purpose is always genuinely communicative; it is linguistically honest; it comes naturally to most people; it is sensual; it caters to the individual while forging a community in the classroom with reduced anxiety. [AW modified; AA].

Widdowson, H. G. (1979). Directions in the teaching of discourse. In C. K. Brumfit & K. Johnson (Eds.), The communicative approach to language teaching, 49-60. Oxford: University Press.

While linguists are still discussing the communicative properties of language, the language teacher must take discourse into account in her teaching. Language cannot be studied as detached sentences and linguistic structures. Teachers must select and grade classroom material in terms of communicative acts.

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A Bibliography of TESOL Materials

Relating to

the Increase and Improvement

of

Classroom Oral Interaction

Course: TESL/TEFL Methodology

To: Dr. Dan J. Tannacito

From: David Purnell
          Fang-chyi Ivy Chang
          Sachiko Takabatake

Date: November 21, 1989

Preface

The following bibliography is presented for the specific purpose of assisting ESL/EFL teachers interested in increasing and improving the oral interaction in their classrooms. In selecting materials for inclusion in this bibliography, we have made every effort to keep the focus on oral interaction and practical application. However, in that none of the so-called "language areas" (i.e. reading, writing, speaking and listening) can be absolutely isolated in any practical sense, especially in an interaction context, many articles have been included that involve these other skills, but only where they impinge directly upon oral interaction. Furthermore, although the main concern of this bibliography is the practical task of improving oral interaction, we have deemed it desirable and necessary to provide a body of materials that span a range that will give the teacher a working background in this particular pursuit. This range is represented in the three categories to be found in the bibliography: techniques and activities, models and suggestions, and implications and evaluations of theoretical applications.

In selecting materials we have limited our search to periodicals, in regard to published material, but have set no limits on relevant material from unpublished sources. When possible, we have supplied the ERIC ED number for the convenience of the user. Abstracts that have been quoted directly from their source have been thus labeled. Modifications thereof will bear the initials of the bibliographer followed by the original

source. Original abstracts will bear the initials of the author.

I. Techniques and Activities

Archibald, J. (1987). Developing natural and confident
    speech: Drama techniques in the pronunciation class.
    TESL Talk, 17(1), 153-59.

Drama can act as a bridge between the classroom and the real
world in teaching students to communicate in a second language.
Teaching technique using drama to help improve students'
pronunciation of English as a second language are described, as
they relate to articulation, pitch, volume, rate and variety.
(ERIC)

Belfiore, M. E. (1988). English at work: A tool kit for
    teachers. TESL Talk, 18(1), 24-34.

Describes a participatory process of English-as-second-language
learning exemplified in instructional materials with which
teachers and students work together through a three-step process
(description, analysis, and action) during which opportunities
occur for developing the language skills of listening, speaking,
reading and writing. (ERIC)

Blanche, P. (1987). Taking second language learners
    beyond the classroom: Gathering natural speech samples.
    Cross Currents, 13(2), 29-42.

Outlined are classroom techniques designed to teach students
points such as when to use formal or informal styles, how to
maintain social distance, when and how to interrupt. Suggestions
for using tapes of native speakers in the classroom are made.
(ST/LLBA)

Blossom, G. A. (1989). Use a raffle to teach ESL? Crazy? No!
    Effective? Yes! TESL Reporter, 22(10), 3-8.

Describes the use of a raffle as a technique to learn to speak
English. The raffle is only a means to developing oral
proficiency in English. With each new raffle, a new set of
vocabulary items is developed and used. The raffle technique can
be used for almost any class in any level. Examples are
provided. (IC)

Bright, J. R., & Leibman, S. (1985). Supplemental exercises:
    Field test copy. Listen & Communicate Book One (Part A):
    English as a Second Language. [ERIC ED 273 760]

This book is designed to provide supplemental materials covering
such topics as introducing and identifying oneself and others,
greeting, following classroom instructions, classroom objects,
commands, asking for emergency assistance, addressing time,
describing daily routines, describing locations, identifying

foods, expressing likes and dislikes, asking for repetition or clarification, describing physical/emotional state. (IC/ERIC)

Byrne, D. (1985). Simulation work with large classes. English Teachers' Journal, 32, 26-33.

Discusses ways in which the simulation technique can be used in classes of 30 or more students by structuring the simulation so that all the students are involved simultaneously, although in different ways. Seven stages are suggested for developing, presenting, and doing a simulation; a sample simulation is presented. (ERIC)

Charge, N. J., & Giblin, K. (1988). Learning English in a video studio. ELT Journal, 42(4), 282-87.

With access to video cameras and a video studio, students can learn how to film and produce short sequences in English. The process of planning and filming involves the learners in real communication tasks, which cannot be completed successfully unless the necessary linguistic skills have been mastered. (DP/AA)

Coelho, E. (1988). Creating jigsaw units for the ESL classroom: How to develop instruction units for co-operative group learning in the communication curriculum. TESL Talk, 18(1), 69-81.

Describes the Jigsaw technique, a small-group organization and instructional method which offers a highly interactive learning experience, and how it can be applied in adolescent and adult English-as-a-second-language classes or used as a model from which teachers can create their own instructional materials. (ERIC)

Coleman, H. (1987). 'Little tasks make large return': Task-based language learning in large crowds. Lancaster Practical Papers in English Language Education, 7, 121-45.

This paper describes a package of materials and methodology for teaching English to undergraduates in Indonesia. The materials forced students to work in groups on a series of linked problem-solving activities related to their future needs. The approach was found successful, encouraging new modes of classroom behavior and a mature approach to learning. (DP/AA)

Cormon, F. (1986). Humanistic activities and teacher motivation. ELT Journal, 40(4), 278-81.

This article describes five activities that are humanistic techniques in that they take into account the interests and personalities of the students and deal with the 'here-and now'.

Good news for the teacher: they are rewarding not only for the students, but for the teacher too. After all, a happier teacher makes a better learning situation and thus more efficient learners. (DP/AA)

Duppenthaler, P. (1988). The naming chain. TESL Reporter, 21(3), 47-48.

A low anxiety method is provided for introducing students and teacher to each other. Follow up exercises are also provided. (DP)

Flores, N. L. (1988). Teaching job-related interaction skills to ESL students of speech communication. Paper presented at the Annual Meeting of the Western Speech Communication Association, San Diego, CA. [ERIC ED 297 574]

An instructional model for developing skills in job-related interaction among students of ESL is proposed and discussed. It includes techniques for job interview interactions and for work-related, informative and persuasive speaking experiences. (ST/ERIC)

Guglielmino, L. M. (1986). The affective edge: Using songs and music in ESL instruction. Adult Literacy and Basic Education, 10(1), 19-26.

States that music can be an effective instructional method for enlivening the English as a second language classroom and for facilitating language learning. The approach can be used to address various learning styles. Examples and guidelines are provided. (ERIC)

Hudson, D. D., & Ratliffe, S. A. (1988). A developmental approach to speaking and listening skills in a multi-cultural classroom. Paper presented at the 59th Annual Meeting of the Western Speech Communication Association.

A well-received intermediate ESL course designed to help students develop speaking and listening skills is discussed. Each unit of study consists of competency-based learning objectives, oral and written exercises, a skill demonstration assignment, and visits with native English-speaking community volunteers. (ST/ERIC)

Jacobs, G. (1988). Co-operative goal structure: A way to improve group activities. ELT Journal, 42 (2), 97-100.

Simply putting students together in a group is no guarantee that co-operation will occur. One factor affecting the success of group activities is the goal structure present in the classroom. This article explains the concept of goal structure and

illustrates three principal types of goal structure. (DP/AA)

Jones, F. (1986). My 10 favorite ESOL teaching games.
    (Available from [Sun Belt Literacy Bookstore, 1401 SW
    topeka Blvd., Topeka, KS 66612]). [ERIC ED 296 576]

This booklet outlines the instructions for the games that have
proved to be effective in English for speakers of other languages
(ESOL) courses. Two dialogue games, a vocabulary game, four
structure focus games, and three pronunciation games are
described. (ST/ERIC)

Kahler, W. (1989). A mnemonic aid to oral topical reviews.
    Forum, 27(3), 51-51.

States that the most conventional way of oral-aural comprehension
of topically related materials is the question-answer form. The
students can be asked to present an oral summary of the review
topic. The author provides some techniques for reaching this
type of oral-review exercise. (IC)

Kerr, L. (1985). Pair work: Some practical hints. Forum,
    23(4), 22-24.

States the features of pair work. The value of this type of
activity is: it provides a greatly enhanced opportunity for
communication between students, and most of it is real
communication (as opposed to a drill involving student-to-student
exchanges.) Examples of pair work are provided. (IC)

MacDonald, M. G. (1989). Oral dialogue journals: Spoken
    language in a communicative context. TESL Reporter, 22(2),
    27-31.

Through the use of taped oral dialogue journals, students are
given a method for developing oral strategies and fluency.
Benefits are described, such as the feasibility of listening to
dialogues repeatedly, pausing whenever desired, using
dictionaries to aid in both comprehension and production--all
without the intimidation of a listener being present. (DP)

McBeath, N. (1986). Using job-related pictures to stimulate
    oral production. Forum, 24(4), 32-34.

Summarizes that it has become an accepted technique to use a
picture whenever possible to stimulate class interest. Suggests
that teachers build up a picture file as a used aid at all levels
of teaching. Examples and implications are mentioned. (IC)

Mellor, J. (1988). Some steps to improve your spoken English.
    Developed as part of Special Collection on the Training of
Teaching Assistants. [ERIC ED 292 297]

The first section offers four speech improvement suggestions requiring little or no extra time, including speaking English as much and as often as possible, imitating native speakers, asking for the correct form, and finding out what problems need the most attention. The second section lists relevant resources at the university. (ST/ERIC)

Montgomery, C., & Eisenstein, M. (1985). Real reality revisited: An experimental communicative course in ESL. TESOL Quarterly, 19(2), 317-34.

Described is an experimental oral communication course (OCC), consisting of structured field trips preceded by preparation (listening to tapes, practicing functional language, and deciding on what information to obtain), and followed by a discussion with a resource person. In the subsequent class, students evaluated the trip and reviewed the new language used and the information gained. (ST/ERIC)

Nation, P. (1989). Speaking activities: Five features. ELT Journal, 43(1), 24-27.

This article proposes that speaking activities for language teaching make use of a limited and describable number of features to make them interesting and relevant. The author suggests that by understanding these features, teachers can improve the speaking activities they use, and that they can create their own activities, based on individual features and on combinations of them. (DP)

Phillips, C. (1988). Keeping up with the Joneses. TESL Talk, 18(1), 123-34.

A series of high-interest. low English-language-learning-level stories developed for adult students of English as a second language are combined as a soap opera for classroom use. Each unit includes one story and a student worksheet with exercises for story comprehension, communication, grammar, vocabulary development, practice with idioms, discussion, and composition. (ST/ERIC)

Poirier, F. (1986). Travail manuel et civilisation [Integrating manual work into the teaching of the culture of the language]. Langues Modernes, 80(4/5), 9-39.

A project involving the construction of a typical English house is described. Study of the target culture enriches the content of language learning and motivates the students. Projects of this kind bring the language class down from its inward-looking isolation and give pupils the chance to speak about what they themselves want to do, and how and why. (ST)

Quelbemann, F. (1988). Excuses, excuses, excuses (a funny thing happened on the way to English class). TESL Reporter, 21(2), 39-40.

The author presents a method in which he has elaborated the simple act of students excusing themselves for tardiness or absence from class into an exercise that contains tremendous entertainment and communicative value. (DP)

Redfield, M. (1987). Self-introductions for that first day in a humanistic classroom. TESL Reporter, 20(1), 20-28.

This article presents a method for overcoming anxiety for both teacher and students in the process of getting mutually acquainted with each other. Many options are presented, including whole-class, group, pair, volunteer or mixer arrangements. (DP)

Rinvolucri, M. (1985). Grammar games, cognitive, affective and drama activities for EFL students. New York: Cambridge University Press. [ERIC ED 263 776]

A collection of 56 classroom games to be used in grammar instruction in English as a Second Language, including dramatic activities. Each exercise is proposed for a specific level based on the grammar content, and notes about the use of the games and related activities in class are included. (ST/ERIC)

Rosenfeld, S. (1988). Roll call as warm-up. TESL Reporter, 21(1), 18-20.

The activity of roll call is made the center of an exercise that provides variation in something that is quite often an obligatory and boring routine. By changing the rules, the author provides a technique that allows students to be creative and gain insights into each others personality. (DP)

San Jose, C. (1988). Story drama in the content areas. Language Arts, 65(1), 26-33.

Recommends the role playing of story drama in classrooms. Nor need every character necessarily say every line that fits his or her action. This is a kind of classroom activity for reading, understanding texts and practicing orally. The only demand is that lines should be logical, and the characters should be able to express his or her lines. (IC)

Seng, M. W. (1987). Telling time on the overhead projector. ESL Reporter, 20(2), 35-36.

Suggests that an easily made, movable clock transparency can open

the door to a variety of interesting, student-centered classroom
activities for stimulating both oral and written language
practice. The class can be divided into dyads or triads; small
groups might converse in describing different things they do at
different times. (IC)

Seng, M. W. (1986). Getting to your house or an overhead
    projector. TESL Reporter, 19(1), 19.

Suggesting that using transparencies to show students the
prepositional relationships. They also learn some alternative
ways directions can be expressed. Students can work in pairs or
directing each other for practice in requesting and giving
directions for a trip. Examples are provided. (IC)

Takashima, H. (1986). Usint telephone conversations to practice
    speaking and listening comprehension. Forum, 24(4), 2-5.

The technique of using telephone conversations may well motivate
students as well as providing opportunities to contextualize
material in an interesting way. The more realistic the
situation, the greater the opportunity to concentrate on the
language necessary for the effective completion of a verbal
transaction. (IC)

Tomscha, T. (1986). Using TPF Communicatively. Paper presented
    at the annual conference of the International Association of
    Teachers of English as a Foreign Language, Brighton,
    England. [ERIC ED 273 133]

Presents an approach to the common experience of shopping which
was developed and a dialogue for which the students needed to
learn only a few simple forms. The technique combines effective
features of TPR and an introduction to various tenses and lexical
sets. Examples of language sequences and illustrations are
included. (IC/ERIC)

Wajnryb, R. (1988). Communicative Use of Newspaper Texts in
    Classroom Reading: The Read-Ask-and-Tell Approach. Reading
    in a Foreign Language, 4(2), 107-18.

Describes a method of using newspaper articles in the
English-language classroom called Read-Ask-and-Tell. The place
of authentic materials in the classroom, including some of the
pitfalls, are discussed. The Reading, Asking, and Telling
components are outlined, and activities for consolidation and
reinforcement of skills are suggested. Appendices contain sample
articles. (ERIC)

Wajnryb, R. (1988). Affective English. TESL Reporter, 21(1),
    7-8.

This lesson is designed as an ice-breaker at the start of a course. The lesson relies on the emotive power of visual resources. The purpose is to have students "open up" about their feelings to talk about it and share with fellow students. This lesson can be used with all levels and with EFL and ESL learners with some adjustments. (IC)

White, C. J. (1989). Negotiating communicative language
    learning in a traditional setting. ELT Journal, 43(3),
    213-16.

The language-teaching circumstances outlined in this article are located in China. An indigenous means of communication, namely wall posters, was transferred to the classroom and used as a basis for an extended session of fluency-focused activities, through which students became independent users of the language they had acquired. (DP/AA)

Wierus, A. (1989). Four favorite language games. Forum,
    27(1), 47-48.

States the tendency today in foreign-language teaching is heading toward developing fluent communication. The author presents four language games which are suitable for pupils aged 15-19. These four games are: Cue-Card Game, Strip-Story Games, A piece of Dictation, and Twenty-Questions Game. (IC)

Willis, D., & Willis, J. (1987). Varied activities for
    variable language. ELT Journal, 41(1), 12-18.

Activities which focus on form and communicative outcome are suggested for developing accuracy and fluency in second language students. Examples of such activities (with focus on the English as a Second Language learner) that vary the circumstances of communication in the classroom are presented. (ERIC)

Yang, H. (1988). Using seminar techniques to improve
    oral English: The Chinese experience. System, 16(2),
    201-06.

Seminar techniques helped postgraduate students to improve their oral English communicative competence. After a first stage which provided essential knowledge of English structure, special topics were chosen and related reading materials assigned. After careful preparation, discussion took place in class with questioning and debating together. (DP/AA)

Yule, G., & Gregory, W. (1989). Survey interviews for
    interactive language learning. ELT Journal, 43(2), 142-49.

A survey-interview exercise is described as it evolved through the efforts of some ESL learners to develop better spoken English

skills.   The learners, prepared a questionnaire on a topic of
interest and were required to interview local American students,
record the interview, and present their recorded interviews in
class. (DP/AA)

II. Models and Suggestions

Allen, W., & Waugh, S. (1986 Nov). Dealing with accuracy in communicative language teaching. TESL Canada Journal (spec iss), 1, 193-205.

A self-assessment unit, developed to encourage accuracy in English as a second language, teaches adult students to: determine and assess the cost of errors in their native language; develop sensitivity toward errors in their native language; and focus on accuracy in speaking and writing. (ERIC)

Bliss, B. (1987). Developing functional communication skills in adult ESL students. Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education, Washington D.C. [ERIC ED 290 889]

This guide examines three types of syllabi (grammatical, topical, and functional) that can be used in helping adult ESL students develop functional communication skills. Examples of the types of vocabulary that would be introduced in each curriculum are provided, and the main approaches that would be taken in each of the three types of courses are discussed. (ST/ERIC)

Doughty, C., & Pica, T. (1986). "Information gap" tasks: Do they facilitate second language acquisition? TESOL Quarterly, 20(2), 305-25.

Describes a study conducted to determine the effects of task type and participation pattern on language classroom interaction. Evidence suggests that tasks which require information exchange are crucial to conventional modification of classroom interaction and that group and dyad interaction patterns produce more modification than teacher-fronted situations. (ERIC)

Elson, N. (1987). Unintelligibility and the ESL learner. TESL Talk, 17(1), 171-75.

English as a second language teachers should make learners comfortable with the fact that not being understood at times is a natural and expected part of the communication process. Encouragement to understand what lies behind the misunderstandings and what strategies might be employed to ensure continued communication serves learners well on the long roadt to fluency. (ERIC)

Engkent, L. P. (1986, November). Real people don't talk like books: Teaching colloquial English. TESL Canada Journal(spec iss) 1, 225-34.

Discusses different characteristics of conversational English, including: pronunciation, ellipsis, use of "you" as a general

pronoun, hesitation markers, subject-verb agreement, pronoun
agreement, verbs, modifiers, comparisons, euphemisms, idioms,
slang, and phatic/ritualistic expressions. (ERIC)

Enright, D. S., & McCloskey, M. L. (1985). Yes, talking!:
    Organizing the classroom to promote 2nd language
    acquisition. TESOL Quarterly, 19(3), 431-51.

Summarizes the central assumptions of the communicative language
teaching model and the potential difficulties that regular
classroom teachers may face in implementing it. Seven criteria
for use in organizing communicative classrooms are presented, and
applications of these criteria to decisions about organizing
classroom interaction and the physical environment are described.
(ERIC)

Fitch, K. L. (1985). Teach nonverbal communication patterns in
    the ESL classroom. Cross Currents, 12(1), 15-25.

Suggests groups of classroom activities according to level of
competence. They include imitation, charades, touching, pictures
which tell a story, role-playing, conveying nonverbal behavior
should be an integral part of language learning at all levels.
Although nonverbal cues are exchanged subconsciously, they can be
brought to students' attention in the classroom. (IC/LT)

Gatbonton, E., & Segalovitz, N. (1988). Creative
    automatization: Principles for promoting fluency. TESOL
    Quarterly, 22(3), 473-92.

A discussion of the theory and practice of a "creative
automatization" process by which learners can develop the
automaticity component of fluency in second-language production
in a classroom setting. Five specific design criteria are
presented to help teachers develop their own activities for
promoting fluency within this framework. (ST/LLBA)

Hall, D., & Kenny, B. (1988). An approach to a truly
    communicative methodology: The AIT pre-sessional course.
    English for Specific Purposes, 7, 19-32.

Summarizes a course for students at the Asian Institute in
Bangkok. Activities include analysis of findings, discussion,
explanation, and criticism of special articles and of the work of
other groups. The teacher's role is to develop student's ability
to organize and articulate their thoughts and purposes, the
emphasis being on what they want to say. (IC/LT)

Hood, W. (1986). Communication groups: Topic and structure.
    TESL Reporter, 19(2), 33-36.

Suggests that communication groups offer a number of advantages.

Communication group exercises make use of the desire (which results form student's desiring to communicate with each other in meaningful ways) and provide a medium for students to develop their ability to communicate in real situations. (IC)

Horvitz, E. K. (1986). Adapting communication-centered activities to student conceptual level. _Canadian Modern Language Review, 42_(4), 827-40.

Suggests ways that teachers can vary the structure in foreign language instruction - particularly communication-centered activities - to match student's conceptual level. Describes how students benefit from differential levels of structure and educational environments based on their conceptual level. States that students at lower conceptual levels tend to be more 'concrete'. (IC/LT)

Magahay, J. W. (1985). A not so trivial pursuit. _TESL Canada Journal, 2_(2), 63-65.

Describes procedures for designing trivial games to be used in teaching English as a second language. The students participate in designing the games, thereby gaining practice in the four basic language skills and the formation of yes-no questions, information questions, and statements. Provides examples for young intermediate ESL students. (ERIC)

McKenna, E. (1987). Preparing foreign students to enter discourse communities in the U.S. _English for Specific Purposes, 6_(3), 187-202.

The dynamics of classroom behavior in a college lecture class were observed for five semesters. The questioning process analyzed question types and their effect on the development of discourse. Sample English-for-academic-purposes activities are given using the question typology. (ERIC)

Morgan, N., & Saxton, J. (1986). Enriching language through drama. _Language Arts, 65_(1), 34-39.

Suggests that drama can serve as models and stimuli for students to work in role or out of role. Students, in responding, begin to manipulate their own language at both conscious and unconscious levels. They subconsciously monitor what it is they are saying and how they are saying it. (IC)

Morrow, K., & Schocker, M. (1987). Using texts in a communicative approach. _ELT Journal, 41_(4), 248-56.

Considers several ways in which texts are used in English-as-a-Foreign-Language (EFL) classrooms where communicative skills are taught. These texts fail to offer the EFL student the

possibility of personal involvement of the sort that would be normal with a text in the native language. Suggestions are made for using texts in a way which encourages such involvement. (ERIC)

Murphy, D. F. (1986). Communication and correction in the classroom. ELT Journal, 40(2), 146-51.

The way we use feedback to keep talk going in conversation is described, contrasting this with what often happens in language classrooms. The author also describes the functions of feedback in conversation and exemplifies how it is given, concluding with suggestions to develop feedback on fluency in the classroom. (DP)

Register, N. A. (1986). Talking on tape: The audio cassette as an aid to oral skills improvement. TESL Reporter, 19(1), 7-11.

Suggests that exploration of projects and assignments can be adapted to a personal taping procedure. It can provide a unique and productive source of pedagogical support. Teachers can supplement textbook materials with routines directed towards learners' special requirements. Provides some related suggestions to help students perfect oral and aural competence. (IC)

Wajnryb, R. (1987). When silence isn't golden--teaching learners to use conversational fillers. TESL Reporter, 20(3), 47-52.

In this article, after pointing out the delicate but necessary nature of teaching conversational fillers, the author goes on to provide both illustrations of possible problems and suggestions and techniques for overcoming them. (DP)

Wulff, R. (1987). Building community through structured interview. TESL Reporter, 20(1), 6-9.

States that adult learners bring rich experiences and insights to any learning situation. They also bring the need for learning through relevant contents. Learning for adults must be based on requiring them to draw on their experiences and knowledge to share with fellow students. Suggests a structured interview with enough flexibility for learners to make adequate oral and aural practice. (IC)

III. Implications and Evaluations of Theoretical Applications

Bik-may, A. T.   (1987).   An analysis of different types of
     interaction in ESL classroom discourse.   IRAL, 25(4),
     336-53.

Demonstrates that there are different types of interaction in
English-as-second-language classroom discourse, including
'negotiating' and 'non-negotiating' interaction which is similar
to that in social exchanges in which meaning is negotiated
between the interlocutors. (ERIC)

Cathcart-Strong, R. L.   (1986).   Input generation by young second
     language learners.   TESOL Quarterly, 20(3), 515-30.
Examined spontaneous communicative acts (requests for
information, calls for attention, intention statements, etc.) of
a group of young second language learners and their native-
speaker interlocutors in three play situations.   Results showed
that, while the response rate to some types of utterances was
predictable, others did not generate the expected feedback.
(ERIC)

Di Pietro, R. J.   (1987).   Interactive discourse in the L2
     classroom.   Paper presented at the Annual Meeting of the
     International Association of Applied Linguistics, Sydney,
     New South Wales, Australia.   [ERIC ED 299 798]

A study of the use of interactive discourse in the second
language classroom begins with a discussion of the regulation of
discourse, examines the use of scenarios for the promotion of
interactive discourse, and provides evidence from classroom use
of the effectiveness of this technique. (ST/ERIC)

Gardner, D.   (1987).   Communication games: Do we know what
     we're talking about?   ELT Journal, 41(1), 19-24.

Describes an attempt made at the University of Reading to support
or discount claims made about the pedagogic value of
communication games.   Some evidence was found in support of
games' roles in encouraging students to practice language skills.
(ERIC)

Huang, X. H., & van Naerssen, M.   (1987).   Learning strategies
     for oral communication.   Applied Linguistics, 8(3),
     287-307.

Describes the study of learning strategies employed by successful
(defined in terms of oral communicative abilities) Chinese
learners of English.   These strategies are compared to those of
less successful learners and those of other population types from
other studies.   The test of oral communicative abilities is
described.   A strategies questionnaire is included. (ERIC)

Matheidesz, M. (1988). Communication games--are they really effective? Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language, Edinburgh, Scotland. [ERIC ED 299 820]

An experiment investigated the effectiveness of communication games in monolingual classes in English as a second language (ESL). It studied the reactions of both teachers and students to the regular use of the games, and the ways in which the games fostered language learning. Game descriptions/instructions are appended. (ST/ERIC)

Nunan, D. (1987). Communicative language teaching: Making it work. ELT Journal, 41(2), 136-45.

A classroom-based study of communicative language practice revealed the persistence of non-communicative patterns of interaction. A follow-up study demonstrated that it is possible for teachers to foster more communicative language use. This article demonstrates the importance of validating theory against what actually happens in the classroom. (DP)

Murphey, T. (1987). English through music: A sheltered subject matter language course. Bulletin CILA, 46, 95-100.

Summarizes an experimental source which aimed to improve students' English through discussion and examination of pop, rock, folk, and classical music. The students were able to forget their difficulties with language and grammar in concentrating on the subject (music). Because the teacher was interested in their ideas and not setting up as an authority on the subject, an equal encounter situation was created. (IC/LT)

Pica, T. (1987). The Impact of interaction on L2 Comprehension. TESOL Quarterly, 21(4), 737-58.

Comparison of the English comprehension of 16 non-native speakers on task directions presented by native English speaker indicated that comprehension was best assisted when the content of directions was repeated and rephrased in interaction. Reduction in linguistic complexity in the premodified input did not significantly affect comprehension. (ERIC)

Sharrock, W. W., & Watson, D. R. (1989). 'Reality construction' in L2 simulations. System, 13(3), 195-206.

Using the ethnomethodological and conversation-analytic perspectives, this study points out some directions for the sociological and linguistic analysis of simulation-games based on inspection of video-recordings of actual examples of second language learner game participation. (ERIC)

An Application of Schema Theory and Metacognitive

Strategies in Teaching EFL and ESL Reading:

An Annotated Bibliography

Jacqueline G. Graham and Victoria G.W. Cope

Indiana University of Pennsylvania

Running Head: APPLICATION OF SCHEMA THEORY

An Application of Schema Theory and Metacognitive

Strategies in Teaching EFL and ESL Reading

The assigned topic for this search was the
teaching of reading to students of English as a
Second Language and students of English as a Foreign
Language. The compilers of this annotated bibliog-
raphy used the following parameters in determining
which specific references to include in the final
analysis: application of schema theory and meta-
cognitive strategies in improving ESL and/or EFL
students' independent reading comprehension. Four
types of articles were found in the initial search.
First were articles which approached this subject
from a theoretical viewpoint, but which did not offer
substantial instructional recommendations. Second
were reports limited to conducted research studies,
but which did not offer instructional implications of
the results. Third were conducted research studies
which did offer instructional implications for the
EFL or ESL teacher of reading. Fourth were pragmatic
articles which offered specific guidelines and stra-
tegies for utilizing schema theory and metacognition
in the instruction of EFL and/or ESL reading comprehen-

sicn.

After reviewing representative articles from each of these cateogires, the extrapolaters narrowed the scope to include only articles from the latter two categories for reasons of instructional relevancy and application. The annotators generally collected articles from 1995 to 1989; however some articles were included dating from 1981 becuase of their relevancy to the established parameters and value for instructional practice. The abbreviation "AM" was used to indicate compilers' modifications of abstracts used. Citations with no such demarkations indicate authors' original abstracts.

Annotated Bibliography

Anderson, B.V., & Barnity, J.G. (1994). Cross cultural schemata and reading comprehension instruction. <u>Journal of Reading</u>, <u>28</u>, 102-108.

> Discussion of the role of schemata and the influence it has in the reading process, based on psycholinguistic research. Reading is discussed as an hypothesis-generating porcess. Specific schemata may be due to cultural differences. Guidelines offered for developing reading comprehension via use of strategies that connect reader schema with text.

Aron, H. (1986). Applying schema theory to the teaching of reading, <u>TESOL Newsletter</u>, <u>20</u>(5), 11.

> The article discusses several general tasks for L1

reading teachers' use in building schemata which can be adapted for L2 reading teaching. These include: use of comparisons, sequencing activities, highlighting cause-effect relationships, and paraphrasing in which students write summaries of reading assignments in thier own words.

Bensoussan, M., & Rosenhouse, J. (1997). Discourse analysis in diagnosing difficulty in EFL Reading Comprehension. Journal of Multilingual and Multicultural Development, 9, 323-343. [Available as LT No. 88 295]

Study examines student translations (ST) into L1 as a means of evaluating reading comprehension of Englsih texts. Units of ST analyzed in terms of micro-structure and macro-structure were examined. Found vocabulary/expressions and utterance-level mistranslations to be good indicators of lack of comprehension. Results indicate surface structure and semantic equivalence, linguistic background of readers, their prior knowledge, and cultural empathy with text need to be considered. [AM]

Block, E. (1986). The comprehension strategies of second language readers. TESOL Quarterly, 20, 463-494.

Study was done to determine reading comprehension processes of non-native speakers (NNS) of English using think-aloud protocols. General metacognition reading strategies observed in NNS discussed. Results given as strategies used are not dependent on level of English proficiency. Instructional implications discussed including teacher modeling of strategies, etc.

Bright, J.P., and others. (1981). A guide for the new adult ESL Teacher. Springfield: Illinois State Board of Education, Adult and Continuing Education Section.

Basic guide for teaching ESL to adults. New instructions with information on differences involved in teaching limited English-proficient adults.

Provides recommendations on how to teach ESL.
Contains seven chapters, each an important aspect
of adult ESL with plenty of practical ideas. In-
cludes a limited sampling of resources available
in the field of ESL.

Bruder, M.N., & Henderson, R.T. (1985). Beginning
    reading in English as a Second Language. (Report
    No. ISBN-87281-326-6). Washington, D.C.:
    Clearinghouse on Languages and Linguistics. [ERIC
    ED No. 271 940]

    Article discusses reading as use of context to
    derive meaning. Authors give some specific tech-
    niques for teachers to model with students to
    develop independent reading success. Strategies
    are discussed including identification of cause
    and effect relationships. In addition, theories
    of cognitive processing are discussed, as well as
    specific problems ESL students encounter while
    reading.

Carrasquillo, A. & Nunez, D. (1988). Computer
    assisted metacognitive strategies and the reading
    comprehension skills of ESL elementary school
    students. [Available as ERIC ED No. 301 838]

    Study to investigate the effectiveness of two
    computer assisted instructions of metacognitive
    strategies in the development of sequential read-
    ing skills of fourth grade ESL students. Tutorial
    Direct Monitoring Strategy (TDMS) versus Schema
    Strategy Monitoring Strategy (SDMS) are discussed
    and strong differences in favor of TDMS are cited.
    Results and instructional implications are given.

Carrell, P.L. (1983a).   Some issues in studying the
    role of schemata, or background knowledge, in
    second language comprehension. Reading in a
    Foreign Language, 1(2), 81-91.

    Discusses research based on studies examining
    effects of schemata in language acquisition,
    specifically ESL reading comprehension. Research
    based on earlier research into role of schemata in

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comprehension. Discusses extent of theoretical
distinction between "content" and "formal" schema-
ta and general nature of their interaction, and
extent of effects measured by cross-cultural re-
search related to more general situations of ap-
propriate background which may not be culture
specific. [AM]

activation and metacognitive training.

Carrell, P.L. (1983b). Three components of
background knowledge in reading comprehension.
Language Learning, 33, 183-207.

Study which investigated individual and interac-
tive effects of three variables on reading compre-
hension of native and NNS of English. Context,
transparency, and familiarity all play a signifi-
cant role in native speakers' reading comprehen-
sion; however, these were found not to be signifi-
cant for NNS reading comprehension. Implications
for ESL pedagogy discussed. [AM]

Carrell, P.L. (1984). Schema theory and ESL
reading: Classroom implications and applications.
The Modern Language Journal, 68, 32-43. [From
Current Index to Journals in Education, 1985,
Abstract No. EJ 308497]

Discusses schema theory which holds that text only
provides direction for readers as to how they can
retrieve meaning from personal schemata or pre-
vious background knowledge. Suggests applications
of this theory to ESL reading pedagogy. [CIJE]

Carrell, P.L. (1985). Facilitating ESL reading
by teaching text structure. TESOL Quarterly, 19,
727-752.

Article discusses how rhetorical organization of
text interacts with formal schemata to affect
reading in native and non-native Spanish-speaking
readers. Study showed teaching the organization
of expository text increased the amount of
information ESL students could recall. Instruc-

tional implications discussed including schema activation and metacognitive training.

Carrell, P.L. (1988, April). Second language reading: Reading, language, and metacognition. Paper presented at the 22nd annual convention of TESOL, Chicago, Il. [Available as ERIC ED 297 577]

Study designed to determine the effects of first language reading ability, level of language proficiency in L2, and metacognitive factors on L2 reading ability. Results given and instructional implications discussed including the need for formal metacognitive training for development of comprehension monitoring and effective reading strategies.

Carrell, P.L., & Eisterhold, J.C. Schema theory and ESL reading pedagogy. TESOL Quarterly, 17, 553-573. (From Current Index to Journals in Education, 1984, Abstract No. EJ 291 769)

Discusses the important role of backgound knowledge in a psycholinguistic model of ESL/EFL reading and shows the relevance of schema-theoretic views of reading to the teaching of reading. Classroom implications of the schema-theoretic view discussed and techniques for bringing about reader-centered reading suggested.

Carrell, P.L., & Wallace, B. (1983, May). Background knowledge: content and familiarity in reading comprehension. Paper presented at the 16th annual convention of TESOL, Honolulu, HI. [Available as ERIC ED 228 901]

Study investigates individual and interactive effects of context and familiarity on reading comprehension of native English and ESL readers. Findings indicate that unlike native speakers, NNS do not use context to predict content. Suggests even advanced ESL readers appear to be linguistically bound to the text and do not use background knowledge to interact with the text and so to

predict meaning. [AM]

Casanave, C.P. (1988a). Adding communication to the
    ESL reading class. TESOL Newsletter, 22(3), 22-
    23. (From Language and Linguistics Behavior Ab-
    stracts, 1988, 22, Abstract No. 8807636)

    Reading is an active process in which readers
    engage their minds at various levels of an inter-
    active process in which comprehension results from
    interaction of mind and text. Ways to assess
    operations of these processes are discussed. Com-
    munication activities stressed to emphasize inter-
    active nature of reading. [AM]

Casanave, C.P. (1988b). Comprehension monitoring in
    ESL reading: A neglected essential. TESOL
    Quarterly, 22, 283-302.

    Comprehension monitoring is one kind of metacogni-
    tive activity and includes plans for remedying
    comprehension problems, and strategies for enhanc-
    ing comprehension. Techniques for teaching speci-
    fic monitoring and repair strategies for ESL stu-
    dents discussed. Questions, discussions, summari-
    zation, and think aloud training are discussed as
    comprehension monitoring strategies.

Casey, V., McClellan, B., Starke, D., Brown, D., and
    others. (1982, April and October). ESL: Integra-
    tion of English, Reading, and Speech. Paper pre-
    sented at the Western College Reading Association
    Conference and the Texas Conference for Professio-
    nals in College Student Academic Support Programs,
    San Diego, CA, and Austin, TX. [Available as ERIC
    ED No. 227 650]

    Describes ESL programs at El Paso Community
    College. Curriculum focuses on speaking, listen-
    ing, reading, and writing. Attempts to integrate
    ESL, English, reading, and speech into comprehen-
    sive language development programs. Program's
    success bolstered by instructional design that
    integrates the above and marketing strategy that
    places high priority on scheduling which meets

students' needs.

Connor, U. (1984). Recall of texts: Differences between first and second language learners. TESOL Quarterly, 18, 239-256.

Discussion of the differences between first and second language readers' recall of a written passage. Students from three language backgrounds used as subjects. Hierarchial content structure analysis developed by Meyer discussed. Instructional implications for reading included; content structure/organization instruction stressed via use of visual aids to develop metacognitive awareness. [AM]

Cooper, A. (1986). Reciprocal questioning: Teaching students to predict and ask high level questions. TESOL Quarterly, 20, 9-10.

Reciprocal questioning techniques are discussed as ways to train students to be independent comprehenders. The procedure is discussed of how to teach students to predict and to ask high level questions while reading. Emphasis placed on student use of a technique called "FIVE," on which the teacher models go-' questioning techniques.

Costin, B.W.S. (1986). Cognition and comprehension: A study of the need for incorporation of Bloom's taxonomy of educational objectives in English as a second language remedial reading program. Unpublished Master's thesis, Chinese University of Hong Kong, Hong Kong, China. [Available as ERIC ED No. 297 595]

Discussion of the whole text approach and reinforcement of cognitive skills to emphasize the meaning of skills is included via reinforcement of Bloom's taxonomy. Sample text is given and paticular cognitive skills are introduced for instructional purposes. An interactive bottom up and top down approach is suggested and metacognitive training through the use of questioning is

advocated.

Damen, L. (1982, March). Reading, Writing, and Culture Shock. Paper presented at the Annual Conference of the Society for Intercultural Education, Training, and Research, Long Beach, CA. [Available as ERIC ED No. 228 876]

Suggests that culture shock is a common experience for L2 learners in a second culture, and that anger, unhappiness, frustration, and illness may occur. ESL teachers need to be aware of stages of cultural learning for each student. Approach based on thesis that the act of describing opinions, emotions, and reactions requires reassessment of these states. Instructional implications are included.

Dvorkin-Laufer, B. (1981). Intensive versus extensive reading for improving university students' comprehension in English as a foreign language. Journal of Reading, 25, 40-43.

Study which investigates the effects of three methods of reading instruction upon reading comprehension of ESL university level students. Best progress by readers made with use of intensive method, while students work on a few pages at a time and study in depth. Metacognitive strategies discussed which may help comprehension. Instructional implications discussed. [AM]

ESL instruction in the junior high school: Curricular guidelines and suggestions. (1988). Alberta, Canada: Alberta Department of Education, Edmonton Language Services Branch [Avaliable as ERIC ED No. 299 802]

Guidebook provides excellent pedagogical suggestions specific to reading for ESL students at the junior high school level. Describes approaches and techniques to promote language development of ESL students in all areas of curriculum. Promotes content area teaching.

Teaching suggestions are appended.

Florez, V., & Hadaway, N. (1987). Second language
learners: Their special needs in content area
reading. Reading Horizons, 4, 269-275.

Article discusses the need for teachers to help
ESL students read more effectively. Effect of the
reader's schemata, metacognitive skills, and
interactive process of reading is discussed in
detail. Strategies for developing schemata, meta-
cognitive awareness while reading, and concept
development continued in texts. Specific techni-
ques are described and implications of each are
examined.

Floyd, P., & Carrell, P.L. (1987). Effects of ESL
reading on teaching cultural and content schemata.
Language Learning, 37, 89-108.

Article discusses a study done which demonstrates
a relationship between background knowledge the
student brings to text and the ability to recall
it. Discussion of importance of cultural back-
ground knowledge upon reading comprehension and
necessity of it being taught. Pre-reading
approaches and methods are discussed.

Gajdusek, L. (1988). Toward wider use of literature
in ESL: Why and how. TESOL Quarterly, 22, 227-
257.

Article suggests purposes literature can serve for
ESL reading, and examines literature in terms of
schema theory and cross cultural awareness. Sug-
gestions are included for how to use literature to
encourage interaction. A four step approach to
use of literacy text is given which includes
schema activation and provision plus questions to
guide metacognitive thinking.

Grellet, F. (1981). Developing reading skills: A
practical guide to reading comprehension
exercises. NY: Cambridge University Press.
[Available as ERIC ED No. 207 347]

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Various types of reading comprehension exercises
are described and classified. Exercises focus on
reading techniques, on sensitizing the reader, on
developing metacognitive awareness of reading
needs, and awareness of textural organization.
[AM]

Hamp-Lyons, E. (1982). The TLE approach to academic
reading. [Available as ERIC ED No. 240-834]

Strategy for teaching reading in college prepara-
tion courses of ESL attempts to help students
achieve reading independence. Outlined are:
skills of independent flexible reading, taxonomy
of skill types (passive, active, and synthetic),
and levels (mechanical, knowledge, trasfer, re-
sponse, and criticsm). Proposed is an evaluation
model that enlarges the role of evaluation in
teaching/learning processes, with the teacher
continually evaluating student achievement of
specific reading peformance objectives and reeva-
luating necessary teaching instructions and
materials.

Hamp-Lyons, E., and Proulx, G. (1982, July). A
Comparison of two methods of teaching advanced ESL
teading. Paper presented at the TESOL Summer
Meeting, Evanston, IL. [Available as ERIC ED No.
227 678]

Two methods of teaching advanced ESL compared in
sample of 24 Asian College students (NNS) who
received either traditional or skills-based
reading instruction. The latter scored signif-
icantly higher on post-test, showed greater
progress from pre- to post-test. Findings imply
that the choice of teaching method can make a
difference to measurable student improvement.

Isaccson, B., & Miller, G. (1985). Bridges to
successful reading: (reading skills lessons for
transitioning LEP students) and final report. Des
Plains, IL: Oakton Community College. [Available
as ERIC ED No. 265 413]

Instructional units are included for the purpose of improving reading skills of LEP students for transition from ESL programs to GED or community college classes. Included are learning strategies for helping students to remedy reading comprehension problems. Metacognitive strategies are discussed, sample lessons given, and results of program implementation included.

Johns, A.M. (1988). Reading for summarizing: An approach to text orientation and processing. Reading in a Foreign Language, 4(2), 79-90. [Available as LT No. 89 64]

Discusses various summary instruction citing 'product-based" summary instruction as most abundant. Suggests summarizing to be viewed as a complex process and the need to examine reading skills in language coursebooks. Gives approaches to reading. Requires FLS to process and reformulate the entire original text before creating a summary product, encouraging development of reader schemata and exploitation of special vocabulary which signals both the text type and the relationships among the propositions.

Johns, T., & Davies, F. (1983). Text as a vehicle for information: The classroom use of written texts in teaching reading in a foreign language. Reading in a Foreign Language, 1, 1-19.

Discussion of an approach to classroom use of texts for developing reading skills. There is an emphasis on the function of text as a vehicle for information. Activities which activate existing schemata of topics are stressed. Use of comprehension monitoring as a reading strategy is discussed as significant. Sample lesson plan is given to show integration of techniques.

Johnson, P. (1981). Effects on reading comprehension of language complexity and cultural background of a text. TESOL Quarterly, 15, 169-181.

The study investigates the effects of English
language complexity and cultural origin of prose
in reading comprehension of ESL university stu-
dents. Results suggest cultural origin of stories
had significant effect upon comprehension. In-
structional implications are included as well as
guidelines for material selection and design.

Kitao, K, & Kitao, K.S. (1986). Difficulties
Japanese have in reading English. Michigan State
University, Department of Communication.
[Available as ERIC ED No. 278 214]

Problems encountered by Japanese speakers in
reading English are discussed. Also, literature
on teaching English and developing reading mater-
ials are investigated. Ten suggestions for
improving the teaching of reading in English are
included as a guide for selection of texts. Ap-
plication of schema theory for the classroom and
techniques are examined. [AM]

Kitao, K.S. (1987). Schema theory, reading, and
second language learning. Michigan State Univer-
sity, Department of Communication. [Available as
ERIC ED No. 285 383]

Discussion of schema theory as it relates to
reading and the application of this theory to ESL
readers. Discussion of top-down processing in
reading and its significance in ESL reading, along
with instructional implications discussed.
Methods of assessing background knowledge ex-
plained. Choice of materials and methods in acti-
vating students' schemata are expanded upon.

Laufer, B., & Sim, D.D. (1982, November). Does the
EFL reader need reading strategies more than
language? Some experimental evidence. Paper
presented at the annual meeting of American
Council on Teaching of Foreign Languages, NY.
[Available as ERIC ED No. 228 848]

Study designed to investigate whether to teach
reading as a problem of language or of language

strategies in university level L2 reading compre-
hension courses. Data indicate that ability to
use reading strategies in Hebrew did not transfer
to English. Indicates good reading ability is
primarily a function of language competence.
Also, without sufficient lexical knowledge stu-
dents make inferences drawn from own common sense,
opinions, or biases. [AM]

Lee, J.F. (1986). The effects of three components
of background knowledge on second language
learning. The Modern Language Journal, 70, 350-
354.

Study which investigated the effects of three
components of background knowledge on reading,
comprehension, and recalling text. Context,
transparency, and familiarity were three
components studied. Results support use of in-
struction of background knowledge for ESL stu-
dents. Instructional implications discussed.

Martin, A.V. (1981, March). Concept relationships:
Helping the beginning student read English. Paper
presented at the 15th annual conference of TESOL,
Detroit, MI. [Available as ERIC ED No. 223 089]

Techniques developed to address reading problems
of adult ESL class. Series of concept relation-
ship activities devised to help students develop
association skills essential to reading. Con-
cluded that exercises (categorization, analogy,
and definition) helped students view information
in English as a set of interrelated concepts
rather than isolated elements. [AM]

McInnes, M.M. (1987, April). A cognitive approach
to teaching reading to Spanish-speaking adoles-
cents. Paper presented at the annual meeting of
the American Educational Research Assoication,
Washington, D.C. [Available as ERIC ED No. 282
397]

Paper presents a study which investigates the use
of instruction to teach Spanish-speaking secondary

students inferential reading skills. Results
indicate that students used schemata for reading
comprehension. Instructional implications suggest
metacognitive skills can be taught via method used
in study.

Melendez, E.J., & Pritchard, R.H. (1985). Applying
schema theory to foreign language reading.
Foreign Language Journal, 18, 399-403.

Reading is considered an interactive process in
which schematic information the reader has for the
topic is as important to reading comprehension as
information on the printed page. Schema theories
are discussed and how they apply to reading. Pre-
reading and post-reading activities are discussed
in light of developing higher level thinking
skills.

Mellor, E.R. (1988). Teaching non-English speakers
to read in English. [Available as ERIC ED No. 302
054]

Suggests that reading skills trasfer from L1 to
L2, but other considerations must be considered
when teaching English reading to NNS. Teachers
must understand students' previous language skills
which influence progress in learning to read.
Supplies checklists designed to develop teacher's
understanding of sequential skills to help plan,
teach, evaluate, and assess reading.

Miller, R.C., and others. (1988, May). Chapter
1/PSEN remedial reading and mathematics program
1986-87 final evaluation report and evaluation
summary. NY: City Board of Education, Brooklyn
Office of Educational Assessment. [Available as
ERIC ED No. 302 049]

Guide was designed to provide supplementary in-
struction to elegible English speaking and LEP
students in self-contained special education clas-
ses. Also provides orientation and inservice
training to special education teachers. Reading
instruction based in holistic, meaning-centered

approach.

New York City Board of Education. (1995). Look, listen, do! Read and write, too! A manual of ESL activities for beginner level. Brooklyn, NY: Author. [Available as ERIC ED No. 284 431]

Document gives a wide variety of activities that integrates the teaching of ESL with beginning student' experiences. Emphasis on development of linguistic, cognitive, and conceptual skills. Activities which develop metacognitive reading skills are given. Goal is for concept development in each activity.

Nunan, D. (1985). Content familiarity and the perception of textua' relationships in second language reading. RELC Journal, 16, 43-51.

Paper examines effect of content familiarity on perception of textual relationships by second language learners. Research related to schema theory is presented, results and instructional implications discussed. Support of notion that background knowledge has an effect on level of comprehension. [AM]

Reading development of nonnative speakers of English: Research and instruction. (1985). (Report No. ISBN-0-15-599315-1). Washington, D.C.: Center for Applied Linguistics. [Available as ERIC ED No. 256 182]

Discusses the significance and the effect of back-ground knowledge on reading comprehension. Seve-ral strategies for developing total reading-language proces; are included such as the DRTA and PreP. Also, specific strategies for teaching discourse comprehension, explicitly for developing metacognitive awareness are discussed.

Roizen, M.A. (1983). How students evaluate and take teaching comprehension examinations in a foreign language. [Available as ERIC ED No. 229 838]

Project entailed asking students to evaluate and
explain how they take reading comprehension exams
in a foreign language while they were actually
taking the exam. Concluded that most students
preferred open-ended questions and succeeded bet-
ter. Strategies students used taking test were
determined by nature of subtest. Investigated
other test taking strategies. Teaching implica-
tions given.

Sutton, C. (1989). Helping the nonnative English
speaker with reading. The Reading Teacher, 42,
684-688.

Discussion of four crucial areas imparing reading
of ESL students. Included is discussion of expan-
sion of conceptual fr... ework (schemata) and sug-
gested are several strategies to do so. Metacog-
nitive strategies emphasized as significant in
helping ESL children to comprehend text. Several
techniques/activities are expanded upon for direct
application to elementary classroom.

Swaffar, J.K. (1988). Readers, text, and second
languages: The interactive processes. The Modern
Language Journal, 72, 123-149.

In teaching components of interactive reading,
teachers must activate reader schemata, guide ESL
students' awareness of text structure, assist in
strategy development, and promote relaxed inter-
actions between student and text. Suggestions for
intensive strategy practice. Pre-reading very
important for schema activation. Think aloud
protocols suggested for whole class activity.
[AM]

Vaughan, J. (1985). English as a second language:
Reading strategies and Aids. Washington D.C.:
Federal Way School District. [Available as ERIC
ED No. 259 551]

Guide that discusses techniques for teaching
reading comprehension in the content areas to ESL
students. Also, simple lesson objectives and

lesson plan are given. Teaching aids within text
passages that help students understand unfamiliar
terms are emphasized as items to be taught to ESL
students. Comprehension monitoring strategies
plus study skills are discussed.

Vorhaus, R. (1984). Strategies for reading a second
language. Journal of Reading, 27, 412-416.

Discussion of metacognitive reading strategies to
help ESL students read with comprehension and to
remember content. Suggests use of questions to
guide studnets in reading-thinking process. Scope
of metacognitive skills examined via various pre-
reading and post-reading activities.

Williams, F. (1987). Classroom reading through
activating content based schemata. Reading in a
Foreign Language, 4, 1-7.

Article discusses a three phase approach to
reading with attention to pre-reading phase, where
existing schema is activated and questions raised.
Reading phase comprised of finding answers to
original questions asked; reading for a purpose.
Post-reading phase comprised of researching answers
to questions still not satisfied. [AM]

Yin, K.M. (1985). The role of prior knowledge in
reading comprehension. Reading in a Foreign
Language, 3, 375-380.

A study done demonstrated that familiarity with
topic affects reading comprehension. The in-
structional implications are discussed. First,
the teacher must consider enabling knowledge in
texts. Second, the teacher should teach problem
solving and creativity, interpretive strategies to
maximize existing schema students possess. Final-
ly, emphasis on process, in activating student
process.

Zvetina, M. (1987). From research to pedagogy:
What do L2 reading studies suggest? Foreign
Language Annals, 20, 233-238.

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Research implications discussed regarding need for
organization of schema content of text plus teach-
ing of metacognitive strategies to ESL students.
Implications for related research study discussed.
Significant findings include: use of script acti-
vator statements -- activated student schema on
topic. Metacognitive strategies discussed as
significant aids in reading comprehension.

English 740   Wilma Clark
Dr. Jerry Gebhard   Joanna Innes
Indiana University of Pennsylvania   Fall, 1988

READING COMPREHENSION IN ESL:
A SELECTED, ANNOTATED BIBLIOGRAPY

This bibliography draws on sources which can help the
ESL/EFL teacher with questions concerning reading
comprehension. References appear under 5 headings:
1) background information on theory, 2) interaction,
3) current research findings, 4) vocabulary skills, and
5) classroom procedure. Please note that many of the
references can be cross-indexed under several of the 5
headir j. The sources are drawn from books, collections
of articles and reports, and from journals with the
majority of material dating from 1985.

BACKGROUND

Anderson, R. C. & Pearson, P. S. (1984). A schema-theoretic
    view of basic processes in reading comprehension. In
    P. D. Pearson (Ed.), Handbook of reading research
    (pp. 255-291). New York: Longman.

        Traces history of the notion of a schema and outlines
        basic elements of the theory, including an
        examination of the components of encoding (attention,
        instantiation, inference) and retrieval (retrieval
        plans, editing and summarizing, and reconstructive
        processes).

Bloome, D. & Grein, J. (1984). Directions in the
    sociolinguistic study of reading. In P. D. Pearson
    (Ed.), Handbook of reading research (pp. 395-421). New
    York: Longman.

        Identifies the directions that researchers have taken
        in the study of the sociolinguistic nature of reading
        and ex   es (1) reading as a cognitive activity
        embec   n social and linguistic contexts and
        (2) r   ...ng as a social and linguistic process.

Meyer, B.J.F. & Rice, G.E. (1984). The structure of text. In P.D. Pearson (Ed.), Handbook of reading research (pp. 319-351). New York: Longman.

Defines the term "structure of text" from a historical approach giving several points of view, examines prominent text analysis procedures, and evaluates past and future directions of text structure. Meyer and Rice point out the value of text structure analysis in determining comprehension.

Samuels, S.J. & Kamil, M.L. (1984). Models of the reading process. In David Pearson (Ed.), Handbook of reading research (pp. 185-224). New York: Longman.

Gives a brief history of reading models beginning in 1879 and ending in the 1980's, indicating researchers and their contributions; gives a discussion of problems with construction and characteristics of reading models; presents in detail several recent models.

Sticht, T.G. & James, H.J. (1984). Listening and reading. In P.D. Pearson (Ed.), Handbook of reading research (pp. 293-317). New York: Longman.

Discusses the three most prevalent theoretical positions regarding listening and reading: code, meaning, and psycholinguistics. The authors argue for the interactive concept of listening and reading. Empirical studies are reviewed to support the interactive concept. The authors also discuss "closing the gap." between auding and reading.

Venezky, R. L. (1984). The history of reading research. In P.D. Pearson (Ed.), Handbook of reading research (pp. 3-38). New York and London: Longman.

Gives account of early reading research including areas of interest from nineteenth century to present day research: eye movements, field of vision, perceptual span, word recognition, comprehension, memory organization, legibility, and oral to silent reading. States some past as well as current problems in research including reliability, appropriateness of topic, lack of contact with teacher and curriculum, failure to study enough beginning readers as subjects, political and economic factors.

Interaction

Carrell, P.L. (1987). A view of written text as
    communicative interaction: Implications for reading in a
    second language. In J. Devine, P.L. Carrell, and D.E.
    Eskey (Eds.), Research in reading in English as a second
    language (pp. 21-35). Washington, DC: TESOL.

    Argues the importance of using de Beauguarde and
    Dressler's seven standards of textuality, cohesion,
    coherence, intentionality, acceptability,
    informativity, situationality, and intertexuality in
    the study of reading in a second language. The
    theory is based upon the need for the second language
    learner to interact with the text in order to
    comprehend successfully.

Carrell, P. L. (1988). Interactive text processing
    implications for ESL second language reading classrooms.
    In P. Carrell, J. Devine, & D. Eskey (Eds.), Interactive
    approaches to second language reading (pp. 239-259). New
    York: Cambridge University Press.

    Proposes some comprehension strategies designed to
    help L2 readers to become interactive readers (i.e.,
    using both top-down and bottom-up strategies in an
    overlapping fashion). Carrell discusses use of
    grammatical and vocabulary skills in bottom-up
    processing and use of background knowledge via
    various recognized methods (such as LEA and SQ3R),
    text-mapping strategies, predicting, and use of
    anomalies and nonsense passages in top-down
    proessing.

Carrell, P.L. (1988). Introduction: Interactive approaches
    to second language reading. In P. Carrell, J. Devine, and
    D. Eskey (Eds.), Interactive approaches to second
    language reading (pp. 1-7). New York: Cambridge
    University Press.

    Discusses the importance of reading as a second
    language skill and briefly outlines the history of
    theories of reading in a second language including
    references to the major contributors in the field.
    Carrell argues for the reading being an interaction
    of both top-down and bottom-up processes.

Carrell, P.L. (1988). Some causes of text-roundedness and
    schema interference in ESL reading. In P. Carrell,
    J. Devine, & D. Eskey (Eds.), Interactive approaches to
    second language reading (pp. 101-113). New York:
    Cambridge University Press.

    Explores the "bidirectionality" (Carrell's term) of
    text-based and knowledge-based processing of text in
    ESL reading comprehension. Carrell argues that over
    reliance on either bottom-up processing or top-down
    processing creates schema interference, thereby
    hindering the reader's comprehension. She discusses
    five possible causes of the lack of bidirectionality:
    1) absence of relevant knowledge structures (schema)
    2) failure to activate appropriate schemata 3) skill
    deficiencies 4) misconceptions about reading,
    specifically about reading in a second language and
    in response to typical classroom evaluation
    5) individual differences in cognitive styles.

Carrell, P.L. & Eisterhold, J.C. (1988). Schema-theory and
    ESL reading pedagogy. In P. Carrell, J. Devine, and D.
    Eskey (Eds.), Interactive approaches to second language
    reading (pp. 73-92). New York: Cambridge University
    Press.

    Presents an overview of schema theory as based upon a
    psycholinguistic approach and explores the
    relationship of culture-specific background knowledge
    and EFL/ESL reading methodology. Classroom
    activities and procedures for a reader-centered
    program are given.

Clarke, M.A. (1988). The short circuit hypothesis of ESL
    performance. In P. Carrell, J. Devine, and D. Eskey
    (Eds.), Interactive approaches to second language reading
    (pp. 114-124). New York: Cambridge University Press.

    Uses the results of a research project conducted at
    University of Michigan to argue that language
    competence may have a greater role in second language
    reading than had previously been assumed. Instead, a
    balance of the two is needed plus an awareness of
    explanations for students' diverse reading problems.
    By using a system which focuses on both language and
    reading skills, more reading problems will be
    addressed.

Devine, J. (1988). The relationship between general language competence and second language reading proficiency: Implications for teaching. In P. Carrell, J. Devine, & D. Eskey (Eds.), Interactive approaches to second language reading (pp. 260-277). New York: Cambridge University Press.

Reviews the relevant research on the relationship of general language competence and second language reading proficiency and draws implications for the classroom from that research. Devine supports an interactive approach which stresses the overlapping of bottom-up and top-down processing and therefore calls for holistic or integrative instruction.

Eskey, D. E. (1988). Holding in the bottom: An interactive approach to the language problems of second language readers. In P. Carrell, J. Devine, and D. Eskey (Eds.), Interactive approaches to second language reading (pp. 93-100). New York: Cambridge University Press.

Argues that the new concept of interaction between top-down and bottom-up reading processes is necessary in understanding ESL reading problems. Because second language readers initially have difficulty in decoding rapidly, it is wrong to assume that by simply stressing background knowledge and "guessing" strategies, the readers' problems will be solved. Instead, an interactive model of reading should be employed.

Eskey, D. E. & Grabe, W. (1988). Interactive models for second language reading: Perspectives on instruction. In P. Carrell, J. Devine, & D. Eskey (Eds.), Interactive approaches to second language reading (pp. 223-238). New York: Cambridge University Press.

Discusses 1) ways both "bottom-up" and "top-down" reading strategies can be viewed as interative, 2) possible weaknesses of earlier reading models, 3) implications for teachers of second language reading. Specific applications of top-down and bottom-up reading skills are also discussed.

Grabe, W. (1988). Reassessing the term "interactive". In P. Carrell, J. Devine, and D. Eskey (Eds.), Interactive approaches to second language reading (pp. 56-90). New York: Cambridge University Press.

> Clarifies relationships among the uses of the term "interactive" as it occurs in ESL reading research, first language research, and research on written texts as well as the concepts "interactive process" and "interactive model" as they appear in reading research and finally the notion of "textual interaction" as being used by Biber and Grabe. Grabe also addresses problems of ESL readers in conjunction with the various interaction concepts.

Hershfield, A. (1984). Hey, look at me! I can read! TESL Talk, 15(3), 47-55.

> Presents reading as a search for meaning and as a cognitive operation. It presents methods to help students develop skills of problem solving. Discusses the social aspect involved in learning to read.

RESEARCH

Carrell, P. L. (1985). Facilitating ESL reading by teaching text structure. TESOL Quarterly, 19(4), 727-749.

>   Reports the results of research which indicate that
>   training on the top-level rhetorical organization on
>   expository texts significantly increased the amount
>   of information that ESL students could recall. Prior
>   to this study some investigators had begun to suggest
>   a variety of techniques for teaching various aspects
>   of text structure, but there were no research
>   findings whether explicitly teaching text structure
>   facilitated ESL reading comprehension. The article
>   first reviews previous research done to answer this
>   question when English is a native language. The
>   training for the ESL students showed positive results
>   in recall of detail and quantity of information, as
>   well as a positive reaction by the students.

Carrell, P. L. (1987) Content and formal schemata in ESL reading. TESOL Quarterly, 21(3), 461-479.

>   Presents the results of a first-time study conducted
>   to determine the effects on ESL reading comprehension
>   of both culture-specific content and formal schemata.
>   It was determined that each plays a significant, but
>   different, role in the comprehension of text.
>   Although more research is needed, the article makes
>   ESL teachers aware of the important role of
>   background knowledge of text content, and that they
>   must often be facilitators of appropriate, relevant
>   information. Since rhetorical form was more
>   important in the comprehension of top-level episodic
>   structure in event sequences and temporal
>   relationships among events, teachers should help
>   students recognize and use this skill to facilitate
>   comprehension and recall.

Connor, U. (1987). The eclectic synergy of methods of reading research. In J. Devine, P. L. Carrell, .D.E. Eshey (Eds.), Research in reading in English as a second language (pp. 9-20). Washington, DC: TESOL

>   Discusses currently used methods of reading research,
>   experimental and descriptive: miscue analysis, the
>   think-aloud method, the Fillmore interview method,
>   computerized on-line method, longitudinal care study,
>   ethnographic research, and metacognitive studies.

Connor draws comparisons, evaluates the methods, and says that benefits will occur due to the wide choice of research available.

Cooper, M. (1984). Linguistic competence of practised and unpractised non-native readers of English. In J. C. Alderson & A. H. Urquhart (Eds.), Reading in a foreign language (pp. 122-135). New York: Longman.

Reviews a study of Malay students, half "practised" readers and half "unpractised" readers of English, that assesses attitudes and linguistic competence, draws general conclusions, and suggests implications for a reading program. Cooper's findings dictate that a reading program should give massive assistance in building lexical competence, but that great stress must be placed on training students to take advantage of the larger text so that students are drawn away from word-by-word analysis and encouraged to use their inference and prediction powers.

Devine, J. (1987). General language competence and adult second language reading. In J. Devine, P.L. Carrell, & D. E. Eskey (Eds.), Research in reading in English as a second language (pp. 73-86). Washington, DC: TESOL.

Repor results from an on-going study of ESL students that explores the relationship between language proficiency and reading strategies. Proficient language students are good readers who employ the interaction of various processes, not just top-down ones. Other findings suggest that teaching of second language reading should use the holistic approach of real-world language which avoids excessive, isolated emphasis on vocabulary and grammar drill.

Guebert, L. (1984). Learning to read in a second language. TESL TALK, 15 (1&2), 52-59.

Compares students involved in ESL's more successful immersion program to those involved in the minority language program (minority students in regular school programs). It suggests four main factors the school should keep in mind to effect a change and promote success: mother tongue maintenance, prior experiences with literacy, relevance of reading materials, and levels of proficiency demanded by the school.

James, M.O. (1987). ESL reading psychology: Implications of schema-theoretical research. In J. Devine, P.L. Carrell, & D.E. Eskey (Eds.), Research in reading in English as a second language (pp. 175-188). Washington, DC: TESOL.

> Reviews briefly schema-theory and draws distinctions among linguistic, content, and formal schema. James suggests classroom implications in terms of reading material, prereading activities, and postreading activities. A general theme is the admonishment to teachers to find the level of their students and supply material accordingly despite previously or currently popular theories.

Koda, R. (1987). Cognitive strategy transfer in second language reading. In J. Devine, P.L. Carrell, & D.E. Eskey (Eds.), Research in reading in English as a second language (pp. 127-144). Washington, DC: TESOL.

> Investigates in an empirical study the transfer of Japanese ESL students' reading strategies from their first language to their second language. Koda argues that Japanese students differ significantly from English-speaking students and provides evidence that the students transfer a reading strategy from their Japanese reading experience which English readers do not use: phonological recoding. Japanese ESL students do not obtain lexical sounds through phonetic analyzing as extensively as native speakers.

Parry, K.J. (1987). Reading in a second culture. In J. Devine, P.L. Carrell, & D.E. Eskey (Eds.), Research in reading in English as a second language (pp. 1-70). Washington, DC: TESOL.

> Focuses on the cultural dimensions of second language reading. Reports findings of enthnographic research done with Nigerian students. Major differences occur between literate cultures and oral cultures. Comprehension problems result from difficulties with complex interactions of lexical, syntactic, rhetorical, and schematic factors.

Perkins, K. (1987). The relationship between nonverbal schematic concept formation and story comprehension. In J. Devine, P.L. Carrell, & D.E. Eskey (Eds.), Research in reading in English as a second language (pp. 153-171). Washington, DC: TESOL.

Reports an empirical study that focuses on the
relationship between English as ESL readers'
performance on a schematic concept formation task and
their performance on a reading task. The results
suggest that an ESL student who exhibits proficiency
in a nonverbal task also has proficiency in
internalizing the construction of a simple story;
i.e., in forming hypotheses about the schema
families, finding common features, and evaluating the
fit of hypotheses against the different
characteristics of the text.

Royer, J.M. & Konold, C. E. (1984). Learning from text:
    Methods of affecting reader intent. In J. C. Alderson &
    A. H. Urquhart (Eds.), Reading in a foreign language
    (pp. 65-85). New York: Longman.

        Reviews three techniques for controlling a reader's
        intent while reading text: 1) "presenting readers
        with learning objectives that specify what is to be
        acquired from the text, 2) inserting questions into
        the text, and 3) asking readers questions that
        specify more than the recall of specific information
        (i.e., higher order questions)" (p. 66). The
        underlying premise is that reader's comprehension can
        be improved if the reader's intent is directed.
        Numerous empirical studies are reviewed, giving
        positive support to the authors' premise; however,
        it must be noted that the studies all take place in
        artificial settings, not real world settings.

Sarig, G. (1986). High-level reading in the first and in the
    foreign language: Some comparative process data. In J.
    Devine, P.L. Carrell, & D.E. Eskey (Eds.), Research in
    reading in English as a second language (pp. 105-120).
    Washington, DC: TESOL.

        Reports an empirical study using think-aloud
        protocols to investigate the similarities between
        first and second language reading, showing the
        processes to be highly individualized but with a high
        degree of overlap in use of high-order reading
        strategies, which further indicates that reading
        instruction in L1 carries over into L2.

Steffensen, M. S. (1987). The effect of context and culture
    on children's L2 reading: A review. In J. Devine, P. L.
    Carrel, & D. E. Eskey (Eds.), <u>Research in reading in
    English as a second language</u> (pp. 41-54). Washington, DC:
    TESOL.

> Presents the current state of the art research on the
> role of cultural background knowledge and its effects
> on children's reading. It advocates the use of
> Fillmore's (1981) interview method in assessing the
> effects of cultural background knowledge on
> children's L2 reading.

Steffensen, M.S. & Chitra, J. D. (1984). Cultural knowledge
    and reading. In J.C. Alderson & A.H. Urquhart (Eds.),
    <u>Reading in a foreign language</u> (pp. 48-64). New York:
    Longman.

> Provides evidence from an empirical study that
> cultural knowledge plays a part in comprehension.
> Texts are never totally explicit and require the
> reader's contribution of his/her schema. Meanings
> are distorted according to the reader's previous
> world knowledge. Teachers, knowing the student's
> limitations, can produce appropriate interpretation
> by comparing the events cross culturally and can
> avoid texts with heavy cultural loadings.

Taglieber, L.K., Johnson, L.L., & Yarbrough, D.B. (1988).
    Effects of prereading activities on EFL reading by
    Brazilian college students. <u>TESOL Quarterly</u>,
    <u>22</u>(3), 455-472.

> Reports the results of an empirical study on the use
> of three prereading activities for EFL students:
> pictorial context, vocabulary preteaching, and
> prequestioning. The activities produced an increase
> in motivation as well as comprehension. Of the three
> activities, vocabulary study was least effective.

VOCABULARY

Al-Kufaishi, A. (1988). A vocabulary building program is a necessity not a luxury. English Teaching Forum, 26(2), 42-43.

> Recommends the teaching of vocabulary through study of component units (root and affix meaning) and exposure to many different contexts with an emphasis placed on words used most frequently.

Celce-Murcia, M. & Rosensweig, F. (1979). Teaching vocabulary in the ESL classroom. In M. Celce-Murcia & L. McIntosh (Eds.), Teaching English as a second or foreign language (pp.241-257). Rowley, Massachusettes: Newbury House Publisher.

> Presents background information on the subordinate role of vocabulary instrucion and criteria for elevating it to a more prominent position. It gives factors and research information to consider in teaching both active and passive vocabulary, appropriate techniques available, and the need for the teacher to arouse the students' interest so that their vocabulary growth will not be limited to just the classroom.

Crow, J. T. & Quigley, J. R. (1985). A semantic field approach to passive vocabulary acquisition for reading comprehension. TESOL Quarterly, 19(3), 497-513.

> Suggests that a semantic field approach to passive vocabulary acquisition is a more effective and efficient vocabulary builder than the traditional approaches which are not based on meaning. This study used a keyword and an association of 5 related words verifying previous research that long-term retention of information is aided by organizing that information into some type of cognitive categories.

Fox, L. (1987). On acquiring an adequate second language vocabulary. In M. H. Long & J. C. Richards (Eds.), Methodology in TESOL (pp. 307-311). New York: Newbury House Publishers.

> Stresses the importance of 1) learning a relatively small number of words correctly, 2) reading at least seven books a semester, and 3) combining reading and

writing activities in place of isolated grammar
drill.

Haskell, J. F. (1978). Teaching beginning reading in ESL
    bilingual and adult literacy classes through language
    experience. In J. H. Haskell (Ed.), Selected articles
    from the TESOL newsletter 1966-1983 (pp. 190-191).
    Washington, DC: TESOL.

    Describes and gives rationale for use of the Language
    Experience Approach (LEA) for beginning reading for
    either children or adults. LEA uses the experiences
    and existing vocabulary of students to construct
    their own reading materials. The underlying
    rationale is 1) what a student can/does think about,
    he can talk about 2) what a student says can be
    written (or dictated to the teacher) 3) what has
    been written can then be read.

Honeyfield, J. G. (1987). Word frequency and the importance
    of context in vocabulary learning. In M. H. Long & J. C.
    Richards (Eds.), Methodology in TESOL (pp. 318-324). New
    York: Newbury House Publishers.

    Emphasizes the value of contextual exercises for
    vocabulary learning. Examples of cloze,
    words-in-content, and context enrichment exercises
    are given.

Konopak, Bonnie. (1988). Eighth graders' vocabulary learning
    from inconsiderate and considerate text. Reading Research
    and Instruction, 27(4), 1-14.

    Investigates the comprehension of students using
    inconsiderate and considerate text passages. In
    terms of comprehension, four text factors were
    identified: structure, coherence, unity, and
    elaboration. Results suggest the students may not
    realize that they frequently acquire partial or
    erroneous knowledge for word meaning in inconsiderate
    text and yet are satisfied with the information they
    acquire. Amount of helpfulness of contextual
    information is to be judged by proximity, clarity,
    explicitness, and completeness.

Krashen, S. D. (1981). The call for narrow reading. In J. F.
    Haskell (Ed.), Selected articles from the TESOL

Newsletter 1966-1983 (pp. 189-190). Washington, DC:
TESOL.

> Argues that "narrow reading and perhaps narrow input
> in general is more efficient for second language
> acquisition." Krashen says narrow reading provides
> acquisition of both structure and vocabulary because
> there are many exposures in a comprensible text.
> These texts provide built-in review coming from
> reading in one area at a time, an area in which there
> is already a degree of comprehension.

Kruse, A. F. (1979). Vocabulary in context. In M. H. Long &
   J. C. Richards (Eds.), Methodology in TESOL
   (pp. 312-317). New York: Newbury House Publishers.

> Argues the merits of vocabulary learned in context.
> Lists of contextual aids appropriate for TESOL are
> given. A detailed program for developing skills
> that focuses on word building and types of guessing
> is outlined.

Marquez, I. (1980). The meaning of "blurp": Teaching
   dictionary use. In J. H. Haskell (Ed.), Selected articles
   from the TESOL newsletter 1966-1983 (pp. 198).
   Washington, DC: TESOL.

> Gives specific ways to use dictionary work in the ESL
> classroom. The use of nonsense words can effectively
> show the multiple uses of a single word while
> introducing humor.

Martin, A.V. (1982). Concept Relationships: Helping the
   beginning student read English. In M. Hines & W.
   Rutherford (Eds.), On TESOL '81 (pp. 97-104). Washington,
   DC: TESOL.

> Describes reading problems, presents techniques
> developed to address the problems, and offers a
> cognitive explanation of them. Students frequently
> know vocabulary items but cannot make associations
> between basic concepts. Concept-relationship
> experiences in categorization, analogy, and
> definition are stressed so that students develop
> cognitive networks to relate bits of information
> according to categories and interrelationships.

Olshtain, E. (1982).. English nominal compounds and the
ESL/EFL Reader. In M. Hines & W. Rutherford (Eds.),   On
TESOL '81 (pp. 153-167). Washington, DC: TESOL.

   Focuses on strategies the ESOL reader uses to process
   the interpretation of nonlexicalized compounds.
   Discusses 6 hypothesis and their strategies for
   reading expository material and the use the ESOL
   reader makes with one or more of three types of
   competence (linguistic, textual, pragmatic). Helpful
   guidelines are given for a number of effective
   strategies for noun-compound interpretations.

Ramsey, J. W. (1981). Vocabulary preparation for reading in
   the content area. In J.C. Fisher, M. A. Clarke, & J.
   Schachter (Eds.), On TESOL '80 (pp. 214-225). Washington,
   DC: TESOL.

   Presents a procedure for selecting and presenting
   vocabulary in a content area to facilitate reading,
   to allow the use of authentic materials, and to
   increase comprehension. Specific vocabulary of
   content area is combined with the general vocabulary
   preparation which uses the SRA Reading Laboratory and
   standard reading texts.

Richards, J. C. (1985). The context of language teaching.
   New York: Cambridge University Press.

   Proposes 8 assumptions in his chapter "Lexical
   knowledge and the teaching of vocabulary" concerning
   word knowledge and their implications for vocabulary
   teaching. The syllabus should be based on what it
   means to know a word, and the techniques of teaching
   vocabulary should be a reflecton of this knowledge.

White, C. J. (1988). The role of associational patterns and
   semantic networks in vocabulary development. English
   Teaching Forum, 26(4), 9

   Argues that although beginning learners operate with
   lexical associations that are quite different from
   those of native speakers, semantic organization
   develops over time. Therefore, classroom activities
   are suggested which encourage semantic networks so
   that the learner can have the same degree of
   meaningfulness from words that native speakers have.

Adamson, D. (1977). Prediction and explanation. In J. H.
   Haskell (Ed.), Selected articles from the TESOL
   newsletter 1966-1983 (pp. 194-195). Washington, DC:
   TESOL.

      Demonstrates the use of questions based on prediction
      and explanation that check reading comprehension for
      EST (English for Science and Technology) by inserting
      questions at mid-points to be used during the reading
      instead of the traditional placement, at the end of
      the reading. Adamson suggests that this method
      teaches correct use of reading strategies.

Bransford, J. D., Stein, B. S., & Shelton, T. (1984).
   Learning from the perspective of the comprehender. In
   J. C. Alderson & A. H. Urquhart (Eds.), Reading in a
   foreign language (pp. 28-47). New York: Longman.

      Explores some of the cognitive activities that people
      must engage in to comprehend and remember
      information. The authors illustrate how language
      comprehension depends on the activation of relevant
      knowledge such as general knowledge surrounding a
      situation. Students need ways of asking themselves
      and others appropriate questions which aid
      comprehension, clarify concepts, and develop
      evaluation techniques.

Bryden, M. (1988). Reading but not curiously--possible
   countermeasures. English Teaching Forum, 26(3), 48-50.

      Gives advantages for using newspapers: 1) current,
      relevant, topical conversational material for the
      student 2) provides either a simple lesson or an
      advanced one 3) has great adaptability. Bryden
      outlines in step-by-step detail a lesson plan using
      daily newspapers.

Casanabe, C. P. (1988). Comprehension monitoring in ESL
    reading: A neglected essential. TESOL Quarterly, 22(2),
    283-302.

    Presents the concept of comprehension monitoring (any
    behaviors that allow readers to judge whether
    comprehension is taking place and actions to help the
    reader compensate if necessary). Students can be
    helped to monitor themselves through summarizing,
    predicting, and questioning.

Christison, M. A. (1982). Using poetry in ESL. In J. H.
    Haskell (Ed.), Selected articles from the TESOL
    newsletter 1966-1983 (pp. 198-199). Washington, DC:
    TESOL.

    Outlines some criteria for selecting poetry for ESL
    readers and offers suggestions for developing
    activities for the classroom.

Dubin, F., Eskey, D. E., & Grabe, W. (1986). Teaching second
    language reading for academic purposes. Reading,
    Massachusetts: Addison-Wesley Publishing Company.

    Presents theory, research, and techniques of reading,
    and their implications for the second language
    reader. The book's 8 authors each develop one of
    these areas as well as assessment, CARI, and text
    evaluation. Although each section is complete in
    itself, there is a unifying theme: the need of
    awareness of special problems of ESL readers and the
    crucial role the teacher plays in aiding reader
    comprehension.

Duppenthaler, P. (1987). Search-a-word puzzles as language
    teaching tools. TESL Reporter, 20(2), 30-40.

    Gives advantages and suggestions for use of a puzzle
    which can be used for the simplist activity
    (spelling, word recognition) or for more complex
    activity (advanced vocabulary work). Students can
    make them themselves, for all that is needed are
    paper, pen, and imagination.

Grellet, F. (1981). Developing reading skills. New York:
    Cambridge University Press.

    Views reading as a constant process of guessing,
    predicting, checking--taking comprehension from what
    is known to what is unknown. Presents reading as a
    variety of skills including understanding,
    interpreting, identifying, distinguishing and
    clarifying. The author lists various techniques
    aiding comprehension, such as inference,
    understanding relations within sentences, and linking
    sentences and ideas.

Haskell J. L. (1979). Using cloze to select reading
    material. In J. H. Haskell (Ed.), Selected articles from
    the TESOL newsletter 1966-1983 (pp. 196-197). Wasnington,
    DC: TESOL.

    Describes explicitly the procedures for making,
    using, and evaluating cloze tests for the purpose of
    selecting suitable levels of reading material.

Jacobs, G. (1988). Ideas for using cloze to teach reading.
    English Teaching Forum, 26(2), 46-48.

    Explains and gives examples of ways in which teachers
    can develop and use cloze passages to teach reading
    skills. Fixed deletion and rational deletion are
    discussed with examples included.

Kalnitz, J., & Rudd, K. R. (1982). An approach to teaching
    ESL reading to literate adults. In J. H. Haskell (Ed.),
    Selected articles from the TESOL newsletter 1966-1983
    (pp. 201-203). Washington, DC: TESOL.

    Describes approaches to improve ESL reading
    stragegies in both bottom-up and top-down processing.
    Language skills activites include exercises that
    teach grammatical markers, syntactic clues,
    morphological analysis, and context through
    substitution and deletions. Text-related skills
    concentrate on recognition of rhetorical devices used
    for generalizations and examples in expository prose
    and practice in skimming and scanning with prereading
    activities that focus on cultural specific concepts.

Knapp, D. (1978). The utility of oral reading in teaching ESL. In J. H. Haskell (Ed.), Selected articles from the TESOL newsletter 1966-1983 (p. 192). Washington, DC: TESOL

Discusses the use of oral reading in ESL. Although there are times for use of oral reading (diagnostic purposes), it is a bad teaching practice when used for students to read aloud for the class. Instead, silent reading skills (skimming, reading for information, reading that requires the ability to take chunks rather than individual words) must be taught.

Larson, D. (1979). Reading up to expectations. In J. H. Haskell (Ed.), Selected articles from the TESOL newsletter 1966-1983 (pp. 195-196). Washington, DC: TESOL.

States the positive points for various uses of the cloze format. By using this approach students are pushed into guessing and using context clues. Both vocabulary and functional words can be deleted. Also suggestions for pair and group work are given as well as use of relevant topics, natural language, and listening activites.

Meyer, R. M., & Letrault, E. S. (1988). Getting started: Reading techniques that work from the very first day. Foreign Language Annals, 21(5), 423-431.

Argues that first day reading techniques should use real discourse in the target language regardless of the obstacles, e.g., non-Roman orthographics, no cognates with English, no readily discernible relationship with English. Opening day activities are given for languages that reflect the above examples.

Rauf, S. M. A. (1988). Culture and reading comprehension. English Teaching Forum, 26(2), 44-46.

States the problems between culture and reading comprehension and offers specific suggestions for the role of the teacher in overcoming the problems as well as suggesting specific classrooom activities.

Rivers, W. M. & Temperley, M. S. (1978). A practical guide
to the teaching of English as a second or foreign
language. New York: Oxford University Press.

Chapters 6 & 7 take students through 6 stages of
reading development as an integrated part of language
study, not a specialized field; wants readers to use
the techniques as vehicles and models, not as an end.
Reading activities should be directed toward normal
uses enabling the students to extract meaning from
something of interest to themselves. The teacher
selects suitable passages which encourage the
students' interest and aid their progress through the
various stages until autonomy and independence are
reached.

Williamson, J. (1988). Improving reading comprehension: Some
current strategies. English Teaching Forum, 26(1), 7-8.

Discusses several current reading comprehension
strategies: 1) reader-generated question (e.g., use
the first sentence of the text to elicit student
questions), 2) write-before-you-read (students write
on own experience on the topic before reading the
selection) 3) Krashen's Sustained Silent Reading.

Winer, L. (1986). Beware the reading block, my son. TESL
TALK, 16(1), 42-56.

Describes a technique for teaching students to
understand English passages through structural and
contextual clues. Lewis Carroll's poem "Jabberwocky"
is used to unblock and improve students' previous
reading strategies. The method startles students
into new ways of seeing textual analysis. Detailed
steps and examples are given.

Sean Coxe
EN 740   ESL Methodology/gebhard
Fall 1988

Cultural Considerations in the ESL Curriculum:
A Selected, Annotated Bibliography

The program in which I pursued my Masters in Language and Writing was a small one--so small that a crusty, old American Structuralist, Leo Engler, was for all intents and purposes the entire linguistics department (and may he never read the above description--the truth sometimes hurts). "Uncle Looie" was near the end of an illustrious and productive career, and in virtual semi-retirement. Despite the abuses such a situation can and did court, my exposure to research in the field of applied linguistics was as extensive as that experienced by graduate students at any of the major research universities-- Texas (Austin), Kansas, Georgetown--at which Dr. Engler had formerly been posted. His research battle cry was "The best of the latest, the latest of the best." In that spirit, I offer a selective, annotated bibliography.

"Latest" in this case translates loosely as material published within the last three years. However, "best" is, at best, a relative term; so let me speak briefly to some procedural concerns.

A current popular assumption in the ESL field is that culture is captured in the naturally occurring speech, information sources, and literature of a country-- ources readily available to both us and our students. My concerns in compiling this bibliography, therefore, were more global. I have avoided sources specific to any one culture and any one methodology. I have also avoided, for the most part, those sources so technically linguistic in nature that they seemed to cloud rather than clarify the issue. My goal was to provide a resource which, given any methodology, will provide both a justification and a starting point for introducing cultural concomitants into an ESL curriculum. This bibliography will provide, as well, a selective overview of who said what in this vein over the past three years.

Finally, inasmuch as consideration of culture touches on discourse analysis, contrastive rhetoric, reading theory, and virtually all other areas of instruction in and learning of English as a second language, I have simply classified the entries by the year in which they were published.

Contents:

SELECTED MATERIAL PUBLISHED DURING 1986

Condon, J. (1986). Exploring intercultural communication through literature and film. World Englishes, 5(2-3), 153-161.

Suggests that literature and film have untapped potential for increasing understanding of intercultural relations. Points out both the problems and advantages in the use of these media.

Contributions of cross-cultural research to education practice. (1986). American Psychologist, 41(10), 1049-1058.

Cites extensive cross-cultural research on cognitive development. This research has the following three phases of interaction with education: (1) the application of western approaches to the third world; (2) the search for culturally specific modes of learning; and (3) the testing of innovations for minority children.

Guglielmino, L.M. (1986). The affective edge: Using songs and music in ESL instruction. Adult Literacy and Basic Education, 10(1), 19-26.

Promotes music as an effective instructional method for enlivening the English as a second language classroom and as a source of both linguistic and cultural information. The approach can be used to address various learning styles. Examples and guidelines are provided.

Irving, K.J. (1986). Communicating in context: Intercultural communications skills for ESL students. Englewood Cliffs, NJ: Prentice-Hall.

Provides gradated readings and exercises for the purpose of developing vocabulary, reading, and discussion skills appropriate to an English-speaking culture. Useful adjunct within a classroom setting.

Lewis, T.J. & Jungman, R.E. (1986). On being foreign: Culture-shock in short fiction. Yarmouth, ME: Intercultural Press.

Illustrates the various stages of culture-shock via the use of international short fiction. Provides discussions of the various stages in relation to the stories.

Purves, A.C. & Purves, W.C. (1986). Viewpoints: Cultures, text models, and the activity of writing. Research in the Teaching of English, 20(2), 174-197.

Explores three knowledge-oriented issues related to the activity of writing. Each of the issues is seen as being in part culturally determined, whether the culture be the larger culture of a language or social group or the smaller culture of a profession or academic discipline. Suggests future areas of research.

Smith, L.E. (1986). Cross-cultural understanding and English literatures from other circles. World Englishes, 5(2-3), 241-248.

Reports on the effectiveness of the use of creative writing in English to increase cross-cultural understanding, based on a study of Japanese businessmen reading portions of English novels translated in Japanese and Thai. (The article itself makes far more sense than this summary would suggest.)

Swaffer, J. (1986). Reading and cultural literacy. Journal of General Education, 38(2), 70-84.

Discusses some implications of cultural literacy for the classroom use of English and foreign language texts. Defines cultural literacy as the ability to read the thought-system that underlies the surface-signs of a culture's infrastructure. Explores the applicability of this concept in reading pedagogy and explores, as well, the teacher's role in this kind of reading environment.

Tomlinson, B. (1986). Using poetry with mixed-ability language classes. English Language Teaching Journal, 40(1), 33-41.

Discusses the value of using poetry to teach English as a second language to mixed-ability classes. Lists the following criteria for selecting poems: (1) universal appeal; (2) surface simplicity; (3) potential depth; (4) affective potential; (5) contemporary language; (6) brevity; and (7) potential for illustration. Uses two different poems to describe technique.

Valdes, J.M. (1986). Culture bound: Bridging the cultural gap in language teaching. New York: University Press.

Contains three parts and eighteen chapters and attempts to provide language teachers with a basis for introducing a cultural component in their teaching. The interaction between language and culture is explored in ways that will encourage students to understand another culture without necessarily embracing it.

Venditti, P. & Bahruth, R.E. (1986). Enhancing communicative competence and cultural adaptation of ESL students: Using dialogue journals and interactive errands. San Antonio Community College. (ERIC Document Reproduction Service No. ED 275 132)

Describes two out-of-class techniques used to promote communicative competence among community college students of English as a second language (ESL). Journals provide regular interactive written communication between language students and their instructors. Errands are programmed, interactive tasks, performed singly and in pairs, executed within the bounds of the school or surrounding community. Specific activities are suggested.

Yule, G. (1986). Comprehensible notions. Applied Linguistics, 7(3), 275-283.

> Examines the integration of cultural/background knowledge and insights into the relationships between linguistic forms and the semantic interpretation of those forms. Suggests using obvious form-function relationships to provide the learner with comprehensible notions that will serve as a foundation for future learning.

SELECTED MATERIAL PUBLISHED DURING 1987

Carrell, P. (1987). Content and formal schemata in ESL reading. TESOL Quarterly, 21(3), 461-481.

> Investigates the sumultaneous effects of and interaction between both culture-specific content schemata and formal schemata on English as a second language reading comprehension. Results indicate that content schemata affects reading comprehension to a greater extent than formal schemata.

Floyd, P. & Carrell, P. (1987). Effects on ESL reading of teaching cultural content schemata. Language Learning, 37(1), 89-108.

> Examines intermediate-level English-as-a-second-language students for levels of reading comprehension. Half of each group (experimental and control) receives more complete versions of test passages than the other half, and the experimental group is taught appropriate cultural background information between pre- and post-testing. Results indicate background knowledge does improve reading comprehension.

Gardner, P. (1987). Cultural differences in non-verbal communication: Practical activities for the ESL/EFL classroom. Cross Currents, 14(1), 17-36.

> Provides a series of exercises intended to sensitize students to intercultural differences and develop an awareness of culturally determined values and perceptions which may affect nonverbal elements of communication.

Holland, D. & Quinn, N. (Eds.). (1987). Cultural models in language and thought. New York: Cambridge University Press.

> In five parts, fifteen chapters, presents papers by anthropologists, linguists, and psychologists that explore the nature of cultural knowledge from a cognitive perspective. Attempts to detail the cognitive organization of cultural models and relate it to everyday language and understanding.

Holmes, J. & Brown, D.F. (1987). Teachers and students learning about compliments. TESOL Quarterly, 21(3), 523-546.

Analyzes examples of misunderstandings in compliment exchanges in different cultures and provides a set of exercises to assist learners in developing the ability to recognize and use compliments appropriately.

Kaplan, R.B. (1987). Cultural thought patterns revisited. In U. Conner & R.B. Kaplan (Eds.), Writing across cultures: Analysis of L2 text (pp. 7-22). Reading, MA: Addison-Wesley.

Suggests that rhetorical style is culture-specific. Proposes that an extensive knowledge of a target-culture's rhetorical style will facilitate communication.

Lehmann, W.P. & Jones, R.L. (1987). The humanistic basis of second language learning. The Annals of the American Academy of Political and Social Science, 490, 186-193.

The necessity of learning a language in its social and cultural contexts affects choices with respect ot curriculum, materials, and approaches. Argues that language teachers must be allowed to make informed choices in these areas in order to teach language in relation to such social and cultural values.

Levine, D.R., Baxter, J., & McNulty, P. (1987). The culture puzzle: Cross-cultural communication for English as a second language. Englewood Cliffs, NJ: Prentice-Hall.

Attempts to provide a link between culture and communication by emphasizing the cultural rules of conversation in the American context. Provides examples of realistic conversational interactions and exercises which illustrate aspects of cross-cultural communication.

Luce, L.F. & Smith, E.C. (Eds.). (1987). Toward internationalism: Readings in cross-cultural communication. Cambridge: Newbury House.

Provides readings dealing with a range of communicative settings. The readings are divided into seven chapters dealing with the following issues: (1) cross-cultural literacy; (2) cultural adjustment; (3) cultural values; (4) nonverbal communication; (5) verbal communication; (6) cultural roles; and (7) cultural perceptions and stereotypes.

McKay, S. (1987). Cultural knowledge and the teaching of reading. English Teaching Forum, 25(2), 18-20, 28.

Promotes reading as an interactive process that involves not just process strategies but also background knowledge. Suggests that for ESL students, a lack of assumed cultural knowledge may affect reading comprehension. Makes some recommendations regarding text selection.

McKenna, E. (1987). Preparing foreign students to enter discourse communities in the U.S. English for Specific Purposes, 6(3), 187-202.

Deals with the dynamics of classroom behavior in an American college lecture class. Observational study provides an analysis of question types and their effect on the development of discourse in the classroom. Provides English-for-academic-purposes activities developed from the resulting question typology.

Nelson, G.L. (1987). Culture's role in reading comprehension: A schema theoretical approach. Journal of Reading, 30(5), 424-429.

Reports findings of a study involving adult, college-educated Egyptians enrolled in English-as-a-second-language course in Cairo. Concludes that students learning to read in a second language interpret materials in terms of their own culture, which affects their comprehension of those materials.

Pfister, G.G. & Poser, Y. (1987). The cultural inventory: A tool for increasing comprehension of foreign language materials. Foreign Language Annals, 20(4), 317-322.

Describes the inventory technique, a reading tool which helps second language students to use their background knowledge and experience in overcoming the gap between native and foreign cultural perspectives. The cultural inventory worksheet helps students collect and organize cultural information in written foreign language material, allowing them to develop predictive strategies regarding the text's meaning.

Sherzer, J. (1987). Discourse-centered approach to language and culture. American Anthropologist, 89(2), 295-309.

Defines discourse as the concrete expression of language-culture relationships. Claims such discourse transmits both culture and language as well as their intersection, expecially in verbally artistic and playful discourse such as poetry, magic, verbal dueling, and political rhetoric.

Takeshima, H. (1987). Acculturation and second language learning: Use of comics to measure the degree of acculturation. IRAL, 25(1), 25-40.

Compares the performance of Japanese college students on a cloze test and a test using comic strips to assess English-as-a-second-language acculturation. Results revealed that the comics were as effective and reliable as the cloze test, and that the comics' attractiveness appeared more effective in activating students' minds.

Webber, M.J. (1987). The role of culture in a competence-based syllabus. Theory into Practice, 26(4), 251-257.

Defines culture as a "dynamic pattern of significance" within a society and explores its pedagogical potential in foreign language instruction. Claims that, as functionally defined, culture can enhance students' motivation, interaction proficiency, and ability to understand and be understood.

Winterowd, W.R. (1987). Literacy: Kultur and culture. Language Arts, 64(ᴸ`, 869-874.

> Defines and discusses the two terms in light of the work of both Freire and Hirsch. Treats the paradox that students both inherit and make culture. Charges that education must somehow give students a broad spectrum of cultural knowledge, allowing them to view themselves as creators of culture.

SELECTED MATERIAL PUBLISHED DURING 1988

Krasnick, H. (1988). Dimensions of cultural competence: Implications for the ESL curriculum. TESL Reporter, 21(3), 49-55.

> Presents unresolved issues involving teacher cultural competence and, more generally, the measurement of cultural competence. Focuses on the definition of "cultural awareness" as opposed to "cultural sensitivity." Suggests that defining the limits of such terms has implications not only for teacher training but for cultural competence as a part of the ESL curriculum.

Patrie, J. (1988). Comprehensible text: The daily newspaper at the beginning level. TESL Talk, 18(1), 135-141.

> Suggests that the daily newspaper, as the most local of locally-produced materials, can be used in a beginning-level ESL classroom to achieve the two basic goals of any ESL program: the development of linguistic skills and the fostering of cultural awareness. Provides ways of using the newspaper to capitalize on students' interests and their consumer and survival needs in developing comprehensive input for basic and even literacy levels.

Prodromou, L. (1988). English as cultural action. English Language Teaching Journal, 42(2), 73-83.

> Examines the tension that arises when the culture of the English native speaker and that of the learner come into contact. Claims that such tension makes learning more difficult and suggests that the native-speaking teacher recognize the international status of English but work from locally accessible varieties.

Purcell, J.M. (1988). Cultural appreciation through literature. Foreign Language Annals, 21(1), 19-24.

> Considers ways in which teachers can determine and teach aspects of cultural appreciation through the literature of the target language. Presents a possible evaluation scheme in choosing literary models that is based on four cultural-evaluative categories: (1) authentic; (2) acultural; (3) burlesque; or (4) deformed.

Singer, E.A. (1988). <u>What is cultural congruence and why are they saying
such terrible things about it?</u> (Occasional Paper No. 12^). East
Lansing, MI: Institute for Research in Teaching.

Defines the concept of cultural congruence--classrooms compatible with
the cultural context of the communities they are supposed to serve and
promotes cultural congruence as an approach to combat school failure
for minority students. Responds to recent attacks on the concept,
suggesting such attacks misrepresent the cultural congruence model.
(Although not dealt with directly, the concept could be of substantial
value in the second language classroom.)

Swaffer, J.K. (1988). Readers, texts, and second languages: The interactive
process. <u>Modern Language Journal</u>, 72(2), 123-149.

Attempts to address the issue of the schism between "language" and
"content" within the profession as it impacts curriculum planning.
Provides exhaustive overview of current reading theory and practice,
and it includes an extensive bibliography.