LANGUAGE DEVELOPMENT

IN

STUDENT-CENTRED CLASSROOMS

© Phyllis Vogel

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ABSTRACT

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This study examined the language development of eight learners of English as a Second Language (ESL) in two different levels of a twenty-four-hour-a week intensive ESL program. The focus of this program is on the communicative use of language: in classroom activities, emphasis is placed on using language as a means of conveying information rather than on perfecting language form. Most of the classroom time is thus spent in student-student interaction, and errors often go uncorrected unless they interfere with communication.

Data in the form of recorded oral interviews were collected from the subjects in the third and eleventh weeks of a twelve-week course. Transcriptions were analyzed in terms of grammatical accuracy and fluency.

All subjects in the study showed a decrease in the ratio of errors to total words, indicating a trend toward greater accuracy. In addition, all subjects exhibited an increase in fluency. The decrease in error was in many cases accompanied by an increase in volume of speech and thus a considerably greater number of correct forms was used. There was also evidence to indicate that not only had the subjects improved in accuracy, but that during the second interview, while they were producing fewer errors, the subjects were also using language of greater syntactic complexity.

Within the overall decrease in error there was considerable variability: 1) among the learners at the same level, 2) within the individual's performance in different categories and 3) between the levels.

ii

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TABLE OF CONTENTS

TABLE OF CONTENTS

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LIST OF TABLES

CHAPTER I

INTRODUCTION

In an attempt to make language teaching and thus language learning more effective and efficient, innovative teachers have been experimenting with various methodologies and learning environments through the years. At CELI, the Continuing Education Language Institute at Concordia University, teachers developed an intensive ESL program based on what they had experienced as successful classroom practices. This program differs from most in that for a large percentage of the time, the students are involved in communicative language activities in an informal, student-centred classroom environment.

The following research is a study of the development of grammatical accuracy and fluency of students enrolled in a twelve-week session at CELI. Preliminary to a discussion of the study itself is an examination of current views in the areas of language acquisition, learning environments and student errors.

A. Language Acquisition: The Starting Point

1. Grammatical Structures

For a long time the influence of Skinner in behaviourist psychology and Bloomfield, Fries, Lado and others in structural linguistics dominated the realm of language teaching, at least in North America. It was believed, and in many places still is, that language learning would proceed most efficiently through a systematic, orderly build-up of structures, each being carefully introduced and practiced before the next.

While students seemed to be 'learning' what they were supposed to in the classroom, there was a discrepancy between the language the students produced inside the classroom and that which they produced outside. In the controlled classroom situation, students were able to use certain structures perfectly; however, when the students attempted to use these same well-drilled structures to express their own ideas, errors frequently occurred. Also, many of the structures so well practiced in the classroom were unavailable for use in natural settings outside the classroom. This apparent inability of students to transfer outside the classroom that which they had 'learned' inside the class-room led many to question the effectiveness and efficiency of methods of teaching heavily influenced by behaviourist psychology and structural linguistics.

Research in first and second language learning also has pointed out the need for a reassessment of certain classroom practices. One major consideration it has highlighted is the creative aspect of language, a characteristic neglected by the behaviourists and structuralists. Brown (1973) advanced the creative construction hypothesis for first language learning. This hypothesis suggests that children learning their first language formulate rules about the language they are exposed to. They subsequently modify their rules until what they produce resembles what they are exposed to. Dulay and Burt (1975) extended the hypothesis to second language learning with children, and further studies indicated that it also applies to adults learning a second language (Corder, 1967; Krashen, 1981).

The recognition of the importance for language learners to attempt
to use their knowledge of the language by creating novel utterances
brought about some minor modifications in the language classroom. A
small percentage of classroom time was set aside for activities in which
the learners had an opportunity to create language. The focal point,
however, continued to be language form, with students creating novel
utterances in order to practice a particular structure. As Hatch (1978)
has pointed out, there has been a basic assumption that the second
language learner first learns how to manipulate structures and then
somehow learns how to put structures to use in discourse.

2. Interaction

Another perspective as to the starting point in language learning
has been advanced by some researchers. Hatch (1978a, b) has suggested
that interaction is the starting point in language learning and believes
that structures evolve out of attempts at carrying on conversations
rather than the reverse.

According to Hatch, there is a first stage in language learning in
which the learner develops the ability to perceive topics in discourse.
As the learner progresses he is able to nominate topics for conversation
and then as he further advances he can develop his ideas in syntactic
form. Hatch points out that the adult second language learner has a
valuable background to aid him in learning his new language. When he is
participating in interaction, his developed knowledge of the world makes
him aware of certain discourse possibilities within a topic and he can
predict possible questions. Furthermore, he has many conversational
strategies which he can transfer from his native language. An example

of this is the use of echoing to seek clarification of topics.

Support for Hatch's hypothesis may be found both directly and indirectly in the views of several researchers studying language acquisition. Newmark (1966) was one of the earliest to strongly refute the suggestion that language is learned through a build-up of structures. He asserted that language is learned "a whole act at a time rather than learned as an assemblage of constituent skills". He points out that

> If each phonological and syntactic rule, each complex of lexical features, each semantic value and stylistic nuance, in short, if each item which the linguist's analysis leads him to identify had to be acquired one at a time, proceeding from simplest to most complex and then each had to be connected to specific stimuli or stimulus sets, the child learner would be old before he could say a single appropriate thing and the adult learner would be dead (p. 38).

Brown (1968) in his studies of first language acquisition has highlighted the importance of interaction in language learning. He states that "the changes produced in sentences as they move between persons in discourse may be the richest data for the discovery of grammar". (p. 288). Corder (1977) asserts that "language acquisition, whether of the mother tongue or a second language is a co-operative enterprise" in that it takes place "uniquely through a process of verbal interaction and talk" (p. 2). Seliger (1977) emphasizes the importance for learners of practice through interacting and getting others to use language with them. Tucker and d'Anglejan (1975) conclude that a second language is "most effectively acquired when the task of language learning becomes incidental to the task of communicating... about a

topic which is inherently interesting..." (p. 67).

Theories of language acquisition and current views of language
learning have significant implications for language teaching. Changing
views of language acquisition are being paralleled by experimentation
in some language classrooms. The implications which the theories
discussed in this section have for classroom practices will be discussed
in the following section.

B. The Classroom

1. The Traditional Classroom

The traditional language classroom provides an almost totally formal environment in which a language is to be learned. In recent years the traditional classroom has been the subject of much discussion, the feeling being that the setting, organization and content do not promote efficient language learning. Corder (1977) states that "classroom settings are so constraining that really efficient teaching-learning cannot take place in them at all" (p. 4), and d'Anglejan (1978) points to the noted failure of many second language learners to achieve verbal fluency in the classroom. The features of the traditional classroom as summarized by Rodgers (1978) include an emphasis on 1) the formal presentation and practice of structures with a focus on accuracy, and 2) a teacher-centred classroom, limiting the interaction to teacher-student exchanges.

The focus on form is what has in all probability created the gap between the traditional language classroom and the outside world. It is probably responsible for the observation made by d'Anglejan (1978) that "what is commonly regarded as communication in the second language classroom rarely corresponds to any acceptable definition of what might be termed communication outside the classroom" (p. 225).

In the traditional language classroom most of the time is spent on attempting to perfect structures by means of practice and error detection and correction. It is this, as pointed out by Kennedy (1973) and Rutherford (1977), which has resulted, in many cases, in the artificial

use of language in the classroom with an almost total lack of any real communication. Kennedy notes that the student is often required to ask questions for which he already knows the answer. Also the student rarely has the opportunity to communicate with others in novel situations since he is generally discouraged from experimenting with structures which have not yet been 'perfected'. Rutherford gives the following examples which further illustrate the artificial use of language in the classroom. He cites unnatural language in illocutionary mismatch in the dialogue:

    A: Could you tell me what time it is?
    B: Yes, I could.

and artificial redundancy in

    A: Is your name Rick?
    B: Yes, my name is Rick.

As Long et al. (1976) have noted, the concentration by both teachers and textbooks on accuracy results in a lack of opportunity to develop, inside the classroom, skills which are required outside the classroom. The amount of time spent on attempting to achieve phonological and structural accuracy generally leaves little time for necessary genuine communicative activities. This has serious consequences, for, as Corder (1977) and d'Anglejan (1978) have pointed out, knowledge of the formal aspects of a language cannot be equated with the ability to communicate in the language. Corder emphasizes that the cycles of presentation, testing and feedback, lead to a knowledge of the structural rules but do not enable the learner to function in the target language. Similarly, d'Anglejan (1978) reports that while the

explicit teaching of grammar may be useful in carrying out classroom activities, it is limited in that it does not appear to transfer readily to situations outside the classroom.

In addition to some of the problems highlighted by second language researchers, further insights may be gained from research in first language learning. Macnamara (1973) has pointed out that the conscientious teacher generally corrects all phonological and syntactic errors and does not care what the student says as long as he says it correctly. This is in sharp contrast to the child learning his first language where attention is on meaning rather than on form and where parents seldom correct pronunciation or grammar but rather correct mistakes in points of fact (Brown and Hanlon 1970). Traditional programs tend to underestimate the importance in the language learning process of language as a means for conveying information. Language becomes a classroom subject instead of a channel for communication.

The second major factor contributing to a lack of natural communication in the traditional classroom is classroom organization. The traditional classroom is teacher-centred. The focus is on the teacher and there are formal rules for speaking and turn-taking because of the setting. Holmes (1978) compared the situation to a formal meeting rather than a casual conversation. The teacher has control over topic, relevance and accuracy, over how and when a learner speaks. The teacher assigns speaking turns and the pattern is generally a cycle of 1) teacher question, 2) student answer, 3) teacher feedback.

Long (1975) observed the same basic interaction pattern and described the teacher as the initiator of long exchanges, the student

as the responder, and the teacher feedback as judgemental in terms of grammatical and phonological accuracy with truth value generally being unimportant.

It is not surprising that Holmes (1978) has noted that many foreign students lack the confidence to initiate or contribute anything substantial to a conversation with a native speaker.

2. Suggested Changes

Corder (1977) has suggested that, if the goal of the language classroom is to enable the learner to function as a talker or corresponder in the target language, it is necessary to devote a large percentage of classroom time to genuine communication. In order for this to be realized, the traditional classroom must undergo obvious significant changes. These would include changes in 1) content and activities, 2) the focus on accuracy and 3) classroom organization.

Major changes have been suggested in the content and activities of the language classroom. The importance of meaningful content which conveys information has been stressed. Tucker and D'Anglejan (1975) indicate the necessity for a shift in focus from simulated dialogues and repetitive drills to the communication of information meaningful to both teachers and students. Schumann (1974) points out that students must have important things to say to both the teacher and to other students. Strevens (1974) suggests that one way to accomplish this is through materials of high-level interest. As an example, he cites the Singapore Project where English is taught through science from the beginning level.

Changes in activities to those which promote genuine communication in the second language classroom have been emphasized. Macnamara (1973) stresses that it is the teacher's job to set up the language class so that communication in the new language is essential to the learners. He states that the teacher should encourage learners to guess from context and to ask for clarification when needed, thus making the learning environment in the school more like that of the home or the street. D'Anglejan (1978) and Corder (1977) suggest problem solving and information seeking activities. Corder describes these activities as ones in which the solution is discovered by means of 'talk'. He believes this is an authentic use of language because it is the kind of co-operative activity also found outside the classroom. He sees "talk and correspondence" as both the means and the end in language learning and refers to it as "learning by doing".

If genuine communication is to be carried on in the second language classroom, it is necessary to change the focus from a concentration on the form of the target language to one on ideas with the main interest in developing the learner's ability to get his message across. Savignon (1976) has emphasized the importance of a learning environment with opportunity and encouragement for the learner to explore his new language. She has suggested "the replacement of an emphasis on grammatical accuracy, with a concern for helping students to express their own thoughts" (p. 298). Stern (1973, p. 48) has suggested "that instead of concentrating on words coming out of his mouth, the learner should be thinking about the ideas in his head that he wishes to communicate". Tucker (1977) stresses that the major focus of the second language classroom

activity should be on genuine communication where the validity of
students' utterances is judged on the bases of content rather than
grammatical form.

Major changes have been suggested in the classroom setting in
order to make the learning environment more similar to the "real
world". Changes from the teacher-centred classroom to the student-
centred classroom in which students work in groups with the teacher
as the resource person have been recommended. Holmes (1978) stresses
the necessity for student-student interaction to develop socio-
linguistic competence. She points out that student-student inter-
action is a more natural interaction situation which provides an
escape from the question-answer-feedback cycle of teacher-student
interaction. In addition, it more closely resembles those situations
which the learner will be faced with outside the classroom in that it
decreases the formality of language and the rules for speaking. It
allows the learner to practice in the classroom in a natural way,
roles and varieties of language he will be required to use outside
the classroom. For example, it requires him to use more functions
in language - evaluating, arguing, challenging, disagreeing - and
gives him the opportunity to initiate interaction as he will be
required to do outside the classroom. Long (1975) has also pointed
out the greater variety of language in student-student interaction as
opposed to teacher-student interaction. He documented seventeen
different "moves" (linguistic behaviours), many of which are

generally made only by teachers in teacher-centred interaction, but which students make naturally when interacting with each other. These include initiating a new topic, asking for information and giving information, asking for clarification and giving clarification. In addition, Long points out that student-centred interaction involves active participation by a greater number of students. This results in more opportunity for students to use and practice the language rather than merely observe others.

C. Errors

The recommended changes in focus from accuracy of form to the conveying of interesting information and from teacher-centred activities to student-centred activities, have resulted in the following concern: How will the learner's accuracy in language form improve if the teacher does not correct all his errors? Preliminary to a discussion of this question is a brief summary of the changing view of errors in language learning.

1. Can Errors Be Prevented?

In the past, errors were viewed as potential bad habits which would be difficult to eliminate. The perfect teaching method was thus one in which errors would never be committed. As a result, structures were practiced over and over again in the classroom in very controlled situations, seldom allowing for any real communication to take place and never allowing any risk-taking. The learner in these very controlled situations was not given any opportunity to experiment with the language and to create his own utterances. Any error that occurred was immediately corrected in one of the several traditional ways. In spite of this

rigidity and attempt to prevent and curtail errors, learners' utterances did contain errors, especially when these utterances departed from the narrow question-answer pattern of classroom drills.

2. A Natural Part of Language Learning

Research by Corder (1967), Selinker (1972) and Richards (1974) in learners' speech resulted in an understanding of errors as a natural part of language learning. It was observed that all learners, regardless of language background, learning environment and methodology, often produced utterances which were different from the target language norm. Thus, it is now considered unrealistic to expect learners to proceed in an orderly progression from zero to perfect in language learning. Rather, it is believed that the learners' language will change gradually over time, given a learning environment where he will have ample opportunity to hear and use the language, thereby testing his hypotheses about the language.

The belief that errors are a natural part of language learning and that students need opportunities to use the language in order to test hypotheses has brought about some changes in the language classroom. However, language lessons often continue to be stilted, with both the student and the teacher focusing on form. The student's role is to sort out his rules by taking risks in a rather limited number of given situations; the teacher's role is to detect and correct all errors in order to reduce the possibility of confusing the student while he is testing his hypotheses. The majority of classroom time continues to be spent in error correction at the expense of an interest in real communication.

3. Correcting Errors: The Learner's Decision

While teachers have always felt it their responsibility to correct at least most errors, one factor they have failed to recognize is that this correction which they deem to be an essential part of their teaching does not necessarily result in learning. Corder (1967, p. 165) differentiated input and intake. The former he pointed out is what is available to the learner and the latter is what the learner actually benefits from.

One of the main reasons that input does not equal intake is that often the learner himself is either not ready for or not interested in the input. Several researchers have pointed out that some learners seem to make the decision that they do not want to make the extra effort to be correct once they feel that they can communicate adequately. As one example of this, Hatch (1978b) refers to Shapira's subject who says 'little words are no too important for me'. How many second language learners have expressed the same feelings to their teachers? Hatch (1978b) has indicated that in many cases the learner does not attend to corrections of the error included in the replies of the native speaker. The reason for this is that he hears them only as a signal that his listener understands what he is trying to say. How often do teachers repeat what a student has said with correction only to have the student respond with a 'yes'? Does the 'yes' mean that the student understands that he has been corrected or has he taken the partial repetition of his utterance to mean that the teacher understood what he said?

4. Effectiveness of Classroom Corrections

The question arises as to what happens to those learners who do want to be corrected? Even for those learners who are anxious to have the teacher correct all their errors, several problems arise. Aside from the enormous amount of class time which it takes, there is the problem of ambiguity of classroom corrections. Allwright (1975) and Long (1977) have drawn attention to the lack of clarity and inconsistent treatment of error in the classroom. One of Allwright's examples of this is repetition, which is commonly and inconsistently used as feedback for error. He points out that repetition of a response by the teacher may or may not indicate the presence of an error. By the same token, lack of repetition does not necessarily mean a response is correct. Long suggests that in view of the inconsistency and lack of clarity, what we accomplish by classroom error correction may not be quite what we think. He thus questions whether error correction is a necessary part of successful classroom teaching.

Further doubt has been cast on the effectiveness of classroom error correction by studies comparing the increase of English proficiency between groups of adult students enrolled in regular academic courses and ESL classes and those enrolled only in regular academic courses. Krashen (1976) cites studies by Upshur (1968) and Mason (1971) which indicated that on language proficiency tests, which are basically discrete point tests of language form, there were no significant differences in increase

in proficiency between the two groups. The learners who had received

formal instruction, where we assume there had been a fair amount of

error detection and correction, did not score better than those who had

no formal program with error detection and correction. Thus, it might

be that exposure to the target language in meaningful situations may

have a greater effect than formal environments with error detection and

correction. Krashen (1981) hypothesizes that it is meaningful interaction

in the classroom rather than the actual formal instruction of the lan-

guage, which leads to successful second language acquisition.

5. Summary

As has been discussed, errors are no longer believed to be simply

bad habits but are rather considered to be a natural part of language

learning. The effectiveness of overt corrections where learners' efforts

to communicate are interrupted by teachers' corrections has been

questioned. In spite of the considerable amount of error correction in

classrooms, students continue to produce errors. In addition, this type

of behaviour interferes with the learner's development of communicative

skills. It has been suggested that errors may more likely diminish

through sufficient exposure to the target language and through meaningful

interaction. It has been emphasized that, in the final analysis, it is

the learner who makes the decision as to whether he is satisfied with

the current state of his grammar or whether he is willing to make the

extra effort for greater accuracy.

D. The Current Research

1. The Program At CELI

Research in second language acquisition and the experience of classroom teachers suggest that there is a need for major changes in classroom practices. CELI, the Continuing Education Language Institute at Concordia University has incorporated many of these suggested changes in an intensive ESL program. The program at CELI is carefully planned and organized around activities which focus on using the language. While some attention is given to form, the greatest percentage of classroom time is spent on activities which require the students to convey meaningful information to each other.

The program at CELI has five levels ranging from elementary to advanced. It is a twenty-four-hour-a-week program and each session lasts twelve weeks. It was designed for adult students who intend to study at an English-language university. The following is a brief description of the program at CELI including a discussion of interaction, materials and activities.

The classroom setting is for the most part student-centred as opposed to the more traditional, teacher-centred setting. The focus of the program is on communication with much emphasis on student interaction. Working in pairs or groups discussing worksheets and/or sharing information, the students have a good deal of opportunity to create language. Errors often go uncorrected unless they interfere with communication.

Materials for the course are selected on the basis of their interest and challenge for the student and on how much interaction they will promote. For the most part the subject matter is of current world interest and sources are often articles and films produced for native speakers of English. As a result, students are from the beginning exposed to language containing unfamiliar and ungraded lexical as well as grammatical elements. Students are taught to cope with these materials, as they will have to in the real world outside the classroom, by focusing on what they do understand rather than worrying about what they do not know. They are encouraged to guess from context, an important strategy which they use naturally in their native language.

The program is based on language activities which aim at getting the students actively involved in using the language. The following are two examples of these activities. It is important to keep in mind that the material used in these activities is of a high interest level and challenging.

One type of activity focuses on the communication of new information where the students develop, at the same time, fluency in the language and general knowledge about the world. For this activity the class is divided into two groups. Each group works with a different passage - either written or tape-recorded. Students work together in groups to prepare notes to be used in presenting information to the other group in the class. Much discussion takes place as students work out their presentations. For the next part of this activity the students are re-grouped into pairs with each member having different information. They

then present their information to their partner, who takes notes, which are either collected by the teacher or used to answer questions on worksheets or to write a summary. The focus is on communication - getting information and passing it on to your partner who is responsible for receiving the information.

Another type of activity involves having students take notes while they listen to a short passage read by a native speaker of the target language. This activity differs from the former in that all students listen to the same passage. The students then work in pairs or groups to reconstruct the information in order to answer questions on work-sheets and/or write a summary. The level of difficulty of these passages is such that a student could not do all the work by himself. It is only through discussion and the sharing of information that the task can be completed.

During these activities the students are actively involved in using the language. They listen carefully and jot down details for they are required to get specific information and not just an overall impression. They change from one medium to another, writing down what they hear and discussing what they have written. They appear to be totally absorbed in using the language for communication.

2. Research Questions

The present study is intended to investigate the language develop-ment of adult ESL learners whose present classroom experience is in the CELI program described above. Because the program does not follow traditional lines, the following questions appear to be of particular

interest:

1. How is grammatical accuracy affected by ESL
   instruction which does not emphasize the
   correction of errors in students' speech?

2. How is fluency affected by a program which
   emphasizes communication in a student-centred
   classroom?

The present research is a longitudinal, observational study.
The data consists of transcribed spontaneous speech, audio-recorded
during parallel interviews in the third and eleventh week of a twelve-
week intensive ESL session. The analysis focuses on changes in
linguistic behaviour from the first to the second interview.

CHAPTER II

SUBJECTS AND PROCEDURES

A. **Subjects**

The subjects involved in this study were enrolled in the five-level CELI intensive ESL program described in chapter one. There were eight subjects from two different levels - four from level EB (Elementary B), the second level, and four from level IB (Intermediate B), the fourth level. Four different language groups were represented: two Spanish speakers, one Farsi and one Greek speaker at the EB level and one Spanish speaker, two Farsi and one Arabic speaker at the IB level.

In terms of general education, all of the subjects had completed high school and two had studied at the university level in their native language. Seven of the eight subjects had had formal training in English ranging from five to six years of between two and three hours a week. The eighth subject, the Greek student from EB, spent the first three years of her life in Australia, as well as two years between the ages of ten and twelve in Canada.

The formal education in English which the subjects received in their respective countries was very similar. All of the subjects reported that they had done mostly grammar with explanations given in the native language. Some had done translation from English to their native language and some had done some reading in English. However, all of the subjects reported that there had been no conversation in their English language classes. A summary of the subjects' backgrounds is shown in

Table 1. The subjects in each group (Elementary B, Intermediate B)
are identified by their first initial. Level EB refers to Elementary B
and Level IB to Intermediate B.

Table 1

BACKGROUND OF SUBJECTS

	Level EB				Level IB			
Subjects	G	A	M	E	D	I	M	E
Native Language								
Spanish	X		X			X		
Arabic							X	
Farsi		X			X			X
Greek				X				
General Education								
High School – completed	X	X	X	X	X	X	X	X
University – 1 – 2 years	X				X			
ESL Background								
Formal Instruction	X	X	X	X	X	X	X	X
Informal Exposure			X					

B. Data Collection and Transcriptions

.Every attempt was made to provide a relaxed and informal atmosphere
for the interviews. The subjects were met briefly the day before the
first interview to familiarize them with the interviewers and to inform
them about the purpose of the interview. It was carefully explained to
them that the interview was part of a research project and that it would
in no way affect their class marks. They were also encouraged to say as
much as possible during the interview.

The interviews took place in a small room with the subject and two
interviewers sitting around a table. Coffee and donuts were served and
the subjects and the interviewers chatted for twenty to thirty minutes.
Having two interviewers seemed to help provide a more relaxed atmosphere
for the session as the subject could shift his attention and did not
always have to focus on the same person.

The topics in the interview were chosen to represent two levels of
discourse. The first part of the interview was mainly small talk.
During this segment the subject was asked to speak about himself, his
family, his travelling experience and his life in Montreal. The second
part of the interview dealt with somewhat controversial topics of more
general concern. Here, the subject was asked to express his opinion on
the effects of television on children and to discuss the roles of women
and men in the family.

The format of each interview was the same. Each topic was introduced
by one of the interviewers. This was followed by some prompts in the

form of questions or comments. The conversations followed natural patterns with the interviewer's prompts depending on the subject's response and elaboration (See Appendix 1).

The interview focused on allowing the subject to say as much as he was able to, thus giving him full opportunity to demonstrate his proficiency in English. The subject was always encouraged to elaborate as much as possible without any intervention. The interviewers listened attentively adding the occasional 'uh hum' or brief comment to encourage the subject to continue. The subject was always given as much time as necessary to work out his thoughts.

The interviews were similar in that the topics and the format were the same in each. However, they differed very much in content as it was always the subject who determined what he wanted to convey and the means for conveying it. The subjects in many cases approached the topics very differently.

The interviews were audio-recorded and the tapes were fully transcribed. The transcriptions numbered about five hundred pages, with a total of over sixteen thousand words uttered by the subjects. Both the interviewers' and subjects' speech were transcribed including all false starts, pauses and self-corrections. The transcriptions provided the raw data for the study. Two aspects of the subjects' transcribed language were analyzed: grammatical accuracy and fluency.

C. Data Analysis: Grammatical Accuracy

The first part of the analysis of grammatical accuracy consisted of
an examination of the overall errors; the second part focused on errors
in specific categories. The purpose of this part of the study was to
investigate whether, and in what areas, each subject showed a trend
toward greater accuracy. After a preliminary look at the data, categories
of errors were defined and charts were drawn. The data were then examined
in detail and all errors were recorded on the charts. In order to assess
each subject's accuracy in the language, an overall percentage of error
was determined based on the number of errors over the number of words
in each interview. In order to determine in what areas changes occurred,
the percentage of error in several error categories was calculated.

1. Word Count

In most cases each word was given the value of 'one'-with con-
tractions counting as two words, for example, the utterance "but I can't
guess the future' was counted as seven words. In certain cases minor
adjustments were made when counting words. For example, 'He's cook
very well' which should be 'He cooks very well' was counted as four
words.

2. Error Categories

The following is a list of the error categories and a detailed
description which includes both a discussion of each category and
examples taken from the data. The examples are coded, identifying the
subject by the first letter, the level (elementary or intermediate) by
the second letter, and the interview by the number. For example, EI 1

denotes subject E from the intermediate level and the example comes from
the first interview.

a. Verb System

Unmarked 3rd singular. All instances in which the present tense third
person singular 's' had been omitted were noted in this column.

Examples:

Subject	Utterance
EI 1	He likes his children and he take care...
II 1	He's more open and he's cook very well.
ME 2	...she clean the bathroom, she cooks...
II 1	...the most time the mother have to take the children...

Incorrect tense / modal. In these cases even though the form of the
verb was correct it was recorded as an error because it was used
inappropriately.

Examples:

Subject	Utterance
EI 1	If my wife could cook she will cook. (can)
EI 1	...but I don' know what did happen. (will)
MI 1	I didn't see good snow 'till now. (haven't seen)

Auxiliary. Examples of auxiliary errors were the omission of the
appropriate form of the verb 'to be' with the present continuous such
as, "They teaching...", and the overgeneralization of "to be" such as,

"...I'm stop..." which should be "...I stopped...".

Incorrect form. One error of this type was the incorrect form of
the verb resulting from the omission or overuse of the 'ing' morpheme
as in 'I am study English...' and 'when I comparing...'. Another was
the overuse of 's' such as 'They don't want to works...' and 'I don't
has...'. The incorrect formation of the past tense as in 'Who beginned
it' was yet another error in this category.

Negative. An example of this is '...people no think...' which should
be '...people don't think...'.

'to' - Omission / Overuse

Examples:

Subject	Utterance
DI 1	Everyone wants (to) get married.
II 2	I don't want (to) go back.
II 2	They must to take care for the children.
EI 1	If she can't to take...
GE 1	I don't to speak English...

Omissions. The omissions column was for instances where there was an
obligatory context for a verb but where no verb or auxiliary was supplied
at all. This included both copula and lexical verbs as in the examples

'Television very good...' which should be 'Television is very good...'
and 'sometimes the grandfather and the grandmother with them' which
should be '...live or stay with them.'.

b. Subject

Omitted. The subject was omitted in a variety of environments.

Examples:

Subject	Utterance
EI 1	Here (it) is different.
II 1	...the status of the woman before but now (they) are more liberated.
GE 1	In my country (we) never, never have concert in the church.
II 1	In Mexico (there) are many, many poor people.
II 2	I hope (I) will go to South America the next year.

Redundant. In some instances the grammatical subject was supplied
twice where the context allowed for only one occurrence. The redundant
subject appeared in the form of nominal or pronominal reflexes in
different syntactic environments. Pronominal reflexes occurred
immediately following the subject as in 'All the people they approve'
which should be 'All the people approve...'. Nominal reflexes occurred
when the subject stated his opinion about something (the comment) and
then emphasized what it was he was talking about (the topic). An
example of this is 'I think it's good the high school' which should be
'I think the high school is good'.

Examples:

Subject	Utterance
DI 1	All the people they approve
MI 1	The coldest day it will be about fourteen, thirteen celsius.
AE 2	I'm sure that TV it's very good for children.
EE 1	I think it's good the high school.
II 1	It's very nice the weather.

c. Object

Omitted. The errors recorded in this column included all omissions of the object where it was required in the context.

Examples:

Subject	Utterance
AE 1	I prefer (it)
EI 1	He likes his children and he can take care (of them)
DI 2	I like (it) there more than here
ME 1	The people don't like (it)
EI 2	...and the other is Shiraz, maybe you have heard (of it)

Redundant. The second type of error was supplying the object twice where the context allowed for only one occurrence. The redundant object appeared in the form of a pronominal reflex and occurred in different syntactic environments. One was in a clause environment where the relative pronoun substituted for the object but where the object pronoun was incorrectly retained after the verb, for example '...one

sister that I love her very much'. Another occurrence was in a topic-comment environment where the object was included in two positions, one as the topic occurring before the subject and second in the normal object position after the verb.

Subject	Utterance
DI 1	I have one sister that I love <u>her</u> very much.
MI 2	...and the problems we have <u>it</u>.
MI 1	Because not everything we know about <u>it</u>.
EE 2	Everything they see they want to make <u>it</u>.

d. Number

All errors of incorrect number, singular or plural, were recorded in one of the following categories:

- plural nouns
- others

<u>Plural nouns.</u> The errors classified under plural nouns were for cases in which the noun was unmarked or incorrectly marked. They included the omission of the plural morpheme, overuse of the plural morpheme as in 'childrens', incorrect form as in 'womans', and mass nouns in which the 's' morpheme was either omitted as in 'politic' or overused as in 'clotheses'.

Examples:

Subject	Utterance
DI 2	The new government doesn't show any <u>program</u> of the past

Subject	Utterance
EE 2	...but in many <u>island</u> there are many problems and he can't help all islands.
II 1	...because they have a lot of <u>childrens</u> O.K?; five, six, seven children.
EI 1	All of the <u>peoples</u> who listen or look at television.
EE 1	...they think the <u>womans</u> must be stay all the time in the house.
EI 1	This is <u>politic</u>.
AE 2	I want to study <u>economic</u>.
II 2	...and wash <u>clotheses</u>.
EE 2	The woman has to do all the <u>works</u>.

Others. The remainder of the errors of number were recorded in the 'others' column. These were of two main types: demonstratives such as 'that ideas' which should be 'those ideas' and utterances encoded in the singular which according to the context should have been in the plural such as the use of 'a nice city' for 'nice cities'. These were treated as single errors.

Examples:

Subject	Utterance
EE 1	The new people they don't have <u>that</u> ideas.
EI 1	...<u>thats</u> people who arrange the films of this kinds.
II 2	I think you can have <u>that</u> things
AE 2	We have <u>a nice city</u> in my country like Esfahan, Shiraz, Tabriz...
EI 1	...but <u>this idea</u>, (these ideas) I think, are from television.
ME 2	...there are <u>another idea</u> (other ideas) in <u>that program</u> (those programs)

e. Prepositions

The errors included in this category were clearly only those cases where the preposition itself was involved.

Examples:

Subject	Utterance
	(incorrect)
EI 1	I live in Park Avenue.
EI 2	They came in Kaserun.
MI 2	I'll finish sixteen at January.
	(omission)
DI 1	I went many cities in my country.
II 1	...because I meet more people other countries.
MI 2	When she go she must wear...
ME 2	The woman in my country is different the woman here.
	(overuse)
II 1	It's near to Mexico City.
MI 2'	It's near at Loyola Campus.
DI 2	We help to the people.
II 1	It's like to here.
GE 1	I teach in micro-biology.
MI 1	As I tell for you...

f. Articles

The errors noted in the incorrect, omission and overuse columns were only those cases where it was the article itself which was involved.

Examples:

Subject	Utterance

(incorrect)

EI 1   When the person need something he will...

DI 1   Some of them, like my mother, work in the office.

(omission)

DI 1   Before (the) revolution we had many, many shows.

EI 1   I think she has (the) same right as a man.

DI 1   I couldn't pass (the) exam in my country.

(overuse)

GE 2   It's a good system for the communication.

DI 1   ...she comes home and cook the delicious food.

g. Lexicon

Incorrect Word. This category was mainly for the substitution of a single word for another including the use of a word in the native language. In the incorrect word category there were several classes of words including nouns, verbs and conjunctions.

Also recorded in this category were cases where a subject was unable to complete an utterance because he didn't know the word.

Examples:

Subject	Utterance

(nouns)

II 2   One of them go to the upstairs of the building.(top)

EE 1   I have to do now all the homework. (housework)

(verbs)

EE 1   They thinks she must grow up the children. (bring)

Subject	Utterance
MI 2	I'm having an English course. (taking)

(conjunctions)

EI 1	Some programs who belong to children are very good. (which or that)
EE 1	Maybe some children want to do that that man doing. (what)

(native language)

ME 1	The people think that is sub-desarolla. (underdeveloped)
ME 1	Everybody no have diner. (money)
II 1	Sometimes when she is playing with her toys and her munecas. (dolls)

(incomplete)

II 1	It's a -, I don't know.
AE 1	Economic is a b--.
DI 1	My father eh-, is very eh-, I don't know.
II 1	I went to the m-, what's the name?

Incorrect Expression. This category was used for expressions of
varying length. It included cases where the subject used a single word
which should have been a group of words as in 'It's translated down'
which should have been 'It's translated on the bottom' or the reverse
such as 'I want to be here for more time' which should be 'I want to
be here longer'. It also included longer expressions such as 'I try
to have a friendly behaviour with them' which should be 'I try to be

friendly with them'. Whether the incorrect expression error involved one word or several words it was always counted as only one error.

h. Word Order

All errors in word order were recorded in one of the following categories:

- subject - verb
- adjective
- adverb
- topic - comment
- miscellaneous

Examples:

Subject	Utterance
	(subject - verb)
GE 1	Ten years ago change the situation
EE 1	They learn how live another family
	(adjective)
AE 1	...but television colour in Iran is expensive
GE 1	In Venezuela have situation irregular
ME 2	They are very good programs educatives
	(adverb)
II 2	...because I don't know here the best restaurant
EI 1	...some programs that here they listen
II 1	First I want to learn very well English
DI 2	Canadian people can understand very good the situation
ME 1	She's everyday in your house.
ME 2	...because always we need the father work.
II 2	...because I go back to Mexico in two weeks more

Subject	Utterance
	(topic – comment)
EE 1	You must have car and <u>bus you have</u> just in the morning
II 1	In Mexico <u>the breakfast we have</u> at eight o'clock, the supper is at three o'clock
EE 1	<u>With sport I'm not so good</u>
	(miscellaneous)
EE 2	I go with my friends <u>out</u>
ME 2	...before the petrol people were all in the sea <u>working</u>
EI 2	...and the other are younger than us <u>which are in Kasvein</u>
EE 2	I think T.V. <u>for us</u> is good

1. Incorrect Form

All errors in form except for plural nouns and verb system errors were recorded in the "Incorrect Form – Other" column.

Examples:

Subject	Utterance
	(no<u>t</u>)
ME 2	...because <u>no</u> everybody have a democratic regiment
II 1	...because in Mexico, well, <u>no</u> only in Mexico...
	(adverb)
ME 1	The woman here think <u>different</u>
	(adjective)
ME 2	I will study here <u>politic</u> science
ME 2	<u>Canada</u> television has good program for young people
AE 1	...because he's a <u>religion</u> man

Subject	Utterance
	(noun)
EI 2	...but the different is that...
EE 2	...I make the clean and wash
DI 2	Nader is cooker and we are dishwasher
MI 1	You can read the translated

j. Omissions - Other

Several categories of omissions have already been discussed in detail. They include subject, verb, object, article, and preposition. All other omissions were recorded in the "Omissions - Other" column.

Examples:

Subject	Utterance
EE 2	She came about two weeks (ago)
AE 2	...but you know the French language is (more) difficult than....
AE 2	...he will come to his home and speak with (his) family.
EI 1	I don't know (any) more.

3. Analyzed Data

Most of the data collected during the interviews were used in the error analysis. The parts that were not included in the analysis were scattered throughout the interview. The criteria for inclusion in the data are described below.

a. "Mimimum Unit"

The "minimum unit" analyzed consisted of an obligatory context for a subject and a verb. Because of the nature of the interviews, most of the data, with the exception of ellipses and one-word responses, met this requirement.

b. Unclear Communication

Parts of the data in which the meaning was unclear were not analyzed. The following are examples of unclear communication. The part which is unclear has been underlined.

Subject	Utterance
MI 1	We have in Bahrain University but <u>this is the second year which it come good</u>.
MI 2	He take care of the family <u>almost in the house more than the mother</u>
ME 2	...it's hard between <u>United States oil</u> but we have twice the oil...

c. Difficult to Reconstruct

Some of the data could not be used because it seemed impossible to reconstruct. Most of the unreconstructable data consisted of fragments in which the meaning could be generally understood but the syntactic relationship among the elements was unclear. These fragments either seemed to be missing a subject and a verb or they could have been joined in a number of ways. The following contain examples of fragments. The part which is considered to be a fragment has been underlined.

Subject	Utterance
MI 2	...because Bahrain to Holland eh-, seven and half eh-,
AE 1	It rich and meat and fire
II 2	I don't remember the name, Chinese food
AE 1	Some of them work job
EI 1	...and another time I worked mechanic
DI 1	You have to be a soldier and then another work
ME 1	I went to Quebec City beautiful
EE 2	I came there with boat about one month

The amount of unanalyzed data varied from subject to subject and from one interview to the next. The percentage of words in the data which were not analyzed because they occurred in one of the three contexts described above was seven percent or less except for one subject in the first interview (See Table 2 below).

Table 2

PERCENTAGE OF UNANALYZED DATA

Subjects	LEVEL EB					LEVEL IB			
	G	A	M	E		D	I	M	E
Interview 1	0	7	7	0		1	5	12	2
Interview 2	0	0	1	2		2	3	5	2

D. <u>Data Analysis:</u> <u>Fluency</u>

The purpose of this part of the study was to investigate whether or not the subject showed a greater degree of fluency in the second interview than in the first. Fluency has been defined in many ways. For the purpose of this study, two separate indices of fluency were used. One index of fluency was considered to be the number of prompts that were necessary in order to get information from the subject. It was felt that a lower ratio of prompt to volume indicated a greater ease in giving information and expressing ideas on a topic. A second index of fluency was the extent to which the subject offered information freely in the form of responses with elaborations. 'Responses with and without elaborations were tabulated separately and the percentage of these responses were also calculated.

1. <u>Selection of Data</u>

For the fluency analysis it was considered preferable to compare a subject's fluency in discussing the same topic in the first and second interviews. In order to make the data from each subject comparable for both interviews, it was necessary to omit certain sections of the transcripts. These included subtopics and digressions from the topic which were found in a subject's first interview and not in the second or vice versa. A major section of the data that was omitted from the fluency analysis was the final topic. For this part of the interview the subject had been asked to choose his own favorite topic of discussion which was often not the same topic in both interviews. For example,

one of the subjects discussed her country in the first interview and
her studies in the second. Another subject chose to discuss the poor
in her country in the first interview and drug problems in the second
interview.

.2. **Prompts**

Prompts were interviewers' questions and comments which were
specifically intended to elicit information. They included opening a
topic, restating a topic to get more information and opening a sub-
topic. Indications of interest and attentive listening such as 'uh hum'
and 'interesting' were not considered to be prompts. Also, comments
after long elaborations such as those included in the following examples
were not counted as prompts.

1. Interviewer: Have you travelled a lot? (prompt)
   - Subject: (long elaboration ending in...) and
     the next year I want to travel to
     Europe, maybe, if I can, if I have
     money

   Interviewer: That's always a problem (not a prompt)

2. Interviewer: Can you tell us about where you've been
   in your country? (prompt)
   - Subject: (long elaboration ending in...) because
     in winter it has a weather like spring.

   Interviewer: in the south (not a prompt)

3. Responses -without elaboration

This tabulation included all instances where the subject failed
to elaborate but rather gave abrupt 'yes', 'no' answers or direct
answers without any additional information. The following are examples
of responses which were counted in this column.

1. Interviewer: Does he help in the house?
   Subject: Very much

2. Interviewer: There are children who watch other programs
                 though?
   Subject: Yes, of course.

3. Interviewer: Imagine children who watch television many
                 hours, do you think that's good for children
                 or not?
   Subject: It's no good.

CHAPTER III

RESULTS

A. Errors

1. Overall Percentage of Error

In the overall number of errors calculated as a percentage of the number of words produced every subject showed a decrease in errors from the first to the second interview. The decrease for the four subjects at the EB level ranged from 7.6% to 9.7% and at the IB level it ranged from 4.3% to 6.5% (see Table 3).

In the first interview the average percentage of error was higher for the EB level than it was for the IB level. The average for the four EB subjects was 24.1% while that for the four IB subjects was 18.9%. In the second interview, the average percentage of error for the EB subjects continued to be higher than for the IB subjects but the difference was slightly less. However, the average error rates for each group cover considerable variation within each group.

The two EB subjects with the lowest percentage of error in the first interview and the two IB subjects with the highest percentage of error had the same percentage of error. One of these EB subjects produced considerably fewer words than the IB subjects while the second produced almost the same number of words.

In the second interview, two of the EB subjects had a lower percentage of error than three of the IB subjects. However, these two EB subjects also produced considerably fewer words than two of the IB subjects with higher error rates.

Table 3

OVERALL PERCENTAGE OF ERROR

	Interview 1					Interview 2				
				LEVEL EB						
Subjects	G	A	M	E		G	A	M	E	
Total Errors	142	109	138	203	592	177	91	223	74	565
Total Words	545	501	426	984	2456	957	718	984	581	3240
% Error	26.1	21.8	32.4	20.6	24.1	18.5	12.7	22.7	12.7	17.4

DECREASE: 7.6% 9.1% 9.7% 7.9% 6.7%

LEVEL IB

Subjects	D	I	M	E		D	I	M	E	
Total Errors	187	261	215	233	896	125	177	116	178	596
Total Words	1120	1471	1046	1103	4740	1140	1323	724	1219	4406
% Error	16.7	17.7	20.6	21.1	18.9	11.0	13.4	16.0	14.6	13.5

DECREASE: 5.7% 4.3% 4.6% 6.5% 5.4%

The number of errors in each of the categories is shown in Table 4 for the EB subjects and in Table 5 for the IB subjects. These charts only indicate the number of errors and contain no information about the number of correct occurrences of similar linguistic forms. As such, they have been included only to provide information as to where the errors which have been indicated in Table 3 occurred. Because these charts contain no information about frequency of occurrence of correct use, any interpretation would have to be made with caution.

Some of the errors in Tables 4 and 5 have been analyzed further in terms of obligatory contexts. This is described in the next section.

Table 4

ERRORS

Subjects	Interview 1				LEVEL EB	Interview 2				
	G	A	M	E	TOTAL	G	A	M	E	TOTAL
Verb System										
errors - 3rd sing.	14	7	5	3	29	22	3	21	5	51
- others	14	17	17	37	85	14	10	26	8	58
omissions	4	7	4	–	15	1	5	5	–	11
Subject										
omitted	8	6	9	9	32	6	3	7	2	18
redundant	–	–	–	9	9	2	4	1	–	7
Object										
omitted	–	5	2	1	8	1	1	1	1	4
redundant	–	–	–	1	1	–	–	–	1	1
Number										
plural noun	21	24	9	28	82	37	18	16	7	78
other	2	1	0	1	4	0	1	4	0	5
Prepositions										
incorrect	7	2	2	15	26	9	4	10	7	30
omitted	1	2	10	4	17	2	4	11	3	20
overuse	2	2	1	2	7	4	3	2	6	15
Articles										
incorrect	1	–	1	3	5	3	3	1	–	7
omitted	2	10	1	14	27	6	8	6	4	24
overuse	16	–	3	7	26	19	1	12	1	33
Lexicon										
incorrect - word	26	15	42	35	118	27	13	41	9	90
- expression	7	2	9	11	29	8	2	22	8	40
Word Order										
subject - verb	1	–	2	2	5	–	–	–	–	–
adverb	1	2	4	8	15	4	–	6	4	14
adjective	3	2	1	–	6	1	–	1	–	2
topic - comment	1	–	–	3	4	–	–	–	–	–
miscellaneous	1	–	–	2	3	1	1	1	3	6
Incorrect Form										
other	6	2	12	7	27	10	2	25	4	41
Omissions										
other	4	3	4	1	12	–	5	4	1	10
TOTAL - ERRORS	142	109	138	203	592	177	91	223	74	565

Table 5

ERRORS

	Interview 1					Interview 2				
	LEVEL IB									
Subjects	D	I	M	E	TOTAL	D	I	M	E	TOTAL
Verb System										
errors – 3rd. sing.	3	8	9	4	24	6	1	5	7	19
– others	32	36	37	38	143	15	33	23	22	93
omissions	–	3	8	–	11	0	1	2	2	5
Subject										
omitted	3	15	4	8	30	–	8	–	3	11
redundant	5	9	6	8	28	4	3	1	2	10
Object										
omitted	1	5	5	5	16	3	0	0	5	8
redundant	1	–	0	–	1	–	–	3	–	3
Number										
plural noun	21	8	11	26	66	13	21	8	18	60
other	3	4	6	3	16	3	7	1	5	16
Prepositions										
incorrect	5	12	3	6	26	5	11	5	5	26
omitted	5	5	12	6	28	3	3	1	3	10
overuse	3	11	2	4	20	3	4	3	3	13
Articles										
incorrect	6	1	3	2	12	0	1	–	1	2
omitted	21	7	9	17	54	13	2	1	16	32
overuse	9	27	10	8	54	7	12	6	11	36
Lexicon										
incorrect – word	35	61	56	51	203	21	41	34	42	138
– expression	16	22	19	25	82	20	17	6	20	63
Word Order										
subject – verb	–	4	1	–	5	–	2	–	–	2
adverb	2	8	6	4	20	1	4	2	2	9
adjective	1	–	–	3	4	–	1	–	1	2
topic – comment	–	–	–	–	–	–	–	–	–	–
miscellaneous	3	4	2	1	10	1	1	3	–	5
Incorrect Form										
other	9	10	3	10	32	6	4	8	5	23
Omissions										
other	3	1	3	4	11	1	–	4	5	10
TOTAL – ERRORS	187	261	215	233	896	125	177	116	178	596

2. Percentage in Individual Categories

The percentage of error was determined by dividing the sum of the errors and the correct occurrences by the number of errors.

a. Third Person Singular

In this category the average percentage of error for both the EB subjects and the IB subjects decreased slightly from the first to the second interview, from 78% to 73% for the EB subjects and from 52% to 44% for the IB subjects. However, there was considerable variation in the performance of the individual subjects (See Table 6).

In the first interview three of the four EB subjects had almost 100% error in this category. Together they produced a total of twenty-seven utterances using the third person singular and only one of the twenty-seven was correct. In the second interview these three subjects all improved. The fourth EB subject, however, increased in percentage of error from 30% to 45%.

The IB subjects did considerably better than the EB subjects in the first interview. Three of the four IB subjects produced a total of thirty-seven utterances with the third person singular of which fifteen or 41% were incorrect. In the second interview the performance of these three subjects varied. The percentage of error increased considerably for two subjects, from 20% to 35% and from 36% to 50%, decreased considerably for one subject from 73% to 14%, while the fourth subject had all third person singular utterances incorrect in both interviews.

Table 6

THIRD PERSON SINGULAR

	Interview 1					Interview 2				
					LEVEL EB					
Subjects	G	A	M	E	TOTAL	G	A	M	E	TOTAL
Verb System (3rd singular)										
Errors	14	7	5	3	29	22	3	21	5	51
Correct	0	1	0	7	8	7	2	4	6	19
% error	100%	88%	100%	30%	78%	76%	60%	84%	45%	73%

					LEVEL IB					
Subjects	D	I	M	E	TOTAL	D	I	M	E	TOTAL
Verb System (3rd singular)										
Errors	3	8	9	4	24	6	1	5	7	19
Correct	12	3	0	7	22	11	6	0	7	24
% error	20%	73%	100%	36%	52%	35%	14%	100%	50%	44%

A major difference for the third person singular was in the variety
of verbs used. At the EB level the correct utterances were mostly with
the verb 'to have'. In the first interview the EB subjects used a verb
other than 'to have' in only one of the eight correct utterances. In the
second interview other verbs were used in only four out of the nineteen or
21% of the correct utterances (See Table 7).

In comparison to the EB subjects, the IB subjects used a greater

variety of verbs correctly. In the first interview fifteen out of twenty-two or 68% of the correct utterances contained other verbs, and in the second interview eighteen out of twenty-four or 75% of the correct utterances contained other verbs.

Table 7

THIRD PERSON SINGULAR CORRECT

	Interview 1					Interview 2				
			LEVEL EB							
Subjects	G	A	M	E	TOTAL	G	A	M	E	TOTAL
Has	0	1	0	6	7	7	1	3	4	15
Other Verbs	0	0	0	1	1	0	1	1	2	4

			LEVEL IB							
Subjects	D	I	M	E	TOTAL	D	I	M	E	TOTAL
Has	2	1	0	4	7	2	1	0	3	6
Other Verbs	10	2	0	3	15	9	5	0	4	18

b. Other Verb System Errors

In this category the overall percentage of error for both the EB and IB subjects decreased from the first to the second interview (See Table 8). The EB subjects had a considerably greater overall decrease than the IB subjects. However, the IB subjects still had a lower percentage of error in both interviews.

There was variation among the individual subjects at both levels. All the EB subjects decreased in error but to different degrees. Three of the subjects exhibited a decrease of 10% and over, while the fourth subject decreased error by 6%. At the IB level two of the subjects had either no change, or almost no change, while the other two subjects decreased error by 7%.

Table 8

OTHER VERB SYSTEM ERRORS

	Interview 1					Interview 2				
			LEVEL EB							
Subjects	G	A	M	E		G	A	M	E	
Verb system (excluding 3rd singular)										
Errors – others	14	17	17	37	85	14	10	26	8	58
– omissions	4	7	4	–	15	1	5	5	–	11
Errors – total	18	24	21	37	100	15	15	31	8	69
Correct	66	56	61	112	295	116	98	114	84	412
% error	21%	30%	26%	25%	25%	11%	13%	21%	9%	14%

			LEVEL IB							
Subjects	D	I	M	E		D	I	M	E	
Verb system (excluding 3rd singular)										
Errors – others	32	36	37	38	143	15	33	23	22	93
– omissions	–	3	8	–	11	–	1	2	2	5
Errors – total	32	39	45	38	154	15	34	25	24	98
Correct	172	226	157	172	727	153	199	99	197	648
% error	16%	15%	22%	18%	18%	9%	15%	20%	11%	13%

When verb system errors were broken down into the various categories (e.g., tense errors, auxiliary errors), it was apparent that these errors were widely distributed throughout the different categories, with the largest number being in the area of tense / modal errors (See Tables 9 and 10). The results indicate that learners attempted to use a wide variety of verbal constructions and that they were improving in accuracy in many different areas of the verb system. However, the results are difficult to interpret further because the frequency of occurrences in any single category is not great, and because the data were not analyzed in terms of the obligatory context for verbs in all the various categories.

c. Subject Omitted

In this category the average percentage of error for both the EB subjects and the IB subjects decreased from the first interview to the second (See Table 11). In addition, each individual subject in both levels improved from the first to the second interview. In the second interview all four EB subjects lowered the percentage of error to 2 to 4%. Even the subject with 12% error in the first interview decreased the same percentage range as the others. Like the EB subjects, all the IB subjects improved. Three IB subjects dropped to 0 - 1% while the fourth subject still had a 3% error.

Table 9

VERB SYSTEM

(excluding 3rd singular)

Subjects	Interview 1					Interview 2				
	G	A	M	E	TOTAL	G	A	M	E	TOTAL
Errors – Others										
Incorrect tense/ modal										
– reg. past	2	1	2	2	7	0	1	6	0	7
– irreg. past	0	4	0	8	12	0	0	1	1	2
– to be (pres/past)	0	0	0	0	–	0	0	0	0	–
– others	3	5	4	16	28	4	5	5	4	18
	5	10	6	26	47	4	6	12	5	27
Incorrect verb form										
– to be (number)	0	1	2	1	4	3	0	3	0	6
– others	1	1	0	2	4	2	4	3	2	11
	1	2	2	3	8	5	4	6	2	17
Auxiliary										
– omission	0	2	0	2	4	1	0	0	0	1
– overuse	1	0	0	1	2	0	0	3	0	3
– incorrect	0	2	0	0	2	0	0	0	1	1
	1	4	0	3	8	1	0	3	1	5
Negative	5	0	1	1	7	1	0	1	0	2
To										
– omission	0	0	6	1	7	2	0	2	0	4
– overuse	2	0	0	2	4	0	0	0	0	–
	2	0	6	3	11	2	0	2	0	4
Miscellaneous.	0	1	2	1	4	1	0	2	0	3
Errors – Omissions										
– to be	3	4	1	0	8	1	3	1	0	5
– lexical verb	0	1	2	0	3	0	2	3	0	5
– uncertain	1	2	1	0	4	0	0	1	0	1
	4	7	4	0	15	1	5	5	0	11

LEVEL EB

Table 10

VERB SYSTEM

(excluding 3rd singular)

	Interview 1					Interview 2				
					LEVEL IB					
Subjects	D	I	M	E	TOTAL	D	I	M	E	TOTAL
Errors – Others										
Incorrect tense/ modal										
– reg. past	6	0	4	3	13	2	1	7	2	12
– irreg. past	5	6	7	0	18	0	4	4	1	9
– to be (pres/past)	1	2	0	2	5	0	0	1	3	4
– others	9	11	10	15	45	9	9	2	2	22
	21	19	21	20	81	11	14	14	8	47
Incorrect verb form										
– to be (number)	1	2	8	7	18	0	2	3	7	12
– others	6	3	4	4	17	3	4	1	3	11
	7	5	12	11	35	3	6	4	10	23
Auxiliary										
– omission	0	1	0	2	3	0	0	0	1	1
– overuse	1	1	1	0	3	0	1	0	0	1
– incorrect	0	0	0	0	–	0	0	0	0	–
	1	2	1	2	6	0	1	0	1	2
Negative	0	0	0	0	0	0	1	2	1	4
To										
– omission	3	5	0	2	10	0	4	3	1	8
– overuse	0	1	2	0	3	0	4	0	0	4
	3	6	2	2	13	0	8	3	1	12
Miscellaneous	0	4	1	3	8	1	3	0	1	5
Errors – Omissions										
– to be	0	3	7	0	10	0	1	2	2	5
– lexical verb	0	0	1	0	1	0	0	0	0	0
– uncertain	–	–	–	–	0	–	–	–	–	0
	0	3	8	0	11	0	1	2	2	5

Table 11

SUBJECT

	Interview 1					Interview 2				
					LEVEL EB					
Subjects	G	A	M	E	TOTAL	G	A	M	E	TOTAL
Omitted	8	6	9	9	32	6	3	7	2	18
Supplied	84	90	68	140	382	135	117	155	90	497
% omitted	9%	6%	12%	6%	8%	4%	3%	4%	2%	3%

LEVEL IB

Subjects	D	I	M	E	TOTAL	D	I	M	E	TOTAL
Omitted	3	15	4	8	30	–	8	0	3	11
Supplied	187	246	198	211	842	166	294	115	235	810
% omitted	2%	6%	2%	4%	3%	0%	3%	0%	1%	1%

d. Plural Nouns

. In this category the overall percentage of error for both the EB subjects and the IB subjects decreased from the first to the second interview (See Table 12).

There was variation in the performance of individual subjects at both the EB and the IB levels. Two EB and two IB subjects decreased considerably in percentage of error. The two remaining EB subjects and one IB subject changed slightly. Errors by the fourth IB subject increased from 10% to 25%.

In comparing the two levels, the EB subjects had a considerably higher percentage of error as compared to the IB subjects in both interviews.

Table 12

PLURAL NOUNS

	Interview 1					Interview 2				
			LEVEL EB							
Subjects	G	A	M	E		G	A	M	E	
Plural Nouns										
Errors	21	24	9	28	82	37	18	16	7	78
Correct	14	12	16	49	91	21	30	27	32	110
% error	60%	67%	36%	36%	47%	64%	38%	37%	18%	41%
			LEVEL IB							
Subjects	D	I	M	E		D	I	M	E	
Errors	21	8	11	26	66	13	21	8	18	60
Correct	55	74	36	44	209	65	64	33	46	208
% error	28%	10%	23%	37%	24%	17%	25%	20%	28%	22%

e. Prepositions

In this category there was a considerable difference in the performance of the EB subjects and the IB subjects (See Table 13). The EB subjects showed almost no change in percentage of error from the first to the second interview, while the IB subjects decreased from 22% to 15%.

All the IB subjects had almost the same percentage of error in the first interview, 22% to 23%. Three of the IB subjects decreased the error percentage between 6% and 11%. The fourth subject showed a difference of 1%. The EB subjects had almost the same percentage of error in both interviews.

Table 13

PREPOSITIONS

	Interview 1					Interview 2				

LEVEL EB

Subjects	G	A	M	E		G	A	M	E	
Prepositions										
Errors – incorrect	7	2	2	15	26	9	4	10	7	30
– omitted	1	2	10	4	17	2	4	11	3	20
– overuse	2	2	1	2	7	4	3	2	6	15
Errors – total	10	6	13	21	50	15	11	23	16	65
Correct	32	32	18	44	126	53	55	38	33	179
% error	24%	16%	42%	32%	29%	22%	17%	38%	33%	27%

LEVEL IB

Subjects	D	I	M	E		D	I	M	E	
Prepositions										
Errors – incorrect	5	12	3	6	26	5	11	5	5	26
– omitted	5	5	12	6	28	3	3	1	3	10
– overuse	3	11	2	4	20	3	4	3	3	13
Errors – total	13	28	17	16	74	11	18	9	11	49
Correct	47	95	59	57	258	90	58	46	82	276
% error	22%	23%	22%	22%	22%	11%	24%	16%	12%	15%

f. Articles

In this category the average percentage of error for both
the EB subjects and the IB subjects decreased from the first
to the second interview (See Table 14). There was considerable
variation in the performance of the EB subjects, two subjects
showed a considerable decrease in percentage of error, one an
increase and one remained the same. The IB subjects all showed
a decrease, ranging from 8% to 21%.

Table 14

ARTICLES

	Interview 1					Interview 2			
	LEVEL EB								
Subjects	G	A	M	E		G	A	M	E
Articles									
Errors – incorrect	1	–	1	3	5	3	3	1	–	7
– omitted	2	10	1	14	27	6	8	6	4	24
– overuse	16	–	3	7	26	19	1	12	1	33
Errors – total	19	10	5	24	58	28	12	19	5	64
Correct	43	6	18	21	88	61	15	35	23	134
% error	31%	63%	22%	53%	40%	31%	44%	35%	18%	32%

LEVEL IB

Subjects	D	I	M	E		D	I	M	E	
Articles										
Errors – incorrect	6	1	3	2	12	–	1	–	1	2
– omitted	21	7	9	17	54	13	2	1	16	32
– overuse	9	27	10	8	54	7	12	6	11	36
Errors – total	36	35	22	27	120	20	15	7	28	70
Correct	38	52	54	28	172	37	64	45	41	187
% error	49%	40%	29%	49%	41%	35%	19%	13%	41%	27%

Summary

All subjects in both levels exhibited a decrease in percentage of
error. The decrease varied both within the level and between the
levels. In addition, there was variation within a subject's performance
for different categories. The categories with the highest overall
decrease and the least variability among the subjects were "Verb System
(excluding the third person singular)" for the EB subjects and "Articles"
for the IB subjects.

B. Fluency

1. Words per Prompt

As a group, both the EB subjects and the IB subjects said more
with fewer prompts in the second interview than in the first interview.
In addition, the number of words per prompt increased considerably for
every subject from the first to the second interview. The percentage
increase for the EB subjects ranged from 58% to 217% and for the IB
subjects it ranged from 17% to 80% (See Table 15).

Table 15

AVERAGE NUMBER OF WORDS PER PROMPT

	Interview 1					Interview 2			

LEVEL EB

Subjects	G	A	M	E		G	A	M	E
Total Prompts	37	47	23	26		26	23	28	13
Total Volume (words)	285	276	212	489		623	436	684	393
Average (words/prompts)	8	6	9	19		24	19	24	30
INCREASE:						200%	217%	167%	58%

LEVEL IB

Subjects	D	I	M	E		D	I	M	E
Total Prompts	32	29	24	34		27	25	16	31
Total Volume (words)	684	872	473	519		917	873	575	706
Average (words/prompts)	21	30	20	15		34	35	36	23
INCREASE:						62%	17%	80%	53%

2. Responses Without Elaboration

The percentage of responses without elaboration decreased for both the EB and the IB subjects as a group, from 39% to 15% for the EB subjects and from 25% to 13% for the IB subjects.

There was variation among the subjects. Three of the EB subjects decreased their percentage of responses without elaboration. The fourth subject who had a low percentage in the first interview showed no change. Three of the four IB subjects decreased their percentages, but the fourth continued to have a high percentage of responses without elaboration (See Table 16).

Table 16

RESPONSES WITHOUT ELABORATION

Interview 1   Interview 2

LEVEL EB

Subjects	G	A	M	E		G	A	M	E	
Response										
No Elaboration	15	25	9	2	51	3	7	1	1	12
Elaboration	20	22	12	24	78	19	17	22	11	69
% No Elaboration	43%	53%	43%	8%	39%	14%	29%	4%	8%	15%

LEVEL IB

Subjects	D	I	M	E		D	I	M	E	
Response										
No Elaboration	8	4	8	7	27	2	3	0	7	12
Elaboration	21	22	16	23	82	22	22	14	22	80
% No Elaboration	28%	15%	33%	23%	25%	8%	12%	0%	24%	15%

Summary

All subjects in both levels exhibited an increase in fluency with variability among the subjects and between the levels. For six of the eight subjects this includes both an increase in the number of words per prompt and a decrease in the percentage of responses with no elaboration. For the remaining two subjects, EE and EI, the percentage of responses without elaboration is approximately the same, but each has an increase of over 50% in the number of words per prompt.

CHAPTER IV

DISCUSSION

The discussion will centre around three areas. In the first part,
the results reported on the development of accuracy will be discussed.
Significant factors to be considered when interpreting the results will
be presented. The second part will be devoted to a discussion of fluency.
The final part will deal with the significance of longitudinal studies
using conversational data.

A. Accuracy

The investigation and comparison of the subjects' language
behaviour in the first interview with that in the second, clearly
indicated a trend to a decrease in errors and thus greater accuracy.
This trend was evident in the group scores and was also present in the
overall percentage of error for each individual subject.

Within the trend toward greater accuracy there was individual
variation on several levels. One area of variation was degree of
improvement. For example, in the "verb system" category for the EB
level, the percentage of decrease of error among the individual subjects
ranged from 5% to 17%.

Another area of variation was the opposing trends of group
scores and individual scores. For example, in the "plural
noun" category for the IB level, the group score indicated no

change while the individual scores revealed a trend toward greater

accuracy for two of the subjects, an increase in error for the third

subject and no change for the fourth subject.

A third area of variation was in an individual's performance in

the various categories. For example, one of the subjects at the IB

level showed a decrease in percentage of error in the "article" category,

an increase in the "verb system" category and no change in the "plural

noun" category.

The variation in an individual's performance is felt to be

attributed to a variety of factors deriving from both interlingual and

intralingual interference. For example, at the IB level the subjects

exhibited fluctuation in the third person singular. This may have been

due to the fact that in some languages the final 's' sound is not pro-

nounced; it may have been due to confusion caused by the variety of uses

of the 's' morpheme in English or it may have been a combination of both.

An additional factor is that at different levels of competence in

the target language there appear to be fluctuations in performance. For

example the EB subjects exhibited a different pattern from the IB subjects

in the third person singular. The three EB subjects who had almost no

correct occurrences of the third person singular in the first interview

all exhibited a decrease in percentage of error in the second interview.

There was an increase in error for the fourth EB subject whose percentage

of error in the first interview was similar to the IB subjects.

Similarly, one IB subject showed an increase in error in the plural

noun category. Further investigation revealed that the increase in error

in the plural noun category was due to the subject incorrectly adding an

's' to irregular plural nouns. In the first interview there were eight

occurrences of the plural of child, and four were correct. In the

second interview there were twelve occurrences of the plural of child

and all were incorrect, "childs" or "childrens" was used instead of the

correct form.

While it would be interesting to analyze the data to determine what

factors influenced each subject's performance, such an examination is

felt to be beyond the scope of the present study. It is, however,

significant to emphasize that while there were these individual

differences, the overall percentage of error for every subject in the

study indicated a trend toward greater accuracy.

Another important factor to consider in interpreting the data is

usage. There was a considerable increase in usage in most categories

at the EB level. This meant it was necessary for the subject to have a

corresponding increase in correct usage in order not to increase in

percentage of error. One subject, ME, produced almost twice as many

verbs correctly in the second interview, 114 compared to 61, but there

were also 10 more errors. Thus, the decrease in percentage of error was

only 5% even though far more verbs were used correctly.

Another example is the preposition category at the EB level. Here

there was almost no change in percentage of error for any of the subjects

but there was a considerable increase in the overall usage and thus

in the number of correct occurrences. There was also more over-

generalization of prepositions which may be regarded as a learning

strategy, but which affected the percentage of error.

A third factor to consider when interpreting the results is syn-
tactic complexity. While it is not possible at this time to comment on
all aspects of syntactic complexity, it is important to note the number
of compound and complex sentences and the use of sentence connectors
expressing relationships in each interview. Table 17 shows the
percentage of connected sentences. It appears significant that for
seven of the eight subjects there was a greater percentage of utterances
containing compound and complex sentences in the second interview than in
the first.

Table 17

SENTENCE COMPLEXITY

	Interview 1				Interview 2			
				LEVEL EB				
Subjects	G	A	M	E	D	I	M	E
Total Sentences	89	90	74	140	129	107	147	86
Connected Sentences (not incl. "and")	19	21	4	37	42	31	57	21
Percentage of Connected Sentences	21%	23%	5%	26%	33%	29%	39%	24%
				LEVEL IB				
Total Sentences	178	240	193	208	171	178	109	197
Connected Sentences (not incl. "and")	39	65	39	43	48	75	26	60
Percentage of Connected Sentences	22%	27%	20%	21%	28%	42%	24%	30%

In addition, a further analysis of the data revealed that in some cases individuals went from not using certain complex structures at all in the first interview to using them in several utterances in the second interview. For example, subject GE used no clauses expressing time relationships or qualifying nouns in the first interview while in the second interview seven clauses expressing time and four qualifying nouns (three with 'who' and one with 'which') were used. Similarly, subject ME used no clauses expressing time relationships and in addition failed to use the sentence connector 'because' in the only four oblig- atory contexts in the first interview. However, in the second interview seven clauses expressing time and nineteen using 'because' were used correctly.

Thus, not only is there a decrease in errors, but at the same time there is evidence of an increase in complexity. The use of sentence connectors expressing relationships makes the ideas flow better.

There also appear to be qualitative improvements in the language used by the subjects in the second interview. The following, which have been extracted from each of the interviews, are considered to be parallel segments, that is, the subjects are expressing the same idea in each interview. A comparison of the subjects' utterances in each interview appears to indicate that the subject is expressing his ideas significantly better in the second interview than in the first.

Parallel Segments

Interview 1 and Interview 2

	Interview 1	Interview 2
II	All the time it's summer	There the weather is warm all the time
II	...but it's very well because I meet more people	I like it for one reason, because you can meet a lot of people

Interviewer: What kind of work did you do?

	Interview 1	Interview 2
EI	One time I worked in bazaar... and another time I worked as mechanic	Two different kind. One of them was in bazaar and the other was in a factory
AE	...In Iran with chader, women with chader	...In Iran many people have a chader

Another important factor to consider is that in many cases the quantitative analysis does not differentiate errors as to whether or not they are closer approximations of the target language. Some of the errors in the second interview are closer approximations to the target language than those in the first interview. For example, the following pairs of sentences are felt to indicate a different degree of development on the way to accuracy in the target language. In the first sentence in each example the subject is using the base form of the verb. In the second sentence however, the subject is exhibiting knowledge of the rule for verbs (marking for person, time) but he is overgeneralizing.

A. 1. She have many things.

2. I don't has news about my country.

B. 1. On Sunday I go (past) to a movie.

  2. I didn't went anywhere.

Summary

All subjects in this study appear to show a decrease in errors, thus indicating a trend toward greater accuracy. This decrease in errors was in many cases exhibited where there was a substantial increase in volume of speech and thus a greater number of correct forms were used. There is also evidence to indicate that not only has the subject improved in accuracy, but during the second interview, while the subject was producing fewer errors, he was also using language of greater syntactic complexity. In addition, there was evidence that looking at errors only in terms of numbers fails to account for progress in terms of more target-like use of the language.

B. Fluency

The most significant increases in fluency appear to be at the EB level as would be expected considering the fluency level of the IB subjects in the first interview. Nevertheless, the IB subjects also showed an increase. In some cases the subjects needed fewer prompts to discuss the topic. In others they were able to express more ideas on the topic.

It is also important to remember that there was evidence of improvement in the quality of the language in the second interview. Thus, the increased volume is not a factor of wordiness, but is a reflection of 'more ideas' being expressed more accurately.

A quantitative analysis was used to compare the level of fluency in each interview. This analysis was useful in indicating how much the subject was able to express in the language as evidence of how at ease the subject was with the language. However, a quantitive analysis of conversational data is a particularly difficult task. It is perhaps for that reason that several researchers (Savignon 1972, Chun 1979, Mullen 1978, and others) have chosen to use ratings by native speakers in determining level of fluency. It would be interesting to compare the results of a quantitative analysis with those of native speaker ratings.

C. Value of this type of Study

A discussion of the results could not be complete without a discussion of the type of study undertaken. Two characteristics of the study which are felt to be of great importance are the longitudinal and conversational aspects. The longitudinal aspect made it possible to see actual changes in an individual's linguistic behaviour over a period of time. It also revealed that while group averages may reflect trends, attention must also be paid to variation among the individuals in the group.

A second significant factor was the conversational aspect. Admittedly, the analysis of conversational data is a difficult task. In addition, extreme care must be taken to avoid distortion of the data (Tarone, 1977). Nevertheless, if we wish to obtain information about what a learner is able to use in the language, it is imperative to use conversational data. Investigations in which accuracy is measured by proficiency tests or by controlled elicitation tasks may provide us with

information about the learner's structural knowledge of the language. However, they fail to tell us what the learner is able to use when he is actively involved in communication and his focus is on the message.

CHAPTER V

SUMMARY AND CONCLUSION

A. The Research

CELI, the Continuing Education Language Institute at Concordia University, has incorporated some major changes which have been advocated in the area of language teaching. The learners' classroom experience at CELI is mainly informal with a large percentage of classroom time devoted to student-interaction activities with the focus on communication and where errors in speech are generally unattended to unless they interfere with communication. Thus it seemed of great interest to investigate the second language development of learners studying in the program. This study was undertaken to find out:

1. How grammatical accuracy is affected by ESL instruction which does not emphasize the correction of errors in students' speech.

2. How fluency is affected by a program which emphasizes communication a student-centred classroom.

In spite of the difficulty in working with conversational data, this type of data was used because of the interest in the learner's linguistic behaviour when he is actively involved in communication. Thus, in order to determine whether or not there was a trend toward greater accuracy, a discrete point analysis was done on transcribed spontaneous speech collected at two points: the third and eleventh

week of a twelve-week intensive program. Unfortunately, because of
the amount of time necessary to carefully and accurately conduct such
an investigation, it was necessary to limit the number of subjects in
the study. Nevertheless, the trends observed make the survey useful
as an initial investigation to a future project conducted on a much
broader scale.

The results show a definite trend toward greater accuracy in the
learners' use of English. There was variability: 1) among the
learners of the same level, 2) within the individual's performance
in the different categories and 3) between the levels. Nevertheless,
all learners in both levels exhibited a decrease in errors. In
addition, all learners in both levels exhibited an increase in fluency,
with variability among the learners and between the levels.

Conclusion

It would appear from this study (bearing in mind the limited number
of subjects) that the language learning environment presently being
advocated by several researchers has a favourable effect on learning a
second language. Admittedly, one cannot be certain about the factors
involved in the no doubt complicated process of learning a second lan-
guage. Nevertheless, careful observation and investigation have revealed
certain conditions which may enhance the language learning process.

Comparison studies of second language learners in formal and

informal environments, as well as studies indicating that the language learning process for first language and that for a second language may be very similar, signal the importance for language acquisition, of language as a means of conveying information as opposed to language as a set of rules or a list of structures. Genuine communication activities involving giving and receiving information should not be seen as peripheral activities, but as essential components of a language teaching-learning program.

Studies of first and second language learning reveal that language learners in their production of language do not use the rules of the target language accurately in the initial stages of learning. In other words, learners' language contains errors or deviations of target language rules. Also, research in second language learning has suggested that constant overt error detection and correction by the teacher falls short of the desired effects. In addition, research in first and second language learning has suggested that learners make gradual changes toward greater accuracy as they are more exposed to the language and involved in using the language in meaningful situations. Thus, it is necessary to shift focus from form to meaning where the valuable time previously spent in the detection and correction of discrete point errors is allotted to attending to and using the language in situations where the information is important and the focus is on getting the message across.

Observations of first and second language learning highlight the importance of interaction in learning a language. They, in fact, suggest that interaction is the starting point of language learning and that formal properties of the language are learned through interaction. Thus

"it is necessary to shift from teacher-centred activities to student-centred activities, giving the maximum number of students the opportunity to be actively involved in conveying meaningful information to each other."

All factors considered, the results of the study tend to give evidence that the subjects involved have made some positive gains in both linguistic accuracy and in fluency. The question that one naturally asks is whether or not these learners would have made the same improvement had they been in another type of program. This, the most critical factor, is beyond the scope of this study. Further research is needed before any conclusive statements can be made about the exact effects of one type of language teaching program or another. Eventually, it will be essential to design carefully controlled studies of learners enrolled in a program such as that of the CELI, and those in a structure-based program, where the focus is on the orderly presentation and practice of specific linguistic points, and on error detection and correction.

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DATA SAMPLES

LEVEL EB

Interview 1

INTERVIEWER	SUBJECT A
What do you think about the programs, on television, here? Do you think uh they have a good effect, bad effect	but eh, I, I watch
	I watch a little, you know. I am busy because, (ha) I am study English you know, word, word, new word, new word. I must write.
M-hum	
M-hum	
M-hum	And write.
Yeah. What about, in, in Iran, yeah.	
	Yeah, eh, a little
	You know, a little
A little. And in Iran, what kind of programs do you have on television?	
	Yeah
	Uh, in Iran - , uh, meh, we have eh, program about, knowledge. You know.
M-hum	
Educational	
	Yeah
M-hum	
And before?	
	Yeah
	Yeah and then yeah and now
in the past	

INTERVIEWER	SUBJECT A
	In the past eh, we have, we have this.
Did you have any American programs in the past?	
	Yeah (ha) Very much
Were they, good for the people?	
Uhuh	Every serial, Kojak, (ha)
Are they, do you think they're good for the people to watch? Kojak and all these programs.	
	But uh, the people like.
The people like	
Ah, that's not the question	
(ha, ha)	
Well what do you think, is it good for them to watch those programs?	
	Sometimes
M-hum	
And for children, is it good to watch these programs?	
	Eh, for children, cartoon
Cartoons	
	Cartoon yeah, Bugs Bunny (ha).
Uhuh.	
Do children watch Kojak?	
	Mm, no because it's eh in, 11 o'clock, night. and late, and children asleep. (ha).

INTERVIEWER	SUBJECT A
All children	
	Yeah
If, if the program is at 6 o'clock or 5 o'clock, in the afternoon, and the children watch Kojak. Do you think that's good for them or not?	
	Maybe some story is good and some story -, isn't good you know? -, Some of them may be dangerous (rar, k, k,) kill you know it's
M-hum	
Oh, yeah, violence violence	
	Yeah violence
Do you think violence is bad for children?	
	Yeah
Yes. Why?	
	Oh, m, eh t, meh, (-) (-)
M-M	
	mm -, it's bad because -, hit eh, because maybe he think, about this eh story, and eh, at night when he asleep, he, suddenly wake up, you know, and eh. -, For future, for future, isn't good.
M-hum	
Aah, okay	
Interesting	
Yeah	

LEVEL EB

Interview 2

INTERVIEWER	SUBJECT A

Uh, remember we talked about um
last time about television and
its effects,

In in Iran or in in

Just generally, uh, the effects
of television on people, and on,
maybe on children most particularly
is it good or bad uh, does it have
good or bad effects.

I'm sure that uh T.V. it's uh
very uh-, it's ve it's very
good, for children, for, man
for woman you know mm, but
sometimes maybe, some program
uh uh isn't good for children
and some you know, and uh some
mm program isn't good for, uh
adult people

M-hm

M-hm

Okay

For example
What kind?

Fo

Fo For example uh muh uh, s s
some movie in midnight or uh
after the 9 or after 10 o'clock
it uh it isn't good for children.
But no all. Some you know.

Why?

Because it, uh in hu, in some
uh movie, fighting or it's d
it's do, I think it's dangerous
it's not good for children. And
uh some film uh and uh-, some
movie-, for for children it's
good for children but it's it's

M-hum

M-hum

INTERVIEWER	SUBJECT A
	not good for uh uh, a adult people but they can't uh they can't learn anything
M-hum	
	(ha, ha)
	Of this kind of thing you know
Okay	
Okay	
M-hum	

LEVEL IB

Interview 1

INTERVIEWER	SUBJECT I

INTERVIEWER

What do you think, is television good, or bad for, for people?

m-hum

M-hum

M-hum

SUBJECT

Well, I think it's, um-, good, good some programs, okay, for example, the scien, scientific programs, and and-, well uh teaching programs, for students and, but, the novels is Mexico is, I don't if here, uh, the, in the television, are, novels.

In Mexico, ah, from, 4 o'clock until 6 o'clock in the, in eh, in the canal 2 is all the, all the, the love stories. okay? and all the womans watch the television and, well it's I think it's, it's no good because, for example, when I, I watch one, story. love story, okay, I'm, interesting in what happen tomorrow, and I can't go out tomorrow, because I want to stay in the television and I want to to (ha) see what happen, well it's no good, and, other other program I think it's, it's good, for children, it's um, the "Place Sesamo"

What about, what about children, do children in Mexico in general, watch every program, all the programs, or just programs that are for children?

Well, no, just pro uh, programs are only for childrens.

There are children who watch other programs though? And do you think it's good for them?

INTERVIEWER	SUBJECT I
	Yes, uh, it's fo# well the programs for childrens is only stories or -, caricaturas. Yes?
Cartoons	
	Cartoons, or -, well but it's no for teaching the childrens it's only for entertainment
And if children watch, let's say the love stories, or cowboys, what do you think about that?	
	Well, I think it's not good. Because for example, one of my niece, uh, she, she has um 8 years old, yes 8, 8, 8 years, and, my, my sister, my sister sometimes watch the love stories, and my niece stay with her, and, and, she sometimes when she is eh, playing with her, with her toys, and, her, munecas
Dolls	
	Yes, her dolls eh, she use, words, eh, like the people in the television, and it's no good for example say to her dolls, "oh, I love you" (ha,
(ha, ha)	ha) "I want to g to get married with you", and all the my niece have, 8 years, only.
M-hum M-hum	and it's too young for that things.

LEVEL IB

Interview 2

INTERVIEWER	SUBJECT I
Uh, what do think about uh, television and its influence on, on people, on, children, is it good is it bad?	
	Well here. I think here it's, it's good, because the programs for example and, in the morning, before I came to school at 8 o'clock is a program for chil, for childs, and it's so good because the teacher, teach them eh a lot of things, to sing, to k eh, say other words, and, all, for child it's okay, other programs, was about, about what other programs
Well in the evening, do you watch programs?	
M-hm	In the evening, but only, fiction, programs. (Hm!) I, I think all the pe all the people see that, that kind of programs
Do you think they, influence you, in one way or another?	
	No. No, I don't think, it's, it's, some influence in any person because it's only fiction programs. Like the, Angels, no, Charlie's Angels, or,
M-hm	
M-hm	
Do you think if Charlie Ang., Charlie's Angels, were shown in your country, would it influence anybody?	
	No. No, I don't think so.
What if children, watch Charlie Angels, do you think it would have an influence on them?	

INTERVIEWER	SUBJECT I
M-hm	Childrens. Well, I don, I don't know if the childrens, can see that kind of program because are late.
Some children stay up late, watch these programs. What do you think uh, it will do to them, or if it will do anything.	
(ha, ha)	Well, maybe, can influence in the childrens, only in to see uh the woman is is the best (ha) but I don't think so (ha, ha), I don't think so. For example, the, Superman, the pro, we have the the,
Uhuh	program the Superman program, that
Uhuh.	is, um, had a a, big, influence in
	childs, in Mexico, because we had,
M-hm	2 cases, yes 2 cases in in Mexico, em, 2 childs, eh likes to see that
Uhuh	program Superman, and in Christmas time their parents, uh, give them a, a dress, like Superman, and one of them go to the upstairs of the
M-hm	of the building, and he tried to to fly, and, but it was terrific
Yeah	the consequence (ha) really