

# *Language learning and teaching*

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## THEORY OF LANGUAGE TEACHING

**71-109 Hoffmann Lothar.** Die Bedeutung statistischer Untersuchungen für den Fremdsprachenunterricht. [The importance of statistical researches for the teaching of foreign languages.] *Glottodidactica* (Poznan), 3, 4 (1970), 47-81.

From a critical analysis of existing lexical minima for the teaching of Russian the author concludes that the only valid criterion for selection is frequency, and that previously too small, untypical samples have been used. The purpose in choosing a minimum must be established and then lexical items chosen through frequency counts and research into information content. The minimum can then be reduced through comparison with the mother tongue and the coordination of word-building patterns. The creation of a grammar minimum raises different problems. Items cannot be simply omitted, but many can be treated as lexis. Statistical research is most useful in the field of morphology and in teaching scientific and technical language.

Statistical research is also important for programming teaching material by determining the order of items taught and the amount of time allocated to each. It helps in determining the level of difficulty of a text or spoken passage. Frequency counts of grammatical items from school grammars would be of enormous value in setting up a system of grammatical forms and in establishing their function in communication. Lastly, statistical research could be used in the compilation of dictionaries.

(491.7) EPQ ED AHT

- 71-110 Lebrun, Yvan.** Importe-t-il que le professeur de langues vivantes connaisse bien la physiologie de l'acte de parole? [Is it necessary for a teacher of modern languages to understand the physiology of speech?] *IRAL* (Heidelberg), **8**, 3 (1970), 211-19.

The teacher of modern languages can profit greatly from a knowledge of the physiological and neurophysiological processes underlying speech production and intonation. This knowledge is basic to Guberina's *Suvag Lingua* course, which is also used for therapeutic work by speech pathologists. Such a knowledge of physiological phonetics is also required if technical devices for teaching correct pronunciation are to be used to the best advantage. It will also enable the teacher to understand why a musical pupil has difficulty in learning the intonation of a foreign language.

EPQ ED AJD

- 71-111 Pattison, Bruce.** Research priorities. *English Language Teaching* (London), **25**, 1 (1970), 3-10.

Teachers tend to evade questions about their general professional competence by claiming that improvement is impossible until more research has been carried out. However, sufficient research has been carried out in the last half century to enable language teaching to be improved.

It is essential for a pupil to learn the systems of a language since he needs to invent his own utterances and not just memorize formulae. Hence a teacher can never know enough about the language he is teaching. He can investigate puzzling features of language in his own way, and from the accumulation of empirically discovered information the ordering of language material for teaching can be improved. Descriptions of systems will, however, only give the raw material for teaching. Attainment of operating skills is a different problem. Different strategies are probably used for second-language learning from those by which we acquire the mother tongue, but the developing of a capacity to invent utterances as they are needed is the chief task

of language teaching and these strategies of invention should be the vital area for language-teaching research.

The diversity of learners of a world language such as English makes any generalized research difficult to relate to the specific problems of teachers and learners. Study of specific problems will probably have more immediate effect. Effort is probably being wasted by giving children too limited a command of English to be of use to them. Language is inseparable from the activities it furthers. Testing phonemes, structures and lexis provides no assessment of competence in producing speech or writing, though comprehension *can* be tested by questions with only one right answer. Research should be directed to determine what a person who has reached a specific stage in his education should be able to speak and write, listen to and read about, and in what styles.

EPQ ED

**71-112 Renard, Raymond.** Sur la relation audio-phonatoire dans l'acte de parole. [On audio-phonatory relationships in the act of speech.] *Revue de Phonétique Appliquée* (Mons), 13 (1970), 41-7.

Those who believe in the audio-visual structuro-global teaching methods refuse to correct the pronunciation of their beginners by the articulatory method. Some instruction in where to place tongue and teeth is useful but this can be a very imprecise guide. Knowing how to produce sounds does not mean that one is thereby able to pronounce them correctly. Not only is it necessary to grasp complex acoustic stimuli but other factors also, such as intonation, gesture, mimicry, context and culture. Hearing will be impaired if the speaker cannot be clearly seen, and comprehension of what is heard will affect ability to reproduce it. According to the protagonists of the motor theory the hearer mentally repeats what he hears and if he can do this effectively he will hear accurately. All our mother-tongue hearing and speaking activities are subconscious. Speech appears as the fruit of a long and patient maturation at depth. To try to recreate this process

by an intellectual short cut at the surface is to risk distortion. This may explain many disappointments in corrective phonetics.

EPQ ED AJ ATD

**71–113 Rivers, Wilga M.** Contrastive linguistics in textbook and classroom. *English Teaching Forum* (Washington), **8**, 4 (1970), 7–10.

A contrastive analysis of two languages, made with scientific intent, is not a teaching aid. For pedagogical purposes, a hierarchy of difficulties must be established, and then tested against observation of students' problems. Where the systems of the two languages differ greatly, the new system has to be taught as an integrated whole without reference to details. Where correspondence is at the level of meaning only, there is difference rather than contrast, and the student learns the different way of expressing himself by memorization and practice in appropriate contexts. Where there is contrast, native-language interference is a constant problem, and the student needs to be alerted to the points at which interference occurs. Where some elements contrast and some are similar in operation, there will be hesitation and confusion. Too often an 'etic' approach is employed in teaching the phonological system. In an 'emic' approach the student acquires the phonological system as a whole, learning to discriminate and produce sounds that signal distinctions of meaning. The same applies to the teaching of grammar and of cultural patterns. What appears etically to be different may function emically within the system, and vice versa. Structural patterns which can be transposed into active situations in which the students can practise them are not difficult to learn. Students can absorb many contrasting features of the new language inductively.

Translation is feasible only when the student has enough knowledge of both languages to find close-meaning equivalents for stretches of discourse. At lower levels they are forced to divide the text into small segments, and this very segmentation may be a cause of error.

EPQ ED ADN

## TESTING

- 71-114 Brière, Eugène J.** Current trends in second language testing. *TESOL Quarterly* (Washington, DC), **3**, 4 (1969), 333-40.

[This paper, given at a conference on 'Problems in Foreign Language Testing' in 1968 attempts to summarize the content of some of the papers presented at that conference.] Papers presented by Spolsky, Upshur, and Jakobovits were mainly concerned with identifying the variables which define the competence of a speaker or listener. Plaister discussed 'Measuring control of English structure of non-native speakers of English by means of responses to a scale of grammaticalness'; Palmer's paper was on a 'Proposed analysis of some factors affecting the rating of English spoken by foreign speakers of the language'; Wilson spoke on 'ESL materials for the Navajo'; Metfessel on 'Assessment of cognitive abilities of children and youth from the culture of poverty'; Brière on 'ESL placement tests for the Bureau of Indian Affairs'; Youseff on 'Facilitation effects of multiple choice items in grammar testing'; Harris on 'Testing English in difficult circumstances (Greece)'; and Jones and Kaplan on 'A Cloze procedure test of listening for university level students of English as a second language'.

**EPQ EHP**

- 71-115 Hutchings, Geoffrey.** 'Colourless green ideas': multiple-choice vocabulary tests. *English Language Teaching* (London), **25**, 1 (1970), 68-71.

A sentence in a battery of multiple-choice test items has the test situation as its context. This includes such features as the examiner's intentions and the pupil's understanding of these. Imaginative candidates can find a context for almost any sentence. Where there are cultural differences between examiner and candidate, such tests are unreliable. The crux of the tester's problem is to make a context full enough to be unambiguous. The objectivity of multiple-choice tests is illusory because they lack a full context. Distractors sometimes

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provide clues. The less elementary the level, the harder it is to find plausible distractors. There is the danger of encouraging the idea that synonyms are interchangeable. Testing production vocabulary is more difficult than testing recognition vocabulary. One is reduced to testing semantic collocation. Perhaps multiple-choice vocabulary tests inhibit experiment in the use of language.

**EPQ EHP**

## TEACHER TRAINING

**71-116 Hua, Long Heng.** In-service training of teachers of ESL. *RELC Journal* (Singapore), 1, 1 (1970), 139-44.

In-service courses were held to cope with an increasing demand for teachers of English as a second language in Malaysia. Emphasis was on methods and techniques and most courses lasted one or two weeks. Participants were enthusiastic at the end of the courses but did not always practise what they had learnt when they returned to school, where they came under the strong social pressure of the staffroom to conform. Chorus work might disturb other classes or the head might be unsympathetic to new techniques. In-service courses are often too short to give sufficient confidence to the participants, and a sustained follow-up is not always possible. One solution is to hold a course for the head and all the staff of a particular school. Each course is an exercise in human relationships. Older teachers do not want to lose face. They will want to know precisely the reasons for suggested changes in method. The follow-up of a course can only be for a few schools in a limited region.

**EPQ EKF 959.5**

**71-117 Rees, Alun L. W.** Training the EFL teacher – an illustrated commentary. *Lenguaje y Ciencias* (Trujillo), 36 (1970), 1-14.

[The author casts his argument in the form of an imaginary dialogue.] Changes are needed in teacher-training centres both in Britain and abroad. Training is often too theoretical and unrelated to subsequent practice. Much of what passes for teacher training is made too acade-

mic, in order to give it status in an academic world. Academic prowess is not a reliable guide to a person's success as a teacher and progress within the teaching profession all too often leads out of it and into administration. It is not essential for the teacher of English as a foreign language to be conversant with the latest grammatical description of English, but serious attention should be paid to the foreign trainee's English. Ample training and guidance should be given in class management, planning and correcting homework, and handling of equipment, as well as advice on teaching specific items such as new structures, reading, spelling and so on. Continuous evaluation of the student's performance over an extended period is infinitely preferable to the teaching of a solitary final class before an examiner. At present the fashionable emphasis has shifted from preoccupation with teaching towards a study of learning. This may give fresh insight to teachers but in the present state of theoretical uncertainty much practical common sense is needed.

EPQ EKF

**71-118 Roulet, E.** La formation des professeurs aux techniques du laboratoire de langues et le choix du matériel pédagogique sur bande magnétique. [The training of teachers in language laboratory techniques and the choice of teaching material for tapes.] *IUT Bulletin Pédagogique* (Nancy), 11 (1970), 137-44.

The first language laboratories introduced into Swiss schools at the beginning of the sixties immediately brought problems of training teachers in their use and choosing suitable material for the tapes. The *Commission interuniversitaire suisse de linguistique appliquée* (CILA) organizes three-week introductory courses and one-week refresher courses for teachers to give both the theoretical background for language-laboratory work (Bloomfield and Skinner's theories) and some practical experience in mechanical handling and in the construction of exercises. Time is also given to studying the means of testing work done by students in a language laboratory. Although many teachers will be using ready-made courses, most of these will

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need adapting to particular classes. Practice in preparing exercises is essential for judging and adapting a commercially prepared course. A check-list of points to watch for when judging a course is printed. This list has been used to criticize tapes prepared by university centres. CILA is now helping to develop courses of greater length for student teachers in training, to cover general and applied linguistics at university level and the practical handling of teaching materials in each canton.

EPQ EKF ELY

## TEACHING METHODS

**71-119 Lucke, Helmut.** Die Intensivierung des Unterrichts lebender Fremdsprachen in Europa: Programm des Europarates. [The intensification of foreign-language instruction in Europe: programme of the Council of Europe.] *Neuere Sprachen* (Frankfurt am Main), **19**, 3 (1970), 112-28.

The main resolutions on foreign-language teaching drawn up by the Council of Europe since 1954 are listed. Resolutions of the Ministers of Education, the European Cultural Convention and the Council for Cultural Cooperation of the Council of Europe are presented, and finally the resolution of January 1969 on an intensified language teaching programme for Europe, making recommendations for the standards to be aimed at by various age groups, the provision of facilities to attain those goals, the training of teachers and research into factors affecting language acquisition.

EPQ EL 940

## CLASS METHODS

**71-120 Smith, David G.** Foreign languages and the unstreamed situation. *Audio-Visual Language Journal* (London), **8**, 2 (1970), 61-6.

The present trend towards non-streamed classes in secondary schools adds another problem for foreign-language teachers. Language

learning is seen to have cultural value and therefore to be advisable for all children, particularly for those in deprived areas. Motivation can be as important as aptitude for language learning. In the streamed situation, however, less able children do less well and lack of better colleagues to spur them on may be one reason for this. Such evidence as is available at present about the results of teaching mixed-ability groups languages at secondary level in British schools comes from individual teachers, not from any controlled investigation. [Various opinions given.] Suggestions are provided in a Schools Council document, *A Modern Language for the Majority*, which stresses the need to provide motivation for the less able learners, in the form of a trip abroad, links with the adolescent or social scene in Europe, a good proportion of research and discussion about the country, and an acceptable amount of practical language learning at tourist level. Even this would necessitate the separation of those following this type of course from those working more normally. It seems that, without setting, language teachers will find their efforts frustrated.

**EPQ ELD**

## WRITING

**71-121 Chuikov, B. T.** Об одном из аспектов сочетания работы над устной речью с работой над письмом. [One way of encouraging the link between oral and written work.] *Иностранные языки в школе* (Moscow), 4 (1970), 92-6.

Formulating the content of speech at the same time as using certain language items automatically to express the desired content is seen to constitute the basic problem in developing oral fluency in learning a modern language. It is a mistake to regard writing as merely a question of learning the orthographic forms of words already mastered in their spoken form. [Linguistic theory has shown that practice is required in linking the two kinds of expression – oral and written.]

In fact, writing may be used as an aid to oral fluency by designing particular types of written exercises which, subsequently, help oral expression. Three types of such exercises are discussed: those centred

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around the content of a text which the learner has studied; those based on pictures; and those designed to encourage free expression on a given theme directly related to the pupil's own experience. [Examples of all these exercises are given with possible variants and the third type is illustrated in some detail, using English as the foreign language.

**EPQ ELD ASG ATD**

### SPELLING

**71-122 Erk, Heinrich.** Unterrichtsproblem Orthographie. [Spelling – a teaching problem.] *Zielsprache Deutsch* (Munich), 2 (1970), 64-77.

Dictation reveals so-called weaknesses in spelling, although it is difficult to be precise about what a spelling mistake is. A word may occur twice in the same passage, once correctly spelt and once wrongly. The cause of mis-spelling may be mis-hearing or the fact that the word is quite unknown. Dictation in a foreign language should be given to test or develop aural comprehension and to test the pupil's mastery of morphology and syntax. Too often it is regarded in the same light as dictation in the mother tongue; an exercise for students who have already mastered the morphosemantic system of the language.

The reason for teaching spelling is to develop a knowledge of the written code of the language and facility in using it. It is independent of other teaching aims and success in dictation writing may even give a false impression of a student's capabilities as he may not have understood all that he has written. This can partly be avoided by never introducing into dictation material which the learner does not already know well and concentrating on making clear to him the written code of the language and developing a visual memory for the shape of individual words. (English and French cause more difficulty than German because of the variance between written and spoken codes.) Linguistics has not yet developed graphemic study but has concentrated on phonology. Emphasis is now on teaching the spoken language but it is also necessary to be able to distinguish the words

which make up sound units and the punctuation which separates them. The peculiarities of the language under study have to be mastered and a comparison made with the writing system of the student's mother tongue.

Speaking and writing skills have to develop together and it is essential that the learner should be able to hear what he reads and writes, and read and write what he hears.

**EPQ ELD ASL**

### READING

**71-123 Debyasuvann, M. L. Boonlua.** Acculturation and reading. *RELC Journal* (Singapore), 1, 1 (1970), 82-8.

Acculturation is linked with the process of learning to read. No one can read with understanding on a subject he does not know. This is not only a question of terminology but of the whole background. For a language learner it is the 'foreign' background which causes many problems which are sometimes so complex that the student does not know what questions to ask to get help. Where creative writing is concerned, a reader can only read up to a certain level of literature, as far as his own development allows. Without enjoyment there is no real understanding and understanding means being able to integrate new impressions with one's entire experience. [Several examples of Thai comments on passages from English literature illustrate the author's meaning.]

**EPQ ELD ASP**

**71-124 Kuz'menko, O. D. and G. V. Rogova.** Учебное чтение, его содержание и формы. [Form and content in the teaching of reading.] *Иностранные языки в школе* (Moscow), 5 (1970), 22-31.

With the emphasis now placed on oral training in modern language learning, reading is too often treated merely as a support to oral practice, whereas it should, in fact, be encouraged as a skill in its own right. [Psychological evidence is adduced to locate the place of

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reading among the four basic skills of language learning and to identify the processes involved in reading a text.] Exercises, therefore, should be directed less towards the speech-motor processes of reading than towards the skill of eliciting meaning from a text. Reading aloud should concentrate on the development of acceptable intonation contours, thus helping the learner to determine the syntactic structure of a text as a whole, particularly with respect to locating the logical subject and logical predicate of a particular sentence.

In the initial stages pupils should be encouraged to read individually, with a view to facilitating rapid recognition of graphemes as units of meaning; reading in chorus, therefore, should be kept to a minimum. To foster the skill of reading from the elementary to the advanced stages, three types of exercise are outlined with brief examples: those designed to establish a firm correlation between grapheme and phoneme; those of a structural, informational nature aimed at training the reader to extract new information rapidly from a text; and those of a more advanced kind, helping the reader to understand and select the main points of a text.

**EPQ ELD ASP**

### SPEECH

**71-125 Palmer, Adrian.** Teaching communication. *Language Learning* (Michigan), **20**, 1 (1970), 55-68.

Language learning calls for communication practice rather than pattern practice. In communication practice drills, the learner enjoys responses that are linguistically acceptable and also convey information relevant to himself and other people. For communication the meaning of a sentence is more important than its form. Sentences illustrating a new pattern should be practised with special attention to meaning. Whereas in pattern practice the meaning of the sentences are not necessarily related to each other or to the students' situation, in communication practice the learner pictures himself in a certain situation and passes judgement on the social acceptability of his utterance. Communication drills require flexible and human responses.

A teacher is necessary. [Examples of drills are given.] Pupils should be encouraged to prepare short stories for presentation in class. The pupils must become their own critics. They must be taught to try to work out the meaning of sentences they do not understand, and to be innovative and imaginative in classroom conversation. New vocabulary and grammar should be introduced in context as they are needed, and new material should be tied in with old. A text can be evaluated according to its use to the student and its use to the teacher. A text useful for communication practice provides a cumulative account of the vocabulary and grammar patterns presented, and introduces all question patterns early. It must strike a balance between supplying too many or too few classroom drills. Various aspects of the language should be practised during the class period, and pronunciation is of special importance at the beginning of the course. Pattern practice drills are most appropriate in the student's outside practice time.

**EPQ ELD ATD**

**71-126 Sosenko, E.** О лингвистическом обосновании системы коммуникативных тренировочных упражнений. [The linguistic foundations for a system of exercises to train oral communication]. *Русский язык в национальной школе* (Moscow), 5 (1970), 71-4.

Following an outline of the basic components of the dialogue, three kinds of dialogue, differentiated according to the aims of the speaker and his interlocutor, are put forward for their merit in the initial stages of language learning. These consist of imparting information, asking for information and of exhortation to act in a particular way – all with their various accompanying speech reactions.

Exercises on these three types may be introduced by a rubric to suggest the reactions required of the learner, so constructed as to combine the speech patterns he has studied; or maybe in the form of a game, which practises his skill at posing questions. [Tables clarify the points made and examples of exercises are included.]

**EPQ ELD ATD**

TEXTBOOKS

- 71-127 Förster, Ursula and Rosemarie Gröschl. Textgestaltung, Textauswahl und Arbeit am Text im Fremdsprachenunterricht. [The composition, selection, and use of texts for teaching foreign languages.] *Deutsch als Fremdsprache* (Dresden), 7, 4 (1970), 239-45.

The requirements of a text used for teaching a foreign language are defined. The predominantly used multi-purpose text is criticized as artificial and unrealistic. The trend in new textbooks is to include material that is designed for one specific purpose at a time. [Several books in use in the German Democratic Republic mentioned.]

Besides imparting knowledge of the language, texts should also give the student an insight into the social, political, cultural and intellectual life of the foreign country in question.

The kind of text envisaged should be written in a lively and interesting way and should have an emotional appeal for the students. Each new text should contain a certain amount of material with which they are already familiar. The choice of subject-matter depends on the age of the students for whom the texts are intended. Textbooks containing mainly multi-purpose material usually offer rather inefficient exercises. [Critical discussion given of several books and comparison made with more suitable recent publications.]

Detailed instructions are given on how to use a text designed for a special purpose in the classroom. Problems for future discussion are mentioned.

EPQ ELD ELP

- 71-128 Hill, Leslie A. The reconciliation of grading with contextualization. *RELC Journal* (Singapore), 1, 1 (1970), 101-8.

Ordinary students, who are not particularly clever or highly motivated, soon reveal deficiencies in teaching materials by their boredom or frustration. They will derive pleasure and profit from simple work provided it stretches their brains a little and helps them towards a

practical goal. New items have to be taught one at a time, and their grading and presentation is important. Course writers can attend to these requirements at leisure whereas the teacher cannot remember all that has been done with each class while he is engaged in teaching. Contextualization is also important. Any mechanical type of exercise in which the student does not have to think about the situation in which language is used is unrealistic. Grading and contextualization have to be reconciled. [Examples.] If grading dominates, the resultant material is dull and unrealistic and if contextualization dominates the ordinary student finds progress too fast.

**EPQ ELD ELP**

**71-129 Müller, Richard M.** Situation und Lehrbuchtexte: die Kontextualisierbarkeitsprobe. [Situation and textbooks: an investigation of the possibilities of contextualization.] *Praxis des neusprachlichen Unterrichts* (Dortmund), **17**, 3 (1970), 229-42.

An examination of the possibilities for contextualization of pedagogical material shows certain problems that arise. Such are: isolated sentences practising a particular construction; descriptions (which have to be rewritten as conversations); conversations introducing two quite different constructions. Contexts must be credible (a brother and sister cannot discuss their own and family possessions as if they were strangers) and the subjects and reactions must be appropriate to the ages of the speakers. Easy reading texts, for example descriptions of pictures, must be carefully angled so that the reader's role as spectator or partaker in the scene is clear. The tones of a child's first story book and the rhetorical questions of a 'television-uncle' are to be avoided. A more direct technique such as that of the radio reporter, or a letter, is more acceptable and realistic. An example of a more advanced text, giving a brief and simple introduction to the work of policewomen, followed by a dramatic account of a roof-top rescue, is examined for its weaknesses as a teaching text, and a second and more uniform report is proposed, less concerned for dramatic effect, but more coherent in its view of the situation and in its use of tenses. It is

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not intended that a literary style should be rejected outright, but relatively short texts for the earlier stages of a course require a clear and coherent presentation in a context.

**EPQ ELD ELP**

### AUDIO-VISUAL AIDS

**71-130 Jung, Lothar.** Zur Arbeit mit Cineloops. [Work with cineloops.] *Neuere Sprachen* (Frankfurt am Main), **19**, 8 (1970), 405-9.

[This follows a previous article by Helga Grzyb in *Neuere Sprachen* **19**, 1 (1970) in which the cineloops then available for the teaching of French were described. The present author has since had experience of using cineloops with and without accompanying texts with both beginners and more advanced students of German as a foreign language. Fleming's suggested step-by-step use of cineloops with texts is quoted and the author adds his own suggestions for the use of loops with and without texts.]

**EPQ ELD ELR**

**71-131 Mengler, Klaus.** Verwendungsmöglichkeiten der Flanelltafel im Französischunterricht. [Possible use of the flannel board in French teaching.] *Praxis des neu sprachlichen Unterrichts* (Dortmund), **17**, 3 (1970), 289-303.

Little has been written in Germany on the use of a flannel board for teaching modern languages. Detailed advice is given in this article on the kinds of figures and signs indicating direction, interrogation, and negation which can be used. Specimen tests with directions on how to build up a dialogue with a flannel board are appended.

**(440) EPQ ELD ELR**

- 71-132 Moore, J. Michael.** The film, slide and filmstrip jungle. *Modern Language Journal* (St Louis, Missouri), **54**, 5 (1970), 333-5.

A plea is made for adequate evaluation of audio-visual material of the kind that can be used with newly published textbooks. A team of experts, including practising foreign-language teachers, university lecturers and technical experts from audio-visual centres, is needed to provide an objective evaluation of existing material. Foreign-language periodicals could help by appointing qualified editors to review new audio-visual material coming on to the market.

**EPQ ELD ELR**

- 71-133 Zietsch, Wilhelm.** Der Tageslichtprojektor im Fremdsprachenunterricht. [The overhead projector in the teaching of foreign languages.] *Sprachlabor und der audiovisuelle Unterricht* (Frankfurt am Main), **3**, 3 (1970), 90-5.

The improved progress of a Class V is attributed to a new visual programme using the overhead projector. The entire content of their textbook was represented visually on a transparent roll 25 cm. wide and 40 m. long and projected in full daylight from the front with the class always in view of the teacher. The advantages of the overhead projector were found to be that the association of words and pictures helped pupils to think in the foreign language, thereby reducing the need for the mother tongue; the speed of projection could be varied, unlike a film; it could be used with tape and records; and all material could be prepared in advance.

[Examples are given of the projector's use in conversation and structural work and further suggestions made for its use in the seven stages of seeing, listening, speaking, reading, writing, reporting and narrating and class activity.]

**EPQ ELD ELR**

VISUAL AIDS

- 71-134 **Fleming, Gerald.** Gestik und Körperbewegung als Bedeutungsvermittler in unseren modernen visuellen Sprachunterrichtssystemen. [Gesture and body movement as conveyors of meaning in our modern visual systems of language teaching.] *Deutsch als Fremdsprache* (Dresden), 7, 4 (1970), 246-51.

There is historical justification for regarding gesture and body movement as a vital part of the communication process. It has been estimated that in conversation only thirty-five percent of meaning is conveyed in words. Investigation into gestures is needed so that it can be included in the visual aspect of language teaching. One problem is to distinguish between instinctive gestures and those that form part of the code of the culture and need to be learned. Various definitions of gesture and kinetics show that they are neither mutually exclusive nor inextricably interwoven.

[Examples of hand and body movements observed in France are quoted as depicted in a French visual grammar.] Many gestures carry the same meaning for several cultures but care must be taken not to transfer gestures from one language speaker to another. Researchers have indicated that gesticulation is discouraged in French children but adults use it frequently, some with a peasant-like quality, others in their search for *le mot juste*.

Given that spoken language is action, that no one channel alone can carry human communication, that the French philosophy of communication is to develop style in gesture as in word, and that intercultural understanding is essential, there is a strong case for comparative studies of gesture and movement and their inclusion in new teaching material.

**EPQ ELD ELS AXG**

## LANGUAGE LABORATORIES

- 71-135 Dickinson, Leslie.** The language laboratory and advanced teaching. *English Language Teaching* (London), **25**, 1 (1970), 32-42.

Many advanced learners find it harder to speak and to understand speech than to read and write. There are strong arguments for using spoken prose as the model even at an advanced stage, but this policy will not necessarily lead to an ability to understand conversational English, which contains many features absent from spoken prose, e.g. intimacy signals and hesitation phenomena. [The author describes how listening practice can be given under instructional conditions, using spontaneous conversation recorded on tape.]

## EPQ ELD ELY EMS EMT

- 71-136 Kobersky, Eva.** Language laboratory exercises in an English course for beginners. *Visual Education* (London), December (1970), 10-11.

The Language Department of the Centre Universitaire in Mons has organized a number of evening classes and summer courses for adult beginners. Methods have been based on Guberina's audio-visual and structuro-global theory, teaching oral language first, concentrating on intonation and rhythm, and presenting grammar by direct association as part of a situation rather than by rules. A language laboratory is used after careful preparation of the exercises in class. Writing is introduced in the form of dictation and reading follows, using the texts of dictations and of the audio-visual lessons. Adults have difficulty in imitating sounds without a teacher to correct; one cannot learn to apply grammar patterns correctly without a context and context alone can supply the meaning for new vocabulary – a drill cannot do this. The laboratory is found to be of most use to practise grammatical structures and vocabulary in context.

## (420) EPQ ELD ELY EMV

- 71-137 Rippe, Adolf and Angela Kammerer.** Vorschläge zur Planung und Organisation im Sprachlabor. [Suggestions for the planning and organization of a language laboratory.] *Sprachlabor und der audiovisuelle Unterricht* (Frankfurt am Main), 3, 3 (1970), 65-70.

Five years of experience in a language laboratory have provided ideas for identifying tapes visually by size and leader, a system of cataloguing tapes and accompanying material with numbers and letters, and suggestions for type and quality of tape, spools, boxes and editing equipment. Further suggestions cover regulating the use of the laboratory by strict timetabling, protecting the machinery by appointing monitors and using seating plans, keeping the laboratory locked when not in use, and avoiding chalk-dust, which is very harmful to tapes and records, by using the overhead projector. Other important considerations are the location of the laboratory in the building and the equipping of a recording studio at minimum cost.

**EPQ ELD ELY**

- 71-138 Russon, Leslie.** The creative use of language and the problem of perfectionism in the language laboratory. *IUT Bulletin Pédagogique* (Nancy), 11 (1970), 47-51.

Skill with language is acquired like the skill of a musician on his instrument. It involves much practice but this does not impair the performer's originality and adaptability. There is a danger that the formation of speech habits may be thought of as the whole of the teacher's task. Retelling a story by means of question and answer can be carried out in the language laboratory. It gives scope for different ways of expressing the same ideas and is to some extent self-correcting from the model text available. The teacher can discover, through monitoring, where further help is needed. Written reproduction can also be attempted. The same technique can be used for summarizing an argument or describing a picture. Mistakes may be made and may be undetected but perfection is not the goal in developing creative work. Pupils who have used language laboratories have

sometimes acquired very bad speech habits but this is usually because one teacher has had to cope with far too many pupils. Conversely, if monitoring is too strict the learner's self-confidence will be undermined. A compromise has to be made and language learning remains an untidy business with uneven progress.

**EPQ ELD ELY**

### PRIMARY PUPILS

**71-139 Saville, Muriel.** Language drill and young children. *English for American Indians* (Washington DC), Winter (1969), 1-11.

Although pattern drills have proved successful with older children and adults, it has often been thought that young children will absorb a foreign language simply by exposure to it. Experience has proved to the author that a systematic presentation and practice of structural elements is essential for all ages, though drills for young children can usually be presented as a game. *Games of hunting a thimble*, and 'Here we go round the mulberry bush' can help with pronunciation of [θ] and [ð], difficult for many American Indians. [Other suggestions for games with further difficult sounds.] Knowing which English phonemes require direct teaching is essential if a teacher is to be sensitive to children's language errors and prepared to correct them.

**EPQ ELD ELB EMP 973**

### TERTIARY STUDENTS

**71-140 Vanek, Marianne and Michael Woodhall.** The subsidiary language examination and experiment. *Audio-Visual Language Journal* (London), 8, 2 (1970), 85-7.

At Lanchester Polytechnic, Coventry, a subsidiary course in German, Russian, Italian or Spanish was offered to modern-language students. The courses extended over the full three years and students normally had no prior knowledge of their chosen subsidiary language. The aim

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was to provide a sound working knowledge of the language and information on the country concerned. The first year of the course concentrated on oral/aural skills and more attention was paid to writing in the second year. Difficulty was experienced in fulfilling the college requirement for a sessional examination of three hours duration. [Details are given of the German course and oral examination set.] Comprehension and active use of German were combined and an intelligent progression of exercises devised with which the student was familiar. Examination tension was relieved by reducing the revision possible to an absolute minimum.

EPQ EH EMT

**ENGLISH** *See also abstract 71-136*

**71-141 Beardsmore, H. Baetens.** The problem of tags. *English Language Teaching* (London), **25**, 1 (1970), 14-19.

In spite of intensive drilling and incentive stimuli, many students do not use confirmation and question tags. The meaning can be conveyed by other means. An element of naturalness is necessary to the use of tags which it is hard to create. In most other languages a stereotyped phrase is used but in English tag usage is complex. Basically, the tag changes a statement into a sort of question requiring confirmation. [The author analyses these tags, giving examples and exceptions and distinguishing between various verbs.]

Tags with rising intonation should be presented first, since they are easier to grasp. Tags conveying irony or astonishment should be taught next, the emotional overtone being evident. The confirmation tag with falling intonation should be introduced only at an advanced stage.

420 EPQ AK

**71-142 Bosco, Frederick J.** The relevance of recent psychological studies to TESOL. *TESOL Quarterly* (Washington), **4**, 1 (1970), 73-87.

The article considers three themes: the problem of transfer, crucial to any theory of language acquisition; the way in which the subject-

matter is presented to the learner; and the establishment of learning tasks which focus on language from the standpoint of its essential functions.

The teaching of English to speakers of other languages involves orientation into the life patterns of the speech community concerned. Language instruction includes the association of linguistic units with the cultural matrix in which they function, the internalization of the grammar of the language (competence being achieved through performance), and making students aware of the relationships between language and the variety of its functions. [The author discusses specific and non-specific, and positive and negative transfer. He refers to experimental work on transfer.]

Modes of representation may be enactive, iconic, or symbolic. Enactive representation (*response patterning*) is the chief means of instruction, but language practice must be based on understanding. This is most directly promoted by iconic and symbolic representation. The mode of representation should be suited to the level of the learner, younger learners benefiting most from enactive and iconic representation.

A given point of language structure should be taught in four stages: focusing the syntactic pattern, shaping psychomotor responses, developing communicative skill and relating the pattern to previously taught material.

420 EPQ AG

**71-143 Clarke, Barbara.** Some experiences of teaching English to Japanese kindergarten children. *Journal of English Teaching* (Tokyo), 3, 5 (1970), 358-61.

[The author describes how she taught young Japanese children English by means of a 'phonic' method.] Monosyllabic words were broken up into separate sounds and letters. Objects and toys which could be handled proved valuable aids. Flashcards of isolated words were used for pronunciation practice, and picture cards to teach the meaning of certain verbs. Counting and colour practice were included. The children enjoyed nursery rhymes. Sentences were built up on a

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magnetic board and illustrated by action with the toys. On grounds of difficulty the introduction of pronouns was postponed.

420 EPQ EMP 952

**71-144 Close, R. A.** Problems of the future tense (2). *English Language Teaching* (London), 25, 1 (1970), 43-9.

The author classifies the main expressions of futurity under the headings 'prediction', 'present indications', 'personal attitudes', and 'more precise, less ambiguous paraphrases'. He deals with *will, shall, 'll, going to, is to, about to, can, could, may*, and the use of the present simple and continuous for the future.

420 EPQ AK

**71-145 Cockle, P. T.** An English department curriculum. *Journal of English Teaching* (Tokyo), 3, 5 (1970), 298-318.

[The author discusses various types of curriculum in Britain, America and Israel for undergraduates studying English literature, dealing with the underlying academic and organizational principles.] Assuming that the basic duty of an English department in a Japanese university is to supply teachers of English, he concludes that the students should acquire skill in the language, a knowledge of the culture, and a knowledge of the literature. There should be a good working atmosphere and good relations between staff and students. Students should not be selected for the university on linguistic ability alone. They must be interested in ideas, show signs of literary sensibility, and have some independence of mind. A suggested four-year curriculum is discussed in detail, and also the graduation thesis and examinations.

420 EPQ EPB 952

**71-146 Connell, Peter A. and James G. Snider.** Aural English examinations in West Africa. *Educational Research* (London), 12, 3 (1970), 235-9.

In 1965 the West African Examinations Council began investigating the possibility of introducing an Ordinary Level compulsory oral

English test. Elements were isolated for an objective, standardized test which, it was hoped, would influence teaching and raise the standard of spoken English in West Africa. This test would be compulsory at Ordinary Level examinations in the early 1970s. [Details provided of the second trial testing of the new aural English examination administered to some 300 children in Lagos.] Two validity studies were done during the second trial with children from the American International School in Lagos. If the test proves successful it will need to be supplemented by a textbook for students and a teacher's book to suggest ways of inculcating good aural and oral English habits in the classroom. [Bibliography.]

420 EPQ EH 966

**71-147 Connolly, Patrick G.** The language of mathematical operations. *English Language Journal* (Buenos Aires), 1, 1 (1970), 25-31.

Mathematical operations are rarely referred to in textbooks written for the teaching of English as a foreign language. Many students of English in the developing countries will, however, be occupied in one of the branches of engineering, economics or psychology. All these studies involve mathematics and the students will want to know in English the language of mathematical operations. A selection of examples is given ranging from the simplest signs and operations to the symbols of set theory, giving their verbalized expression and an indication of their meaning.

420 EPQ ELD

**71-148 Connolly, Patrick G.** The use of diagrams in the teaching of tenses. *English Language Journal* (Buenos Aires), 1, 2 (1970), 131-9.

As many students of English have mother tongues whose tense systems are rather different from English an explanatory system that avoids the use of words may be helpful. The author describes a diagrammatic method of showing how the tense-forms of English

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are used. A horizontal line represents the passage of time and a central vertical bar marks the present moment. Three additional signs used are a straight horizontal line representing an activity in progress, a **v** for an event of no significant duration, and a line of dashes for habitual or repetitive actions. Combinations of these signs are illustrated with examples of tense usage.

**420 EPQ ELD AK**

**71-149 Cooper, Malcolm D.** Measuring language problems and attainment. *English Language Teaching* (London), **25**, 1 (1970), 72-6.

The full version of a test administered at the beginning and end of a Tanzanian secondary-school course in grammar and composition is given together with some scores. Part 1 tests the pupils' ability to understand a story; part 2 their ability to produce structures in retelling the story.

**420 EPQ EHL 967.8**

**71-150 Darnell, Donald K.** Clozentropy: a procedure for testing English language proficiency of foreign students. *Speech Monographs* (New York), **37**, 1 (1970), 36-46.

The new test employs a variation of 'cloze' procedure and an 'entropy' measure derived from information theory. (The cloze procedure was used previously to measure readability, comprehension and language aptitude; the entropy measure indexes the compatibility of an individual's responses with those of a selected criterion group.) Clozentropy uses a simple method of constructing items for objective testing and a complex, mathematically precise, scoring system which avoids the right-wrong judgement on an item-by-item basis. [Detailed description given.] Administration of the clozentropy battery takes about two hours, half the time required for the TOEFL test. Computer assistance is essential for scoring. [The article reports a study conducted to test the reliability, validity and practicality of the test.]

**420 EPQ EHP**

**71-151 de Arriagada, Aura Bocaz.** TEFL and language ontogeny. *English Teaching* (Rio de Janeiro), 1 (1970), 11-13.

One of the major contributions of linguistics to language study has been the contrastive studies made between two languages to account for the learner's difficulties with his new language. Psycholinguistics has become a major area of research and theoretical effort but there is a persistent omission of these findings in the elaboration of TEFL courses at university level for use in the language laboratory and in the preparation of teaching materials. The question of the acquisition of English as a mother tongue has not been sufficiently considered by the writers of TEFL materials. As far as the acquisition of phonology by foreign students of English is concerned, it would seem sensible to follow natural laws such as those noted by Jakobson. His studies of child language, aphasia and sound laws have revealed an accepted order by which a child selects and learns the sounds of his mother tongue.

**420 EPQ ED**

**71-152 De Campagnoli, Laura N. F.** The approach to English in kindergarten and first form. *English Language Journal* (Buenos Aires), 1, 2 (1970), 117-30.

Five- and six-year-olds can easily learn a foreign language. The capacity to learn language develops between the ages of two and four. At five, a second language may be introduced in a natural way, and the process of acquisition is similar to that of the mother tongue. The second language can be taught through activity and through spoken and visual media, so that the pupils learn through direct experience. [The author discusses the use of routine activities, such as greetings and snack-time, to teach the second language.] The learning period is divided into units, each taking twenty to thirty days, and the various activities (e.g. songs, poems, and drawings) should be coordinated. What is taught should be concrete and interesting. Visits should be arranged, followed by reinforcement through audio-visual aids. Dramatization is a useful technique. Poems and simple songs with

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movement are excellent aids. Some traditional rhymes present situations meaningless to Spanish-speaking children. Stories can be introduced at the end of the first year. [The author discusses the selection of songs, poems and stories, the way to tell a story, and the procedure for gradually introducing creative dramatization.] Each stage should be properly linked with what precedes and follows. In the first form and kindergarten alike the approach should be purely oral, and reading and writing should not be introduced until the children can read fairly well in the mother tongue. There are many advantages in starting at five..

**420 EPQ ELD EMP**

**71-153 Evans, Lyn.** The use of the language laboratory for phonetics at advanced levels of English. *Language Learning* (Michigan), **20**, 1 (1970), 109-25.

The value of the language laboratory in advanced language learning has yet to be established. Weaknesses noticed in laboratory pronunciation courses for advanced students in Norway were that they consisted almost exclusively of two-phrase repetition drills; that sound-drills presented many isolated words and bizarre sentences; that intonation drills failed to give a sense of context. Language-laboratory programmes must vary the repetition, develop the skill of reproduction in non-imitative situations, give an adequate context for intonation patterns, and develop skills which will be used outside the laboratory.

[The author describes in some detail methods he used, and endeavours to show through them the scope and limitations of the language laboratory for pronunciation teaching.]

**420 ELD ELY EMT ATD**

**71-154 Gutknecht, Christoph.** English – a European language? *Neuere Sprachen* (Frankfurt am Main), **19**, 10 (1970), 494-8.

The Institute of Linguists' conference in 1970, 'English – a European language', examined the heavy and varied demands on English

in present-day Europe. It was felt that common research should be undertaken by the European countries concerned in order to establish a grammatical and lexical content for courses for secondary-school pupils. Reform was seen to be necessary in examinations, syllabuses and teaching methods. The practical application of contrastive linguistics was studied, and an attempt was made to predict what English twenty years hence might be like, assuming that the language would change and adapt to its new roles.

420 EPQ 940

**71-155 Hornby, A. S.** Reflections after a visit to Japan. *English Language Teaching* (London), 25, 1 (1970), 89-93.

There has been strong American influence on Japan. Today linguists rather than poets are invited there. The help given by linguists will be greater when the classroom application of their theories can be demonstrated. British linguists and language-teaching specialists are making contributions of immediate value in this field. Analysis and teaching procedures which relegate meaning to the background are unsatisfactory. The fusion of the symbol and the referent is essential.

Only a small proportion of the differences between Japanese and English give trouble. Teachers need to know the errors and confusions which occur.

Pattern practice is dull in the classroom. It is doubtful whether conversion exercises help pupils to learn patterns, but they may be useful for consolidation later. In the introductory stage there should be a close link with situations. Too many teachers are pre-occupied with lecturing and the teaching of grammar.

420 EPQ EL 952

**71-156 Jones, Keith.** English for the curriculum: towards a language course for the secondary school entrant. *English Language Teaching Broadsheet* (Lagos), 2 (1970), 7-15.

Language insecurity leads Nigerian pupils to rely on memory, which inflates the teacher's status and makes critical thought impossible.

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Intensive English courses are essential for secondary-school entrants, but these are not easy to operate as they lie between remedial courses in English and preparatory courses for work in the physical and social sciences. Reading speed has to be increased and an ability to look for key passages developed. Logical ordering in composition has to be taught. [Examples show how the author feels this can best be done, covering use of a paragraph, conjunctions, clause patterns, use of the passive, and of appropriate verb tenses.] Such a course should last at least a term preceding the full introduction of the secondary curriculum. [Bibliography.]

420 EPQ EMS 966.9

**71-157 Kerr, J. Y. K.** Making wall pictures from cut-outs: a simple visual aid for English in primary schools. *English Language Teaching* (London), **25**, 1 (1970), 11-14.

[The author explains how to make wall pictures from cheap materials. He gives examples of various themes and how they can be handled.] The teacher must choose material interesting to the children but not too remote from their experience. He must think out the patterns to be practised with each picture. Children are very interested in any picture they have helped to make. The range of subject-matter is greater than if common realia only are used.

420 EPQ ELS EMR

**71-158 King, A. H.** The teaching of English for European purposes. *Incorporated Linguist* (London), **9**, 4 (1970), 94-8.

Language is not indissolubly linked with a particular culture or nationality. Europe may be able to project itself outside by means of English, which is increasingly the international language of science and trade. The present aim of teaching English as a language of European civilization is 'educational' in the sense of developing the personality. It functions as a 'second language' only for certain purposes such as aviation and nuclear physics. In this sense it is a language for good jobs and belongs to several metropolitan areas. It

is difficult to define a pronunciation standard for English as a second language. Training in accuracy and sensitivity for reading purposes is essential. The skill of the professional translator will be needed less in the scientific and technological fields but more for *belles lettres*. Adults are asking for remedial and further teaching. There is an urge to reform modern-language examinations and teaching methods. Interchange facilities are important for both students and teachers and the proximity of Britain to the Continent facilitates this. Britain also helps to provide native teachers and special teaching materials. It is important also that European teachers should understand American speech and if possible visit and have contacts with the United States.

420 EPQ 940

**71-159 Krohn, Robert.** The role of linguistics in TEFL methodology. *Language Learning* (Michigan), **20**, 1 (1970), 103-8.

There are three views on the role of linguistics in TEFL methodology: that TEFL is completely dependent on linguistics, that linguistics justifies various classroom activities, and that linguistics merely provides insights into teaching methods but does not determine them. The first of these views is indefensible because there is no complete description of English and because such descriptions cannot tell us what is important in the TEFL classroom. The best justification of a classroom technique is to be found in the results achieved, and for this reason the second view is also untenable. The third view is the most reasonable. The role of linguistics in TEFL methodology has been overrated.

420 EPQ ED

**71-160 Montgomery, Michael.** Exploiting the tape-recorder. *English Language Teaching* (London), **25**, 1 (1970), 19-27.

The author describes two instances of the use of a tape-recorder. A senior class produced radio interviews with popular figures or types. Recordings of first-year pupils interviewing their guide during an educational visit were used as a diagnostic instrument and as a basis

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for the acquisition of vocabulary. The use of the tape-recorder made the language learning more attractive and effective. Self-criticism led to an awareness of style. [Full transcripts and an analysis are given.]

420 EPQ ELT

**71-161 Norris, William E.** Teaching second-language reading at the advanced level: goals, techniques, and procedures. *TESOL Quarterly* (Washington), 4, 1 (1970), 17-35.

The general aim in the advanced reading course is to teach the student to get information from print rapidly and with full understanding. Advanced ability calls for improvement in reading speed, vocabulary recognition, and the comprehension of sentences, paragraphs, and reading selections. [The author gives examples of techniques and exercises in each of these five areas. He compares reading comprehension and oral comprehension, and lists features of difficulty and ease in reading compared to speech. He examines various types of comprehension question; discusses word-formation analysis and contextual clues to the meanings of words, and summarizes classroom procedures for advanced reading lessons under the headings: pre-reading preparation, reading the selection, and follow-up activities based on the selection. He concludes with remarks on out-of-class reading and on mechanical aids to reading improvement. Short bibliography.]

420 EPQ EMt ASP 973

**71-162 Paine, M. J. and A. J. Parsons.** Acting the reader. *English Language Teaching* (London), 25, 1 (1970), 27-32.

The authors describe how they trained teachers of English in Bahrain to make reading instruction more effective by dramatizing stories. [Detailed examples are given.] The students were hostile to English because of political conditions at the time and the books in use were not sufficiently graded for Arab pupils. The Arab teacher trainees had insufficient command of English for oral work to come easily to them. With the help of the trainers much of the narrative of the stories

provided was turned into dialogue. The blackboard was first used for outlining the story in pictures and finally the dialogue was acted out. Drab lessons became more interesting and some measure of motivation for learning was restored.

420 EPQ ASP 953.65

**71-163 Prator, Clifford H.** Development of a manipulation-communication scale. *English-Teaching Forum* (Washington), 8, 4 (1970), 3-6.

Instruction in English as a second language in the United States is unsatisfactory at intermediate and advanced levels. One cause is the division of most language departments into two parts: language and literature. Language and literature should meet at intermediate or advanced level. There is little precedent for the kind of course that makes a gradual and orderly transition from activities that develop the basic linguistic skills to activities that encourage the free communication of thought. Another cause is excessive dependence on the structural linguists as the source of our attitudes towards language. The branch of psychology which deals with the nature of the learner and of the language-learning process is also important. Insufficient attention has been paid to writing. Meaning has been downgraded by the Bloomfieldians. We have largely lost sight of the role of communication in language teaching. Pattern practice and communication are largely antithetical. Most classroom activities are mixtures of communication and manipulation in various proportions. The chief methodological change in a language course is a prolonged and gradual shift from manipulation to communication. There are four major groups of classroom activity: completely manipulative, predominantly manipulative, predominantly communicative, completely communicative. Single-slot substitution drills can be either completely or predominantly manipulative. An element of communication can be introduced into imitative repetition by delaying the attempt at imitation. Parts of dialogues can be paraphrased. Silent reading is completely manipulative, reading aloud partly manipulative. Gurrey's step-one questions are predominantly manipulative and step-two questions less so, while step-three questions approach pure communi-

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cation. Composition can be introduced through exercises which gradually become more communicative.

One result of applying the manipulation–communication scale might be a blurring of the line that separates language courses from literature courses.

420 EPQ AX 973

**71-164 Robinett, Ralph.** The teaching of English reading to American Indian children. *English for American Indians* (Washington, DC), Spring (1970), 1–6.

Many Indian children are faced with learning to read in English without prior experience in the language itself and some without having learnt to read their own language. Under such conditions a teacher must be a master in a wide range of skills in second-language teaching and must be able to separate problems which are linguistic in nature from those which are directly related to learning to decode. Oral practice should be provided on all the items of vocabulary and structure which appear in the reading materials. Materials should provide opportunity for habit formation under appropriate motivation. Reading out loud will form part of the child's oral experience. He should not be pressed to read silently before he is ready to do so.

420 EPQ ASP 497

**71-165 Sopher, H.** Stylistic choice in verb tenses. *English Language Teaching* (London), 25, 1 (1970), 50–9.

Tense is only one of the elements determining the time reference of the verb. There is overlap in the time reference of the various tenses. Stylistic considerations help to determine choice of tense. [The author gives numerous classified examples of the operation of stylistic choice, adding remarks on possible reasons for the choices made.] The effects achieved by unusual tense usage include vividness, the conveying of the author's point of view, prominence for a particular verb, variety, and euphony.

420 EPQ AK AV

**71-166 Wardhaugh, Ronald.** An evaluative comparison of present methods for teaching English phonology. *TESOL Quarterly* (Washington), 4, 1 (1970), 63-72.

Methods and techniques used for linguistic research are not necessarily applicable to foreign-language teaching. The phonology of a language has usually been described as if it were independent of the syntactic system, and this has resulted in a separation of phonetic drills from meaningful practice. The teaching of speaking and writing skills, and also of productive and receptive skills, are similarly separated. The customary approach (drill on minimal contrasts and mimicry) to the teaching of phonology is unduly constrictive of the range of methods employed. The assumption that language is speech not writing is valid as a statement about language but invalid as a guiding principle in teaching. There is little support among linguists for the view that phonological facts may be separated from syntactic and semantic facts. Syntax is more central than phonology. Speech and writing are closely connected. The perception of phonological information has both an articulatory and a syntactic basis. The generative-transformationalists claim that phonology is an integral part of a total language system, and that a speaker of English has gained certain phonological knowledge as a result of speaking the language.

When the audiolingual approach is used with literate adults, even beginners want to write something down. For the literate, language is both speech and writing. Sounds, syntax and semantics should not be separated. With literate adults the sounds and the spellings of English should be presented concurrently. [The author gives examples of the kind of teaching material which may develop phonetic control together with subconscious mastery of the phonological system.] Certain phonological processes are captured systematically by the orthography. Students must develop intuitions about the sound system in addition to the phonetic abilities of mimics.

**420 EPQ ELD AJ**

- 71-167 Yarmohammadi, Lotfollah.** A note on contrastive analysis. *English Language Teaching* (London), **25**, 1 (1970), 76-9.

Multiple substitutions in one language for a single pattern of another cannot be predicted by an overall contrasting of phonological and grammatical systems. [The author illustrates from the kinds of substitution made by Persian speakers for initial double-consonant clusters in English.]

420 EPQ AJT 491.55

**FRENCH** *See also abstract 71-131*

- 71-168 Barthel, G.** L'enseignement de la civilisation française. *Levende Talen* (The Hague), 270 (1970), 488-93.

It is possible to teach a foreign language, for business purposes for instance, without reference to the cultural background of that country. However, if this background is to be taught in secondary schools, the means of presentation has to be considered. Language and culture form one unit. For analytical purposes this unit is split but both parts need to be taught, and finally joined together again to provide worth-while instruction. If the language teacher confines himself to being a linguist and his colleagues supply historical, geographical and cultural information in the student's mother tongue, comparative literature ought also to be taught by a specialist. A different and perhaps better solution would be to keep the language/culture unit, but for one teacher this would prove impracticable. Teachers have noticed that the picture of France presented by textbooks is either banal or idyllic. [Examples.] The pupil is aware of this and, if he is critical, will reject it. Literature has long been considered part of culture but the modern oral approach to language learning does not take the same view of literature as did the earlier humanists, whose ideas were founded on a greco-roman conception of man. Literature no longer plays the same moral role in society. A great deal of discussion is necessary to find a way of presenting languages

to the present generation of students if literature and cultural teaching are to be reintegrated. [A *Werkgroep Civilisation* has been instituted in the University of Utrecht to consider the problems in secondary education.]

440 EPQ EFG

**71-169 Damoiseau, Robert.** Code des convenances épistolaires. [Accepted formulae for written communications.] *Français dans le Monde* (Paris), 76 (1970), 33-40.

The art of writing letters and notes for special occasions is not so complicated now as in former days. Nevertheless, for a foreigner learning the language, it is useful to have in mind certain accepted turns of phrase which will enable him to communicate with his correspondent without being too effusive or too rigid and enable him to send and reply to brief formal notes in an acceptable manner. Specimens are given of letter openings and closures of varying degrees of formality for weddings, engagements, births, deaths, and social invitations.

440 EPQ ATG

**71-170 Gordon, Malcolm.** Why teach French in English-speaking Africa? *Modern Languages* (London), 51, 3 (1970), 99-103.

English and French are tools of communication and both are world languages. Nevertheless pupils in French-speaking Africa have no urgent need of English, nor pupils in English-speaking Africa of French. There is a danger of creating two blocks, communicating only through a few people who have learned both French and English. French is already being taught in the English-speaking countries of Africa but the reasons for doing this need careful examination. [The author discusses why French teaching in Zambia has been unsuccessful and what steps have been taken to put the situation right.]

The teaching of French in English-speaking Africa is justifiable on the ground that Africans want African unity, which indicates that French will be needed as well as English in the future.

440 EPQ 960

- 71-171 Pinchon, Jacqueline.** Les pronoms personnels. [Personal pronouns.] *Français dans le Monde* (Paris), 74 (1970), 6-13, 75 (1970), 26-34, and 76 (1970), 19-26.

The use of personal pronouns in French is difficult for foreign students because of: (1) the different forms which pronouns representing the same person can take; (2) the use of personal pronouns alongside *en* and *y*; (3) the position of pronouns in relation to the verb and to each other. These three questions are studied in the three successive articles noted.

440 EPQ AK

- 71-172 Russell, A. D.** Primary French: county-wide coverage in Sussex. *Times Educational Supplement* (London), 2892 (23 October 1970), 36-7.

East Sussex has attempted to introduce a county-wide scheme of primary French to reduce to a minimum the difficulties caused when children change primary schools or move on to secondary school. Wherever a permanent member of staff cannot be found to teach French a visiting specialist is employed. Although maintenance of an adequate supply of competent teachers is difficult, with very few exceptions an uninterrupted three years' course is provided. *En Avant* is the basic course used. Inevitably there is disparity of attainment. A certain speed is necessary to sustain interest and enthusiasm and the personality of the teacher obviously contributes enormously towards the pupils' enthusiasm. East Sussex is fortunate geographically in being near to France and the learning of French can be given purpose through day trips to Dieppe and longer visits to France. Parental attitude and social and economic background are favourable for this effort in East Sussex and an increasing number of secondary schools are gratefully accepting the primary schools' contribution to the teaching of French.

440 EPQ EMR 942.25

- 71-173 Savard, Jean-Guy and Jack C. Richards.** Measuring the utility of a basic French vocabulary. *Te Reo* (Auckland), 12 (1969), 35-40.

For the teacher, frequency counts offer a practical plan for language instruction. Frequency and range, however, still emphasize the linguistic rather than the pedagogic structure of vocabulary. The vocabulary of many familiar teaching situations does not rank high in frequency lists. The concepts of 'availability' and 'coverage' (or valence) have been used to modify lists built on frequency and range. The existence of these four criteria prompted this study, which attempts to produce a basic French word-list using four objective indices merged into a single factor called 'utility'. The resulting first 153 words are tabulated. [Bibliography.]

**440 EPQ AHT**

- 71-174 Tate, Robert S.** Teaching French 'à deux' at Duke. *French Review* (Baltimore, Md), 44, 1 (1970), 92-4.

A defect of the aural-oral approach is that a class hears only one voice, that of its teacher, speaking the target language (with the exception of an occasional fresh voice in the language laboratory). Students rarely have the opportunity to listen to a conversation. A teaching colleague or *assistant* can be invited into the classroom specifically for this purpose and the resulting conversation with the usual teacher can be general or, if required, based on the material currently being studied. An experiment of this kind, carried out at Duke University, showed that the students were able to answer oral questions on poetry they were studying as a result of listening to conversations about them. A few of the better students had been able to join in the teachers' conversations on the poems.

**440 EPQ ELD**

- 71-175 Wajskop-Hianné, M.** Rôle et nature de la semi-programmation d'une grammaire orale dans l'enseignement du français, langue étrangère. [The function and form of a semi-programmed oral grammar for the teaching of French as a foreign language.] *Revue des Langues Vivantes* (Brussels), **36**, 5 (1970), 464-80.

Opinions differ as to the role which grammar should play in the teaching of a foreign language. It is therefore appropriate to ask first what is understood by 'grammar'. If the aim is to teach the spoken language the essential grammar will be different from that needed for the written code. The oral code has less redundancy and for this reason it is easier to begin to learn a language orally. [Examples from *Voix et Images de France*.] A grammar of the spoken French language will concentrate attention on the phonetic phenomena of combination. A foreigner who fails to observe French laws of liaison in his own speech will probably be understood but he will have considerable difficulty in understanding a native speaker at normal speed. Special attention will have to be given by the teacher to problems of decoding. The author found that if structured exercises in oral grammar were given to supplement situational pattern drills a firmer foundation was established for students going on to intermediate stages. The language laboratory is excellent for practice but it cannot teach. It can force the programmer to divide his material into precisely defined sections which can be taught separately, practised, and afterwards combined in class into more natural speech. The most frequently occurring elements are not always the easiest to learn. The best organization of material for efficiency and economy will result from experiment and correction of a programme. Situational exercises have much to recommend them, but an independent programme, practising grammatical structures, is helpful to students coming to an aural-oral class from traditional teaching and to the more gifted pupils who will soon want to be able to recombine the elements they have learned into original speech.

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## GERMAN

**71-176 Engel, Ulrich.** Satzbaupläne und Satzanalyse. [Sentence structure patterns and sentence analysis.] *Zielsprache Deutsch* (Munich), 3 (1970), 104-22.

Widespread discontent with methods used in the teaching of German to foreigners has resulted in the belief that increased emphasis on grammar is necessary, though mastering the spoken language should still be the main aim. However, grammar should no longer be taught through abstract rules but rather through patterns, i.e. sentences and phrases. [Some current grammatical descriptions of German are examined. Examples of misleading rules given.] Grammar should enable the student to use words in the right contexts and to form correct sentences.

From a wide variety of approaches to German grammar the author chooses the one based on the way in which words, groups of words, and sentences are combined. He distinguishes between specific and general combinability, and he concentrates on combinations with verbs, which he classifies according to the complements they can take. There are ten kinds of complements, which are listed, explained and illustrated and of which a maximum of four can depend on any one verb. The most important out of approximately forty basic sentence-structure patterns are given. Learning and understanding this system of patterns will simplify the study of German for foreign students. Possible complications created by the addition of adverbs or adverbial phrases and problems arising in complex sentences are dealt with. [Examples and diagrams given.]

This system of structure patterns can be used in the analysis of sentences. The sentence is transformed into a primary form, the main verb determined, its valency considered and the difficulties presented by adverbs taken into account.

The three possible syntactic relations of two linguistic elements are briefly mentioned. The field of semantics is only touched on. Future research may develop a convincing system of semantic structure.

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**RUSSIAN** *See abstract 71-109*