

Language learning and teaching

THEORY AND PRINCIPLES

- 73-22 Blumtritt, Ralph and Elizabeth Kausch.** Grundsätze und Empfehlungen zur Einrichtung von Fachunterrichtsräumen für den Fremdsprachenunterricht. [Principles and recommendations for the furnishing and equipping of foreign-language teaching rooms.] *Fremdsprachenunterricht* (Berlin), **16**, 5 (1972), 201-5, 211; **16**, 6 (1972), 259-62, 297.

Experience has shown that a fully equipped language room, used solely as such, contributes to the effectiveness of language teaching. Pupils must experience the language milieu and relate it to their lessons and to their extra-curricular language activities. Textbooks, television, audio-visual courses, tapes and radio programmes all contribute, together with films, charts and flashcards. The room must be conceived as a whole to accommodate equipment and furniture in the most advantageous way. Security, accessibility and the acoustic qualities of the room are important features to consider. Particular attention must be paid to facilitating opportunities for students to work in pairs and to the placing of stationary and mobile technical equipment. [Detailed schemes given for different rooms in different types of schools.]

EPQ ED ELR ET

- 73-23 Brown, H. Douglas.** Cognitive pruning and second-language acquisition. *Modern Language Journal* (St Louis, Mo), **56**, 4 (1972), 218-22.

A cognitive model of language learning is outlined, and set in the history of the development of language-teaching methodology. The methodological argument given contrasts rote learning of items unrelated to any larger structure, which plays only a small part in

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learning, and learning which is meaningful because the structures involved are capable of being related to cognitive structure. Long-term memory is crucial to the determination of whether learning has taken place. While rote learning is inefficient, being subject to interference, the retention of meaningfully learned materials is extremely efficient since forgetting involves 'cognitive pruning', which enhances retention. Economy demands that specific items should be pruned by being incorporated at successive stages into the generalized meaning of a larger item. Proposals are made for the organization of language-learning materials by the use of a cognitive hierarchy. [References.] A following article takes up the methodological implications at a practical level.

EPQ ED EGD

73-24 Brown, T. Grant. Cognitive pruning in foreign-language teaching. *Modern Language Journal* (St Louis, Mo), **56**, 4 (1972), 222-7.

From the previous article by H. Douglas Brown the notion is drawn of a hierarchy of meaningfulness, from the most meaningful learning at the deepest level of cognitive structure to purely rote learning at the most superficial level. A survey is given of the development of Chomskyan transformational grammar, including the arguments extending to semantically based grammars, in which a distinction is made between *messages* (expressed in semantic categories and representing cognitive structure) and *codes* (syntactic, morphological and phonological rules). Reference to meaning enables the learner to assign phonetic or morphological facts to the appropriate structure. Both audio-lingual courses and cognitive-code courses practise the form of the code rather than the formation of message types. Questioning can be used to direct the attention of learners to the code for semantic concepts; text materials can be arranged around semantic classes, introducing related vocabulary which requires no additional morphological data.

EPQ ED EG ADF

- 73-25 **Châlon, Yves.** *Pédagogie des langues et prospective; réflexions pour 1984.* [Language teaching and the way ahead; thoughts for 1984.] *Mélanges pédagogiques* (Nancy), (1971), 15 pp.

At least 10 per cent of French citizens will need to be professionally bilingual in 1985; a large part of the remainder of the population will need some knowledge of a foreign language. Teaching strategies and the problems of student motivation will require reconsideration, and the experiences of bilingual regions (Alsace, Basque) and of bilingual countries (Belgium, Canada, Finland) may not be entirely relevant; the new requirement is for fluency in a continental, even world, language that will be relatively free of cultural overtones. There will develop a demand for comprehension skills in a third language; interlocutors will speak their mother tongue and understand each other but will forgo attempts to speak the foreign language. The age of introduction to a foreign language will vary according to the specific language and the social development of the individual citizen. There is a danger that lack of foresight in planning and financing modern-language teaching could leave skilled workers further at a disadvantage. A programme of action must be political, informational, and pedagogical and should incorporate practical research to clarify the factors which affect decisions.

EPQ ED EMV AFL (940)

- 73-26 **Elliott, A. V. P.** The end of an epoch. *English Language Teaching* (London), 26, 3 (1972), 216-24.

Behaviourism has for long influenced linguistics and foreign-language teaching. The end of the epoch was marked by Chomsky's review of Skinner's *Verbal Behavior*. Doctrines of stimulus and response, which seemed appropriate to American linguists concerned with language teaching during the Second World War, were later widely applied in the very different circumstances of long school courses. [The author compares Palmer's principles of language teaching with those of Lado, and examines the idea of habit

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formation. He gives a number of examples.] Simple habit-forming drills should be limited to the early part of a language course.

Partly as a reaction against grammar and translation methodology, language learners have been discouraged from analysing what they learn. Pattern practice, substitution tables, and guided writing have their place, but at some stage the learner must be allowed to set out alone in response to as realistic a situation as can be devised. A foundation of oral work is essential, but the only way in which wide experience of the language can be gained in the later stages is through reading. Foreign-language programmes should be reviewed in terms of local needs, and more attention should be given to the teaching of advanced learners.

EPQ ED EGV ADN

73-27 Ferencich, Mario. *Lingue moderne e interessi professionali.* [Modern languages and occupational interests.] *Scuola e lingue moderne* (Modena), 10, 4 (1972), 88-100.

A questionnaire by E. Strong about occupational characteristics was adapted for use in Italy and administered to sixty modern-language teachers and to 107 students. The purpose was to identify traits common to the two groups. On the basis of this information an attempt could be made to estimate the degree of job-satisfaction which a language teacher or conference interpreter might attain. Ideally a questionnaire will result which will help prospective undergraduates to make sensible choices among courses of study. Types of question are listed which take into account psychosocial estimates of degrees of masculinity and femininity. Ten sets of characteristics appear to be prominent and serve to differentiate men and women modern-language teachers and students, from other occupational classes. [Appendices show the raw percentages of replies, first in the questionnaire sequence, and secondly by population. The replies are divided into two sections throughout, one for men and one for women.]

EPQ ED EG EMT ARD 945

73-28 Götze, Lutz. Zur Applikation moderner linguistischer Theorien im Fremdsprachenunterricht. [The application of modern linguistic theories in foreign-language teaching.] *Zielsprache Deutsch* (Munich), 3/1971, 105-17.

The application of linguistic theories to the teaching of foreign languages and of the mother tongue has been the subject of much recent discussion. Although no linguistic theory is tailor-made for practical application, adequate description of language provided by modern linguistics can be a great help for more effective teaching. The descriptive view of language that started with Saussure has influenced almost all linguistic theories developed since then. Language learning was interpreted in terms of behaviourist psychology as a largely mechanical process, and this view was strengthened by the growing use of technical teaching aids. [The disadvantages of this approach are discussed.]

In the past few years there have been rapid and radical developments in linguistics. Transformational generative grammar is cited as the main new theory [short outline with examples, phrase-markers and bibliography given]. It describes the knowledge of linguistic structure but does not give instructions on how to use this knowledge. Chomsky's view on language learning is that the intuitive knowledge people have of their mother tongue must be recreated. Although transformational generative grammar does not directly influence language teaching, it affects the theory of methodology. It has made experts realize that language cannot be taught without explaining grammar, and it can be put to use in the elucidation of structures and rules. [Reasons and possible applications given.] The major aims of foreign-language teaching are to cultivate awareness of the language and to develop the ability to use it correctly. Both structuralism and transformational generative grammar provide insight into language from which teaching can profit; if put to use in the fields for which they are best suited, the two theories will complement each other rather than compete.

EPQ ED ADN

- 73-29 Hauptman, Philip C.** A structural approach vs. a situational approach to foreign-language teaching. *Language Learning* (Michigan), **21**, 2 (1971), 235-44.

Most foreign-language teaching methods are a mixture of structural and situational approaches. Linguistic theory itself offers little justification for either a structural or a situational approach. An experiment was conducted with the teaching of Japanese to American children, to compare the two approaches. The situational materials, based on dialogues, were written first, so that the contents of the structural course could be derived from them. There were differences between the two courses in matters of sequencing, explanation, drills, and practice. The situational approach produced results equal to or better than those of the structural approach, and better results with learners of high IQ and language aptitude. Material used to teach children a second language need not necessarily be graded in order of increasing difficulty. Children with high IQ or language aptitude should be given a situational type of instruction.

(495.6) EPQ ED EGR ADN (973)

- 73-30 Jäger, Siegfried.** 'Sprachbarrieren' und kompensatorische Erziehung: ein bürgerliches Trauerspiel. [Language barriers and compensatory education: a social tragedy.] *Linguistische Berichte* (Braunschweig), **19** (1972), 80-99.

Linguistic ability determines social relationships and social circumstances determine linguistic ability. A young person acquires codes which guide his choice of language items from a repertoire of rules and words called linguistic competence. Its use is designated performance. Different social circumstances breed different codes. This theory supposes that linguistic competence is independent of intelligence, but that these codes greatly influence intellectual development. If a working-class child suffers from poor verbalization resulting from his social circumstances, additional school tuition should make good the deficiency. The lack of success so far is due to weaknesses in the theory.

To understand the relationship between speech and thought we must understand the relationship between reality and concept. There must be a more precise method of measuring consciousness and reality if the problem of the content of speech is to be tackled. Well-established intelligence tests are rarely free of environmental influence but some problem-solving tests do exist which are free of such influence and they should be used to determine potential.

Present social strata as defined by the parents' profession and income are useless for measuring a child's social experience and its effect on his linguistic ability. Brückner's theory relating social status and the degree of independence of action at work might be more applicable if developed. Lower-class children have difficulties in school because schools are middle-class institutions requiring conformity with middle-class norms. This benefits the world of industry, not the individual. Social inequalities need removing through school reforms and through intensive research into speech and thought in relation to given circumstances.

EPP ED EFM EGR ELM

73-31 Kuhn, M. *Pédagogie et communication*. [Pedagogy and communication.] *Mélanges pédagogiques* (Nancy), (1971), 18 pp.

Society accords too much status to teaching and not enough to the encouragement of learning. Current concepts of the teacher's relationship with learner, subject and timetable are inimical to progress. They provide convenient terms which mask the complexity of the real situation. As a result there is a failure of communication. Attempts are made to remedy the failure by resorting to the devices of the mass-media because these exemplify successful communication. However, when they are used to teach something, communication fails to result for the reasons rehearsed earlier. [Reference is made to Lasswell's *The communication of ideas* in order to examine in greater detail the role of communication in learning situations.] Research in pedagogy is currently at the mercy of rival specialisms and of the institutionalized teacher. To improve learning the

teacher must leave the position of sole fount of knowledge and assume the task of mediator between the learner, the subject-matter, the media and the end-result in view.

EPQ ED AW

73-32 Perren, George. New languages and younger children. *English Language Teaching* (London), 26, 3 (1972), 229-38.

Large numbers of young children now learn new languages. The causes of the demand are complex. There is little agreement about the theories underlying the teaching methods used and little co-ordinated research on the wider problems involved. Belief in a similarity between foreign-language and mother-tongue acquisition seems often to have come more from experience of foreign-language teaching than from what was known of mother-tongue acquisition. Useful comparisons between foreign-language learning and mother-tongue acquisition are more likely when the foreign-language learners are very young than when they are older.

The intensive motivation of the earliest years of mother-tongue acquisition is not fully understood. Language as symbolism and language as the calculus of thought precede language as communication, but with the socialization of the child the need for communication grows rapidly. Studies of young bilinguals suggest that the two languages may first be acquired as two distinct behaviour patterns, habitual only in relation to particular individuals. If, when teaching a new language, we expect the child to generalize the symbolic use developed as an aspect of his relationship with one person, there may be difficulties. The child's stage of use of his mother-tongue might be taken as a guide for the functional categories of the sentences to be taught in a foreign language.

The acquisition of the mother tongue can no longer be seen merely in behaviourist terms and the issue is confused by the dichotomy between deep and surface structures. Possibly the language-acquisition device atrophies at an early age. In teaching a foreign language we should be cautious of any theory based on repetition of assumed stages of mother-tongue acquisition. If between the ages of four and nine the child goes through stages of considerable

syntactic development in the mother tongue, he should be taught comparable patterns and structures in the foreign language.

Motivation is influenced by the teacher's and parents' attitudes. Learning a new language ultimately affects social integration and future economic prospects, but the immediate surrender value of what the children learn at various stages must be as high as possible. Young children will learn a new language only if it obviously makes possible some purposeful activity other than language learning.

EPQ ED EGK EGR EMR

73-33 Roberts, Reg. Aims and objectives in language teaching. *English Language Teaching* (London), **26**, 3 (1972), 224-9.

The term 'aims' should be reserved for long-term goals and 'objectives' for short-term ones. The teacher's approach to language teaching should be governed by the long-term aims of the course, but lesson content is a matter of immediate objectives. [The author compares the views of Mackey and Rivers, and also quotes from K. Richmond on aims and objectives.] Remembering long-term aims will help the teacher to ensure that the lesson is another step in the right direction, but long-term aims are not a substitute for precise lesson objectives.

EPQ ED

73-34 Schäpers, Roland. Das Dilemma der Landeskunde oder Der Unfug mit dem Mercedes. [The dilemma of teaching about a country or The trouble with the Mercedes.] *Zielsprache Deutsch* (Munich), 2/1972, 45-54.

Syllabuses tend to give three elements as the aim of language teaching: language, literature and knowledge of the country. Unlike the first two elements, what is meant by knowledge of the country has remained largely undefined. A seminar held by the Goethe-Institute in March 1970 indicated how difficult it is to avoid the confusion between teaching about a country, and merely giving lessons in the relevant literature, geography and history.

EPQ ED EFG (943)

73-35 Strauch, R. O. U. Bemerkungen zum Verhältnis von theoretischer Linguistik und Fremdsprachendidaktik. [A discussion of the relationship between linguistic theory and the teaching of foreign languages.] *Linguistik und Didaktik* (Munich), 3, 9 (1972), 20-31.

After years of discussion, the question of the applicability of linguistic theory to foreign-language teaching still evokes interest, because no satisfactory answer has yet been found. The author gives his personal views on the subject without claiming to have devised a new and better model.

With the development of transformational generative grammar, descriptive linguistics has undergone substantial changes. As their respective goals and methods are so different, the linguist has not been of much help to the teacher of foreign languages. The teacher has two main tasks: to create contextual situations that promote language acquisition in as natural a way as possible and to provide the student with means for judging cultural-linguistic norms and stylistic variants. The student's learning strategy should include rules for simplifying and speeding up the process of learning.

The behaviourist-structural theory of language acquisition is picked out for discussion, but several of its basic principles are rejected as unconvincing. More recent psycholinguistic research postulates that human beings are born with an intuitive knowledge of the abstract criteria making up the formal basic laws of language in general; the acquisition of the mother tongue can be regarded as an inductive process. Four generally accepted points are listed [with examples] which provide evidence to disprove some behaviourist beliefs. The main conclusion is that nobody has yet explained satisfactorily how exactly a child acquires a system of rules in his mother tongue.

The mind of the small child is believed to be pre-programmed for the acquisition of language, and this innate ability can be drawn on later for second-language learning, although the process takes place under different conditions. Generally accepted differences between the acquisition of the mother tongue and learning subsequent

languages are discussed; the importance of some of the assumed difficulties is questioned.

The general conclusion is that the teachings of linguistics have very little *direct* influence on foreign-language teaching, but that they have an indirect effect by providing the teacher with better and more detailed descriptions of language, and by giving him more background information for his work. [Summary of his most important tasks; some suggestions on the practical use of transformation.]

EPQ ED EGV ADN

ERROR ANALYSIS

73-36 James, Carl. The diagnosis and analysis of error – some insights from linguistics. *Audio-Visual Language Journal* (Birmingham), **10**, 2 (1972), 75-9.

A broader view should be taken of the relevance of linguistics for the language teacher. Linguistics can contribute to the teacher's attitude and subsequent reaction to the student's errors, and provide a framework of categories within which an error can be located. Various linguistic models can be used.

The relative gravity of errors is a function of their rank, or of the domain of the rules they contravene. Errors of competence are more serious than errors of performance. The foreign-language grammar a learner constructs may be a contrastive or 'contact' grammar, not commensurate with the native speaker's grammar. A linguist's grammar is not necessarily a psycholinguist's grammar. Errors are not isolates but systematic. Diagnosis of error is logically but not procedurally subsequent to demarcation and analysis.

Foreign-language learners' errors are either intralingual or interlingual. The former are accountable by reference to the target language, the latter arise from the learner's transference of patterns of his first language to the target language. Intralingual errors are made during the normal course of mother-tongue acquisition, as well as in foreign-language learning. Types of teaching involving contrast and transformation probably foster such errors. Interlingual

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errors are the concern of contrastive analysis which needs to take deep structure as well as surface structure into consideration. Not only the 'patterns' but also the cognitive modes of the first language play a part. The successive stages of a learner's internalization of the target language should be compared. This involves the study of so-called 'approximative systems', implying consideration of the dynamism of the propensity to error on the part of learners.

(420) EPQ EHM ADN

73-37 Sah, P. P. Towards a theory of error analysis. *York Papers in Linguistics* (York), **1** (1971), 29-56.

Discussions of contrastive analysis often overlook the vagueness of the features that are contrasted. However, it is useful to assign items for comparison to a 'super-set' of loosely-defined features. [A consideration of the features involved for English is extended to translation equivalents in Hindi.] Studies of errors made by learners should be used as a basis for teaching. A study is described of errors made by Hindi speakers in writing an English essay. It was found that only half the errors could be accounted for by interference. [A schema is given for the categories under grammar, lexis, style.]

(420) EPQ EHM AYF (491.43)

TESTING

73-38 Oller, John W. and Christine A. Conrad. The cloze technique and ESL proficiency. *Language Learning* (Michigan), **21**, 2 (1971), 183-95.

The cloze procedure is a test which measures integrative language skills. It has the advantage of requiring the student to perform tasks similar to those of native speakers in sending and receiving messages. It may be applied to teaching and is easy to construct and score. [Research with native and non-native speakers is briefly summarized.]

A cloze test was given to two groups of native speakers and various groups of non-native speakers of differing levels of proficiency in English. Results showed that when the exact-word scoring method was used, the test failed to discriminate adequately between

native and non-native speakers, while it over-emphasized the differences among native-language speakers (in this case, freshmen and graduates). When any contextually acceptable word was counted as correct, the differentiation of non-native-language speakers was better, and there was closer correlation with external validating criteria. The ability to carry out language tasks may vary more widely among native-language speakers than it does among native-language and select non-native-language speakers. Thus specific ESL training for fairly advanced ESL speakers may be less effective than instruction in subject-matter of the type normally provided to native-language speakers. On the cloze test used, some of the advanced learners did better than some of the native-language freshmen. Cloze test scores correlate well with reading comprehension and dictation scores. [Bibliography and specimen cloze test passage.]

(420) EPQ EHP

73-39 Skálová, Eva. Návrh na testování anglických mluvnických znalostí na střední škole. [A proposal for testing the knowledge of English grammar in secondary schools.] *Cizí jazyky ve škole* (Prague), 15, 9 (1971/2), 401-5.

A set is discussed of specimen tests to be applied to students of English in some grades of the basic nine-year school and of the general (higher selective) secondary school in Czechoslovakia. These tests are not standardized attainment tests, but only proposals which the teachers are expected to modify and adapt to their teaching conditions. The purpose of these tests is to assess half-yearly or annually to what extent the learners have achieved the objectives in the foreign-language programme. The tests should be elaborated by a group of teachers and a native English speaker should be consulted. Advice is given on how to proceed with the item analysis (for instance, how to determine its facility and discrimination value). The preparation of at least two versions of the test is recommended in order to prevent older pupils who have taken the test previously from influencing younger ones. These forms of grammar testing are suggested: (1) item substitution, (2) item trans-

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formation (for example, singular into plural), (3) multiple-choice answers. Three short specimen tests in English grammar for pupils of the eighth grade of the basic nine-year school are given.

(420) EPQ EHP EMS (943.7)

TEACHER TRAINING

73-40 **de Diaz, Isobel.** Remedial training for Colombian teachers of English. *English Language Teaching* (London), 26, 3 (1972), 278-83.

Remedial teaching is described undertaken at vacation seminars for teachers of English in Colombia. The teachers are trained in oral description, questioning, narration, and debate. [Examples given.]

(420) EPQ ELM EKF (986.1)

73-41 **Stehlík, Václav.** Mikrovyučování v přípravě učitelů cizích jazyků. [Microteaching in the training of foreign-language teachers.] *Cizí jazyky ve škole* (Prague), 15, 9 (1971/2), 405-8.

One of the aims of microteaching is to establish the proper conditions of training for the future teacher but without plunging him into a real teaching situation. The period should last not longer than five minutes, should focus on one procedure or item, and classes should consist of only five pupils. Microteaching, in which closed-circuit television can be advantageously exploited, contributes to the more efficient training and 'in-service' training of foreign-language teachers.

EPQ EKF ELV (943.7)

TEACHING METHODS

- 73-42 Deva, Ferruccio.** Grammatica tradizionale o grammatica funzionale? [Traditional grammar or functional grammar?] *Rassegna italiana di linguistica applicata* (Rome), 4, 1 (1972), 1-40.

A recent experiment confirms that the age of seven to eight remains, as Piaget described it, a watershed in a child's reasoning processes. Before this stage words such as *because* and *sorry* will not be appropriately used in spontaneous utterances. Children lack an awareness of the distinction between juxtaposition and syncretism; they fail to synthesize.

Although children of primary age cannot handle grammatical terminology and discussion, it is possible to draw up a programme of work which will give them an intuitive functional grammar on which to build as they grow older. Their attention can first be focused on the simple sentence and its component parts as a representation of an event they have witnessed, then as describing a picture of a completed event. Subsequently they can be shown how a series of sentences relates to a chain of events. Plurality can be shown by reference to similar work with sets in mathematics. In the later primary stage (third year), sentences can be divided into noun groups, verb groups and adverbial groups, or be compiled from jumbled sequences. A start can be made on identifying the functions of different words in the sentence, operational words, grammatical words, link words and so on. [Procedures are suggested and their purposes explained.] A functional grammar on these lines does not necessarily cease to be useful at the end of the primary school.

EPQ EL EGR EMR AK

- 73-43 Raasch, Albert.** Neue Wege zu einem Grundwortschatz. [New ways of compiling a basic vocabulary.] *Praxis* (Dortmund), 19, 3 (1972), 235-44.

Frequency, distribution, *efficacit *, coverage, and relation to the learning target have been among the criteria hitherto used in

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compiling basic vocabularies. In general, the lists which have been subjected to statistical methods have been compiled from a written corpus and are therefore of only peripheral use in second-language teaching aiming at oral communication. There is uneasiness about subjective modifications of frequency-count lists but attempts to quantify these modifications are not the right approach.

We should not be wasting time on modifications but should determine the teaching goal, define the situations related to it and see the learner as playing a part in these situations. Description of the types of situation and behaviour patterns within them is more important than mere frequency. A pragmatic approach to the description of the competence of speaker and partner in producing sentences adequate to the situation is necessary, and should cover speech intentions such as information, warning, persuasion and request.

Once the teaching goal is established, categories of relevant situations should be set up, with speech patterns based on roles within these situations and a corpus to suit them. Work on statistical evaluation and linguistic description should follow. The result will be not just isolated words but also expressions and sentences allowing a choice of roles within the teaching framework.

EPQ EL AL ATD

73-44 **Roach, P. J.** Phonetics in pronunciation teaching. *Audio-Visual Language Journal* (London), 10, 1 (1972), 34-40.

Phonetic training helps the teacher to diagnose systematic pronunciation errors and correct them, and also to improve his or her own pronunciation. Pedagogical descriptions of the pronunciation of languages should make it clear whether they are offering material for the teacher's benefit or the outline of a pronunciation course. Dissatisfaction with the IPA classification of speech sounds may lead to the adoption of systems theoretically more satisfying but less useful for practical purposes. It is to be hoped that the IPA chart will be revised.

In the initial stages of teaching English, drill of particular sounds

is less important than emphasis on stress, rhythm, and intonation. Time should not be wasted on theoretical explanation which could be spent on learning the language, but courses to encourage primary-school children to take an interest in linguistics and phonetics rather than in a particular language might be possible. For the majority of pupils the aim should be intelligibility and fluency. [The author briefly describes the development of new apparatus in the language laboratory at the University of Reading.]

(420) EPQ EL AJ ATD

73-45 Ropa, Denis. Un lycée bilingue au Cameroun. [A bilingual grammar school in Cameroon.] *Français dans le Monde* (Paris), **86** (1972), 20-4.

Cameroon has had French and English as its second languages since 1961. [Demographic statistics are given distinguishing the types of school and pupil, the state and private sectors.] In 1963 a bilingual *lycée* was established at Buea with the intention of providing a truly bilingual and bi-cultural education. There were massive shortfalls in buildings, equipment and texts and there were not enough anglophone teachers. These and other difficulties were progressively overcome.

Initially, francophone pupils were entered for the BEPC (*Brevet d'Études, premier cycle*) and the *Baccalauréat*, and anglophone pupils for GCE. Groups were taught in two distinct, second-language classes. In 1967 the fourth form was reorganized: both classes were to be bilingual and both would prepare first the BEPC at the end of the fourth year and then O-level at the end of the fifth year. [Table of weekly hours per subject and per language, with a total class-time of 36½ hours. Results at BEPC and O-level.] However, the form of the two examinations and the teaching-styles which prepare pupils for them differ widely, and modifications were made in 1968. [Tables and results given.]

Cameroon needs a single, national examination system at the end of secondary schooling; a curriculum which blends French with English elements has been sketched. Bilingual second-language

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schools could promote good relations among black African states. Their pupils must show an aptitude for languages and their teachers need special qualities of resourcefulness, energy and tolerance.

EPQ EL EH ENW 967.11

CLASS METHODS

73-46 Raz, Hana. Topic-centred teaching in 'new' classes. *English Teaching Guidance* (Tel Aviv), **24** (1972), 10-14.

In spite of the variety of textbooks, we are often at a loss when faced with a new group, especially of less able pupils. A topic-centred approach is helpful: it can be used independently of any particular textbook, and it allows for maximum flexibility in methods and in linguistic and situational content. The choice of topic is very important, but certain interests can be assumed if one knows the background and age-group of the pupils, and some topics can be presented at several different levels of sophistication. [Examples are given of the handling of various topics.] A topic-centred approach makes it possible to suggest to the pupils relevant individual or group projects.

EPQ ELD (956.94)

73-47 Remsbury, Ann. Oral method through puppetry. *English Language Teaching* (London), **26**, 3 (1972), 252-6.

[The author refers to her experience with the Hogarth Puppets in London and in teaching English in the Far East.] Puppets take the dullness out of repetition, and with little encouragement the audience begins to repeat what the puppet says. The use of puppets also breaks the confines of the classroom, enlarging the range of topics that can be discussed. No time is wasted drawing and writing on the board and fast responses are encouraged. It is easy to prompt various simple answers to questions. A puppet show is remembered longer than a lesson. When a puppet criticises, the pupil's feelings are not hurt. Puppets are cheap to make and are not for younger children only. The medium can be useful in teacher training. [Short bibliography.]

EPQ ELD

READING

- 73-48 Morris, John.** Creative reading. *English Language Teaching* (London), **26**, 3 (1972), 257-61.

Reading is more commonly described as a critical than a creative activity. However, creative reading is of crucial importance in first-language situations, and in the teaching of a second language. [The relationship between the reader's comprehension and his emotional involvement is described, and illustrated by examples drawn from the author's experience of teaching English in Uganda.]

EPQ ELD ASP (967.61)

SPEECH

- 73-49 Been, Sheila.** Teaching the stream of speech. *English Teaching Guidance* (Tel Aviv), **24** (1972), 21-8.

Prosodic features should be taught with structures, lexical items, reading and writing, and not in isolation. The tape-recorder is particularly useful in this field. [Full details are given of seven types of exercise which can be used at all levels to test awareness of the sound system.] Once a pupil has acquired a 'feeling' for the sound system, the other skills fall into place more easily.

EPQ ELD AJP ATD

- 73-50 Bowen, J. Donald.** Contextualizing pronunciation practice in the ESOL classroom. *TESOL Quarterly* (Washington DC), **6**, 1 (1972), 83-94.

Oral communication is one of the main purposes of language study, but pronunciation teaching has not been particularly successful. One way of improving it would be to integrate it better with other elements of instruction; it is too often treated as something to be taught separately. Pronunciation has been taught in various ways: by model and imitation, by explanation, by practice, by comparison and contrast, and by a combination of these.

There is difficulty in internalizing new contrasts if the presentation

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has not taken place in a meaningful context. The context for a minimal pair should be an entire situation, supported by visual images and placed in a setting which supplies intellectual stimulus and interest. [The author gives a number of examples, explaining one of them in detail.] The students work with familiar concepts, associated with easily distinguished clues. The activities carry non-arbitrary messages and the sequences have been found interesting.

(420) EPQ ELD EMV ATD

73-51 Ostanenko, A. I. and E. M. Rozenbaum. Ситуация в обучении устной речи на иностранном языке. [The situation in the oral teaching of a foreign language.] *Русский язык за рубежом* (Moscow), 4/1971, 64-7.

Since extralinguistic situations provide the stimuli for sentence construction, effective oral teaching must be based upon an appreciation of the four main characteristics of the speech-situation: the objective, the subjective, the meaning and the items of language used. As natural speech includes unforeseen extralinguistic factors, often interpreted differently by speaker and listener, simple transformations of speech patterns in an exchange of language between teacher and pupil are insufficient to encourage natural communication.

[In teaching oral communication three types of interrelationship are possible when the theme is dependent upon a situation and two types when the situation is dependent upon a theme.] Meaning is more closely related to the theme of a conversation than to the situation in which that conversation occurs. Hence, whilst an awareness of the theme may always suggest possible situations to the learner, certain situations may arise which give no clue to their theme, as there may be numerous and rapidly changing themes in any given situation. In the school programme, therefore, the theme must be clearly distinguishable in a given speech situation, since it is the basic meaningful component of such situations. [Diagrams and explanations expand on the types of situation possible in classroom speech activity.]

A model for oral situational teaching must be derived not only

from the nature of the relationships between situation and theme but also from an appreciation of the four characteristics of the speech situation. [A detailed example is given of how these four characteristics may be worked through in the classroom, and it is noted that the subjective interpretations of the learner occur more frequently in a positive and useful way as the teacher moves towards natural speech situations.]

EPQ ELD ATD (947)

COMPOSITION

73-52 Cave, George N. From controlled to free composition. *English Language Teaching* (London), **26**, 3 (1972), 262-9.

There has been repeated discussion whether to teach extended writing through small and rigidly controlled steps, or through unrestricted practice. A method that involves a mixture of quality and quantity is preferable, weight being given to one or the other depending on the way particular learners respond. [The teaching programme drawn up by the author is intended for culturally deprived children in the Guyana sugar belt, lasts for a school term, and leads from controlled to free composition.]

Errors are classified and records kept for each student, and for the class as a whole. The programme includes single-picture study, multiple-picture study, consideration of the sentence and of techniques for its expansion, study of poetry and prose, discussion of tape-recorded reading aloud, reading at home, consideration of the paragraph and of longer pieces of writing.

General difficulties of grammar are covered by means of substitution and transformation exercises and by inferring the underlying rule. Extended writing develops logically in relation to ideas suggested in class or is based on topics of current interest. Letters are given special attention. As the programme develops, increasing emphasis is given to an integrated reading programme to provide ideas for sentence and paragraph patterns. Pupils' progress is charted.

EPQ ELD ENR ATG (988)

73–53 Paulston, Christina Bratt. Teaching writing in the ESOL classroom: techniques of controlled composition. *TESOL Quarterly* (Washington DC), **6**, 1 (1972), 33–59.

In the audio-lingual approach to language teaching, writing has been neglected. At the beginning and intermediate levels, writing reinforces and consolidates the other language skills. It helps to provide variety in classroom procedures, makes individualized work possible in large classes, increases retention, and enables the learner to measure his improvement. At more advanced levels it can become a goal in itself, but creative writing is best done in the native language.

Basically there are two methods of teaching composition: controlled and uncontrolled. The use of controlled composition techniques makes it possible to teach one thing at a time while focusing the learner's attention on the language patterns, ensures a careful grading and sequencing of the patterns, has a favourable effect on motivation, and enables writing assignments to be given frequently.

The degree of control lies both within the model and within the type of manipulation required of the student. [Examples of various kinds of written exercise are given, beginning with substitution tables in which control is complete.] Since no amount of mechanical writing will teach a productive generating of sentences, two methods are outlined for relaxing controls for beginners and for advanced learners. [Techniques of control are listed and illustrated, such as substitution tables or frames, models with directions for re-writing, pictures and dictation. Techniques of semi-controlled composition are also described.]

(420) EPQ ELD ATG

LITERATURE

- 73-54 Sharwood Smith, M.** Some thoughts on the place of literature in a practical English syllabus. *English Language Teaching* (London), **26**, 3 (1972), 274-8.

At one time literature had pride of place in a foreign-language syllabus, but there has been a swing away from literature towards the teaching of English for use in day-to-day situations. A teacher is likely to choose texts in non-literary English. However, literature can play a role in the teaching of practical English as an example not only of the imaginative use of English but also of the variety of current styles in English. [The author proposes a reading-speaking course, originally designed for extra-mural students but adaptable for use in secondary schools, based on a modern work of literature which gives insight into a modern English-speaking community.] The story enables individual passages to be linked and contextualized as well as all exercises. The student makes a précis of each chapter and these form a simplified version of the book.

(420) EPQ EL DAVL

- 73-55 Holley, Freda M. and Janet K. King.** Vocabulary glosses in foreign-language reading materials. *Language Learning* (Michigan), **21**, 2 (1971), 213-19.

Although vocabulary glossing is an accepted practice, research as to its value has not been undertaken. Students tend to favour vocabulary glosses more than teachers do. Theoretical studies provide conflicting evidence. An experiment was conducted, using six different forms of a story, two forms of glossing and an attached word-list, to discover the effect of glossing foreign-language reading materials with low and high new-word densities. Results showed that the glossing of new words neither facilitated nor hampered the acquisition of new vocabulary. Glosses permit more rapid reading. A consistent approach to glosses should be used in the preparation of texts.

EPQ ELD ELP AL ASP

- 73-56 Ibañez, Roberto.** Deskriptive Grammatik und pädagogische Grammatik. [Descriptive grammar and pedagogical grammar.] *Linguistik und Didaktik* (Munich), **3**, 9 (1972), 58-62.

Among language teachers the question is often raised as to what contribution modern linguistics makes to the learning of foreign languages and of the mother tongue. To answer this question satisfactorily, the goals and methods of linguistics are briefly analysed. American structuralism and transformational generative grammar are mentioned as frequently used language models, and their relationship to each other is clarified. The principle of economy is assigned particular importance in the establishing of a system of rules in the framework of a descriptive grammar. At present, pedagogical grammar as it is encountered in textbooks appears confused. Its authors are people from various fields of language and educational studies; the results of their efforts are often unsatisfactory.

Three kinds of grammar are briefly described: internalized or intuitive; descriptive or analytical; pedagogical or didactic. None of them can ever aim at being a complete description of language. A linguistic model cannot be taken unchanged and used as a pedagogical grammar. Linguistics can, however, provide the basis of information for such a grammar. Pedagogical grammar facilitates insight into language teaching, either in general or as it relates to one particular language. A textbook along these lines should ideally be compiled by various experts on language, including an information theory expert, working as a team.

EPQ ELD ELP ADN

- 73-57 Jarvis, R. A.** A pedagogical grammar of the modal auxiliaries. *English Language Teaching* (London), **26**, 3 (1972), 238-48.

A pedagogical grammar must make a virtue of eclecticism, and must be assessed against the criterion of the practical usefulness and explanatory value of the teaching materials based on it. It should provide schemata which guide the learner to organize his knowledge.

Pedagogical treatment of the modals suffers from omissions, misplaced emphasis, inadequate treatment of meaning, lack of an organizational matrix, and the neglect of function. [The author gives examples and comments on Chomsky's and on Boyd and Thorne's theoretical accounts of modality and outlines part of his own pedagogical grammar of the modals under the headings of function, negation and the grammar of the teacher.] (420) EPQ ELD ELP ADN AK

73–58 Wäber, Gottfried. Der Text im Mittelpunkt des modernen Fremdsprachenunterrichts. [The text as the central point of modern foreign-language teaching.] *Zielsprache Deutsch* (Munich), 2/1972, 63–71.

To occupy a central position in language teaching and to stand between the two extremes of the traditional grammar/translation method and the structural method the text must contain basic vocabulary, clearly imaginable situations, short units of dialogue with logically built up structures and achieve a balance between form and content. The majority of textbook pieces and original literary texts do not fulfil these demands. The biggest problem is contextualization. Suitable samples may be found from modern German prose writings for use as a basis for further exercises. The steps from textual study to productive linguistic performance may be labelled preparation, reception, reproduction, production. This progression is firmly based on the modern psychology of learning. In the upper classes the value of intensive and extensive reading, interpretation and translation must be considered. Even here the text must be seen in its widest sense as communication. Modern linguistics and cybernetics permit precise definition of learning goals and tests which can be related to texts.

(430) EPQ ELD ELP ADN

PROGRAMMED INSTRUCTION

- 73-59 **Fox, J.** Computer-assisted learning and language teaching. *Audio-Visual Language Journal* (Birmingham), 10, 2 (1972), 103-5.

Computer-assisted learning (CAL) involves communication between a learner and a computer, normally through a teletype. Sometimes more equipment is used (cathode-ray tubes, light-pens, and visual devices such as slides and filmstrips). CAL materials have been classified into drill and practice, tutorial and dialogue modes. Drill and practice involves a simple linear presentation of problems and has been used for vocabulary learning and also for the teaching of arithmetic. Tutorial CAL relieves the classroom teacher of the main responsibility for teaching. It tends to individualize the instruction and adapt it to the learner's needs. Simulated dictation exercises, as in the IBM German programme, belong to this mode. The dialogue mode (not yet feasible) would represent a learner's controlled situation in which the learner and the computer communicate in natural language.

CAL is more flexible than other language-teaching methods, since a language programme can be changed in a few seconds. It is also speedy in operation and enables complex marking and calculating operations to be done instantaneously. One computer can serve hundreds of students and each learner is treated as a separate case. CAL will eventually be central to teaching programmes.

(430) EPQ ELD ELW AXM

- 73-60 **Tucker, C. Allen.** Programmed dictation: an example of the PI process in the classroom. *TESOL Quarterly* (Washington DC), 6, 1 (1972), 61-70.

Some teachers lecture about the language instead of involving the learners in its use. Programmed instruction (PI) is a process which focuses on the learner and the act of learning. It makes careful use of the learner's activities to facilitate his acquisition of a set of terminal skills. Programmed dictation can help teacher and learner to obtain

information about the occurrence of errors in hearing. The author classifies errors into different kinds and describes how programmed dictation can be given to expose them with relative ease. Groups of sentences for discrimination are read in advance onto tape: for instance, *you have been studying English for three months* and *he had been studying for only a week*. As soon as the students have finished writing, after the third reading of each sentence, the teacher provides feedback by displaying the sentence, written to include all the contractions he used, in an opaque projector. The teacher does the programming and also provides immediate knowledge of results.

(420) EPQ ELD ELW AJK

73–61 Block, J. R. But will they ever learn to spell correctly? *Educational Research* (Slough), **14**, 3 (1972), 171–6.

The arguments against the initial teaching alphabet are recapitulated, and forty-seven studies are reviewed which measure the spelling of children taught by ita – and it is emphasized that it is a medium, and not a method – against those taught by traditional orthography. [Two tables are given of results measuring spelling achievement in the conventional alphabet at the end of grades 1, 2 and beyond, chiefly by the Stanford (Spelling) Achievement Test.] The studies suggest that once the transition from ita is accomplished, pupils tend to spell better in the conventional alphabet than those taught in traditional orthography from the beginning.

EPQ ELD EMR ASM

SECONDARY PUPILS

73–62 Verron, Laure. Cinq ans d'enseignement audio-visuel – bilan et réflexions. [Five years of audio-visual teaching – a balance sheet and reflexions.] *Langues Modernes* (Paris), **65**, 5/6 (1971), 45–55.

The author describes the fifth-grade and sixth-grade classes to whom English has been taught audio-visually, the teaching materials, and the arrangement of the classroom. She describes the results

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obtained by the end of the sixth grade, stressing oral proficiency, the exclusion of translation, the high standard of pronunciation and of spelling, the oral beginning, and the interest taken by the pupils. Before the end of the fifth grade, pupils are led to an awareness of simple rules of grammar, since they may be transferred to schools using a traditional method. Long-term results show that pupils avoid word-by-word translation, are superior in pronunciation and aural comprehension, work more quickly, and show more interest than those taught on traditional lines.

Nothing but English is spoken in the language lesson. A programmed, audio-visual method is followed. Language and action are closely associated. With the help of the tape-recorder the pupils are plunged into a 'sound-bath' of English. There is no translation. [Detail of teaching procedures is given.] Imitation is important in the learning of both pronunciation and grammar. Rules are too abstract for most children but the active use of new structures is mentally stimulating. Substitution exercises and games are included.

Only an integrated audio-visual course can expose the pupils sufficiently to the language as spoken by different voices. The method is based on a strict grading of syntactic structures. [The general lines of each week's work described.] Mechanical exercises are avoided and use is made of games. [Examples.] Questions bearing on the pupils' daily lives are asked. An English environment is created in which the children feel a need to understand what is said, to speak, and to act.

(420) EPQ ELR ELW EMS 944

TERTIARY STUDENTS

73-63 Binyon, Michael. Industrial contacts boost Bradford languages course. *Times Higher Education Supplement* (London), 44 (11 August 1972), 5.

The University of Bradford makes unique use of the year spent abroad by most students reading modern languages, by placing them in full-time, well paid jobs in industry demanding specific language skills. Apart from its links with other European universities,

Bradford has built up contacts in some eighty international industrial concerns. By spending two periods of six months each in foreign industry, undergraduates are given intensive exposure to a varied language register and real experience of the economics and sociology of the country concerned, which forms a complementary part of their language degree. The student also writes a dissertation abroad which brings him into contact with the people of the area. [Details given of the methods used in pioneering the scheme eight years ago and in matching the job to the student's interests and abilities.] Public money is saved since the salaries paid are substantial, and industrial experience is valuable to the graduate in search of a job. Bradford is to start a research project to monitor its scheme.

EPQ ELD ELK EMT 940

ENGLISH See also abstracts 73-37/40, -50, -53/4, -57, -60, -62
 73-64 **Andrésen, Björn Stålhane.** Vowel No. 10 /ʌ/ – a teaching problem. *English Language Teaching* (London), 26, 3 (1972), 295-9.

In Norway, Denmark and Germany there is a tendency to mispronounce /ʌ/. Recordings made by a native RP-speaker were played to Norwegians with little or no knowledge of English, to Norwegian students of English and to British students on a summer course. The listeners were told that they would hear a foreigner who was trying to say Norwegian words and were asked to decide which word he had said. Most of the listeners chose the Norwegian /a/-word but other identifications varied from one item to another, suggesting that the distribution of /ʌ/-allophones and their identification depend partly on the phonetic context. The tradition of associating all allophones of English /ʌ/ with Norwegian /ø/ was established in the 1860's. [The author gives three possible explanations and suggests how /ʌ/ should be taught to Norwegian learners of English. Short bibliography.]

420 EPQ EL AJT 948. 1

- 73-65 Court, Christopher.** Word-linking and unstressed words in English: a problem for speakers of Thai. *English Language Teaching* (London), **26**, 3 (1972), 284-8.

In Thai speech each syllable stands out, few consonant clusters occur, and syllable boundaries are clear. Speakers of Thai have difficulty with English liaison, with morphological endings such as *-s*, *-es*, and *-ed*, with unstressed words, and with normal English sentence stress. Thai speech rhythm could be tolerated in English speech; however, consonantal articulation should be clear, and the only way to improve very poor aural comprehension may be to work on sound-production. Problems of structural comprehension are caused by failure to hear inflexional endings and unstressed words signalling negation, number, tense or mood. They can be attacked by a combination of recognition and production exercises. [The author describes the method, one disadvantage of which, he says, is that it is not very contextualized.]

420 EPQ ELD AJP 959.3

- 73-66 Ewer, J. R. and E. Hughes-Davies.** Further notes on developing an English programme for students of science and technology (2). *English Language Teaching* (London), **26**, 3 (1972), 269-73.

An effort was made to describe the language used for instructions and to produce appropriate teaching material for an introductory course for students of science at the University of Chile. About sixty common modifiers and 280 verbs of high frequency and range were identified. The students were issued with a simple kit giving intensive practice in the instructional vocabulary.

The average teacher employed in teaching English to science and technology students may have been left with an anti-science bias by his literature-oriented education, and this may ruin his relationship with the students. He tends to teach too slowly because he assumes that his students' difficulties are similar to his own, or he may acquire an inferiority complex. The emphasis in his teacher-training programme was probably on children in their early teens.

He will also have the problem of trying to remedy the lack of didactic materials.

In the final year of the special English course for teacher trainees at the University of Chile each student concentrates on one of two areas of 'special' English in the fields of science, technology, or business. The special training scheme has ensured a permanent supply of teachers with a command of scientific and technological English, equipped with appropriate teaching aids and appreciative of the scientific point of view. The active cooperation of the English-teaching staff and the staff of scientific and technological departments is essential. [See also *ELT* 26, 1 (1971) for the first part of this article, or *Language-Teaching Abstracts* 72-258.]

420 EPQ ELD EKF ANG 983

73-67 Kreidler, Charles W. Teaching English spelling and pronunciation. *TESOL Quarterly* (Washington DC), 6, 1 (1972), 3-12.

English spelling is not simple and consistent enough to be a guide to pronunciation for the beginner. We do not understand our spelling system and how it works, and so we do not teach the elementary student about it. The learner's mastery of the sound system is rightly emphasized, but the orthography is often replaced by a transcription in which each sound and symbol uniquely correspond.

If a regular spelling system is one in which a graphic unit always represents the same phonic unit in a particular environment, then English spelling is almost regular. Any grapheme may have more than one value, but its value in a particular word depends on a complex of interrelated facts: the inner structure of the word, its stress pattern, and the part of speech to which it belongs. The identification and pronunciation of written English words does not depend on the mechanical application of 'phoneme-grapheme' correspondences. Different spellings signal different sound relations rather than different sounds. Vowel sounds are represented by three different patterns of vowel letter. [Detail is given, and the author examines the values of *ow*, *ti*, and *tu*.] English spelling is complicated but not chaotic.

420 EPQ EL ASL ATD

73-68 Lott, Bernard. Preparing structural tables. *English Language Teaching* (London), **26**, 3 (1972), 249-51.

Attention has shifted from language drills based on structural tables to language for situations, but this has to be described before it can be taught. Wrong structuring of sentence patterns is a habit easily acquired. [The author examines the structuring of certain sentences with *want* and points to what the learner must know in order to use *want* correctly in particular contexts. He also examines the use of initial *Hardly*.] Sometimes one cannot say precisely what is or is not an essential part of the structure. The regularities of the structure must be clearly shown and the student must concentrate on the words which are essential and without which correct sentences based on the structure cannot be formed.

420 EPQ EL AK

73-69 Mason, Charles. The relevance of intensive training in English as a foreign language for university students. *Language Learning* (Michigan), **21**, 2 (1971), 197-204.

Foreign students in American universities are often given remedial courses in English. Research was undertaken to establish whether as a result their efficiency in English is improved, and whether they are more successful in the academic programme than students who take a full load of regular academic work. Experimental and control groups of nine and fifteen subjects respectively were selected from foreign students whose scores on the English test battery devised by the University of Hawaii English Language Institute would place them in advanced sections of an EFL course in writing or in advanced or intermediate sections of aural comprehension, structure, and reading. Results showed that after one semester there was no significant difference between the groups in any English language skill. In overall academic success there was no significant difference after one year.

Existing tests cannot predict the academic success or failure of foreign students. Compulsory intensive EFL work in a second-language environment may be a waste of time. Most foreign uni-

versity students are ready psychologically for immersion in the second-language environment and may be reluctant to accept the idea that they need work in English similar to that undertaken in their own countries. The tests do not measure the language learning that takes place in a second-language environment. Students who have found their regular academic programme too difficult and who have diagnosed their language needs may benefit from an EFL programme.

420 EPQ ELM EMT ENV (973)

73–70 Narayanswamy, K. R. An experiment in reading comprehension at the college level. *English Language Teaching* (London), **26**, 3 (1972), 300–9.

Because in India the medium of instruction in the universities is being regionalized, relatively few students will need to speak or listen to English but a reading knowledge will be essential. [The author describes an experiment undertaken at the Central Institute of English, Hyderabad, in the improvement of reading comprehension at college level.] Three groups were given a reading course designed to improve reading speed. The course was effective with two of the groups. Many students had little previous practice in silent reading. In order to identify some of the difficulties, the class was given a vocabulary test and an oral reading programme. As a result, the aim was defined as the improvement of the students' word-recognition skills, of their reading vocabulary and of their ability to recognize the structures that carry meaning.

Teaching the students to guess the meanings of words with the help of contextual and structural clues was an important part of the reading programme. No more than a recognition knowledge of structures which were relevant to comprehension was required. Interesting reading material was chosen and comprehension was almost total.

The course could not be completed as planned, and an objective evaluation of the results was unobtainable. However, the experiment seemed to show that the school-leaver's reading can be improved through reading alone. Reading should be taught in the schools.

where too much attention is given to spoken English and to the teaching of a core grammar and vocabulary. A reading-oriented course is more likely to equip the school leaver with what he needs.

420 EPQ ELM EMT ASP ATL 954

FRENCH *See also abstract 73-45*

73-71 Düwell, Henning. Zur Wortschatzselektion und Wortschatzprogression im Französischunterricht. [Vocabulary selection and progression in French teaching.] *Linguistik und Didaktik* (Munich), 10 (1972), 129-43.

In *le français fondamental* there is planned vocabulary selection, based largely on adult vocabulary which may not coincide with the range of experience of younger students. Vocabulary progression according to plan can be guaranteed only if the vocabulary selection which has to be made has first been analysed according to the following criteria: (1) the numerical distribution of the types of words, (2) the numerical relationship between concrete and abstract vocabulary, (3) possibilities of association by bringing together parasyonyms, antonyms, word families, word fields, *centres d'intérêt* and collocations, (4) number of potential sources of interference. *Le français fondamental (premier degré)* was sampled in accordance with (3) for possible lexical associations. These partial results (which would have to be supplemented by a complete investigation) give rise to the supposition that the *premier degré* of *le français fondamental* admits of no extensive lexical groupings along the lines of a vocabulary research project carried out to determine possible lexical associations.

Vocabulary progression is determined by the pupils' ages and by the quantitative and qualitative distribution of the words. In this progression word-repetition plays an important part. Quantitative and qualitative distribution are closely related in determining the extent to which words must be repeated. For reasons based on the psychology of learning each repetition should place a word in a fresh area of association. New possibilities of association in repetition in

grouping parasyonyms, antonyms, word families, word fields and collocations might be obtained by linking the continuation of a *centre d'intérêt* with the relevant but different fields of other *centres d'intérêt*. The principle of increasing time intervals between repetitions, put forward by Lado and Galisson among others, should be investigated, with particular reference to the period of retention of French words.

440 EPQ EGD EL EMS AL

73-72 Farrington, Brian. A computer-marked examination in French prose composition for first-year university students. *Modern Languages* (London), 53, 2 (1972), 55-63.

The article describes an examination presented in the form of multiple-choice questions (MCQ) for first-year students at the University of Aberdeen. The type of MCQ selected is a variety of an indeterminate/true/false test of 100 items lasting two hours. The items consist of suggested translations of sections of a text in English which the candidate may accept, reject or leave unmarked, scoring +1 for a correct, -1 for a wrong answer, and 0 for a blank. The examination can be marked and the results analysed by computer. The validity of the test is considered by comparing the results with those obtained for the same groups of candidates from conventional examinations. It is shown statistically that for all but the most brilliant candidates the MCQ is at least as efficient as traditional examination techniques in predicting later performance. Various incidental advantages of this type of test, and some objections to it, are also discussed. [Bibliography.]

440 EPQ EHP EMT AXM (942)

GERMAN *See also abstracts 73-58/59*

- 73-73 Folsom, Marvin H.** Die Behandlung von 'brauchen' als Modalverb im Fremdsprachenunterricht. [The treatment of 'brauchen' as a modal in teaching German as a foreign language.] *Zielsprache Deutsch* (Munich), 2/1972, 89-92.

Most textbooks deal inadequately with *brauchen*. The following points need to be covered: differentiation between the modal and the full verb; the use of *zu* and the comma; *brauchen* with the infinitive in parenthetical constructions; negative and restrictive uses; use of the double infinitive; and *brauchen* as the negation of *müssen*. Additional points of similarity with other modals may be included for advanced learners.

430 EPQ EL AK

- 73-74 Mathews, S. and D. Mathews.** A teaching project. *Audio-Visual Language Journal* (London), 10, 2 (1972), 99-102.

A radio play by Dürrenmatt, *Abendstunde im Spätherbst*, was adapted and simplified to suit O-level and pre-O-level classes in German. Of the words occurring in the adaptation only 175 are not covered by the first stage of the Schools Council/Nuffield course, *Vorwärts*. A recording of the whole play was made with native speakers, and the text was annotated with reference to German critics and Dürrenmatt's observations.

As adolescents like to read about young grown-ups, especially in the tricky 'middle' stage of learning, a few short simplified story texts were also written, a cartoon strip was made and play-texts with a controlled vocabulary were recorded and performed. Senior pupils can help to simplify such plays for the benefit of junior pupils. [Various other possibilities for sixth-form pupils are mentioned.] Progress in the comprehension and appreciation of literature needs to be systematically fostered, starting wherever possible from the known and familiar.

430 EPQ ELD EMS AVL

RUSSIAN

- 73-75 Keller, Howard H.** Etymology in basic Russian. *Russian Language Journal* (Ottawa), **26**, 93 (1972), 27-39.

Mastering vocabulary is an essential part of learning Russian by any method. The use of etymology adds interest to the task and prevents word lists from becoming a mindless code. Three areas are illustrated: direct borrowing, loan translation, and semantic extension. The examples, from English, French, German, Greek and Latin, are intended not to replace but to encourage the use of a good etymological dictionary during lesson preparation. [Bibliography provided.]

491.7 EPQ EG EL AHT AL

- 73-76 Kolesnikova, A. F.** О кратком тематическом словаре для начинающих. [On a short thematic dictionary for beginners.] *Русский язык за рубежом* (Moscow), **2/1972**, 54-6.

Selected linguistic items for teaching beginners may usefully be presented in the form of a short thematic dictionary. In this kind of dictionary the learner would find more specific orientation for optimal acquisition of vocabulary and structure than in the larger dictionaries at present available. In fact thematic dictionaries should be accessible to learners at all levels of attainment. The dictionary for beginners should contain a minimum of thematic and lexical material (not more than 3,000 lexical items), limitations on poly-semantic words, illustrations of usage in word-combinations and emphasis on concrete terms. A fragment is incorporated of a dictionary of this type on the theme, 'A student's room'. It has four vertical columns: nouns, associated adjectives, associated verbal phrases, and examples illustrating the use of such words in sentences.

491.7 EPQ ELD ADN ALG

73-77 **Roovet, E. and E. Shteinfel'dt.** Проблемы реализации коммуникативной цели в обучении. [Problems involved in realizing the communicative goals in teaching.] *Русский язык в национальной школе* (Moscow), 2/1972, 15-22.

Problems in compiling a language-teaching programme may have two origins: they may arise in the course of the research itself or through social demand. The latter in particular should be reformulated within the context of the plan of research, which itself should contain three stages: the establishment of integrated theoretical bases; the development of these into practical procedures; and their refinement as a result of experience of using them in teaching.

One approach to methodology common today – associated with social demand – still advocates arbitrary change in teaching programmes simply by the introduction of new terminology and permutations on traditional forms of material. This contradicts the logical development outlined, since it assumes that the second stage may be achieved through the third and omits the first. This kind of programme is aimed at those with a mastery of the language concerned, as its main objectives are conjugating, parsing and grammar study.

A clear understanding must be formulated of the links between fundamental and subsidiary issues in establishing a series of integrated theoretical bases in the first instance. For example, the selection of a linguistic minimum must be linked with a minimum number of situations and these, in turn, related to techniques for presenting both, and to exercises for practising given material. [A table depicting a structural plan for a Russian teaching programme for non-Russian pupils is incorporated.]

Objective data, revealing the links between morphology, intonation, lexis and syntax for each register of the spoken language (in written and oral forms), need to be based not on possible language items but on actual speech items. Furthermore, each of these four areas, in conjunction with situational material and techniques for presentation and practice, should be developed in a logical sequence, in order that the resultant findings may be properly integrated into practical teaching material.

491.7 EPQ EBL EL ADN

73–78 Spagis, A. A. Некоторые значения глаголов несовершенного вида (Трудности начального этапа обучения). [Some verbal meanings in the perfective and imperfective aspects: difficulties for beginners. [*Русский язык за рубежом* (Moscow), 1/1972, 57–9.

For beginners, attention should be focused upon the past tenses of the perfective and imperfective aspects in their most common uses, without negation. In the imperfective, the most frequent meanings in literature are the simple naming of an activity (with or without continuity), the repetition of activity and the incompleteness of activity – in this order. [Examples from a well-known text illustrate this point.] In the perfective, two planes of meaning, conveyed simultaneously, are discernible – primary and secondary. The most common use portrays these two planes of meaning: completed activity together with the ensuing consequences of that activity; less frequent is the meaning of finite activity alone. [Further examples from the same text clarify these points.] Non-repetitive activity hardly ever has a primary significance, its meaning being established by implicit contrast with repetitive activity.

After the usual approach to the study of aspect, attention should be drawn to those meanings most commonly found in speech – that is, naming activity, affirmation of completed activity, finiteness and consequence. For this purpose, common and elementary verbs may be used, framed in simple dialogues for memorizing. Drawings and signs may be helpful in teaching these aspectual uses. [An example exercise using such signs is incorporated.] In addition, beginners should be encouraged to learn a few set phrases requiring one aspect or another.

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