

Language learning and teaching

THEORY AND PRINCIPLES *See also abstracts 78–184, –214*

78–169 Allwright, R. L. Motivation – the teacher's responsibility? *English Language Teaching Journal* (London), **31**, 4 (1977), 267–74.

Although motivation may pose the key problem for the language teacher, the solution is not necessarily within his responsibility or power. Sorts of motivation are plotted against sources of motivation (or lack of it) in a chart, to show the potential collaborators and opponents a teacher may have to take into account in motivating his students. Successful motivation will depend on agreement between major sources of motivation. The teacher should be expected to take responsibility for certain aspects of motivation but he alone should not be blamed for any failure. Motivational problems potentially involve the teacher in conflicts of value systems and ultimately in ethical considerations.

78–170 Butzkamm, Wolfgang. Imitation und Kognition im Fremdsprachenunterricht. [Imitation and cognition in the teaching of foreign languages.] *Der fremdsprachliche Unterricht* (Stuttgart), **11**, 3 (1977), 3–10.

A short historical summary shows that the alternative between *usus* and *doctrina*, *Sprachwissen* and *Sprachkönnen*, has always existed in foreign-language teaching. The terms 'imitation' and 'cognition' as used today in the didactics of foreign-language teaching are defined. Exercise of language is always an imitation of observed behaviour. In a particular sense of the word, however, imitation means an activity by which linguistic achievements are obtained by pattern practice. Generally speaking, cognition means all the processes by which the sensory input is transformed, stored, reduced, elaborated, recovered and used. In the didactics of foreign languages it refers to a learning process which makes use of the student's insight and understanding.

Imitation and cognition are omnipresent in foreign-language teaching and learning; they represent different if not mutually exclusive aspects of linguistic performance and language acquisition. The omnipresence of cognition follows from the fact that a text has to be understood. It is the task of research in didactics to define the various kinds and stages of understanding and insight, in close contact with practical teaching, in order to improve methods of teaching.

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- 78-171 Kaufmann, Franz.** Lernen in Freiheit – im Fremdsprachenunterricht. [Learning in freedom – in the teaching and learning of foreign languages.] *Praxis des Neusprachlichen Unterrichts* (Berlin), 24, 3 (1977), 227–36.

The experiment here described was mainly suggested by Rogers' book, *Lernen in Freiheit* (1974). School learning which is based on the pupil's personal experience, participation and initiative should not only improve his results but lead to the deepening of interpersonal relationships, as well as favouring creativity. [Reasons for the experiment and discussion of 'learning in freedom'.]

The limits of 'learning in freedom' were set by the exigencies of curricula and examinations. At the end of the school year the pupils were asked their opinion of the experiment. On the whole, the lessons were felt to be interesting and the atmosphere relaxed. The pupils also believed that this kind of learning had a positive influence on their behaviour, e.g. on independence, co-operation, sociability and adaptability. The experiment showed that they developed a preference for oral expression and comprehension. It was only in particular situations (bad marks, laziness) that pupils would vote for traditional forms of learning. From the teacher's point of view the school became a place where human relationships were cultivated. Learning in freedom is seen as a real opportunity to improve communicative competence in the foreign language. It seems therefore acceptable to neglect written exercises to a certain degree. The lack of planning on the part of the teacher constituted a difficulty. It would be desirable for similar experiments to be, at least partly, accompanied by scientific research and to have certain aspects of the learning process analysed in detail.

PSYCHOLOGY OF LEARNING *See also abstracts 78-170, -194, -209*

- 78-172 August, Gerald J. and Felker, Donald W.** Role of affective meaningfulness and self-concept in the verbal learning styles of white and black children. *Journal of Educational Psychology* (Washington, DC), 69, 3 (1977), 253–60.

Both white and black fifth-grade children, representing two levels of social class and two levels of self-concept, recalled (multi-trial free-recall format) nouns which they had pre-rated for likeability. While self-concept failed to have any noticeable influence on the total sample, it interacted significantly with race. True to prediction, the high-self-concept white children recalled positively rated words more readily than negatively rated words, while their low-self-concept peers manifested no memory predilection. Although the low-self-concept black

children also reflected no preference for their affective evaluations, the high-self-concept blacks showed a greater propensity to recall their negatively rated words. Social class had a negligible influence on the affective learning styles of the children.

78-173 Clément, R. and others. Attitudes and motivation in second-language acquisition: an investigation of Ontario francophones. *Working Papers on Bilingualism* (Toronto), **12** (1977), 1-20.

The purpose of this study was to evaluate the reliability of a motivational/attitudinal questionnaire developed for use with francophone students, and to assess the relation of attitudes and motivation to achievement in English. A secondary aim was to evaluate the relation of the context of second-language acquisition to attitudes and achievement. The subjects were 130 grade 7 and 8 students who were learning English as a second language. The results demonstrate that in general the attitudinal and motivational scales are reliable; that attitudes, anxiety and motivation are related to achievement in the second language, and that context of English acquisition has an effect on verbal English achievement but not on attitudes.

78-174 Cremona, Cristiana and Bates, Elizabeth. The development of attitudes toward dialect in Italian children. *Journal of Psycholinguistic Research* (New York), **6**, 3 (1977), 223-32.

In the Italian public-school system, local dialects are explicitly discouraged and children are pressured to master standard Italian. In this study, 95 southern Italian children were given a series of tasks to determine their level of dialect production and their attitudes toward their local dialect. Production of dialect decreases sharply from the first to the third grade, but then tends to stabilise, with a slight increase in dialect use by fourth- and fifth-grade boys. Hence the schools have not been entirely successful in eradicating dialect. However, attitude measures indicate that by the third grade almost all children prefer Italian to the dialect. The schools have placed many children in a conflict situation, in which they have learned negative attitudes toward their own code but cannot completely master standard Italian. Sex differences may be related to a tendency to view dialect as more masculine. Implications of this study for bidialectal school programmes in Italy and the United States are discussed.

- 78-175 Glanzer, Murray and Koppenaal, Lois.** The effect of encoding tasks on free recall: stages and levels. *Journal of Verbal Learning and Verbal Behavior* (New York), **16**, 1 (1977), 21-8.

The effect of a classification, or encoding, task on intentional free recall was examined. Examination of the serial position curves for both immediate and final recall shows clear effects that would be assigned, in a stage model, solely to long-term store. Consideration of the effects in terms of levels of processing gives a parallel account that differs only in terminology and emphasis. The argument that the two approaches are not opposed but complementary is presented.

- 78-176 Swinney, David A. and Hakes, David T.** Effects of prior context upon lexical access during sentence comprehension. *Journal of Verbal Learning and Verbal Behavior* (New York), **15**, 6 (1976), 681-9.

The effects of disambiguating prior contexts upon the processing of lexical ambiguities in sentences were investigated. Subjects listened to lexically ambiguous (or unambiguous control) sentences under one of three conditions: a neutral prior context, a disambiguating context occurring immediately prior to the ambiguity, or a disambiguating context occurring in a prior sentence. Subjects monitored for phonemes which occurred immediately after each ambiguous or control word. In the neutral context condition, reaction times were significantly longer following ambiguous words than following their controls. For both the immediate and distant context conditions, the ambiguity-control contrast was not significant. The results were interpreted as support for a model of sentence processing in which a prior disambiguating context serves to restrict access to readings for an ambiguous word.

- 78-177 Leonard, Laurence B. and others.** On the nature of children's judgments of linguistic features: semantic relations and grammatical morphemes. *Journal of Psycholinguistic Research* (New York), **6**, 3 (1977), 233-45.

Children's judgments of sentences were examined in three-, four- and five-year-olds in an effort to examine the relationship between children's use of various linguistic features and their judgments of these features in formal tasks. The sentences the children were asked to judge differed on the basis of features acquired gradually during the development of children's linguistic usage. The judgments made by the children did not appear related to the course followed in the acquisition of language usage, a finding that suggests that language acquisition and formal linguistic judgments may reflect different processes.

CONTRASTIVE ANALYSIS *See abstract 78-158*

ERROR ANALYSIS

- 78-178 Plank, Frans.** Fehleranalyse und Therapieanalyse in der linguistischen Aphasieforschung an syntaktischen Linearstörungen illustriert. [Error analysis and therapy analysis in linguistic research on aphasia, with reference to disorders involving syntactic linearity.] *Linguistische Berichte* (Brunswick), **49** (1977), 18-38.

Using examples of errors in English and German word order, the article attempts firstly to show that one of the reasons for lack of progress in linguistic research on aphasia lies in its methodological treatment of the data, in particular its failure to relate aphasic disorders to the normal planning and control of language activity, through the mistaken application of theoretical constructs. A selection of examples from the literature is used to examine some of the fundamental concepts underlying research, particularly the dichotomy of error and lapse, which is usually associated with the theoretical competence-performance dichotomy. Special reference is made to the view of Weigl and Bierwisch that aphasia is a disorder specific to performance, which blocks access to still intact and fully developed competence, whereas the examples of English and German word order show that it is precisely (competence) rules that are affected. Secondly, again with reference to a number of current theories, it is demonstrated tentatively how, given the correct diagnostic methods, the inherent characteristics of aphasic language activity can be beneficial to linguistic theory by providing material to test linguistic hypotheses.

- 78-179 White, Lydia.** Error analysis and error correction in adult learners of English as a second language. *Working Papers on Bilingualism* (Toronto), **13** (1977), 42-58.

Twelve Spanish-speaking adults learning English as a second language were tested using the Bilingual Syntax Measure and their errors were analysed. Eight of them were subsequently presented with their errors in written form and asked to correct them. The 12 adults produced a total of 451 errors, of which 20.6 per cent were due to interference from Spanish, 60.3 per cent were developmental and 19 per cent were from other sources. There was no variation in the proportions of errors from different sources according to academic status: intermediate students produced 60.3 per cent developmental errors and advanced students produced 60.2 per cent. Most subjects, both intermediate and advanced, were only able to correct about half their errors. Their corrections of the 'Is X' structure suggest that this error may be due to syntactic, rather than phonological interference.

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TESTING

- 78-180 Teitelbaum, Herta.** The validity of various techniques measuring children's bilingualism. *Working Papers on Bilingualism* (Toronto), **13** (1977), 92-120.

Data on language competence and language use were obtained for 99 Spanish/English bilingual elementary-school children (kindergarten through fourth grade) from Albuquerque. The children's language skills were assessed by teachers, interviewers, and the children themselves. The teachers and the children used Spanish and English in various settings of the home, the neighbourhood and the school. As more objective measures of the children's language skills, they performed three tasks – word naming, sentence repetition, and free speech. The relationships among the various measurement techniques were analysed. The three tasks were well interrelated and were thought to measure the same skills. The relationship between language use and language skill ratings was generally not very strong, both in the case of the children and the teachers. Only a few of the language use variables were found useful in the prediction of the children's performance on the tasks. Of the language skill ratings, the interviewer judgments were the best predictors of the tasks. The teacher ratings were moderately well correlated with the performance measures and the children's self-ratings least so.

- 78-181 Templeton, Hugh.** A new technique for measuring listening comprehension. *English Language Teaching Journal* (London), **31**, 4 (1977), 292-9.

This paper reports evidence supporting the use of the cloze procedure technique as a reliable way of assessing the listening proficiency of foreign students of English. The evidence was gathered from two small-scale experiments conducted by the author.

LANGUAGE PLANNING

- 78-182 Kramer, Jürgen and Vielau, Axel.** Fremdsprachenpolitik und Fremdsprachenplanung. [Foreign-language politics and foreign-language planning]. *LILI: Zeitschrift für Literaturwissenschaft und Linguistik* (Göttingen), **25**, 7 (1977), 100-8.

The minimal consensus on foreign-language requirements in schools in the Federal Republic of Germany as well as its educational, economic and social framework are briefly appraised. Konrad Schröder's *Gutachten für den Deutschen Bildungsrat: Fremdsprachenunterricht in der Sekundarstufe II* is discussed with

particular reference to the role of foreign-language teaching (as proposed by Schröder) within the total aim of education in general, and to his compromise model of transnational communication (the *modifizierte Leitsprachenmodell*). In contrast to Schröder's objectivistic concept of language, which does not include any learning contents, the authors stress that learning a foreign language implies the acquisition of a social qualification enabling action; in contrast to Schröder's distinction between receptive and productive language learning, the authors point out the close relationship between the two from the standpoint of cognitive psychology as well as the methodical implications of the teaching aim of *Kommunikationsfähigkeit* (communicative competence) in practical language teaching.

78-183 Neustupný, J. V. Language planning for Australia. *Language Sciences* (Bloomington, Ind), **45** (1977), 28-31.

A reformulation of the problem of migrant communication is proposed, within the framework of a theory of language planning. Language teaching alone is not enough: socio-economic behaviour is equally important. Communicative problems precede the narrowly conceived language problems. The negative image of migrant groups in Australia and elsewhere probably derives less from their accent or inability to communicate in English than from difference in rules such as establishment of networks, selection of topics, use of non-verbal channels, and etiquette. We need to know how correction mechanisms other than language teaching work, e.g. self-correction. Five components in any solution of communication problems are: enquiry, policy formulation, implementation, social system and communication system [discussion]. [References.]

CURRICULUM PLANNING

78-184 Cross, David. Organisational changes in foreign-language teaching. *Modern Languages* (London), **58**, 2 (1977), 64-9.

Changes in time-tabling and allocation of teachers made at a comprehensive school are described. A delayed start and extra time in the fourth and fifth years produced a marked increase in motivation and in aural and oral skills. During the first three years of common-core curriculum, teaching time is reduced to one double period weekly, during which four self-contained 10-week modules are taught – linguistics, Italian language, geography and history. Teachers have less to prepare, and pupils benefit from short-term goals. In the second year, the pattern is the same but a new language, German, is started. The third year is a pre-option sampling year, in which French is introduced, and three double

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periods per week are given. After Easter, pupils who opt not to continue a language in the fourth year revert to a European studies course. During the fourth and fifth years, four double periods of French are taught and an immersion type of programme is provided. Although the main language course is shorter in terms of years, it is much more intensive, minority languages are sampled, and much stress is eliminated.

COURSE DESIGN *See also abstracts 78–204, –219*

78–185 Bates, M. J. An approach to English for Science and Technology. *IUT Bulletin Pédagogique* (Nancy), **45** (1976), 9–18.

The preparation of materials for an ESP course called *Nucleus* is described. They consist of an introductory 'core' course (General Science) and various specific courses for different branches of science and technology. The General Science course presents the common core language of scientific and technological description, and semi-technical items useful to all branches, which are often neglected in EST courses. The specific courses are aimed at the understanding of extended texts, each unit opening with a section presenting some general items from the core in the context of topics drawn from the subject. [Criteria for the approach; arrangement of concepts and material; writing of exercises; problems which arose.]

78–186 Girard, Claude. An adult beginner's course in ESL: a solar approach. *Canadian Modern Language Review* (Toronto), **33**, 5 (1977), 721–31.

Every living act reaches our senses globally, yet in second-language teaching, the usual approach is from the simple to the complex. As in learning one's native language, the best approach is by trial and error, with the student organising linguistic phenomena himself, i.e. learning inductively. The four components of language learning can be organised so that the student moves from the global (listening and reading) to the analytical (speaking and writing). [Discussion.]

An ESL course, *Coast to Coast*, uses a solar approach, with units grouped into solar systems of five units, with a 'sun' situation around which revolve four satellite situations. Each situation presents certain major linguistic structures, which the student can recognise and perceive interrelationships. By the end of the cycle of five units the student has been able to organise for himself most of the linguistic data. Linguistically rich listening exercises follow most of the situations. Opportunity for self-expression is offered through silent films and language games.

- 78-187 Johnson, Keith.** The adoption of functional syllabuses for general language teaching courses. *Canadian Modern Language Review* (Toronto), 33, 5 (1977), 667-80.

The first part of this paper contains observations concerning the suitability of functional syllabuses as a basis for general course design. Part II considers how functionally orientated materials may be integrated within existing language-teaching programmes.

- 78-188 Morrow, Keith and Johnson, Keith.** Meeting some social language needs of overseas students. *Canadian Modern Language Review* (Toronto), 33, 5 (1977), 694-707.

Problems arising in the construction of a syllabus for a preessional language course for overseas postgraduate students in Britain are discussed. 'Social' language is used either simply to establish or confirm interpersonal relationships, or to perform other functions which depend on establishing or maintaining such relationships. Three elements of the interaction situation, following van Ek, are examined: settings, topics and functions. In practice, the authors found a mixture of approaches satisfactory [examples of exercises]. Fresh consideration of the available teaching techniques is as important as the development of new exercise types. [Three main categories of practice materials, as used at Reading University, are considered.]

TEACHER TRAINING

- 78-189 Hellmich, Harald.** Zur Ausbildung von Fremdsprachenlehrern in der Deutschen Demokratischen Republik. [The training of foreign-language teachers in the GDR.] *Deutsch als Fremdsprache* (Leipzig), 14, 2 (1977), 65-72.

The paper gives a survey of how foreign languages are studied at university level in the GDR. In the four-year courses, theory and practice are closely linked. The courses are based on the principles of Marxism-Leninism, and consist of 299 lessons. In addition, the students receive a training in pedagogics and psychology, founded on Marxism-Leninism. Through the methodological training (250 lessons altogether) the students learn how to plan their lessons and how to assess their subject within the educational system. Practical courses take place during the whole period of studies and end with the twelve-week *Großes Schulpraktikum*. The philological education consists of linguistic practice, linguistic theory (e.g. phonetics, stylistics, semantics) and literature. During the last two years the student specialises in a subject of his own choice. Credit is given for independent scientific work.

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It is suggested that a fifth year should be compulsory, to improve linguistic performance (e.g. through studying abroad). The teaching of *Landeskunde* should be intensified and the fundamentals of the psychology of foreign-language teaching and learning should be acquired.

78-190 Keller, Rudi. Zwölf Thesen zur Lehrerfortbildung. [Twelve propositions for in-service courses in teacher training.] *Linguistik und Didaktik* (Munich), **8**, 3 (1977), 99-100.

The 12 propositions were occasioned by the experience of an in-service course in linguistics for teachers of German at all educational levels. The main points are: (1) those who organise in-service courses at university level should not aim to free the teacher from making decisions, but should help him to do so. (2) The decision as to which subjects to choose and on which didactic theories to base teaching lies with the school, not with the university. (3) The real aim of in-service courses is to assist the teacher to gain the knowledge he needs to help his pupils to learn. (4) The teacher must be able to defend the didactic principles on which his teaching is based and to discuss them confidently. (5) Courses must be part of a teacher's normal responsibilities and should be offered in a standardised form. (6) They should offer an opportunity for continuous improvement of teaching; they are not meant to show immediate, practical results.

78-191 Schröder, Konrad. Fachdidaktik 1977: Probleme und Perspektiven. [Subject methodology 1977: problems and perspectives.] *LILI: Zeitschrift für Literaturwissenschaft und Linguistik* (Göttingen), **25**, 7 (1977), 92-9.

An account of current theoretical problems in the planning of FL education (*Fremdsprachendidaktik*) at university level, based on an analysis of recent terminological developments and ideological backgrounds. The institutional separation of *Fachdidaktik* and *Fachwissenschaft* is discussed, and a solution is offered which would foster a closer co-operation between the two branches and also reduce the gap existing between the 'philological' and the educational departments. A final survey shows that FL education has reached a stage of theoretical and practical development which fully satisfies the demands of the new curricula. There is, however, a shortage of highly trained staff.

TEACHING METHODS *See also abstracts 78–171, –212*

78–192 Dalwood, Mary. The reciprocal language course. *Audio-Visual Language Journal* (Birmingham), **15**, 1 (1977), 73–80.

Reciprocal courses run at the University of York are described. An equal number of native speakers of two target languages are paired off, and take turns as teacher/informant and learner, within a carefully planned timetable which also allows for group discussions held one day in one language, one day in the other. The courses have been for sixth-formers but should work well with more advanced students. [Administration; conduct of course; appendix with sample texts and worksheets.]

78–193 Long, Michael H. Group work in the teaching and learning of English as a foreign language – problems and potential. *English Language Teaching Journal* (London), **31**, 4 (1977), 285–92.

Advantages and disadvantages of group-work in class are discussed. In small groups, the quality of student talk is increased, as well as the quantity: language tends to be used more uninhibitedly and creatively. Group-work should only be introduced or increased gradually – it is in any case only one of the methods to be employed. Points which teachers need to consider concern group size and the number of groups in a class, the composition, formation and internal structure of groups, and new roles for teachers and students. Teachers of EFL at the secondary and tertiary levels have much to learn from the methods of primary education.

78–194 Racle, Gabriel. Apprentissage langagier et facteurs suggestopédiques. [Language learning and suggestopaedic factors.] *Revue de Phonétique Appliquée* (Mons, Belgium), **42/43** (1977), 199–213.

Only recently has serious consideration been given to the psychological dimensions of learning. The suggestopaedic method of teaching languages is claimed to be the most interesting example of these new trends in the field of education. Suggestopaedia, the work of Dr Lozanov, takes into account suggestive factors which constantly influence us without our being aware of them. The communication-oriented course exerts an unconscious and stimulating influence on the student, decreases his fears and facilitates speech. The dynamics of the situation in which the student is placed encourages him to take a more active interest in his own learning. Suggestopaedia should therefore promote the maximum development of human potential.

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- 78-195 **Redling, Julius.** Zur Förderung verbaler Kommunikation mit landeskundlichen Texten im Hochschulunterricht. [The promoting of oral communication in university education by means of 'Landskunde'.] *Die Neueren Sprachen* (Frankfurt-am-Main), 26, 3 (1977), 289-97.

In *Landskunde*, techniques such as summarising, enumerating and describing are losing importance. Although the method of interpretation and evaluation allows for detailed consideration of a text and of its linguistic particularities, it does not stimulate communicative interaction; it is directed towards the 'right interpretation', and does not allow for different attitudes and values in a given situation. The alternative should not be to renounce work based on texts and to allow free discussion instead. Rather, students should discover the freedom of assuming alternative attitudes by realising that the text expresses a system of values. The function of a text is to bridge the gap between the real world and its artificial simulation in the lecture room. An atmosphere must be created in which imitative and communicative competence can succeed.

BILINGUAL TEACHING *See also abstracts 78-173, -179/80, -205, -216*

- 78-196 **Bruck, Margaret and Shultz, Jeffrey.** An ethnographic analysis of the language use patterns of bilingually schooled children. *Working Papers on Bilingualism* (Toronto), 13 (1977), 59-91.

Language use patterns of two grade one children in a Spanish-English half-day pull-out transitional bilingual programme were examined. Videotape data were collected three times throughout the school year in both the bilingual and regular English classrooms. Over the year there were two different teachers in the bilingual class: one English dominant, the second Spanish dominant. Analyses focused on the amount of language used in different settings and the conditions under which each language was used for teacher-child and child-child interactions. The data were analysed to examine the effects that time and teacher language dominance had on these patterns. Results of the study indicate that the use of English increases throughout the year, and that teacher's language dominance has a pervasive effect on language use patterns. The contribution of this study to bilingual education, sociolinguistics and evaluation methodology is discussed.

- 78-197 Cohen, Andrew and Laosa, Luis M.** Second language instruction – some research considerations. *Journal of Curriculum Studies* (Glasgow), **8**, 2 (1976), 149–65.

The research literature on the effects of bilingual education is fraught with results which appear contradictory. The apparent contradictions in the findings could be due to a number of factors, including: (1) the educational treatments investigated, (2) the characteristics of the students in the samples investigated, (3) the contexts in which the programmes took place, (4) the research designs and methods employed, and (5) interactions among factors (1)–(4).

These research problems are discussed, and data are presented to illustrate them. In the interest of stimulating further empirical investigation, some researchable questions are suggested. [Extensive references.]

- 78-198 Toll, Christopher.** Frühe Zweisprachigkeit im Unterricht und die deutschen Auslandsschulen. [Early bilingualism in the classroom and the German schools abroad.] *Zielsprache Deutsch* (Munich), **2** (1977), 15–24.

The paper is written in response to an article by Onnen, who argues the case against bilingual education in the primary school, and in the general context of discussion on the question of whether bilingual education in the early school years is harmful to the development either of linguistic skills or of intelligence in general. It is suggested that this question is often posed in terms too general to allow a useful answer. Experiments involving children with various first and second languages in different bilingual communities show conflicting results [references]. This may be due to a large extent to social factors: the relative status of the particular language and its speakers, and by the attitude of the speakers to the language. However, when examined in greater detail, the experiments are taken to indicate that, contrary to the views of Onnen, education in the second language, far from being discouraged in the early school years, should in fact be encouraged in the kindergarten, since pre-school training seems to be the decisive factor.

CLASS METHODS

- 78-199 Nation, I. S. P.** The combining arrangement: some techniques. *Modern Language Journal* (St Louis, Mo), **61**, 3 (1977), 89–94.

Work in language classes is usually teacher dominated. The combining arrangement described here is an alternative in which the learners are on an equal footing. They each have different information which the others need in

order to complete a piece of work. Because of this, each learner must communicate his information to the others. Pairs techniques are described in which the information is in picture form, or in the form of letters, words or sentences (the latter offer more guidance). Short descriptions, riddles or definitions can also be used in combination with pictures. All these techniques require the learners to decide if two items are the same or different. [Other possibilities are outlined, including work with groups, and the advantages are discussed.]

PRONUNCIATION

78-200 Intravaia, Pietro. Validation quantitative de quelques procédés de correction phonétique. [A quantitative objectivisation of various methods of phonetic correction.] *Revue de Phonétique Appliquée* (Mons, Belgium), **42/43** (1977), 143-67.

On the basis of an acoustic and perceptive analysis of the way Sicilians pronounce the French /y/, it was possible to make a quantitative objectivisation of different verbo-tonal methods of correction, such as intonation, rhythm, syllabication and combinatory phonetics.

78-201 Künzel, Hermann J. Zum Problem der Norm und Variabilität bei der Quantifizierung lautlicher Interferenz: eine empirische Untersuchung mit deutschen Französischlernenden. [The problem of norm and variability in the quantification of phonetic interference: empirical research with German students of French.] *Linguistische Berichte* (Brunswick), **50** (1977), 45-50.

Phonetic interference from the native language can impede the learner's performance in the foreign language and even impair communication if it is strongly marked and occurs too often. An experiment with a group having German as their native and French as their target language shows that it is possible to measure interference by means of phonetic parameters. A suitable arrangement of the experiment (first reading, rereading of the specially chosen nonsense words by a native speaker, second reading) as well as the techniques of phonetic analysis and description and statistical evaluation have made it possible to quantify interference.

From these results, it can be concluded that a reduction of phonetic interference of the native with the foreign language, ascertained by the interference-index, and a simultaneous reduction of variability in pronunciation, can illustrate a newly gained familiarity in the use of the production and perception patterns of a foreign language.

- 78-202 Thurow, Joachim.** Textphonetik und Aussprachekorrektur. [Textual phonetics and pronunciation training.] *IRAL* (Heidelberg), 15, 1 (1977), 21-45.

The specific problems involved in teaching pronunciation cannot be solved by the techniques of phonemic analysis alone. What is needed is an extension of these techniques to include the principles of textual phonetics. Hitherto segmental phonology has clearly dominated the methods and practice of pronunciation training. One of the main reasons for the failure of phonetic correction must be presumed to lie in this total, but didactically unjustified, dependence. This explains among other things the stereotyped arrangement of current pronunciation programmes for the language laboratory. The inadequacy of a set of phonemic concepts for pronunciation training is obvious: phonemic distinctiveness, the phonemic parameter and the metalinguistic orientation of the linguistic practice material are taken as examples. The consequence of this, didactically, is the need for a text-phonetics, the language-specific elements of which will still have to be worked out empirically.

VOCABULARY TEACHING

- 78-203 Marton, Waldemar.** Foreign vocabulary learning as problem number one of foreign-language teaching at the advanced level. *Interlanguage Studies Bulletin* (Utrecht), 2, 1 (1977), 33-57.

In language teaching at the advanced level, the focus should be on vocabulary, and not on syntax or pronunciation. Advanced learners reach a ceiling in their linguistic development, particularly with regard to the productive skills – Selinker's 'frozen competence'. Although the advanced learner has a good functional knowledge of the basic phonological and syntactic patterns, his knowledge of the rules of lexical co-occurrence in the target language is very limited. The problem of lexical collocations can be helped by the teaching of 'conventional syntagms' (lexical combinations of a stereotypic nature). Syntagms are easy to decode, but difficult to remember and produce – [experiments described]; native-language interference is mainly responsible for difficulties. Exercises for use in teaching are now being developed.

LANGUAGE FOR SPECIAL PURPOSES *See also*
abstracts 78-165, -185

- 78-204 Ewer, J. R.** Preparing speed-reading materials for EST. *EST/ESP Chile Newsletter* (Santiago), **3** (1977), 6-10.

The non-English-speaking student of science or technology needs to be able to read quickly as well as accurately, because of the sheer bulk of specialised literature he is required to read. Possible lines of approach to creating a speed-reading course to follow an EST programme are outlined. The student needs to be able to read in three different ways: (a) for continuous information, (b) general skimming, and (c) scanning or searching (for most students, mainly (a) but also (b) and (c) to a lesser extent). The main skills needed for speed-reading are summarised, and briefly discussed. [Types of exercises for preliminary training are suggested.] Points to be kept in mind when going on to prepare speed-reading materials as such are the measurements involved in estimating progress, and the conceptual level of the materials.

READING *See also abstract 78-204*

- 78-205 Andersson, Theodore.** The bilingual child's 'right to read'. *Georgetown University Working Papers on Languages and Linguistics* (Georgetown), **12** (1976), 63-72.

A non-English-speaking child has the right to learn to read his or her mother tongue and then has the duty to learn to read English. It is suggested that a child's right to read is inherent from birth and that this right should be implemented much earlier than is currently done. Research shows that children are probably ready to read at 18 months. If adults read to children from birth they could learn their mother tongue by the age of three. If they then heard English, and learnt to understand and speak it, they could readily transfer their reading ability to English by the age of five. [Notes.]

- 78-206 Downing, John.** Linguistics for infants. *Reading* (Manchester), **11**, 2 (1977), 36-45.

A new way of improving standards of literacy may be through teaching children an understanding of their own language processes in speaking, listening, reading and writing, beginning at the primary-school level. Understanding is the key factor: the main cause of reading disability appears to be 'cognitive confusion', i.e. the child does not understand why written language is what it is. The successful reader is one who attains cognitive clarity. The two main categories of unknowns that have to be understood are (a) functional concepts of literacy,

and (b) technical concepts of literacy [discussion of the research evidence, and failure to apply it in the schools]. Normal school beginners do not usually understand technical linguistic concepts, yet several studies show that such an understanding aids learning to read. [Experiments in the Soviet Union in teaching linguistics to primary-school children are briefly described.] [References.]

78-207 Goodacre, Elizabeth J. Reading research in Britain – 1976. *Reading* (Manchester), 11, 1 (1977), 6–12.

Fewer articles on reading research were published in 1976 than in the previous year; for example, there was little on reading standards and tests. Research studies are reviewed under the headings of: dyslexia and specific reading retardation; remedial reading and provision; reading development; materials and reading.

78-208 Lado, Robert. Early reading as language development. *Georgetown University Working Papers on Languages and Linguistics* (Georgetown), 13 (1976), 8–15.

The conceptualisation of the process of reading has implications for teaching and learning reading at any age, and particularly before age six. Three models of the process are (1) letters-to-sound-to-meaning conceptualisation; (2) letters-to-meaning-to-sound sequence; and (3) (the model assumed in this paper) letters to language, involving simultaneous perception of form and meaning, and from language to thought. Reading requires that meaning be perceived through language.

Reading acquisition can be said to be language acquisition in processing language receptively. Reading will normally precede writing and will remain ahead of it. Our knowledge about the acquisition of early listening competence suggests that breaking into reading will occur at the single-word level, progressing to two-word constructions and on to sentences which gradually approximate adult reading. Just as a child can learn a language by means of functional contact with it in a natural setting, it is hypothesised that a child would learn to read if exposed to written utterances in meaningful activity. [Discussion of critical elements in early reading experience; research needs are outlined.] [References.]

- 78-209 Olshavsky, Jill Edwards.** Reading as problem solving: an investigation of strategies. *Reading Research Quarterly* (Newark, Del), **12**, 4 (1977), 654-74.

Strategies used by 24 tenth grade students to comprehend a short story are identified. Strategy usage was related to three factors: interest, high and low; reader proficiency, good and poor; and writing style, concrete and abstract. This resulted in a $2 \times 2 \times 2$ design. The method, analysis of readers' verbal protocols, was adapted from cognitive psychology research. The protocols, verbalisations about the subjects' silent reading behavior, were transcribed and analysed to infer strategies. Of the ten strategies identified, three pertain to the word level, six pertain to the clause level, and one pertains to the story. To test for statistically significant differences in use of a strategy by one group of subjects, the Fisher exact probability test was employed. The level of significance was 0.05. Although all subjects used the same ten strategies, readers with high interest, readers with abstract style material, and good readers used certain strategies significantly more often. The types of strategies identified and the conditions under which they were used have implications for a theory of reading as problem solving and for teaching strategies.

COMMUNICATION See abstract 78-195

COMPREHENSION See abstract 78-181

TELEVISION

- 78-210 Reinecke, Werner.** Die Fernsehsteuerung als Problem der inneren Programmierung des Fremdsprachenunterrichts. [The use of television as a means of internal programming of foreign-language teaching.] *Deutsch als Fremdsprache* (Leipzig), **14**, 3 (1977), 135-42.

As foreign-language teaching with the aid of media requires programming, planning of cognitive processes and activities becomes highly important. So far, the data supplied by pedagogics do not allow of an adequate algorithmic description and construction of the didactic process, since 'internal programming', the workings of cerebral feedback, is as yet beyond our grasp. Hence, the task is to define that part of foreign-language learning which is most amenable to programming. The integrative technical medium would be an internal television system which permits programming and feedback of information by a central switch-board. The role of the teacher can be limited to the development of oral communicative competence.

Learning materials for this kind of foreign-language teaching (which is said to be the fourth generation of FLT in the GDR) will be developed only in the '80s, because it has to be based on a linguo-didactic theory which is still in the making. [Sketch of some fundamental principles for linguo-didactic research.]

INDIVIDUALISED INSTRUCTION

78-211 Altman, Howard B. Individualised foreign-language instruction and systems thinking: symbiosis and synergism. *System* (Linköping), 5, 2 (1977), 76-83.

There are few absolutes in individualised foreign-language programmes but two characteristics are usual: (1) the teacher adopts a new and unconventional role in the instruction process, and (2) the structure of the programme is based on a systems approach to education. An individual programme is defined as being flexible as to pacing, instructional goals, mode of learning and the learner's expectations.

Banathy's seven main requirements for developing a systems approach are considered in relation to implementing and regulating an individualised FL programme.

78-212 Disick, Renée S. A system for flexible pacing within a 'lockstep' foreign-language programme. *System* (Linköping), 5, 2 (1977), 100-9.

A plan for allowing for individual learning rates within the framework of a traditional school curriculum is presented. Students should be kept 'on time' by starting and stopping each topic of instruction on specific dates. Within these limits, however, students have the option of completing the material as soon as they are able, so that they may proceed to elective enrichment activities. The management of such a classroom requires the teacher to use not only the traditional full-class instructional style, but also small-group and one-to-one teaching styles. Student aids and peer teachers can help in implementing this type of classroom structure. Though the initial transition from primarily teacher-centred instruction to a more student-centred style is not simple, the rewards are those of coming closer to meeting the learning needs of students, and increased foreign-language proficiency.

78-213 Grittner, Frank M. Democratisation of the foreign-language programme through individualised instruction. *System* (Linköping), 5, 2 (1977), 84-99.

In America, almost two-thirds of students fail to enrol for foreign-language study in high school, or drop out soon after enrolment. Individualised instruction is

felt to offer a better chance of success. Bloom's mastery learning theory suggests an instructional model which eliminates competition between students and advocates a system of testing referenced to pre-established standards of achievement. Bloom's ideas have been put into practice in certain schools since 1968. [Description of the individualised programme and evaluation of its objectives.] The conclusions were that the dropout rate was reduced; some of those who did best had low IQs; the programme was based on performance criteria instead of time criteria. Although some low-achieving students were felt to be abusing the freedom of the programme, the majority of students were capable of setting their own pace within a clearly defined content, without adversely affecting achievement.

LANGUAGE LABORATORIES *See also abstract 78-202*

78-214 **Kühlwein, W.** Funktionen, Technik und Organisation von Sprachlehrzentren. [The functions, technology and organisation of language centres.] *ITL* (Louvain), **34** (1976), 3-43.

The paper examines problems of establishing language centres under three headings: functional, technical and organisational. The functions of language laboratories in universities must be integrated into the total framework of a comprehensive language-teaching centre which caters not only for language teaching but for linguistic and applied linguistic studies. The paper discusses the pedagogical aims and linguistic methods of achieving grammatical, communicative and socio-cultural competence and considers ways of including these within language-centre courses. It is considered necessary that the programme on the applied linguistic side should encourage an interdisciplinary view by including such fields as quantitative linguistics, sociolinguistics, pragmatic linguistics, contrastive linguistics and psycholinguistics.

The technical problems include above all the structuring of language centres according to differing requirements. The technical possibilities of language laboratories have in general been asked to provide for three activities: (a) listening, (b) listening and speaking, (c) listening, speaking and recording, which are discussed in detail, together with examples of the uses to which these facilities are put. While the organisation of the language centre within a university will differ from country to country, several general possibilities are outlined and discussed: the language centre may form an institute within the Faculty of Arts; it could form one of the special departments for housing major equipment; it may form a basis for an institute of higher education; or it may be defined as a special university centre. Besides arguments for and against these possibilities, the paper indicates some of the problems of capacity and costing connected with the establishment of language centres at university level.

IMMIGRANTS *See abstract 78-183*

ENGLISH *See also abstracts 78-169, -173, -179/81, -183, -185/8, -193, -196, -204*

78-215 McEldowney, Patricia L. A teaching grammar of the English article system. *IRAL* (Heidelberg), **15**, 2 (1977), 95-112.

The teacher of English to non-native speakers needs a great deal of information which he cannot easily find in an ordinary descriptive grammar of English. This indicates a need for what might be called 'a teaching grammar' of English. This paper examines the teacher's grammatical needs with reference to article usage (i.e. usage concerned with the presence or absence of the items *a*, *the*, *-s* and *some*) and, in so doing, proposes an outline of one section of such a teaching grammar. This begins with a generalised description of the article system, so that an overall pattern can emerge. The teacher then needs to know what general learning difficulties are likely to arise and what errors may be produced; then, how to minimise them. He needs to be able to create his own system from among the items in article grammar, so as to give the learners maximum coverage for minimum effort and error production. Having chosen which forms to establish, which central 'meaning' to assign to each of them, and the order in which to teach them, the teacher needs to know towards what extended functions he should direct later teaching to ensure maximum learning efficiency. [Tables illustrate four stages of learning.]

FRENCH *See also abstracts 78-184, -192, -200/1*

78-216 Halpern, G. An evaluation of French learning alternatives. *Canadian Modern Language Review* (Toronto), **33**, 2 (1976), 162-72.

The effectiveness and costs of a variety of ways of teaching French as a second language in schools in Ontario during 1973-75 are summarised to help with language planning. The programmes are 'alternatives' in the sense that they have different expectations for student learning, i.e. different educational goals. The alternatives were only compared where they shared common educational goals, as in English and mathematics, not in French learning goals. Results are presented by comparing the variations of each alternative, together with a summary of teachers' views, then conclusions as to costs.

LANGUAGE LEARNING AND TEACHING

GERMAN See abstracts 78-184, -190, -198, -210

ITALIAN See abstract 78-184

SPANISH See also abstract 78-156, -180, -196

78-217 Bonnekamp, U. Problemas de cursos intensivos. [Problems with intensive courses.] *Boletín de la Asociación Europea de Profesores de Español* (Madrid), 7, 13 (1975), 103-14.

Five axes of intensiveness in intensive courses are discussed: (1) reduction of the number of objectives (and thus of skills taught). It might well be possible to restructure normal courses as steps in succession, whose several objectives correspond with the reduced ones of specific intensive courses. (2) Short timespans vs. large number of hours. If intensiveness means the latter, teaching efficiency becomes critical (see (4)). (3) Packed distribution of classes within the time available (degree of immersion). This type of intensiveness presupposes high motivation and instrumental/professional interest in the course, and has no implications for normal courses. (4) Efficiency of technical implementation allowing dense presentation of the material. This depends on prior analysis of the characteristics of the group of learners, and of course of the target language in relation to course objectives; also on the availability of classroom technology. (5) The group dynamic has to be carefully exploited in the most intensive 'retreat' courses. [Bibliography.]

RUSSIAN See also abstract 78-155

78-218 Filippov, A. V. Разграничение логического и эмоционального в предложении. [The segregation of the logical from the emotional in sentences.] *Русский язык в национальной школе* (Moscow), 4 (1977), 70-6.

An utterance usually contains an emotional (connotative) element in addition to its informative (denotative) function. The relative weight of these two elements may vary widely. Attention is focused on typically syncretic speech events rather than exclusively emotional or informative speech. The emotional charge intended by a speaker might be over- or underestimated by his interlocutor. Also, the degree of disparagement, etc., contained in an emotional utterance or element might depend on the relationship between speaker and recipient. Dictionaries can only approximate. Inaccurate subjective interpretation of connotative elements is minimised if the vehicle of their expression,

e.g. intonation, is properly understood. Other devices include emotionally charged lexical and grammatical elements, without emotive intonation. These, rather than intonation, are a developing and expanding part of the language. The concept of 'emotional centre' (as against logical subject) is discussed, and how it may figure in different types of utterance. The practical value of defining connotative content is stated.

78-219 Kim, A. M. К вопросу о локализации учебных минимумов. [On defining the scope of language-teaching units.] *Русский язык в национальной школе* (Moscow), 4 (1977), 33-8.

Problems encountered in selecting and grading Russian language items for beginners in an Uzbek school are outlined. Certain selection criteria in morphology and syntax have been explored, e.g. by Meyraov, Kazesalm and Arakin, who have discussed usage, Russian and Kazakh comparative phrase structure, psychological aspects of interpretation, the frequency and typicality of language items and their inherent difficulty for the learner, and the uses of case and other unfamiliar categories. Case is a vital teaching pre-requisite in stimulating elementary conversation. Two secondary criteria – grammatical collocability and the features of the learner's native tongue – modify the choices.

The criteria, however, are not prescriptive (for example, it would be disruptive to isolate the second person of the verb for a later stage in teaching on the grounds of its relatively low frequency). The morphological set used in the Uzbek experiment is listed. The author defines the linguistic and methodological value of 'speech units', 'speech models', the phrase, *slovosočëtanie*, and the sentence as basic teaching units. The phrase is important in developing correct speech behaviour and as a preliminary to sentence-building. Speech models are defined as phrases which have productive lexical, phonetic and grammatical components. Examples illustrate how, at the course-writing stage, the basic teaching units might be graded so as to introduce the complexities, e.g. of case, in appropriate stages. Speech models are grouped according to their conceptual nature, e.g. temporal, spatial, predicative, qualitative, quantitative, etc.