

# Language learning and teaching

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## THEORY AND PRINCIPLES *See also abstracts 78–366, –386*

**78–347** Teaching modern languages. An 'Education' digest. *Education* (London), **150**, 15 (1977), i–viii.

A survey which begins by outlining reasons for the present pessimistic mood among modern-language teachers. A discussion of aims and methods is followed by comment on: early teaching; secondary level; examinations; European Studies; the sixth form; and languages other than French.

**78–348** Coward, R. and Régis, J. P. L'acte pédagogique ou la relation manquée. [The pedagogic act or the failed relationship.] *Langues Modernes* (Paris), **72**, 1 (1978), 36–46.

Schooling is customarily analysed as if composed solely of mechanisms which are classified as efficient, defective or inoperative. Worth investigating is the dynamic contribution of psycho-social attitudes, some inherent in the system, some fostered by it. The first focus is on teachers in the classroom situation: their sadism, analism and oedipal fantasies. Possible solutions are suggested: non-gradable work; dissolution of boundaries (of time in lesson-period allocations, of disciplines in subject delineations), and abolition of teacher-hierarchies.

**78–349** Kolka, Aleksandar. Usvajanje stranih jezika i razlike u kulturama. [The acquisition of foreign languages and cultural differences.] *Strani jezici* (Zagreb), **6**, 3 (1977), 200–7.

The role of language in communication can be divided into four functions: informational, suggestive, regulative and social. The degree of information depends on the amount of choice in the memory. When a listener does not share the experience of the speaker or his memory does not offer the same range of choice, there is no communication. Even within the same linguistic community, specialised experience makes communication impossible. The acquisition of a foreign language cannot therefore be separated from learning the main features of the culture.

In the everyday experience of a community a relatively very small lexical inventory is sufficient for successful communication. Teaching practice has for many years been based on the statistically commonest linguistic structures with which a limited number of everyday situations and themes of general interest can be expressed, and which provides a basis for more specialised language.

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However, the imbalance between the inventory of grammar and vocabulary is great, and the expression of our ideas and knowledge is necessarily lexically linked to the language by means of which we acquired that knowledge: and that language is more or less culturally loaded. Selection of texts must therefore correspond to the aims of the course, i.e. to the needs of the learner.

**78–350 Py, Bernard.** Gramática científica y didáctica. [General linguistics and pedagogic grammar.] *Boletín de la Asociación Europea de Profesores de Español* (Madrid), 10, 17 (1977), 39–44.

The relation between linguistics and language teaching is indirect. [A brief history of those relations.] Language teaching is autonomous, having its own problems and offering its own data. Contrastive analysis is insufficient to inform a programme of language teaching, and the teacher should pick and choose among linguistic insights of the grammatical and textual varieties in so far as they are helpful in the practice of his trade.

## PSYCHOLOGY OF LEARNING *See also abstracts 78–371, –381*

**78–351 Kieras, David E.** Good and bad structure in simple paragraphs: effects of apparent theme, reading time, and recall. *Journal of Verbal Learning and Verbal Behavior* (New York), 17, 1 (1978), 13–28.

Conventional paragraph structure requires that the topic sentence be presented first, followed by connected, coherent sentences. The processing role of these rules was investigated by comparing performance on reading simple passages that conformed to or violated conventional paragraph organisation. In three experiments, subjects read such passages, presented one sentence at a time; data collected were a choice of 'best title', which provided a measure of apparent theme, the reading time on each sentence, and gist recall scores. The results were that bad paragraph structure produced (a) fewer choices of the topical proposition as the best title; (b) longer reading times, mainly on the initial incoherent sentences, which cannot be immediately integrated; and (c) lower recall of passage content, especially of the initially unintegrable sentences. These results suggest that unintegrable input must be held in immediate memory pending integration, leading to a greater processing load. The role of the paragraph structure conventions is thus to minimise memory load.

**78–352 Kostrenčić, Višnja and others.** O motivaciji odraslih. [Motivation in adults.] *Strani jezici* (Zagreb), 5, 4 (1976), 340–8.

The work of the Centre for Foreign Language Teaching in Zagreb is described. Instruction is given in four stages of five months each, in three-hourly sessions

per week. The groups are small (12–14 people) and where possible they remain with the same instructor throughout. The most common initial motivating factor is professional need. In the course of teaching this external motivation is frequently internalised. Given effective methods and materials, the crucial factor appears to be the teacher–pupil relationship. By the end of the first phase of teaching the basic knowledge is acquired, and the preconditions for internalisation of motivation exists (largely springing from the sense of belonging to a group). The majority of students continue beyond the second stage or repeat the whole process with a new language: i.e. they have acquired a permanent interest in foreign-language learning. With specialised groups the role of the teacher is still more important, if external motivation is to be converted into an interest in language beyond the learner's immediate needs.

Questionnaire results show that the majority of students favour the proportion of three three-hour sessions per week; the quality of teaching is the main factor in their choice of the institute; students respond to a variety of subject matter (contemporary themes, amusing material, technical texts) and methods (language laboratory, work on texts, free conversation, active participation in class, homework); the majority learn with the initial aim of acquiring fluent speech but become interested in all aspects of the language and end by continuing to learn because they like the language rather than because they need it. The main conclusion is that the personality of the instructor and his attitude to his work and his students is the fundamental factor in all successful language teaching.

**78–353 Pressley, Michael.** Children's use of the keyword method to learn simple Spanish vocabulary words. *Journal of Educational Psychology* (Washington, DC), **69**, 5 (1977), 465–72.

Children's ability to use a mnemonic procedure to learn foreign-language vocabulary, the keyword method, was assessed. To remember a foreign word translation, the keyword method user (*a*) associates the foreign word with an English word (the keyword) that sounds like part of the foreign word, and (*b*) remembers a picture of the keyword and translation referents interacting. Second- and fifth-grade children who were instructed in keyword method use and who were provided with interactive pictures for each vocabulary item remembered more simple Spanish vocabulary translations than did control subjects not instructed to use the keyword method. Learning the acoustic links without a keyword method instruction did not improve vocabulary learning.

CONTRASTIVE ANALYSIS

**78–354 Esser, J.** Contrastive intonation of German and English. Problems and some results. *Phonetica* (Basle), **35**, 1 (1978), 41–55.

For the purpose of a contrastive analysis only distinctive formal elements and functions are to be considered. The latter are 'lexical or syntactic disambiguation', 'syntactic characterisation' and 'communicative differentiation'. In German, modal particles and intonation render expressive functions which are conveyed in English by intonation only. The differing punctuation systems of English and German have to be considered as a source of interference besides limited differences between the English and the German intonation systems.

**78–355 Filipović, Rudolf.** Psiholingvistički aspekt kontrastivne analize. [The psycholinguistic aspect of contrastive analysis.] *Strani jezici* (Zagreb), **5**, 4 (1976), 267–72.

The role of contrastive analysis in improving language teaching is necessarily closely linked with psycholinguistics. Misunderstandings sometimes arise when contrastive analysis is defined solely in linguistic terms. Psycholinguistics proposes 'contact analysis' which analyses phenomena within the learner at the moment of contact of the two systems: it takes account of the linguistic system of each individual speaker and the various stages at which approximate systems are formed. These systems contain elements of both languages and the individual system. This approach is illustrated by a description of the work of two study groups in Zagreb. Both projects include an error analysis: in the first it is parallel with the linguistic contrastive analysis, and the results are then applied to the development of pedagogical material. In the second the error analysis is undertaken before the contrastive analysis, so that the selection of subjects for research is based on sensitive areas in the contact between the two languages and within the learner. All the areas of interference identified are then tested systematically in schools. These tests have shown that the results of the linguistic contrastive analysis do not always tally with the evidence acquired by this means. The results have also been studied in the light of the so-called approximative systems proposed by psycholinguistics. Degrees of deviation from the norm first in the mother tongue and then in the target language can often be established in different forms of borrowed words and constructions and this material organised in a 'compromise system'. Psycholinguistic aspects of the tasks to be tackled by the projects in the future take three forms: (1) further study of the processes within the mind of the learner; (2) phenomena in the relationship of the mother tongue to the target language; (3) how conditions in the classroom and duration of teaching affect the process of acquiring a foreign language.

## ERROR ANALYSIS

- 78-356 Schachter, Jacquelyn and Celce-Murcia, Marianne.** Some reservations concerning error analysis. *TESOL Quarterly* (Washington, DC), 11, 4 (1977), 441-51.

The argument over the relative merits of contrastive analysis and error analysis has persisted for some time. In general, proponents of error analysis have been more convincing. However, although the weaknesses of contrastive analysis have been extensively discussed, little has been said about the potential for corresponding weaknesses in error analysis. Six areas in error analysis which exhibit potential weaknesses are: (1) the analysis of errors in isolation; (2) the classification of identified errors; (3) statements of error frequency; (4) the identification of points of difficulty; (5) the ascription of causes to systematic errors; (6) the biased nature of sampling procedures. These together limit the usefulness of error analysis in describing the acquisition process of the second-language learner. As a result the wisdom of using error analysis as the exclusive basis for the development of teaching materials is questioned.

## TESTING

- 78-357 Brière, Eugène J. and others.** A look at cloze testing across languages and levels. *Modern Language Journal* (St Louis, Mo), 62, 1/2 (1978), 23-6.

This is a study of the use of cloze tests in measuring native English speakers' achievement in four foreign languages - German, Japanese, Russian and Spanish. [Procedure, scoring, results.] Results showed that cloze tests can discriminate students of foreign languages according to their levels of instruction (first, second or third term), even when the languages involved are widely diverse and may have different writing systems. Further studies are to be carried out. [References.]

- 78-358 Holloman, John W.** A conceptual approach to assessing bilingualism in children entering school. *TESOL Quarterly* (Washington, DC), 11, 4 (1977), 389-99.

The insight provided by traditional methods of assessing bilingualism in children entering school has often been achieved without a variety of perspective. A conceptual approach is called for. The Information-Eliciting Question Instrument is described; this is designed to reveal the conceptual baseline of bilingual children, including the question forms and concepts revealed in their verbal responses in two languages. The investigator using this approach is faced with:

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(a) using the Instrument to develop parallel information-eliciting questions in two languages, arranged in an ascending order of conceptual difficulty; (b) administering the questions to a sample of bilingual children entering school, in order to determine if they can grasp each question, decode the information elicited, and structure appropriate verbal responses; and (c) determining the extent to which the children can use their two languages to verbalise baseline concepts.

**78–359 Mattran, Kenneth J.** Native speaker reactions to speakers of ESL: implications for adult basic education oral English proficiency testing. *TESOL Quarterly* (Washington, DC), **11**, 4 (1977), 407–14.

Adult basic education/English-as-a-second-language programmes are in need of an informal yet valid and reliable instrument for testing oral English proficiency. Existing tests often require too much time to administer and require a good deal of linguistic sophistication. Modern linguistic literature suggests that native speakers can intuitively judge the acceptability of English utterances. To test this assumption an audio-tape containing seven speakers of ESL and an accompanying rating sheet was administered to 192 native speakers separated into three categories: ABE teachers with no experience or training in ESL, ABE/ESL teachers-in-service, and collegiate-based teachers of ESL (EFL). A hypothesis of no difference between the population categories was postulated and tested using ANOVA procedures at the 0.01 significance level for reactions to five of the audio-taped speakers of ESL (two such speakers were used as foils). No significant differences were revealed by the analysis, and the null hypothesis was accepted. Implications of the findings for test development appropriate to ABE/ESL programmes are described.

**78–360 Mothe, Jean-Claude.** Faut-il supprimer les examens? [Should we abolish examinations?] *Français dans le Monde* (Paris), **135** (1978), 14–18.

[Types of test are discussed – diagnostic, continuous assessment, open competition – together with questions of reliability, validity, theoretical knowledge and practical skills.] Modern-language examinations examine theory and grade by IQ; they neglect performance. They are set by external examiners who do not consult teachers, with a consequent backlash on teaching styles. Problems involved in sampling the syllabus are outlined. There is a need to objectify marking, improve monitoring and re-structure the organisations concerned.

## MATERIALS DESIGN

**78-361 Honeyfield, John.** Simplification. *TESOL Quarterly* (Washington, DC), 11, 4 (1977), 431-40.

This paper examines traditional simplification techniques for the preparation of language-teaching materials, especially graded readers. The two principal forms of simplification, linguistic and content simplification, are described. The paper argues that these processes produce material which differs significantly from normal English in the areas of information distribution (the way in which information is distributed in a text), syntax, and communicative structure (the way in which information is organised in a text for particular communicative purposes). It is argued that such material may lead students to develop reading strategies that are inappropriate for unsimplified English. The paper makes some suggestions for improving simplification methodology. It concludes, however, by suggesting that what is needed, at least for intermediate and advanced learners, is an alternative approach which will both encourage them to tackle unsimplified material sooner and give them help in doing so. Practical suggestions are given for such an approach.

**78-362 Jordan, R. R. and Mathews, Alan.** English for Academic Purposes: practice material for the listening comprehension and writing needs of overseas students. *ELT Documents* (London), 1978, 7-22.

Material for a seven-week pre-session intensive English course for overseas postgraduate students at Manchester University is described. Research, surveys and the writers' own teaching experience suggested that the focus should be on the needs of the students, i.e. mainly on listening comprehension, note-taking and academic writing. The ten units for the first two of these areas are concerned with aspects of study skills and the problems students are likely to encounter. [Overall design of each unit; description and discussion of exercises.] The various design problems are discussed. A notional approach to academic writing (minimum communicative adequacy) was taken [examples; difficulties].

**78-363 Phillips, M. K. and Shettlesworth, C. C.** How to ARM your students: a consideration of two approaches to providing materials for ESP. *ELT Documents* (London), 1978, 23-9.

A practical solution to the problem of providing specialist teaching materials for ESP courses, particularly pre-sessional EAP courses, is offered, making use of authentic resource materials (ARM) from the students' fields of study. In the absence of conventional selection and grading (which often distort texts

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unhelpfully), control can be exercised through grading in terms of accessibility. Total comprehension may have to be abandoned as an aim, and error accepted as inevitable but progressively eliminated. An authentic text can be seen as (1) a repository of natural language use (extracting information), and (2) as the stimulus for a variety of communication skills (developing skill transfers, e.g. note-taking). [Discussion of these two methodologies for exploiting ARMs; consequences for the teacher.]

**TEACHER TRAINING** See abstract 78–379

**TEACHING METHODS** See also abstracts 78–347, –353, –377/9

**78–364 Bausch, Karl-Richard.** Zur Übertragbarkeit der 'Übersetzung als Fertigkeit' auf die 'Übersetzung als Übungsform'. [On the transferability of 'translation as a skill' to 'translation as an exercise'.] *Die Neueren Sprachen* (Frankfurt am Main), 26, 5/6 (1977), 517–35.

A distinction is made between (a) translation as a learning activity, and (within the classroom) as a methodological principle, an exercise and a form of test, and (b) (outside the classroom) translation as a skill. In relation to the concept of interlanguage, translation into the target language remains problematic, even an *exigence absurde*: progressive approximation to native-speaker competence is one thing, translation competence is another. It is not yet clear how interference takes place and can be controlled using translation into the foreign language.

Translation from the foreign language involves the problem that the pedagogical norm cannot be developed on the basis of the foreign language but on the interlanguage existing at any one time. It remains to be examined whether and to what extent translation from the foreign language influences communicative skills in the foreign language.

**78–365 Ladmiral, Jean René.** La traduction dans le cadre de l'institution pédagogique. [The place of translation in teaching languages.] *Die Neueren Sprachen* (Frankfurt am Main), 26, 5/6 (1977), 489–516.

Modern theories of language teaching are mainly opposed to the use of translation as a teaching method. In practice, however, translation and translation-based exercises are accorded an important place in institutions where foreign languages are taught, and exert considerable influence. It is important to distinguish between the *version*, or translation from the foreign language into

the students' mother tongue (in this case, French), and the *thème*, or translation from the mother tongue into the foreign language. The *thème* is not, and cannot be, the mirror image of the *version* (which would presuppose a totally unrealistic level of bilingualism); the processes involved are radically different. Both *thème* and *version*, judiciously employed, have their uses, but both are highly artificial activities, far removed from translation in any real-life situation.

**BILINGUAL TEACHING** *See also abstract 78–358*

**78–366 Fishman, Joshua A.** 'Standard' versus 'dialect' in bilingual education: an old problem in a new context. *Modern Language Journal* (St Louis, Mo), **61**, 7 (1977), 315–25.

The problem of whether children should be taught (and taught in) dialect is not new, but in the bilingual education context it is much more pressing than it was in the earlier context of Black English. Two contrasting definitions of dialect are the non-evaluative, non-pejorative term used by linguists, meaning a linguistic pattern within a larger language system, and the more widespread pejorative use to imply social and linguistic inferiority. It is useful to look at the European (monolingual) counterparts of the dialect issue for a wider perspective [historical sketch of the coming of mass education; different policies and practices in various European countries; mass education pursued in classical languages; other alternatives.] It is concluded that dialect/standard differences are inevitable; clarifying conceptual issues should make logistic issues easier to solve. The teacher should realise that he/she is also a dialect speaker.

**78–367 Lewis, E. Glyn.** Bilingualism in education – cross-national research. *Linguistics* (The Hague), **198** (1977), 5–30.

This contribution to the discussion of research into bilingual education is concerned (1) to point to the relevance of cross-national studies; (2) to suggest some areas of research which are peculiarly appropriate to a cross-national approach; (3) to identify some hypotheses which such cross-national studies may help to validate, which are of central significance to bilingual education and which are not generated by other disciplines; (4) to suggest a model for such cross-national research, and, finally, to try to persuade researchers of the need for an approach to such research which is determined by the needs of bilingual education specifically and which reflects its characteristics rather than those of other disciplines. [References.]

**78–368 Spolsky, Bernard.** American Indian bilingual education. *Linguistics* (The Hague), **198** (1977), 57–72.

Official policy towards American Indians and their languages has varied from virtual genocide to moderate acceptance, or maintenance. This paper records mainly recent federally supported initiatives to encourage one or another form of bilingual education. Depending on the sociolinguistic situation this may be language maintenance, language revival, or more efficient language loss. Some common principles emerge, but bilingual education is as complex a concept when applied to American Indians as in other cases. [Brief historical sketch; local control and federal funds.]

A model is discussed which tries to map all the relevant factors in a range of situations, programmes and goals onto a single, integrated structure and to suggest some of the lines of interaction. The model comprises three hexagons, each side of which represents a set of factors relevant to the operation of a bilingual programme in a particular situation. The first hexagon represents the total situation of a community before a bilingual programme is introduced; the second incorporates factors involved in the interaction of the school and the outside world when bilingual education is introduced (the central element of the whole model); the third hexagon sets out the effects of a programme. [Description of the variety of linguistic, psychological, sociological, economic, political, religious and educational factors in American Indian bilingual education programmes.] The process is extremely varied, and it is difficult to find a common factor, but schools need to become integrated into the Indian community. [References.]

**CLASS METHODS** *See abstracts* 78–370, –380, –382

**PRONUNCIATION** *See also abstracts* 78–354, –385

**78–369 Dickerson, Wayne B.** Generative theory and TESL practice. *Modern Language Journal* (St Louis, Mo), **61**, 4 (1977), 179–87.

The generative analysis of English phonology can be useful in teaching ESL pronunciation, as an adjunct to, rather than in place of, the teaching of articulation. [The example of how words should be stressed is given.] Any effort to translate generative rules into a non-technical form must begin with technical generalisations, but students need a step-by-step translation of the rule which they can apply to words. This is made by means of spelling cues – in the example, the Key Stress Rule is explained. [Use of the method in class.]

- 78–370 Guberina, Petar.** Premašivanje psiholingvističkih i psihoakustičkih struktura u AVGS metodi. [Superseding psycholinguistic and psychoacoustic structures in the AVGS method.] *Strani jezici* (Zagreb), 5, 4 (1976), 278–83.

The concept of structure in the AVGS method is based on the assumption that the brain does not respond to a whole collection of physical stimuli, but selects among them in order to organise perception. Rhythm and intonation are optimal elements in this process. But this does not explain how we arrive at structures or how to ensure their optimal functioning. [Discussion of how perceptive and psycholinguistic structures arise in the brain.] To assist the learner's correct perception of sounds in the early stages rhythm and intonation are used: once the pronunciation is established, it can be extended to general usage. The same process is employed by Suvag Lingua apparatus. In the classroom the sentence is heard at first only on low frequencies to enable the pupils to hear the rhythm and intonation in the best possible conditions, and gradually to alter the structure of their perception. [Comparison of this restructuring process with work in the rehabilitation of patients with severe hearing defects.]

- 78–371 Neufeld, Gerald G.** On the acquisition of prosodic and articulatory features in adult language learning. *Canadian Modern Language Review* (Toronto), 34, 2 (1978), 163–74.

This paper reports on a study in which 20 young adults were tested for their ability to reproduce accurately the articulatory and prosodic features of three non-Indo-European languages (Chinese, Japanese, Eskimo) in which they had received instruction. The first of two basic goals of this research was to partially test, at the purely phonetic level, the 'critical period for language learning' hypothesis. The second aim was to see if students could acquire the linguistic features associated with 'native-like accent' without reference to grammar or lexical meaning. Both questions are considered, with special attention to theoretical problems, and to what the results of the study imply for future research. [Procedures, testing and results.] Results showed that young adults appear able to acquire native or near-native proficiency in the sound patterns of new language, albeit in an artificial learning situation. [References.]

**LANGUAGE FOR SPECIAL PURPOSES** *See also abstracts 78-362/3, -382, -384*

- 78-372** Lee, E. V. Non-specialist use of foreign languages in industry and commerce. *Audio-Visual Language Journal* (Birmingham), 15, 3 (1977/8), 223-31.

The London Chamber of Commerce and Industry carried out a survey in 1972 of the use made of foreign languages by various types of staff (not specialist linguists) in commercial and industrial firms. The questionnaire form consisted of a matrix, with different types of staff on one axis and various situations in which languages may be used on the other. [Analysis of nearly 600 replies is given in table form and discussed.] Ten categories of personnel were surveyed, of which managers/executives formed the largest category. The chief language activities (21 in all) were reading reports/correspondence, conversation with one person, use of the telephone and travelling abroad. They can be grouped into areas of skills, the main three being 'listening and speaking', 'reading' and 'writing'. [Diagrammatic profiles illustrate the patterns of foreign-language activity for the personnel surveyed.] Implications for language teachers and syllabus designers are that the development of speaking and listening skills should figure prominently in a business-oriented language course.

- 78-373** Trimble, Louis. An approach to reading scientific and technical English. *EDUTECH* (Mexico), 4 (undated), 1-15.

Many foreign students, while comprehending words and sentences, fail to grasp the function of a whole paragraph rapidly enough for efficient reading. The author's 'rhetorical approach' has helped students to improve their reading. The basic unit taken is the scientific and technical (or conceptual) paragraph which consists of a stated or implied generalisation usually found in the opening sentence or sentences, and developed by supporting information. The traditional definition of 'paragraph' may not fit this description, and this misleads students. [Analysis of a simple conceptual paragraph consisting of three physical paragraphs; it illustrates the functions of formal definition, classification and description (physical, function and process), and provides examples of the rhetorical techniques of causality and contrast.]

When information is implicit rather than explicit, the non-native speaker needs to be taught how to extract information and reorder it in more usable form [example]. He also needs to be able to recognise implicit relationships between different ideas in the paragraph. The aim is to make recognition possible without conscious analysis. [References.]

**READING** See also abstracts 78–351, –361, –373

- 78–374 Carver, Ronald P.** Toward a theory of reading comprehension and rauding. *Reading Research Quarterly* (Newark, Del), **13**, 1 (1977/8), 8–63.

A theory is presented which describes the process of reading comprehension under typical reading conditions. The theory purports that the rate of reading is constant and that the accuracy of comprehension during reading can be predicted from a measure of material difficulty and individual ability. The percentage of a reading passage that will be comprehended may be predicted given a knowledge of two characteristics of the reader, two characteristics of the passage being read, and the amount of time spent reading the passage. Techniques for measuring all the important variables in the theory are described, and empirical data supporting parts of the theory are presented. Typical reading comprehension is considered to be a special case of a more general language comprehension phenomenon called 'rauding'.

- 78–375 Laufer, Batia.** An experiment in teaching reading comprehension with written answers in the mother tongue. *System* (Linköping, Sweden), **6**, 1 (1978), 11–20.

Comprehension of a text in a reading comprehension course is often checked by means of written answers in English. However, such writing, which is uncontrolled and mostly uncorrected, is often frustrating for both the student and the teacher. The experiment described here aimed at finding out whether students writing in their mother tongue (Hebrew) could achieve the same reading comprehension level as their peers who wrote English throughout the course.

Results showed that writing in Hebrew did not hinder the progress in English comprehension and that uncontrolled writing in English in the control group did not contribute to it. The final comprehension level of the two groups was found to be almost similar. The average progress of students writing in Hebrew was somewhat better. Moreover, writing in Hebrew gave additional time for individual practice and removed students' frustration in not being able to express themselves.

- 78–376 Prica, Mirjana.** Psiholingvistički pristup čitanju u nastavi stranih jezika. [A psycholinguistic approach to reading in foreign-language teaching.] *Strani jezici* (Zagreb), **5**, 4 (1976), 308–13.

Psycholinguistics has recently offered a new approach to reading, seeing it as a process which is not primarily visual, but which requires linguistic

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competence, together with orthographical, syntactical and semantic information. The psycholinguistic reading model proposed by Smith (1971, 1973) is based on the understanding that the process of reading is primarily a cognitive one: the dependence of the good reader on visual information is reduced by the phenomenon of redundancy.

In contemporary foreign-language learning very little attention is paid to the systematic study of reading in the early stages. Material intended for the development of reading skills should not be used as a means of learning oral skills: the spoken and written languages are not identical. The process of reading is a complex interaction of recognition, structuring and interpretation. Several conclusions emerge: (1) reading is a cognitive process, directly linked to general linguistic and cognitive development. (2) Pupils read in order to understand ideas and acquire specific information. (3) The teaching of reading must be directed to the comprehension of a text at an appropriate speed. (4) Reading a foreign language is made easier if the learner reads well in the mother tongue. (5) Without adequate lexical and grammatical information, reading presents difficulties.

**78-377 Pugh, A. K.** Approaches to developing effective adult reading. *Modern English Journal* (Ashiya-shi, Japan), 7 (1977), 9-15.

Studies carried out by the author and colleagues are reviewed, covering a range of approaches to helping native schoolchildren, foreign students and native British undergraduates to improve their reading. It is pointless to attempt globally to improve ability; 'reading' covers a wide range of activities, and what actually takes place will vary according to factors such as proficiency and purpose. A wide range of styles and strategies used by adults was identified (e.g. scanning, search reading, skimming, etc.). A combination of such strategies produces a style of approach.

A small group of foreign students were given a pilot course in reading while listening to a recording of the text; in later sessions the rate of recording was varied artificially [see abstract 76-54]. This appeared to be beneficial, and was also as successful with schoolchildren as remedial teaching had been. A course to help undergraduates improve their reading for study purposes aimed to help them clarify their aims and use strategies effectively. A further study on information location for sixth formers suggests that there is little relationship between reading ability on a standardised test and ability to use books for information [see abstract 76-209]. More exact identification of stages of development and better delineation of reading processes is needed. [References.]

**78–378 Reeds, James A. and others.** A test of reading following comprehension training. *IRAL* (Heidelberg), **15**, 4 (1977), 307–19.

There seems to be little agreement among foreign-language specialists about the transfer of listening comprehension to reading. In the experiment reported in this paper the amount of reading transfer was assessed for students whose foreign-language experience was precisely controlled and for whom the reading examination reflected almost exactly the grammatical and lexical complexity of the listening comprehension lessons. Students were taught to comprehend German, whereupon the amount of transfer to reading was measured. [Procedure and results.] Results showed that there is a high degree of transfer from listening comprehension to reading, even when practice in reading is not emphasised. This suggests that skill in reading need not be emphasised in the early stages of language courses, while the student is mastering basic syntactic and phonological patterns. [References.]

**COMMUNICATION** *See abstracts 78–324, –349*

**COMPREHENSION** *See abstracts 78–362, –378*

### **INDIVIDUALISED INSTRUCTION**

**78–379 Tuman, Walter V.** A chronicle of individualization. *System* (Linköping, Sweden), **6**, 1 (1978), 1–10.

The Defense Language Institute, Foreign Language Centre, is committed to converting its foreign-language training to a self-paced, individualised format. Since 1975, a training programme has sought to familiarise all faculty and staff with the principles of individualised instruction. A series of workshops in instructional technology as it relates to the individualised teaching of foreign languages has been attended by more than 600 participants. This process of faculty and staff re-training is described within the context of the literature of self-paced instruction and a brief methodological history of foreign-language training at the Army Language School/Defense Language Institute. The content and scope of the Instructional Technology Workshop and the Criterion-Referenced Instruction Workshop are discussed.

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### IMMIGRANTS *See abstract 78-325*

#### DRAMA

**78-380** **Maley, Alan and Duff, Alan.** The use of dramatic techniques in foreign-language learning. *ELT Documents* (London), 1 (1977), 17-33.

An account is given of the rationale behind the use of what can loosely be called 'dramatic techniques'. Drama can help to restore the totality of a situation by starting from meaning and moving to language (instead of vice versa), and this is highly motivating. 'Dramatic techniques' does not mean acting out plays or sketches.

There are two possible classroom strategies for using these techniques: (1) careful preparation and practice of the language required, followed by 'free' language use in the activity, or (2) to launch the activity first and treat the language needs afterwards. As the techniques will be unfamiliar, they need to be introduced gradually. Most of them require direct interaction between the students. [Practical problems in the classroom; un-cooperative students; the teacher's monitoring role.] Classroom techniques are given in a roughly graded sequence, from relatively restricted language (training in observation) to real interactional activities.

### ENGLISH *See also abstracts 78-359, -361/3, -369, -373, -380*

**78-381** **Lott, Bernard.** Motivation for the learning of English: some regional considerations. *English Language Teaching Journal* (London), 32, 2 (1978), 87-92.

People's motives for learning English vary enormously, are vital factors in any component for an ELT programme, and should powerfully influence the teaching strategies involved. Detailed sources of information on the various motivations are beginning to become available [examples of surveys on language used in Uganda and in Jordan are discussed]. Where such surveys are not available, the conventional distinction between EFL and ESL countries still remains generally valid. Although learners in ESL countries appear to be better motivated by strong and immediate incentives, they may paradoxically be learning styles which have little value outside their own country. EFL learners on the other hand may feel that English has little significance within their own country, but they are better placed to acquire an internationally valid style of English.

**78–382 Sturtridge, Gill.** Using simulation in teaching English for Specific Purposes. *ELT Documents* (London), 1 (1977), 10–13.

'Simulation' is here taken to mean, not playing roles, but the simulation of a whole environment in which is set a task or problem to which the participants react. The advantages for the ESP class are (1) a specific situation or problem which the learner may one day face can be simulated in the classroom; (2) the teacher can withdraw at the oral stage, thus keeping layman's language out of discussion by professionals (the students); (3) the structure of a simulation allows for the integration of different types of learning materials and the practice of different skills.

The three phases of a simulation are described: I: presentation of the task, supplying of background information/technical data (in this case, materials for decision-making in an oil company); II, 'confrontation' or discussion of the task or problem; and III, the feedback (assessment of learner's performance, discussion of errors, remedial work). The linguistic 'input' can come either in phase I or (preferably) phase III. Simulations can carry materials which integrate listening, reading, writing and oral skills; they provide the learner with an opportunity to use all the language he has.

**FRENCH** See also abstract 78–360

**78–383 Mariet, François.** A propos d'une typologie des objectifs possibles d'un enseignement 'du' français aux adultes en formation. [What kind of French? Possible aims and objectives in teaching French to adults undergoing vocational training or continuing education.] *Langue Française* (Paris), 36 (1977), 4–13.

The concept (which still underlies much thinking about language and which ultimately derived from Cartesian philosophy) of a single unitary standard of 'correct' French, and consequently one universally recognised road to acquiring it (applicable to all learners regardless of their social circumstances), is rejected as anti-sociological. There is more than one kind of French, learners' needs and circumstances vary, and social class is an all important determining factor.

Problems arise in adapting teaching to socio-economic categories. If education and training are to have a liberating effect on the learner's development it is essential to recognise that the latter's needs and aspirations will evolve. Some way must be found to recognise social realities without appearing to confer legitimacy on the existing social order.

GERMAN

- 78-384 Grandin, John M.** The demand for German in international business. *Unterrichtspraxis: for the Teaching of German* (Philadelphia, Pa), **10**, 2 (1977), 32-8.

A questionnaire sent out to 260 German-owned companies in the United States (of whom half responded), showed that knowledge of both English and German was required and that most companies considered language abilities when recruiting employees. Bilingual employees were usually German rather than American. Professionally trained people with a foreign-language background would be a double asset. At another level, signs of linguistic pride and nationalism were sought which might be commensurate with economic success. There was a strong feeling that American business and industry should be equipped to deal in foreign languages, and have background knowledge of (in this case) German culture. Half the companies surveyed offered incentives for learning German. It is felt that the findings are encouraging for students studying German, especially if they combine their language training with another field of study.

- 78-385 Wipf, Joseph A.** The critical sounds of German: a taxonomy. *IRAL* (Heidelberg), **15**, 4 (1977), 275-8.

A study was carried out with 210 American schoolchildren to identify the relationship between age of subjects and their ability to imitate selected sound features of German. The critical sounds and sound clusters were then rank-ordered according to difficulty. [Tables of results; implications for teaching pronunciation.]

- 78-386 Žučkova, I.** Einige Überlegungen zum landeskundlich orientierten Fremdsprachenunterricht. [Some thoughts on culturally oriented foreign-language teaching.] *Deutsch als Fremdsprache* (Leipzig), **14**, 5 (1977), 295-8.

The place of instruction and information on the institutions of the target-language country in foreign-language teaching has received less attention, it is argued, than other neighbouring disciplines, such as linguistics and psycholinguistics. This aspect should be regarded as an integral part of foreign-language teaching and not simply as an accompanying discipline. Concentrating on the specific task of teaching Soviet students of German the social, political, and historical background necessary to an understanding of life in the German Democratic Republic, the author discusses areas where the subject needs broadening and examines ways of integrating it into the teaching of the language.

**SPANISH** See also abstracts 78–344, –353

**78–387** **Díaz Castañon, Carmen.** Observaciones sobre un vocabulario básico para la enseñanza. [Remarks on a basic vocabulary for teaching.] *Revista Española de Lingüística* (Madrid), 7, 2 (1977), 190–6.

This article points out non-standard productive morphological processes and current phonological developments in Asturias. It is a contribution to a larger teaching aid, which gives details of current language use among children, and aims to help teachers foster in children an increased active use of passive vocabulary.