

Language learning and teaching

THEORY AND PRINCIPLES See also abstracts 77-143/4, -183/4

77-132 Allwright, R. L. Putting cognitions on the map: an attempt to model the role of cognitions in language learning. *Workpapers in TESL* (Los Angeles, Cal), **10** (1976), 1-14.

A macro-analysis of language teaching has three elements (samples of the target language, guidance concerning the nature of the target language, and management activities) and four dimensions along which they vary (their relative proportion, distribution between teacher and learners, their sequencing, and the language used – target or source). This framework, though reflecting the most important aspects of language teaching and learning, requires a further micro-analysis to reach a helpful level of understanding.

[Discussion of Heckhausen and Weiner's 'process model of self regulation', i.e. breaking down an action sequence into stages where different cognitions influence behaviour.] The difficulty lies in relating cognitions to observable classroom behaviour: the work of discourse analysts is relevant. The micro-analysis here proposed concerns overt and covert classroom behaviour, and depends on a logical analysis of what the particular learning situation will demand of any learner. The model attempts to map these demands in cognitive terms, specifying an order and a certain patterning. It tries to deal specifically with the various possibilities of breakdown, and subsequent remedial action. Detailed studies of learners and teachers in action are needed before a more definitive formulation can be made.

77-133 Buckby, Michael. Language deprivation. *Times Educational Supplement* (London), **3204** (29 October 1976), 19-20.

Language teaching can convincingly justify its presence in schools if it can be shown to satisfy two criteria: (1) learners must be able to use the foreign language to improve their learning, work and leisure; (2) the process of learning a foreign language must make a real contribution to the learner's general education. The majority of schools fail to meet either of these criteria. A main reason for this is that although schools have changed dramatically, teaching has hardly changed at all; the linguistic content is very much as it has always been, and objectives are too demanding.

Course content should be reduced considerably; the syllabus should contain only what is useful in real-life terms, attainable, and educationally valid for most

of the school population. Writing might well disappear. Instead of the cumulative approach, self-contained learning units, or modules, would permit learners to enjoy success at every stage and go as far as their interests permitted. A combination of a modular approach to teaching and a unit-credit system of examining should be able to meet the needs of all learners.

77-134 Cheremisina, N. V. К теоретическим основам обучения русскому языку как неродному. [On the theoretical bases for the teaching of Russian as a foreign language.] *Русский язык за рубежом* (Moscow), 5 (1976), 60-4.

The aims are: (1) to note certain basic aspects of comparative-typological research; and (2) to propose a method for the description of the results of such research which can be used most effectively in the teaching of Russian to foreigners. With respect to (1), certain theoretical questions are raised and discussed, such as the question of linguistic universals and their relationship to the linguistic forms of natural languages, the need for systematic contrastive descriptions which disclose the system underlying concrete linguistic structures. With respect to (2), examples are given in relation to the teaching of phonology, concrete lexis, and abstract lexis and grammar.

77-135 Ievleva, Z. N. Место грамматики в обучении русскому языку как иностранному. [The place of grammar in the teaching of Russian as a foreign language.] *Русский язык за рубежом* (Moscow), 3 (1976), 51-7.

While grammar is an end in itself for linguists, for teachers it is the means to an end. Teaching requires a shortened and simplified grammar, varied according to circumstances. Grammar generalises the individual linguistic elements for the learner and so permits creative use of language. Exceptions should be treated as lexical material; this allows a grammar without exceptions (memorising lists of exceptions is counter-productive). Grammar and lexical material are not always correctly distinguished or balanced. Rules fall into generalising and instructive – the latter specify the conditions for using a particular form. Modern textbooks present grammar in the form of concentric circles, centred on the basics.

77-136 Lee, W. R. Encouraging and discouraging mistakes. *Interlanguage Studies Bulletin* (Utrecht), 1, 2/3 (1976), 228-49.

Second-language learners have been shown to make some of the same types of mistake as first-language learners, but there is very little evidence as far as the

foreign-language situation is concerned. First- and second-language learners learn, and are obliged to learn, by making mistakes. Foreign-language learners, on the other hand, do not have to learn in this way to anything like the same extent. The attitude of the language teacher and course writer towards mistakes should therefore be that mistakes can aid an understanding of how students are learning and mislearning; but language-teaching procedures which seem likely to cause students to make them should be avoided. [References]

- 77-137 Porquier, Rémy.** *Analogie, généralisation et systèmes intermédiaires dans l'apprentissage d'une langue non-maternelle.* [Analogy, generalisation, and intermediary systems in learning a foreign language.] *BULAG* (Besançon), **3** (1975), 37-63.

Students work with concepts which are not thrown up by the descriptions used in contrastive linguistics. Learners use analogy and generalisation; analogy is a relationship between forms, generalisation is a process of applying rules. A basis for research would be the investigation of transitory states of competence and performance in the target language, treating each stage of learning as an internally coherent autonomous language system. The teacher's role then resembles coaching in self-expression. The concept of 'good' faults could be utilised. [Bibliography.]

- 77-138 Zapp, Franz Josef.** *Problem der Fremdsprachenpolitik aus der Sicht des Fachverbandes Moderne Fremdsprachen.* [The problem of a foreign-language policy for schools, as seen by the Fachverband Moderne Fremdsprachen (Modern Languages Association).] *Die Neueren Sprachen* (Frankfurt am Main) **25**, 3/4 (1976), 269-74.

In 1972, the German Modern Languages Association changed its name from *Allgemeiner Deutscher Neuphilologen-Verband* to *Fachverband Moderne Fremdsprachen* (FMF), thereby acknowledging that the quest for a scientifically based method of teaching foreign languages is no longer restricted to one type of school and to the philology departments of universities. There is general agreement among educators that every pupil should be taught one modern language, but views differ widely on details. The FMF recommends that even in the early secondary stage pupils should have the opportunity to learn up to three modern languages. It also suggests that the virtual monopoly of English and French should be broken and that languages other than English should be available as a first foreign language. It would like to see more opportunities for starting a foreign language at a later stage in school or after school. More co-operation between schools and other teaching institutions is called for.

PSYCHOLOGY OF LEARNING *See also abstracts 77-104, -132*

- 77-139 Clément, R. and others.** Échelles d'attitudes et de motivations reliées à l'apprentissage de l'anglais, langue seconde. [Measuring attitudes and motivation in relation to the study of English as a second language.] *Canadian Modern Language Review* (Toronto), **33**, 1 (1976), 5-25.

Tests devised for measuring the motivation of anglophone students learning French were translated and adapted for use with francophones learning English and were tried out on a group of 300 fourth- and fifth-year secondary-school students in Montreal. The results showed a high degree of internal consistency and satisfactorily demonstrated the transcultural validity of the original tests. However, the small size and unrepresentative nature of the sample prevents any conclusions being drawn about the attitudes and motivation of the French-speaking population as a whole. [The tests themselves are appended.] [Bibliography.]

- 77-140 Gardner, R. C. and others.** Second-language learning: a social psychological perspective. *Canadian Modern Language Review* (Toronto), **32**, 3 (1976), 198-213.

A discussion of some of the roles of attitudes in second-language acquisition suggested by a social psychological interpretation of the processes involved: (1) second-language achievement, (2) language drop-outs, and (3) classroom behaviour [several studies are reviewed]. Some programmes undertaken outside the classroom (e.g. excursions), designed to improve students' attitudes and motivation, are examined. [References.]

- 77-141 Harzem, P. and others.** The effects of pictures on learning to read. *British Journal of Educational Psychology* (London), **46**, 3 (1976), 318-22.

Twenty children learned to read single words that were presented together with (i) a picture of the object named by the word, (ii) a picture of an object unrelated to the word, (iii) a 'nonsense' picture not resembling any object, and (iv) no picture of any kind. Presence of an appropriate picture resulted in significantly fewer correct responses than any other condition. The no-picture condition was the most favourable for learning to read, and it also resulted in largest number of correct responses after a retention interval of 28 days. Learning by massed or distributed practice over time did not affect these relationships although in all conditions distributed practice resulted in more correct responses. The results indicated that whether pictures adversely affect

learning to read or not depends on the relationship between the picture and the printed word, a direct equivalence being the least favourable.

77-142 Johnson, Ronald E. Meaning in complex learning. *Review of Educational Research* (Washington, DC), **45**, 3 (1975), 425-59.

Meaningfulness is potentially the most powerful variable for explaining the learning of complex verbal discourse. In this review of the literature, the possibility is examined that meaningfulness may be pivotal in explaining the effects of other variables. It is argued that the classical methods of measuring meaningfulness are generally inappropriate for calibrating the meaningfulness of verbal discourse. Attention is drawn to variables that influence meaningfulness, and suggestions are made regarding requisite conditions for adequately measuring meaningfulness. The need for additional research is emphasised by sampling problem areas in which productive research could be conducted. [Extensive references.]

77-143 Perkins, Kyle and Freeman, Diane Larsen. The effect of formal language instruction on the order of morpheme acquisition. *Language Learning* (Ann Arbor, Mich), **25**, 2 (1975), 237-43.

A study was conducted to determine if informal learners of ESL had the same acquisition order of morphemes as formal learners, and what would happen to the established order if only certain of the grammatical morphemes were to be explained and drilled. It was found that the ability of the subjects to produce English sentences had been overestimated; that tasks had to be structured; that language instruction might result in improved performance in morpheme usage but not a change in the order of acquisition of morphemes; and that a rank-ordering type of statistical analysis is inadequate for morpheme-acquisition studies.

77-144 Sandberg, Karl. Mind, rules and the cognitive bin: some implications for foreign language teaching. *Journal of Psycholinguistic Research* (New York), **5**, 3 (1976), 299-309.

The cognitive model of language learning assumes that language is neither basically spoken nor written but that it pairs forms with concepts. The rules governing the ability to generate sentences are psychologically real, even if not articulated. The desire to express or extract meaning activates them. Language use draws from the native and experiential contents of mind, or the 'cognitive bin'. These assumptions generate an instructional strategy which discards the sequencing of the audiolingual method. Instead, the ability to derive information from reading is developed first. Phonics then enables the student to read aloud

what he can read silently. Aural comprehension is then derived from reading and phonics. Conversation is developed from a cognitive bin filled through reading and conversation. Writing develops from all three skills.

77-145 Schumann, John H. Second language acquisition: the pidginization hypothesis. *Workpapers in TESL* (Los Angeles, Cal), **10** (1976), 127-40.

A case study of the untutored acquisition of English by a 33-year-old Costa Rican named Alberto, whose language learning was examined longitudinally for a 10-month period. During that time he evidenced very little linguistic growth. Three causes for Alberto's lack of development are considered: ability, age and social and psychological distance. Performance on a test of adoptive intelligence indicated that lack of ability is not adequate to explain his acquisition pattern. Because of the inadequacy of the arguments for a biological critical period in language acquisition, age is also rejected as a cause. Alberto's English speech, however, showed evidence of pidginisation. Pidginisation is seen as the result of the learner's social and psychological distance from speakers of the target language. It is therefore argued that Alberto's lack of development in English is the result of his social and psychological distance from native speakers of English.

77-146 Swain, Merrill and Burnaby, Barbara. Personality characteristics and second language learning in young children: a pilot study. *Working Papers on Bilingualism* (Toronto, Ont), **11** (1976), 115-28.

This study explores (1) on the theoretical level, the relationship of certain personality characteristics to second-language learning among young children and (2) on the practical level, if the bases parents use for deciding whether to enrol their child in a second-language programme are well-founded.

In their Kindergarten year, 63 French immersion pupils and 68 pupils in the English programme with French as a second language were rated by their teachers on nine personality characteristics. These scores were correlated with the children's French language achievement scores in Kindergarten, grade one and grade two. The results indicate that two personality characteristics dominated the significant correlations for the French immersion group. The English programme data showed a similar pattern but with fewer significant correlations. A t-test indicated that the immersion children were rated significantly higher than the other group on three personality characteristics. Only one of these, however, correlated highly with French achievement and another appeared to have some negative effects.

- 77-147 Wagner-Gough, Judy and Hatch, Evelyn.** The importance of input data in second language acquisition studies. *Language Learning* (Ann Arbor, Mich), **25**, 2 (1975), 297-308.

In investigating second-language acquisition, most writers have concentrated on the speech production of their subjects, and mainly on the order of acquisition of a set of morphemes. Such studies are useful in descriptive terms, especially if they consider acquisition of both form and function, but they leave many questions unanswered regarding the acquisition process itself. This paper discusses the relationship between speech directed to the learner and his speech production, one of several areas which require further investigation. Huang's (1970) study of Paul, a five-year-old Chinese boy learning English, is quoted to show the effects of frequency of address on language development, the use of forms without function, incorporation and the type of language addressed to children and adults. [References.]

- 77-148 Wode, Henning.** Developmental sequences in naturalistic L2 acquisition. *Working Papers on Bilingualism* (Toronto, Ont), **11** (1976), 1-31.

Naturalistic L2 acquisition follows ordered developmental sequences. These need not be completely identical with the respective L1 sequences. The L2 sequences involve utterances that – on the surface – match certain phenomena familiar from L1 developmental sequences. Other L2 structures have no surface-parallel to L1, but seem to be based on prior L1 knowledge. Consequently, the view is rejected that there is one universal developmental sequence for the acquisition of a language irrespective of whether it is acquired as L1 or L2. These developmental sequences differ according to the language background, i.e. prior L1 knowledge, of the child.

The L2 acquisition of phonology, inflection, and negation is studied. The major portion of the data derive from systematic longitudinal observations of children with German as L1 acquiring English as their L2, as well as children with English as L1 acquiring German as their L2.

- 77-149 Yekovich, Frank R. and Kulhavy, Raymond W.** Structural and contextual effects in the organisation of prose. *Journal of Educational Psychology* (Washington, DC), **68**, 5 (1976), 626-35.

The effects of name-attribute organisation were tested under three different learning conditions using hierarchically structured material. The subjects, 216 college students, either read prose, generated meaningful narratives, or studied word lists. Tests of critical word recall and recognition were given immediately after presentation and again two days later. Organisational form significantly

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affected learning and retention. Learning condition affected criterion performance, memory and error rates. An analysis of critical words (*names, attributes, values*) recalled indicated that hierarchical position influenced word memorability. Results were interpreted to suggest that structural properties of material and learning context are important factors in assessing the potential effects of organisation.

CONTRASTIVE ANALYSIS

77-150 Syatkovsky, S. Основные принципы сопоставительного анализа языков. [Basic principles of contrastive language analysis.] *Русский язык за рубежом* (Moscow), 5 (1976), 70-3.

There are three basic types of contrastive analysis: (1) bilateral; (2) unilateral (L1-L2); (3) unilateral (L2-L1). The bilateral type contains a description of the function of formal indices, common semantic units, etc. An example of a research task in such an approach might be labelled 'The expression of spatial relationships in Russian and Polish'. Equivalence between units of different languages is rarely symmetrical, save in the restricted area of specialist terminology or fixed metaphor. It follows therefore that for didactic purposes a bilateral contrastive analysis is usually to be preferred, since a unilateral description originating from L1 will be unable to expose the asymmetrical relations between items which originate in the L2, and vice versa. Data derived from structural analysis must be supplemented by data from stylistic and functional analysis to avoid erroneous conclusions. Descriptions must be based on a single unified linguistic theory.

TESTING

77-151 Bowen, J. Donald: A comparison of language proficiency tests. *Workpapers in TESL* (Los Angeles, Cal), 10 (1976), 15-26.

Language tests of different kinds were given to students taking a course on testing at Cairo University, to provide data for them to analyse. Once the results were available, it was decided to make comparisons and correlations among the different kinds of tests. [Method described.] Types of test - 18 in all - included: spelling; different types of comprehension, gapped listening and dictation; cloze test; various grammar tests and communicative tests. Ranking shows the rough measure of difficulty of each test: the easiest were sentence comprehension and spelling, and most difficult were the integrative grammar and communicative competence tests. Students tended to do better on types of test that they were familiar with. Composite scores of all 18 tests seemed more

valid as an overall measure than any of the individual scores. Tests with a high correlation tended to be those with an integrative emphasis. [Tables; discussion of results.]

77-152 Kielhöfer, Bernd. Deutsche Schulleistungstests im Fach Französisch. [German proficiency tests for French.] *Neusprachliche Mitteilungen* (Berlin), 29, 3 (1976), 137-45.

The following objective tests are considered: (1) Flechsig's *Französischer Wortschatztest nach 3 Jahren Unterricht* [French vocabulary tests after 3 years' teaching], and (2) Gerhold's *Französisch - Einstufungstest 7+ bis 10+* [French - grading test 7+ to 10+], for use in classes 9-12 and 7-10 respectively; criteria are offered by which the reader can critically judge them. Flechsig's modest aim is to measure knowledge of vocabulary. Only one possible answer is accepted in the key and too much stress is placed on orthography - i.e. if a gender is wrong the whole answer is wrong. Gerhold's more far-reaching goal is to test the degree of competence in communication. This is not directly observable and can only be approached by measuring performance in the various skills; but learners do not perform uniformly well in all of these skills, nor are they equally easy to test objectively. The answer is to concentrate on the particular features which are common to all skills and are easily tested - i.e. grammar and vocabulary. Knowledge of rules should not be tested, but rather their use in a communicative situation. Timing therefore plays a major role, since hesitation, faltering and pauses are proof of lack of oral competence. The timing of these tests is seen not to be realistic; parts can be solved with a knowledge of rules and Gerhold's puzzle-like distractors (with odd letters and dashes instead of full words) waste time.

77-153 Swain, Merrill and others. The cloze test as a measure of second language proficiency for young children. *Working Papers on Bilingualism* (Toronto, Ont), 11 (1976), 32-42.

Empirical data is presented concerning the use of a cloze test as a measure of second-language proficiency. Grade four students in their fifth year of a French immersion programme were tested using both English and French cloze tests. Correlations between the cloze test and other language achievement measures were calculated for both languages and were found to be high. It is suggested that in summative evaluations, the cloze technique provides a useful measure of overall second-language proficiency with this age group, and that an error analysis of individual items yields valuable information for formative evaluations.

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LANGUAGE PLANNING *See abstracts* 77-138, -182

SYLLABUS DESIGN

77-154 Peck, Antony J. Functional-notional syllabuses and their importance for defining levels of linguistic proficiency. *Audio-Visual Language Journal* (Birmingham), 14, 2 (1976), 95-105.

A functional-notional syllabus, as worked out under the aegis of the Council of Europe, contains the learning objectives devised for the Threshold Level or lowest level of general proficiency, in a unit-credit system [discussion of terms]. Whereas the commonly used structural syllabuses attempt to teach the various forms of the foreign language, notional syllabuses place greater emphasis on the uses (or functions) to which the foreign language can be put. The course writer begins by collecting a list of the uses of language, by means of observation, the thesaurus approach, or introspection. The traditional logic is replaced by a logic of communicative needs. A functional-notional syllabus can be constructed either by intuition or consensus. [Broad sub-categories of language function are shown by reference to the work of Van Ek. As an example of practical application, part of the teacher's notes for the BBC German course *Kontakte* is quoted.] [Discussion of referential concepts, topic areas, behavioural specifications, skill and role.] [References.]

COURSE DESIGN *See abstract* 77-91

TEACHER TRAINING

77-155 Gegečkori, L. S. and Cavčavadze, Z. M. Экспериментальный интенсивный курс устной речи для учителей иностранных языков средних школ Тбилиси. [An experimental intensive course in spoken language for secondary-school foreign-language teachers in Tbilisi.] *Иностранные языки в школе* (Moscow), 5 (1976), 30-5.

In view of the inadequate oral proficiency of many secondary school teachers, Tbilisi University New Methods Laboratory has set up special courses in English, French and German. All the teachers involved have undergone basic theatrical training. The dialogues which form the basis of the course are first acted out by the teacher, who goes to great lengths to maintain interest; this is followed by exaggerated reading and reading to a musical accompaniment. The material is then exploited in role play, problem situations, reporting, etc. Other devices used include subsensory reinforcement, music during intervals

and some working sessions, films, slides, etc. The 12 courses run so far have been praised by a commission of specialists and by the participants.

TEACHING METHODS *See also abstract 77-162*

77-156 Gill, Marilyn. Cours d'immersion totale: problèmes théoriques et pratiques. [Theoretical and practical problems of total immersion courses.] *IUT Bulletin Pédagogique* (Paris), **40** (1975), 9-21.

A total immersion course is defined as a short, highly intensive course, lasting one or two weeks, providing an individual student or small group (four being the maximum number) with from eight to ten hours of foreign-language tuition daily given by a team of teachers, and carefully planned to meet the students' particular purposes and needs and to correspond with their pre-existing level of knowledge of the language. The total immersion courses for teaching English at the Centre de Linguistique Appliquée de Besançon are described, and the organisational and administrative problems involved in running such courses are discussed in addition to the linguistic and language-teaching aspects. [Bibliography.]

BILINGUAL TEACHING *See also abstracts 77-146, -153, -165*

77-157 Genesee, Fred. The suitability of immersion programmes for all children. *Canadian Modern Language Review* (Toronto), **32**, 5 (1976), 494-515.

Empirical data on the suitability of French immersion for four main groups of children is presented: (1) low IQ; (2) working-class background; (3) language disabled, and (4) minority groups. In addition, the significance of age of exposure to French immersion and of geographical setting are considered briefly. All evidence, direct and indirect, suggests that level of IQ is not an impediment to achievement in French immersion programmes any more than it is in a regular academic programme in the native language and that low IQ students are just as likely to succeed as others in some aspects of second-language learning. The evidence on working-class children suggests that they benefit and do not suffer any negative effects. Similar conclusions are suggested by preliminary data on language-disabled children. The results on minority-group children are the most inconclusive, owing largely to methodological complications. There is no evidence that either age or geographical setting are significant determinants of success. A deeper understanding of individual differences in the cognitive aspects of second-language learning might facilitate selection of students for French immersion. [Extensive references.] [The whole issue deals with immersion education.]

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CLASS METHODS *See also abstracts 77-155, -169, -179*

- 77-158 Walker, Graham.** Using group-work in the early stages of teaching French in the primary school. *Audio-Visual Language Journal* (Birmingham), 14, 2 (1976), 117-20.

The use of group-work in the teaching of primary French has not been fully exploited, possibly because its organisation with children at a completely oral stage is not easy. Problems discussed include: dividing the class into groups; use of games and taped exercises; gradual introduction of group-work; conducting the entire lesson in French; organising and preparation. It is felt that the advantages far outweigh the disadvantages: the main benefits are the children's involvement and enjoyment, an increase in the amount of French spoken, and greater confidence. [Appendix gives a selection of group-work activities.]

- 77-159 Zola, Meguido and Sandross, Joachim.** Song in second-language teaching: the uses of imagery. *Canadian Modern Language Review* (Toronto), 33, 1 (1976), 73-85.

The use of song has been limited to transmitting elements of culture rather than for reinforcing phonological, structural and lexical elements of the target language; teaching methods are usually too narrow in scope and variety. Song is a potentially powerful language stimulus and can best be used in combination with other stimuli - visual/tactile, rhythmic/tonal, movement/play stimuli. These help the child's attention, experience and understanding. [Suggestions are made for using drawing and playing simple instruments. Teaching methods are also discussed, with examples of simple folk-songs used in the teaching of French in traditional and immersion programmes at elementary-school level.]

PRONUNCIATION *See also abstracts 77-108, -177/8*

- 77-160 Dickerson, Wayne B.** The WH question of pronunciation: an answer from spelling and generative phonology. *TESOL Quarterly* (Washington, DC), 9, 3 (1975), 299-309.

An approach to pronunciation at intermediate and advanced levels is advocated, which recognises that, in addition to articulatory skill, the student needs another equally important skill, that of determining for himself when to use the sounds he is learning to produce. Central in the programme which teaches this skill is the interrelationship of conventional orthography and the insights of generative phonology in the notion of 'vowel quality pattern'. These patterns help the student to read on his own; they are basically language rules which become part of the student's target language system. [Examples.]

- 77-161 James, E. F.** The acquisition of prosodic features of speech using a speech visualizer. *IRAL* (Heidelberg), **14**, 3 (1976), 227-43.

The teaching of prosodic elements of speech – speech melody, stress and rhythm – has been, until recently, seriously neglected. This is, however, an important aspect of language as it can lead to misunderstanding or even a breakdown in communication. Experiments at the University of Toronto are described using Martin's speech visualiser which connects a series of filters with a computer programme and an oscilloscope to present visually on a screen the intonation and intensity curves of both a model utterance and the student's imitation. The student can make an immediate comparison and repeat his efforts until he improves. [Experiments described.] The visual feedback system was superior to other methods in terms of the student's improvements.

- 77-162 Lantolf, James P.** On teaching intonation. *Modern Language Journal* (St Louis, Mo), **60**, 5/6 (1976), 267-74.

Attempts to formulate methods of teaching intonation are reviewed. Differing views of American linguists show a lack of agreement as to the importance of various aspects of phonology; endeavours to segregate functional and non-functional aspects of an utterance results in artificial speech patterns rather than natural language. The pitch of intonational phonemes is not an absolute, like musical pitch. A study of intonation by the author revealed little correlation between numerical pitch morphemes and acoustic reality: the investigation was concerned with the intonation contours of Spanish questions. Three methods of teaching intonation using visual representations of contour patterns are described, together with a fourth method which involves comparing target contours with those of their English counterparts, using a native speaker as assessor in the lab.

LANGUAGE FOR SPECIAL PURPOSES *See also*
abstracts 77-91, -110, -112, -179, -181

- 77-163 Cortès, Jacques.** Français, langue étrangère et objet technique. Remarques sur quelques orientations de recherche et esquisse de solution. [French as a foreign language and technical artefact. Notes on some lines of research and outline solution.] *Études de Linguistique Appliquée* (Paris), **23** (1976), 29-46.

Current assumptions about the way a target language can be taught speedily to technologists are reviewed, classified and criticised. Target-language courses could be created which exploit the technologist's knowledge of scientific laws and mathematical formulae. This implies a large component of student

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participation. Language teachers would teach the basic language forms and everyday lexis about technical products, leaving the subject specialists to complete the technological register. [Outline teaching progression using a specimen product: *le Machin.*]

READING See also abstracts 77-141, -179, -186

77-164 Baty, Charles W. and McConnel, J. K. Two sides of the brain in language and art. *Educational Research* (Windsor, Berks), **18**, 3 (1976), 201-7.

The spatial elements in reading matter contribute to its meaning. A flexible attention will search for clues to meaning; the integration of these clues may take place without interference by efforts to recover the place. The importance of breaking up any complicated passage into fragments which are easy to understand is emphasised: this makes the meaning of the whole passage easier to grasp. Usually in right-handers who have learnt to write with the preferred hand, the left side of the brain deals with meaningful aspects when reading or writing, whilst the right hemisphere deals with spatial components. The article applies to immature readers of all ages who are frustrated by their incompetence and poor vocabulary. [References.]

77-165 Cowan, J. Ronayne and Sarmed, Zohreh. Reading performance of bilingual children according to type of school and home language. *Working Papers on Bilingualism* (Toronto), **11** (1976), 74-114.

Bilingual children's performance was examined in reading Persian and English at grades one, three and six. Two types of programmes, one an immersion curriculum and the other a split curriculum where half the daily instruction is in one language and the remaining half in the other, were compared with monolingual control schools. The results showed the bilingual children performing not quite as well as either of their monolingual peer groups, although the difference was more striking for Persian than English. A parallel processing theory of reading for bilinguals is proposed to account for the overall trend.

77-166 Golinkoff, Roberta Michnick. A comparison of reading comprehension processes in good and poor comprehenders. *Reading Research Quarterly* (Newark, Del), **11**, 4 (1975/6), 623-59.

Selected studies in the area of reading comprehension are reviewed, in order to characterise the differential strategies that skilled and less skilled compre-

henders employ. The research reviewed is organised into three broad components: (1) decoding, (2) assessing the meaning of single printed words, and (3) text organisation processes or obtaining meaning from larger stretches of text. Results from various studies suggest that good and poor comprehenders differ primarily in the first and third components. Speculations are offered on the interrelationships between these components and their effect on reading comprehension processes.

77-167 Harber, Jean R. Black English and the task of reading. *Review of Educational Research* (Washington, DC), **46**, 3 (1976), 387-405.

This review of the literature provides evidence of dialect interference in the performance of black children on oral reading, but there are large gaps in our knowledge about Black English and the task of reading. Few well-designed studies have been conducted that systematically investigate the effects of Black English usage on reading comprehension, and the evidence of dialect interference in listening comprehension remains equivocal. There is at present no empirical information concerning how Black English-speaking children perform on oral reading comprehension tasks presented in Black English. Although there is much evidence in the literature that all blacks do not speak Black English, the majority of the studies reviewed here did not screen subjects to assure that black subjects actually spoke Black English. The evidence of dialect interference in reading remains equivocal at present, and the authors believe that the educational alternatives considered are still premature. [Unresolved issues concerning the teaching of reading are discussed. Extensive references.]

SPEECH See also abstracts 77-91, -97, -99, -155

77-168 Keuleers, F. and De Bleser, R. Cognitive foreign language teaching to adults: integration of language lab skills and conversation. *ITL* (Louvain), **31** (1976), 1-13.

Even with cognitive drilling in the language lab, students still fail to transfer correctly learned structures to everyday conversation, probably because the two situations constitute different 'trace systems'. A project is planned to investigate what form of free conversation is most appropriate for transforming skill in the lab into real speaking ability. It is thought that role-played interviews may be most successful. Two students play, say, a Premier and his wife, and the rest are journalists asking them questions, which can be guided grammatically by means of instructions. [Disadvantages of traditional role-play; further advantages of conversation exercises.]

WRITING See abstracts 77–98, –169, –186

COMPREHENSION

77–169 Whitaker, S. F. What is the status of dictation? *Audio-Visual Language Journal*, 14, 2 (1976), 87–93.

The potential merits of dictation, and their relevance for different facets of language teaching, are reviewed. Dictation dates from the era of scribes and the copying of manuscripts, but it can still have relevance today if set in precise, if specialised, contexts, such as taking telephone messages, market research, travel instructions, airport announcements, etc. Dictation offers the opportunity to pursue the objective of aural comprehension without the complication of an oral response. But orthographic correctness may not be very relevant to this end. Johansson's (1973) error scale awards marks (i.e. does not deduct them) on the basis of intelligibility [discussion].

Recommendations for teaching are: (1) to simulate a situation where an orally communicated message must be understood and acted on; (2) recorded versions are advantageous if using the traditional 'set piece'; (3) no punctuation should be dictated; (4) in evaluating results, appropriate objectives should be set in advance; (5) variations can be adopted. In this way, dictation ceases to be a series of spelling traps, but is a realistic language activity. [References and samples.]

LITERATURE TEACHING See also abstract 77–185

77–170 Dentant, J. and Standaert, R. The priority of affective aims in the teaching of literature on the secondary school curriculum and its consequences (a pedalinguistic view on literary appreciation). *ITL* (Louvain), 31 (1976), 27–41.

With the recent emphasis on the purely cognitive functions of language, the enjoyment of literature as part of the student's aesthetic development has been disregarded. The study of the literature of a foreign language has two aspects: cognitive (the study of literary facts and concepts) and affective (the aesthetic experience of literature). We are currently applying cognitive methods to reach affective aims. Instead, the literary language material needs to be carefully presented in a graded way; the cognitive skills must always be subservient to the realisation of affective aims. [A specification of the affective behaviour to be aimed at is outlined, deriving from the work of Stenhouse, Eisner, and Valette and Disick.] Eventually, the learner will be helped to read critically from an ethical point of view.

- 77-171 **Povey, John.** TESL research: literature. *Workpapers in TESL* (Los Angeles, Cal), 10 (1976), 95-106.

Many problems in adapting literature for ESL work derive from the historical distinction between English the language and English the academic discipline – the one functional, the other intentionally not. Regrettable practices have arisen of using literature in the ESL classroom for mechanical exercises, despite the fact that a foreign student who is already familiar with a literature and has developed a critical appreciation will be able to enjoy many literary aspects of writing in the foreign language. This is the starting point for a discussion of possible research activities for the ESL scholar: (1) language – evaluating levels of difficulty in literature, both of vocabulary and syntax; (2) culture – cross-cultural studies, translation; (3) stylistics – e.g. analysing English when used at a sophisticated level as a second language, as in Nigeria; (4) selection – assessing the function and advantages of particular works; (5) methodology – comparing the effectiveness of different methods of teaching literature, particularly as to whether preparation should precede the first reading.

TEXTBOOKS See abstract 77-97

AUDIO-VISUAL AIDS See abstract 77-159

PROGRAMMED INSTRUCTION

- 77-172 **Carter, Thomas P. and Ginsberg, Raymon E.** An experiment using programmed self-instruction and performance objectives in first-year university French. *Foreign Language Annals* (New York), 9, 3 (1976), 218-27.

In an experimental programme in first-year French, a self-instructional, programmed text was used, and performance objectives were set for each unit of work. Students were responsible for their own learning, proceeded at their own rate, and were allowed repeated attempts to meet the minimal requirement of 75 per cent mastery. The role of the instructors was to offer individual help where needed, to evaluate each student's progress, and to be available for informal conversation in French. Regular communicative activities were required of all students.

Comparisons with control groups at the end of the year indicated a significantly higher level of performance for the experimental students but considerably less material covered. Student attitudes toward the experimental conditions were judged to be encouragingly positive.

LANGUAGE LEARNING AND TEACHING

- 77-173 Decker, Henry W.** Computer-aided instruction in French syntax. *Modern Language Journal* (St Louis, Mo), **60**, 5/6 (1976), 263-7.

A research project is described which aimed to explore the possibilities of computer programming for the teaching of grammar, particularly applications not duplicated in classroom exercises, textbook assignments or laboratory tapes. A programme called SCAN identifies and classifies student errors in the usual way – though without the usual delay. A programme called ZAP is, on the other hand, unique to a computer: the student feeds in a sentence, punches a number to call for a particular grammatical operation to be performed on the sentence (i.e. negation, change of tense or subject), and the computer provides this. Three instructional stages are feasible: (1) illustration (as described above); (2) drill, by getting the computer to perform internally and store the result, then compare student input with the stored result; and (3) testing, by proceeding as in (2), then adding an error counter.

LANGUAGE LABORATORIES

- 77-174 Dahms, R. G. and Ciceran, E. J.** Effective utilisation of the language lab: planning, evaluation, procedures. *Canadian Modern Language Review* (Toronto), **33**, 1 (1976), 32-8.

Laboratory materials are all too often acquired uncritically by someone other than the teacher and used without serious prior examination. The article aims to help teachers by offering alternatives, approaches and techniques which should help them to improve current programmes. Areas discussed are: assessing the equipment; evaluating tapes; timing; planning; pre-recording; pacing the programme; tape exercises; monitoring and evaluation; testing.

IMMIGRANTS

- 77-175 Moorman, Paul.** Language for life in the old country. *Times Educational Supplement* (London), **3203** (22 October 1976), 10.

A one-year pilot project now beginning in Bedford, financed by the EEC to teach immigrant pupils their mother tongue and culture, is discussed. The aim is to give immigrants more self-confidence and a better self-image, which, it is hoped, will help them to integrate more fully into the British educational system. But the extra five hours' tuition per week will be taken mainly from English. British objections to the proposals centre on cost, the fact that permanent immigrants in Britain pose different problems to those posed by migrant workers in Europe, the divisiveness of 'separate' education, and constitutional difficulties.

- 77-176 Obanya, Pai.** Second language learning out of school. *ITL* (Louvain), **31** (1976), 15-26.

Non-Yoruba immigrants (mainly Nigerians) in Ibadan, Nigeria, were interviewed to find out about their learning of Yoruba. [Procedure; tables of results.] Results showed that most subjects were motivated by the need to communicate socially and at work; learning strategies were usually of the 'immersion' type, though some subjects said they 'merely listened' to the foreign language. Very few were actually taught in school or by reading books; slightly more said they learned by asking questions. The skills of reading and writing were less developed than listening and speaking. Women were more proficient than men; factors such as length of stay, age on arrival and attitude to Yoruba influenced subjects' competence as perceived by themselves.

- 77-177 Oyama, Susan.** A sensitive period for the acquisition of a non-native phonological system. *Journal of Psycholinguistic Research* (New York), **5**, 3 (1976), 261-83.

Immigrants who had learned English at various ages and who had been in the United States for various periods were judged for degree of accent in English. It was found that age at arrival was a strong predictor of degree of accent, while length of stay had very little effect. Other practice and motivational factors were related to accent only by virtue of their correlation with age at arrival. It is suggested that a sensitive period exists for the acquisition of a non-native phonological system.

ENGLISH See also abstracts 77-91, -110, -139, -143, -146/8, -155/6, -160, -165, -171

- 77-178 Gordon, Alistair.** Some pronunciation problems: consonants. *Views on Language and Language Teaching* (Athens), **2**, 3 (1976), 97-100.

Some of the problems which Greek students have in pronouncing English consonants are briefly reviewed. The consonant phonemes of English are examined in turn and some outstanding difficulties mentioned; techniques for correction are also noted.

- 77-179 Moody, K. W.** A type of exercise for developing prediction skills in reading. *RELC Journal* (Singapore), **7**, 1 (1976), 13-20.

A technique is described which may help learners improve their reading skills by making them more aware of the significance of inter-sentential relationships

in a text, and of the text as an entity; this is particularly aimed at learners concerned with a special field of knowledge, such as the sciences. Much previous EFL or ESL teaching has failed to focus on the essential strategy for skilled reading – to create expectations as one reads, to use the cue systems to predict, and then to check those predictions. The technique outlined here is to present the learner with a minimal beginning for a short passage, and require him, on the basis of the information thus provided, to predict what is likely to come next. To help him, three options are supplied, from which he must choose the most probable. After this choice has been made and approved, it is added to the existing text and another three options are provided. In this way the learner re-creates a text. [Detailed example; references.]

FRENCH See also abstracts 77–112, –146, –152, –155, –157/9, –163, –172/3

77–180 Bourgain, Dominique and others. Apprendre le Français à des adultes francophones? [Teach French to French-speaking adults?] *Études de Linguistique Appliquée* (Paris), **23** (1976), 106–28.

Courses of *formation permanente* have increased the teaching of French to native French speakers, the object of firms being to increase efficiency at work by improving communicative competence. Teaching has concentrated on training skilled workers especially in the rules of standard French grammar. This has been justified by the sense of the workers themselves that their language is 'deficient', and by the fact that social position is correlated with language variety. However, such courses have little effect on social mobility, and an enquiry [details] has shown that the full range of standard French grammatical forms is known to, and used by, skilled workers. The problem is therefore one of discourse, not grammar. [Examination of the relevance of sociolinguistics and discourse analysis by transformational and case grammars]. The solution lies in a formulation of rhetoric as having a binary articulation of competence/performance along one axis and linguistic/ideological along the other. Ideologically, rhetoric is not external to social relations, but depends on such concepts as the class struggle. The linguistic problems of skilled workers do not stem from their inability to handle a set of grammatical rules, but from their psycho-social behaviour.

Teaching must aim at remodelling the learners' attitudes in three overlapping stages: reassurance in their ability to handle the language effectively; extension of their perception of their role as participants in communication, and release from the learning situation into autonomous language behaviour.

- 77-181 Moirand, Sophie.** Approche globale de textes écrits. [Global approach to printed texts.] *Études de Linguistique Appliquée* (Paris), **23** (1976), 88-105.

Texts are chosen from newspapers, advertising, instructions to purchasers, etc. The procedures are formalised: identifying symbols, picking out keywords, encouraging students to contribute their own knowledge of social, political and similar implications. Sequences of question-types: *Qui...?*, *Quoi...?*, *Où...?*, etc., are noted. [Examples: Reports of a railway accident; a political assassination from several editions of four newspapers; an economics text.] The potential for teaching special registers is discussed. Group discussions are important if the method is to work.

- 77-182 Philippart, L.** L'enseignement du français, langue seconde, en pays bilingue et plurilingue: Belgique et Suisse. [Teaching French as a second language in a bilingual and a multilingual country (Belgium and Switzerland).] *FIPF Bulletin* (Sèvres), **12/13** (1975/6), 65-74.

The aims, approaches and methods adopted in the teaching of French in schools in Belgium and Switzerland (both of them countries where French is an official language) are examined in the light of the language policies adopted by their respective governments and are set in the context of the differing political, historical and social conditions prevailing in each country. It is important for the teacher of French to be aware of these factors. Reforms in teacher training and in-service training for teachers are essential if they are to accomplish their task successfully. [Bibliography.]

- 77-183 Solomon, Denis.** Analyse du sens et méthodologie dans l'enseignement des langues. Application au mode verbal français. [Semantic analysis and methodology in language teaching: an application to mood in the French verb.] *Français Moderne* (Paris), **44**, 4 (1976), 339-52.

Language teaching needs a system which shows the inter-relation of (a) a speaker's intentions, (b) semantic structure and (c) syntactico-grammatical rules. In the forms of the French verb which display mood, the indicative has a semantic element which carries the mark of speaker's responsibility for the content of the utterance. In the subjunctive this semantic feature is zero-marked; the subjunctive displays neutrality concerning the speaker's involvement with the information content of the utterance. Here is a semantic trait pertinent to the context of the utterance. Similar contextual traits can be incorporated advantageously in the grammar.

LANGUAGE LEARNING AND TEACHING

- 77-184** **Valdman, Albert.** Variation linguistique et norme pédagogique dans l'enseignement du français langue seconde. [Linguistic variation and the teaching norm in the teaching of French.] *FIPF Bulletin* (Sèvres), **12/13** (1975/6), 52-64.

Teachers confronted by the variety and diversity of different types of French tend to cling to the illusion of a single, correct and acceptable standard, often based on considerations of social class (i.e., the best language is that of the upper-middle classes in the Paris region) or sometimes on a sort of idealised norm as postulated by some modern linguistic studies. Yet in order to communicate effectively (now regarded as the principal aim of foreign-language teaching in schools) and in order to attain the no less important goal of acquiring an understanding of the nature of language, the student has to learn to recognise, appreciate and handle appropriately a number of different varieties of the language taught.

However, these variants have to be presented to the learner in an orderly, systematic progression, and the teacher is therefore obliged to select what language to teach. Some kind of 'neutral' language proves after all to be necessary for teaching purposes in order to simplify the student's task. [Two areas of considerable diversity in modern French - liaison and question-forms - are studied and strategies for the teacher are suggested.] [Bibliography.]

GERMAN *See abstracts* 77-126, -148, -155

SPANISH *See abstract* 77-162

RUSSIAN *See also abstracts* 77-134/5

- 77-185** **Alekseeva, L. S.** Актуальные проблемы методики преподавания русского языка, литературы и страноведения. [Current problems of method in the teaching of Russian language, literature and stranovedeniye.] *Fremdsprachenunterricht* (Berlin), **20**, 8/9 (1976), 383-94.

The psychological basis for the current approach to the teaching of Russian in the Soviet Union has been provided by the work of Vygotsky, Gal'perin and Belaev. The method adopted is one which combines conscious recognition of linguistic rules with practice in the application of the rules to the point where such application becomes automatic. Language courses have a practical orientation and problems arise in providing the data required to reveal the total linguistic system to the student in the case where the pedagogic material is

selected in accordance with functional or situational/thematic principles. The teaching of Russian as a foreign language requires a different type of linguistic description of the language than where Russian is the mother tongue. The most important principles of such a description could be the need to minimise the language (in terms of the grammatical description), interpreting the facts of the target language from a particular point of view, describing the basic linguistic units in functional terms, taking the L1 of the learner into account.

More articles on the periodisation of Soviet literature are needed. Courses taught at present are often tendentious. More work should be devoted to textological study, linking this to theoretical work on stylistics. The problems to be solved by research in the field of *stranovedeniye* are respectively the need to define the aims and tasks of teaching, to give information thematic content, and to work out more effective ways of transmitting cultural information in the context of language teaching.

77–186 Kirkwood, J. M. Reading and writing in Russian: the neglected skills? *Journal of Russian Studies* (Bradford), **32** (1976), 13–23.

A differentiation is made between language as activity and language as a product of activity on the one hand, and between the spoken language and the written language on the other. A discussion of the environments and conditions in which the spoken and written languages normally occur prefaces an argument for the reorientation of language teaching goals. The skills of reading and writing are seen as more important than the skills of speaking and aural comprehension in relation to the intellectual needs of students. Suggestions are made for the establishment of goals, the selection of materials and the specification of linguistic/intellectual activities.