

Language learning and teaching

THEORY AND PRINCIPLES

80–244 Brumfit, Christopher. Accuracy and fluency as polarities in foreign-language teaching materials and methodology. *Bulletin CILA* (Neuchâtel, Switzerland), **29** (1979), 89–96.

This paper explores the distinction between accuracy and fluency as short-term objectives, and particularly the implications of making fluency, rather than accuracy, the basic element in the language curriculum. A true communicative methodology will have to recognise the dynamic element in communication, which is responsive to two areas of constraint, (i) the situation and (ii) the personality of the language user. Foreign learners may develop their abilities better if total security is removed from the classroom. A genuinely student-centred approach would allow unpredictably organised activity. This reverses the normal procedures: *Present* → *Drill* → *Practice in context* would become *Communicate* → *Present necessary language items* → *drill if required*. The core of the course will become a series of situations demanding communicative activities. Materials would have to (a) set off fluent language behaviour, then (b) instil accuracy. Care would need to be given to materials for (a).

80–245 Buckby, Michael. Teaching pupils of lower ability – attitudes in the classroom. *Audio-Visual Language Journal* (Birmingham), **17**, 2 (1979), 71–6.

Pupils must understand the learning goals and accept them as relevant and worthwhile. They need to achieve their goals quickly. The process of acquiring desirable language skills must be pleasant. [Appendix gives a questionnaire used to find out from pupils whether these criteria are being met.] Pupils who are consulted in this way become more responsible and eager learners.

The content of our teaching needs radical change. A sequence of goals is needed so that learners can see how they can progress. They should only be asked to master language they are reasonably likely to use outside the classroom. Goals should be achievable within a reasonable time span. A series of graded tests should accompany these goals. Changes in methods should follow almost automatically once a system of graded objectives and tests has been established. Work will spring from notions, functions and situations, not structures. With each new topic, the language needed is presented in full, giving a chance of success to the pupil who has forgotten items presented before. Contact with speakers of the foreign language is essential. Both pupils and teachers must respect every learner's efforts. Once interest and self-confidence have been aroused, learners make the best progress.

80-246 Coste, Daniel and Porquier, Rémy. Des langues vivantes en question. [Modern languages in question.] *Français dans le Monde* (Paris), 146 (1979), 31-8 and 47.

This is an attempt to collate and assess information on the relative decline of modern-language teaching experienced in much of the world, together with the analysis of possible causes and suggestions for the improvement of the situation. Special emphasis is laid on the position of French with regard both to the study of minority languages such as Japanese and Indonesian and the overall domination of English. Analysis is made of the special position of anglophone countries, and the pedagogic attitudes to the learning of modern languages in general are examined and contrasted with the learning of classical languages. A reassessment of pupil/teacher motivation and of methods of teaching is called for.

80-247 Hawkins, Eric W. Why a modern language for all? *Audio-Visual Language Journal* (Birmingham), 17, 2 (1979), 77-81.

Children learning their mother tongue begin by interpreting situations, rather than words in isolation. The educational system requires them to have an awareness of language, which means being able to conceptualise language. There is some slight research evidence that second-language study can favourably affect cognition. Certainly it offers a neutral medium for weaker pupils to rehearse basic cognitive processes, as well as re-educating the ear, matching (new) sounds to written symbols, etc. It also helps the child to combat the parochial attitude that objects are inseparable from their (English) names.

80-248 Howatt, A. P. R. Deliberate semantics – an ‘interventionist’ approach to second-language teaching methodology. *Bulletin CILA* (Neuchâtel, Switzerland), 29 (1979), 5-22.

The task of the L2 learner is to acquire those ‘accidental properties’ which make L2 different from L1. Intervention in the learning process involves two operations: (1) control of the data made available to the learner (syllabus planning, selection of materials) and (2) intervention between the learner and the data: (a) teaching, (b) skill training, (c) guidance.

The end, not the beginning, of first-language learning should be regarded as the point at which second-language learning begins. There are striking similarities between the child’s problems in acquiring literacy (i.e. meeting the written language) and the difficulties faced by the learner of L2 speech. Both need to abstract meaning from form, map new linguistic forms onto existing meanings, and try to express thought and create language in the absence of a motivating social context (‘deliberate semantics’). Some practical implications are discussed concerning language planning policy, ‘motivational methods’ and motivation and achievement.

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80–249 Hupet, Michel. L'intégration sémantique: problèmes théoriques et méthodologiques. [Theoretical and methodological problems of semantic integration.] *Cahiers de l'Institut de Linguistique de Louvain* (Louvain), 5, 1/2 (1978), 199–221.

From an appraisal of psycholinguistic research in the 1970s emerges an awareness of the need to transcend the futile conflict between the formal and the functional approaches. The trend is towards a growing interest in language in context, and in meaning, comprehension and communication, with attention increasingly focused on the study of memory.

The work of Bransford and Franks on the nature of semantic integration and how it functions has been instrumental in stimulating further research into its various aspects and into the concomitant theoretical and methodological implications. Much remains problematic; in particular, clarification of the role of inference in comprehension is needed.

80–250 Littlewood, William T. Communicative performance in language-developmental contexts. *IRAL* (Heidelberg), 17, 2 (1979), 123–38.

The discussion of communicative performance in language-developmental contexts requires an account of language which is sufficiently flexible to allow human factors to be discussed, even when they cannot be rigorously formalised or precisely defined, but still sufficiently formal to define the concepts involved and locate them within a firm framework. One aim of this paper is to contribute towards such an account, and in so doing, move towards a 'functional model' within which not only performance characteristics, but also research results from different domains of language study, can be located and discussed. It indicates, in terms of the proposed model, some of the component skills of communicative ability which present-day research is investigating, and offers a characterisation of the task of language learning in its communicative context.

80–251 Powell, Robert C. Sex differences and language learning: a review of the evidence. *Audio-Visual Language Journal* (Birmingham), 17, 1 (1979), 19–24.

More girls than boys pursue foreign-language studies beyond the conventional option stage. Not only is second-language learning easily categorisable as a 'feminine' activity in terms of numbers and attitude (as science is a 'masculine' activity), but in terms of overall attainment girls excel [tables of statistics]. Boys tend to be superior in measurement of spatial ability, and girls excel in virtually all aspects of the linguistic process, such as speech skills, reading, spelling skills (mother-tongue). There is little research on how this relates to second-language learning, but what there is underlines fundamental differences between the sexes in this area. Separating the sexes for language teaching might prove

beneficial to all and engender more positive attitudes. Boys between 12 and 14 may be inhibited by the greater aptitude (and therefore confidence) of girls.

80–252 Raasch, Albert. Un ‘Un niveau-seuil’? – Deux ‘Un niveau-seuil’? – Deux ‘Niveaux-seuils’? Diskussionsbeitrag zur ‘Adaptation de “Un niveau-seuil” pour des contextes scolaires’. [A contribution to the discussion of ‘The adaptation of “*Un niveau seuil*” for use in schools’.] *Neusprachliche Mitteilungen* (Berlin), **32**, 3 (1979), 157–61.

The development of a school version of ‘*Un niveau-seuil*’ (‘A Threshold Level’), a project originally designed for adult French courses, is examined. The article defines the aims of the adult project, and then sets out the main ways in which the school version differs from it. The procedures suggested in the adult project are discussed, and attention is focused upon three steps – defining the nature and interests of the group, identifying the social contexts in which the students will be called upon to use the language, and specifying the speech acts (in terms of concepts and their linguistic realisations) which will be required in these contexts. The modifications necessary in each of these areas in the production of the school version are explained, and a warning is given against dismissing too readily elements of ‘*Un niveau-seuil*’ which might at first sight seem inapplicable to language teaching in schools, such as the role of self-assessment. It is emphasised that the school version exists as yet only in a provisional form, and that the final aim is to produce not simply a derivative offshoot of the adult project, but an entirely independent project catering specifically for the needs of schools.

80–253 Roulet, Eddy. Vers une pédagogie intégrée de la langue maternelle et des langues secondes. [Towards the integrated teaching of native and second languages]. *FIPF Bulletin* (Sèvres), **18/19** (1978/9), 43–54.

In national schools, except in Hungary, there is a complete lack of co-ordination between L1 and L2 teaching. Consequently there is no transfer of linguistic insight from L1 and L2 learning. To facilitate such transfer, L1 learning must develop the child’s linguistic repertory, and develop and practise investigative techniques.

A child of six possesses several varieties of its L1 appropriate to various situations: a linguistic repertory rather than a language. This is a coherent system fitted to the child’s communicative needs, requiring extension and conscious control, not merely the superimposition of the standard dialect or the application of a partial and misleading description to that dialect where it is already in the repertory. By ‘investigative techniques’ is meant operations, concepts and descriptions leading to the discovery of the structures and functions of the language. [Report

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of experimental lessons with 7–9 year olds, and reference.] For this approach, the linguist supplies the research tools and concepts, not a linguistic description. What procedures will be pedagogically effective must be discovered by the educationist, not the linguist. At present, such knowledge is lacking. The improvement of conscious control of communicative skills in L1 can be expected to have beneficial results in L2 learning.

80–254 Switalla, Bernd and Herrlitz, Wolfgang. Linguistik und Deutschunterricht – die didaktische und curriculare Relevanz der Linguistik. [Linguistics and the teaching of German as a mother tongue – the didactic and curricular relevance of linguistics.] *Studium Linguistik* (Kronberg T/s), 6 (1978), 1–22.

For years discussion has been going on in the Federal Republic of Germany as to whether linguistics can contribute anything to didactic decisions on 'aims, contents, and class-room procedures in schools, without reaching any agreement. In particular, the teaching of German as a mother tongue has suffered because of the old dichotomies of theory v. practice, university v. school, and general v. applied linguistics. Research must be channelled into 'school orientated' (*schulnah*) projects. Then linguistics would no longer seek to formulate general statements but would rather lay the foundation for the theoretical and practical reconstruction of communication as linguistic interaction.

PSYCHOLOGY OF LEARNING See also abstracts 80–248/9, –251, –268, –278/9

80–255 Arlin, Marshall and others. The effects of pictures on rate of learning sight words: a critique of the focal attention hypothesis. *Reading Research Quarterly* (Newark, Del), 14, 4 (1978/9), 645–60.

The focal attention hypothesis that pictures interfere with sight-word learning was tested. The design was structured to avoid two methodological flaws identified in most related research. Seventy-two kindergarten pupils learned four words with or without pictures in a trials-to-criterion paradigm. Pupils were first presented with either words + picture, words + voice, or words alone and were then given feedback in one of the three modes. The word sets consisted of either similar or dissimilar (initial consonant) words. Learning rate was computed and analysed. Contrary to the predictions of the focal attention hypothesis, pictures presented with words facilitated rather than hindered learning. It is suggested that conclusions about the distracting effect of pictures, based upon the focal attention hypothesis, are unwarranted.

- 80–256 Blum, Shoshana and Levenston, E. A.** Universals of lexical simplification. *Language Learning* (Ann Arbor, Mich), **28**, 2 (1978) [publ. 1979], 399–415.

Lexical simplification – the process and/or result of making do with less words – can be studied in a variety of linguistic contexts: translation, the usage of language learners, the usage of language teachers, pidginisation, foreigner talk, simplified reading texts for learners. It operates according to universal principles that derive from semantic competence in the mother tongue. By means of a comparative study of some of these contexts – translation, the usage of second language learners and teachers, simplified reading texts – the operation of these universal principles is demonstrated. Aspects of simplification examined in detail include the use of superordinate terms, approximation, synonymy, transfer, circumlocution and paraphrase. A distinction is drawn between ‘strategies’ and ‘processes’ of simplification. ‘Strategy’ refers to the way the learner/user arrives at a certain usage at a specific point in time, and ‘process’ refers to the systematic series of steps by which the learner/user arrives at the same usage over time. Strategies may be process-initiating (over-generalisation, transfer) or situation-bound (circumlocution, paraphrase).

- 80–257 Cziko, Gary A. and others.** French immersion programmes and students’ social attitudes: a multidimensional investigation. *Working Papers on Bilingualism* (Toronto), **19** (1979), 13–28.

A study of four groups of elementary-school students and their attitudes towards 10 socially relevant concepts, e.g., ‘self’, ‘monolingual French Canadians’, ‘bilingual English Canadians’, etc. Two of the groups comprised grade five and six English-speaking Canadian students who had participated in either an early or a late French immersion programme. For purposes of comparison, an otherwise comparable group of English-speaking Canadian students with no French immersion experience was included, along with a group of French-speaking Canadian students in a totally French-language school programme. The paired dissimilarity ratings of the 10 concepts were subjected to multi-dimensional scaling analyses and analyses of variance.

The results indicated that while language and ethnicity (French v. English) was an important dimension along which all four groups judged social similarities, extensive experience with the other group’s language (as exemplified here in early French immersion experience) led to a reduction in the extensiveness of the language–ethnicity dimension, and in the differences perceived between self, one’s own ethno-linguistic group, and the relevant other ethno-linguistic group.

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80-258 Goetz, Ernest T. Inferring from text: some factors influencing which inferences will be made. *Discourse Processes* (New Jersey), 2, 3 (1979), 179-95.

Two studies are reported in which the importance of an event in a story was systematically varied to test whether this would affect the likelihood that inferences about the event would be made. Eight versions of each of six 500-word stories, identical except for the sections varied in order to manipulate the importance of the event and the salience of material which cued the target inference, shared the same target inference. Importance was varied without changing the plausibility of the inference. In half of the passage versions, the 'inference' was explicitly stated in the text. High-school students served as subjects. In the first experiment, inference was tested using multiple-choice recognition, while a cued recall test was employed in the second experiment. The results of both studies confirmed that people are more likely to make an important rather than unimportant inference. Highly salient premises were also found to increase the probability that an inference would be made.

80-259 Krashen, Stephen and Scarcella, Robin. On routines and patterns in language acquisition and performance. *Language Learning* (Ann Arbor, Mich), 28, 2 (1978) [publ. 1979], 283-300.

It is sometimes claimed that routines and patterns play a major role in language acquisition: specifically, that routines and patterns directly foster the development of syntactic structure. In order to determine the true status and function of routines and patterns in language acquisition and performance several explanations of routines and patterns are examined in the light of the literature on automatic speech in neuro-linguistics, child first-language acquisition, child second-language acquisition, and adult second-language acquisition. In doing this, routines and patterns are related to what has been called 'automatic speech' and the 'gestalt mode'. It is concluded that (1) the use of routines and patterns may be encouraged when conversational demands are present and the acquirer is not yet competent in the second language; (2) routines and patterns, while useful in establishing and maintaining relations, do not serve a primary role in language acquisition and performance.

80-260 Snow, Catherine E. and Hoefnagel-Höhle, Marian. Individual differences in second-language ability: a factor-analytic study. *Language and Speech* (Hampton Hill, Middx), 22, 2 (1979), 151-62.

The second-language abilities of 51 English speakers learning Dutch naturalistically were tested at three points during their first year in the second-language environment. The tests used reflected abilities in pronunciation, auditory discrimination, morphology, syntax, vocabu-

lary, comprehension of running speech, fluency, and metalinguistic judgements. Factor analyses of the results revealed the emergence during the year of two major second-language factors: grammar plus vocabulary and phonological ability. The vocabulary tests correlated highly with tests of syntax and morphology at all test sessions. These results are related to hypotheses concerning individual differences in strategies of first- and second-language acquisition.

TESTING See also abstract 90–289

80–261 Alderson, J. Charles. The effect on the cloze test of changes in deletion frequency. *Journal of Research in Reading* (Leeds), 2, 2 (1979), 108–19.

This paper reports on an experiment in which the deletion frequency variable in cloze procedure was systematically studied. Every 6th, 8th, 10th and 12th word was removed from three texts of differing difficulty, and the effect studied. Significant differences among cloze tests resulted, but the differences were unpredictable. Deleting every 12th word did not necessarily result in an easier test than deleting every 6th, 8th or 10th word. However, when only items identical to both cloze tests under consideration were compared, no significant differences were found. It appears that cloze items are, on the whole, unaffected by context greater than five words. Testers are warned that changing deletion frequency may result in a different measure of readability or comprehension.

80–262 Harding, Ann and Weiss, François. Evaluation de la compréhension orale. [Evaluation of oral comprehension.] *Français dans le Monde* (Paris), 145 (1979), 95–9.

This article considers some of the problems involved in evaluating oral comprehension at school level, with examples drawn from recent examinations in England and Wales. Two main problem areas are isolated: (1) that competence can only be measured through performance, and (2) that tests, both progress and control, often relate only to specific aspects of the learning process rather than to the global experience. It is argued that the tacit domination of the written over the spoken word has only recently begun to be questioned, that oral comprehension is often tested in forms contorted to pedagogic needs and that only trivial facts never needed in any authentic communication are tested. In order to avoid these errors, one must define clearly the areas which one wishes to test and the situations in which these are likely to occur, expecting a return to more subjective tests in order to reflect the reality of communication. Validity is seen to be more important than objectivity, while remaining aware of the essential artificiality of the examination situation.

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- 80-263 Lyakhovitsky, M. V. and Koshman, I. M.** Вероятностный подход к проблеме контроля в обучении иностранным языкам. [The application of probability theory to test exercises in the teaching of foreign languages.] *Иностранные языки в школе* (Moscow), 6 (1978), 20-5.

In view of the prevalence of exercises based on restricted choice (gap filling) in textbooks for foreign-language teaching, the reliability of such exercises is discussed. A distinction is made between deliberate guessing and chance, where the learner may possess sufficient partial knowledge to believe that a correct response has been given. Recommendations are made for the necessary number of test items in relation to the number of choice items when tests are used as part of the teaching process and the advantages and disadvantages of the formula $S = R \frac{W}{n-1}$ are discussed in relation to summative evaluation when a score(s) must be established. Emphasis is placed throughout on tests directed towards specific aspects of grammar, syntax or usage. [S = score, R = correct responses, W = incorrect responses, n = number of choice items, usually 2, 3 or 4.]

- 80-264 Mullen, Karen A.** Direct evaluation of second-language proficiency: the effect of rater and scale in oral interviews. *Language Learning* (Ann Arbor, Mich), 28, 2 (1978) [publ. 1979], 301-8.

Oral interviews have frequently been used as a means of testing speaking proficiency and are considered a supplement to the standard paper-and-pencil tests of second-language proficiency, of which the TOEFL is an example. Although a properly conducted interview is a suitable means for examinees to demonstrate their ability to use the rules of the language effectively and proficiently, methods for evaluating such performances rest on scales and judgments. This paper reports the results of a study in which the same two judges used the same four scales in evaluating the performances of two different groups of subjects. It was found that there was no significant difference between the mean performance of the two groups, between the two judges, or among the four scales. It was also found that the greatest source of variation in scores was attributable to differences among subjects. It was also found that interaction effects between judge and scale and between judge and subject exist. Such results suggest that (1) oral proficiency interviews ought to be conducted by at least two judges at the same time so that scores are independent of a single judge, (2) the four scales ought not to be considered separate and distinct measures of oral proficiency if the same judges evaluate a performance on all four scales; (3) the procedure is capable of distinguishing the more proficient speakers from the less adept ones.

- 80-265 Natalicio, Diana S.** Repetition and dictation as language testing techniques. *Modern Language Journal* (St. Louis, Mo), **63**, 4 (1979), 165-76.

Repetition and dictation tasks are similar: both involve an oral stimulus which has to be reproduced as faithfully as possible. The grammar-translation approach made wide use of both. Behaviourist learning theory relied on repetition as a means of developing linguistic 'habits'. The present emphasis on communication has removed repetition to a peripheral position as a device for improving pronunciation. It is rarely considered an appropriate testing technique, yet the author has found it a reliable indication of children's overall language competence.

Dictation has often been viewed as a highly specialised skill with limited usefulness. In the context of testing, it aroused controversy because it mixed listening and writing. The shift of emphasis to global skills, however, has brought it back into favour. [The construction and administration of repetition and dictation test items is discussed.]

- 80-266 Porter, Don.** Cloze procedure and equivalence. *Language Learning* (Ann Arbor, Mich), **28**, 2 (1978) [publ. 1979], 333-41.

Two cloze tests were constructed which were identical except that in one test each deletion occurred one word earlier than in the other. Each test consisted of one literary and one non-literary passage, each with 50 blanks. The tests were administered to 39 Polish students, three weeks elapsing between the first and second tests. Tests were scored by exact-word and acceptable-word methods. Significantly superior differentiation of ESL speakers has been claimed for acceptable-word scoring (e.g. Oller, 1972). No strong correlation was found between performance on the first and second tests or on literary and non-literary passages, indicating that it can not be assumed that any two cloze tests will yield equivalent results: blank-position and possibly style may be important variables. Acceptable-word scoring differentiated among individual students somewhat, but both scoring methods differentiated equally well between year-groups.

CONTRASTIVE ANALYSIS *See also abstract 80-236*

- 80-267 Gak, V. G.** Межъязыковое сопоставление и преподавание иностранного языка. [The teaching of foreign languages using the method of contrastive analysis.] *Иностранные языки в школе* (Moscow), **3** (1978), 3-11.

Language systems may differ to varying degrees. In some cases a whole category (phonetic, grammatical or lexical) may be absent; alternatively categories may vary to a greater or lesser extent. Aspects of phonetics, tense systems and lexical systems of the main European languages are compared in tabulations. The differences identified form the basis of

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interference in language learning. However, perhaps the most common problem is less the presence or absence of elements in these systems; rather it is the way in which languages make use of those elements which they have adopted. Aspects of usage are examined in detail on a contrastive basis, and attention is given to the problem of deducing rules for the production of authentic speech in a foreign language. Noting the differences between *Slow. Men at work, Ralentir. Travaux* and *Tuue ход. ремонтные работы*, while practically useful, is not enough in itself. Mode of expression and elements of content (stated or assumed) are among the concepts useful for more detailed analysis.

The general educational value of such analysis, as well as its practical necessity is stressed, and this is linked to a consideration of the extent to which such analysis can be used in judging the aesthetic qualities, or the stage of development of a language.

80-268 Kellermann, Eric. *Interlanguage Studies Bulletin* (Utrecht), 4, 1 (1979), 27-48.

This paper deals with the notion of 'difficulty' in second-language learning in general, and in particular with a recent contribution to applied contrastive linguistics by Eckman (1977). Eckman's 'Markedness Differential Hypothesis' states that 'The areas of difficulty that a language will have can be predicted on the basis of a systematic comparison of the grammars of the native language, the target language and the markedness relations stated in universal grammar.' Eckman examined data produced by Schachter (1974), who studied the free compositions in English of Persian, Arabic, Chinese and Japanese students living in America.

It is concluded that we have no satisfactory definition of 'difficulty'. It is not clear whether linguistic difference = difficulty, and whether the degree of difference = the degree of difficulty, whether error = difficulty or whether markedness hierarchies can predict difficulty. Psychological markedness relations between structures and items in the native language may be quite stable from speaker to speaker. These intuitions about markedness are independent of, but may be related to, linguistic notions of markedness. Psychologically marked features tend to be perceptually more complex, and are thus less likely to serve as models for transfer of unmarked forms. Clearly learners have to overcome obstacles to learning erected by the psychological structures of their own languages.

80-269 Oller, John W., Jr. The psychology of language and contrastive linguistics: the research and the debate. *Foreign Language Annals* (New York), 12, 4 (1979), 299-309.

Explicit and implicit claims of various approaches to contrastive linguistics are considered. Naive CL and general CL are differentiated. It is argued, on the basis of considerable research, that the strong claims

of naive CL are generally false where they can be tested and useless where they cannot be made explicit enough to be tested. Four gradients of the contrastive linguistics hypothesis are considered, ranging from the naive assertion that the errors of second-language learners are nearly perfectly predictable on the basis of a comparison of the native- and target-language grammars, to the other extreme suggesting that none of the errors second-language learners make can be predicted on the basis of a contrastive analysis. The research favors a moderate CLH which merely claims that interference from the native language is a significant though small factor in second-language learning. It is argued that the emphasis of contrastive linguistics in particular and structuralism in general on the surface form of language was perhaps misplaced. Present studies of the deeper generative system (expectancy grammar, interlanguage, or conceptual dependency system) that is being internalised by the learner seem far more promising, as does the placing of greater emphasis on the relationship of utterance to experience (that is, the renewal of interest in pragmatics).

80–270 Spolsky, Bernard. Contrastive analysis, error analysis, interlanguage, and other useful fads. *Modern Language Journal* (St. Louis, Mo), **63**, 5/6 (1979), 250–7.

Second-language pedagogy should derive its theoretical base from three distinct (but related) areas of linguistics: (1) general linguistics, (2) psycholinguistics, and (3) sociolinguistics. Contrastive analysis is most concerned with language description (1), error analysis with language acquisition and learning (2), and interlanguage with communicative competence (3). Contrastive analysis was most useful in providing a framework for the development of useful pedagogical grammars. Although it has not lived up to its promise of explaining the nature of the language-learning process, it has played a useful role in encouraging the kind of language descriptions that are needed by language teachers and learners. Error analysis called for the study of systematic errors in the performance of L2 learners, thus stimulating a great deal of research on the nature of L2 learning. This proved a useful bridge to studies of L1 acquisition. The concentration on product rather than process led to research on interlanguage. Attempts to establish its existence by rather limited sampling of a learner's knowledge have not been particularly enlightening but it has potential for relating studies of L2 pedagogy to sociolinguistics, as in its application to language varieties and dialects. While all three approaches were undoubtedly fads, they have each contributed to our understanding of the process of language learning.

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ERROR ANALYSIS *See also abstracts 80–198, –270*

- 80–271 Henning, Grant H.** A developmental analysis of errors of adult Iranian students of English as a foreign language. *Language Learning* (Ann Arbor, Mich), **28**, 2 (1978) [publ. 1979], 387–97.

A method was devised for eliciting responses from learners which enabled a comparison between expected and observed frequencies of errors against a standard of native English frequency of usage. A 69, 113 running-word sample gathered from 22 Iranian college students over a four-month period of instruction yielded 2,402 errors, which were analysed into 27 lexical categories and 16 verb operations according to five comprehensive dimensions. Syntactic class and verb operational categories were then rank-ordered for difficulty. Developmental error trends were plotted in five regular developmental stages according to the five dimensions of error elicited. Paradigmatic-semantic errors were found most predictive of general language acquisition when error rates were examined for predictive validity.

LANGUAGE PLANNING *See abstract 80–248*

CURRICULUM DEVELOPMENT

- 80–272 Cross, David.** Motivating the majority – monoglot to polyglot in three years. *Audio-Visual Language Journal* (Birmingham), **17**, 2 (1979), 83–6.

A way of dividing the time available for language teaching in a school is described, which aims to give pupils basic 'survival' competence in several languages, instead of a lengthy and often unsuccessful course in one. In the author's school, the year is divided into 10-week modules. In the first year, all pupils have one module of Spanish, and three others which comprise a foundation course on language study. In the second year, each pupil receives two modules of German. The third year is a fast introduction to the school's main language, French. By the end of it, pupils are better in French than pupils in control schools who have had three years of French. They then take O-level or CSE in two years, making very rapid progress.

The compact courses are defined in terms of final tasks which should be accomplished by all pupils. Then an essential vocabulary is drawn up, then a list of the necessary functions. There is no place for a text book.

80-273 Laylin, Jan and Blackwell, Margaret. Designing a curriculum for the work situation. *TESL Talk* (Toronto), **10**, 1/2 (1979), 141-8.

A way is suggested of systematically approaching the task of designing a functional curriculum outline for a work-oriented programme. The main difficulty usually lies in the 'outsider' status of the designer, in that he is unfamiliar with the learner's environment. The model described tries to meet two needs, planning before the programme begins, and an ongoing type of curriculum development in which the teacher and the learners participate together. Communication situations are identified, then organised into a framework for establishing specific learning objectives. [Six stages of development are briefly described and illustrated as applied to a programme held in a garment factory.]

MATERIALS DESIGN See also abstracts 80-280, -299

80-274 Houdebine, Anne-Marie. Pour qui, pourquoi et comment transcrire? [Why, how and for whom to transcribe?] *Français dans le Monde* (Paris), **145** (1979), 28-35.

The increasing use of authentic oral material in the teaching of French raises many problems - not least being the accurate transcription of texts, bearing in mind such factors as regional differences and paralinguistic features. If the main objectives of such teaching are the development of auditory discrimination and the knowledge of specific lexical and syntactic items, then the selection of the means of transcription becomes of paramount importance. Traditional orthography, although the most immediately accessible to pupils, is unsuitable because of the dichotomy between the written and the spoken word, and is not recommended even with additions and adaptations. The solution would appear to be the use of IPA (International Phonetic Alphabet), together with various devices to record all the other phenomena appearing on the tape but not capable of transcription by IPA. [Various forms of transcription are given with commentaries.]

80-275 Richerich, René. Matériels pédagogiques et/ou matériels heuristiques. [Pedagogical and/or heuristic materials.] *Bulletin CILA* (Neuchâtel), **29** (1979), 42-59.

Teaching materials should stimulate imagination and inventiveness to produce better teaching and learning. But far too little is known about how people learn a second language and what 'learning a second language' means in operational terms. Teaching should be learner centred, but this means that the learner should consciously accept the limitations of knowledge of the means, the nature of the desired end, practical possibilities within the physical-social environment, and understanding of the processes involved.

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Communicative competence appears a solution, but its complexities are only beginning to be apparent. [List of questions on nature and acquisition of communicative competence.] If communicative competence is learnt by communicating, that communication must be real. Simulation is not communication; true communication is among learners and teacher about their situation in the classroom within their socio-economic context. This exploration, as a recurring theme interspersed with practical experimentation, alone offers a chance of discovering means and strategies of learning and teaching, defining practicable ends, and determining the materials appropriate for the relevant activities.

In an appended Note, G. Merkt defends simulation and courses based on specialised knowledge not immediately available to teachers or learners, but acknowledges the paucity of basic information and the importance of imaginative experiment.

TEACHING METHODS *See also abstracts 80-244/5, -248, -265, -279*

80-276 Bancroft, W. Jane. The Lozanov method: a workshop. *TESL Talk* (Toronto), 10, 1/2 (1979), 25-9.

The Lozanov method (Suggestopedia) has been described or applied in two ways: in a theoretical, global sense and in a more practical way in the language classroom. This could be said to correspond to the Soviet (or East-European) distinction between theory and practice and, at the Institute of Suggestology in Sofia, Bulgaria, to the distinction between the language class as set up by Aleko Novakov and the global view put forward by Dr Georgi Lozanov, the director of the Institute.

The principal theoretical elements of Suggestopedia are: authority, infantilisation, double-planeness, intonation, rhythm, 'concert pseudo-passivity'. These six elements constitute the main stimuli of unconscious mental reactions in the students. [Details of techniques are given.] It has been found that Suggestopedia speeds up the assimilation of a foreign language. Because of relaxation sessions, students feel little or no fatigue, even after a lengthy class. Vocabulary and grammar are learned easily without the intense, conscious effort normally required. Students are able to converse easily after a very short period of time (three to four days) and, according to experiments conducted at the Institute of Suggestology, are able to retain their verbal knowledge for longer periods of time (one to two years) than is normally the case.

BILINGUAL TEACHING *See also abstracts 80–213, –257*

80–277 Schaeffer Fu, Gail. Bilingual education in Hong Kong: a historical perspective. *Working Papers in Language and Language Teaching* (Hong Kong), 1979, 1–19.

A review of attitudes to English and Chinese since the middle of the last century, which includes the setting up of a central school in 1862 to give English a more prominent place, the efforts of Governor Hennessy to educate the Chinese, and the beginnings of Chinese education at the turn of the century. Vernacular education remained largely in private hands and never achieved the prestige of Anglo-Chinese education. The establishment of the University of Hong Kong in 1910 was intended to promote understanding between the peoples, and also to make English the predominant language in the Far East. The suggestion of a bilingual education policy came in 1935, but it was not put into effect until 1946 after the Japanese occupation. The Chinese University was set up in 1963, but there was still a need for more Chinese-medium education at secondary level. Chinese was made an official language in 1974 but it still did not have equality of use and status with English.

CLASS METHODS: PRONUNCIATION

80–278 Cochrane, R. McCrae and Sachs, Jacqueline. Phonological learning by children and adults in a laboratory setting. *Language and Speech* (Hampton Hill, Middx), 22, 2 (1979), 145–9.

Adults and 7-year-old children were compared in their ability to acquire new speech sound patterns under conditions of equal exposure. Thirty-two non-Spanish-speaking subjects imitated Spanish words that had been recorded by a native speaker of Spanish, and read other words designed to assess their knowledge of Spanish stress patterns. Performance of the children in imitating the Spanish words excelled that of adults. No differences were found in the degree to which adults and children generalised Spanish stress patterns to unrepresented words, but children showed less interference from English stress patterns than did adults.

VOCABULARY TEACHING

80–279 Gipe, Joan. Investigating techniques for teaching word meanings. *Reading Research Quarterly* (Newark, Del), 14, 4 (1978/9), 624–44.

The effectiveness of four methods for teaching word meanings is examined. Theoretical rationale is provided by aspects of language, cognitive development, and memory processes relevant to learning

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word meanings. A repeated measures 4×4 Latin square type design was utilised, so that all subjects received all methods over an eight-week period. Analysis of performance scores on weekly evaluation tasks indicated that the methods used to teach word meanings differed in effectiveness, with the context method being most effective ($p < .001$). Findings were interpreted as supportive of vocabulary instruction which includes new words in sentences that provide examples of appropriate usage of the new word within the context of familiar events. Associating new words with familiar synonyms was also supported. Use of category labels and dictionary practice was not strongly supported. Results of the study indicated that an interactive model for cognitive processes might provide useful information for studies investigating vocabulary development.

LANGUAGE FOR SPECIAL PURPOSES *See also abstracts 80-273, -292, -299*

- 80-280 Lehmann, Denis.** Pour une lecture fonctionnelle des textes spécialisés. [Learning to read specialised texts.] *BULAG* (Besançon), 6 (1978), 26-52.

Specially prepared materials for those students needing to acquire a knowledge of French in order to read articles written on subjects within their speciality have so far proved scarce and often unsatisfactory. Yet these students have to be assisted to attain autonomy in reading as rapidly as possible.

The programme described (prepared for economists at CREDIF) consists of six units, each devoted to a different economic topic. Each unit comprises seven texts (including an introductory text presenting basic concepts and a text intended for private study) together with supporting documents, exercises, hints for students, teacher's notes, etc., and is designed to permit maximum flexibility in use. [Annexe gives specimen text plus notes.]

READING *See also abstract 80-280*

- 80-281 Alessi, Stephen M. and others.** An investigation of lookbacks during studying. *Discourse Processes* (New Jersey), 2, 3 (1979), 197-212.

Looking back at relevant sections of previously read text is proposed as a useful reparative strategy when comprehension fails while studying text. Subjects read 24 pages of text and answered inserted questions which assessed their comprehension of the text frequently. About half of the subjects were branched back to reread prerequisite information when it was later needed but not fully understood by the subjects.

Subjects receiving lookbacks showed better comprehension of later information dependent upon the prerequisite information. In the light of these results the training of natural lookbacks during study holds promise as a means of improving students' study behaviours.

80-282 Berkoff, Nelson A. Reading skills in extended discourse in English as a foreign language. *Journal of Research in Reading* (Leeds), 2, 2 (1979), 95-107.

Are there different reading skills (Davis, 1944; 1968; 1972) or is there just one 'basic' (Spearitt, 1972) or 'common' (Thorndike, 1973) reading skill? Tests designed to measure some posited reading comprehension skills were given to advanced students of English as a foreign language. There were five tests: (1) vocabulary recognition as measured by a multiple-choice test, (2) extraction of meaning during reading as measured by open-end questions, (3) extraction of meaning during and *after* reading as measured by a question-cued recall test, (4) fast and accurate reading as measured by a Word Intrusion Test, and (5) 'overall reading proficiency' as measured by a modified cloze test. Results indicate the existence of two factors: Factor 1 which is connected with 'receptive' reading skills, and Factor 2 which is connected with 'productive' reading skills. It is suggested that reading comprehension tests of extended discourse in English as a foreign language which do not tap 'productive' reading skills, such as are required in recall (and in real life), are only partial tests of reading comprehension.

80-283 Cates, G. Truett and Swaffar, Janet K. Reading a second language: comprehension and higher order learning skills. *Recherches et Échanges* (Paris), 4, 2 (1979), 55-83.

In the early stages of reading in a second language, students should be taught to rely on prediction and inference to augment their limited knowledge of the language. The aim is not simply lexical identification: understanding the meaning of the text includes identifying sentence types and relations among sentences, also recognising the genre of the text. 'High-order' comprehension questions which encourage the student to use inferential reasoning or evaluative judgements will encourage students to read for meaning. They tend to focus on general or global meaning rather than on local detail. Texts should be treated in class in terms of the ideas they present, rather than in terms of the lexical items and structures they may contain. Questions can be devised which help to train students in guesswork and at the same time encourage reliance upon the text for answers.

Grammar explanations should be aids to comprehension rather than blueprints for production. Recent research indicates that the very functions of the target grammar most needed by the learner in the early stages of reading comprehension are precisely those global functions which traditional grammar treats last, i.e. clause and larger functions

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(rather than word and phrase functions). Understanding a text implies understanding its structure of reference to the world of people and events. Deixis can be analysed into three categories of reference: (a) person, (b) time and (c) place. In addition to real-world reference (deixis), there is reference to elements elsewhere in the text (anaphora). Courses should incorporate different kinds of reading for different kinds of texts. Demands on the learner must be based on what he is likely to be able to do first.

80-284 Fowler, Carol A. and others. Apprehending spelling patterns for vowels: a developmental study. *Language and Speech* (Hampton Hill, Middx), 22, 3 (1979), 243-52.

This study investigates the extent to which children and adults are responsive to orthographic regularities in their readings of nonsense syllables that conform to the phonology and spelling conventions of English words. College students and children of the second, third and fourth years of elementary school read a list of nonsense monosyllables in which most common vowel spellings were presented. Their vowel responses were analysed according to three categories: incorrect assignment of sound to spelling and correct assignments by context-free and context-dependent criteria. At all levels of reading experience, the proportions of responses falling into the two latter categories far exceeded expectations based on chance responding. These results showed that the children were able to take advantage of orthographic regularities when asked to read unfamiliar words, and, moreover, with increasing age and reading experience they were able progressively to delimit the contexts in which the different regularities apply. The implication is that in learning to read, children do not merely add items to a sight vocabulary by rote recognition of unanalysed word wholes. Instead, they acquire a practical knowledge of spelling patterns which can readily be applied to new instances.

80-285 Hayes, Ann. Reference reading skills: a self-access approach. *Recherches et Échanges* (Paris), 4, 2 (1979), 103-37.

Work on reading carried out as part of an intensive pre-session short course for adults at the British Council's English Language Teaching Institute (ELTI), is described. The course aims to make the overseas students aware of the value of such skills as skimming, scanning, structuring, anticipating, etc., and giving them practice in applying these skills to continuous reading texts. Students also need training in reference reading skills, such as how to select books in a library, use an index, check references, and use reference books; they also need practice in interpreting information from graphs, tables, etc. Students' varied needs are best met by a self-access system, for which a bank of materials has been developed [description]. Worksheets have their own answer checklist [examples]. Ways in which students can use the materials are outlined.

- 80–286 Kast, Bernd and others.** Das Jugendbuch im Fremdsprachenunterricht. Einige Überlegungen und ein Unterrichtsentwurf für eine vierte Klasse. [Juvenile literature in foreign-language teaching. Some considerations and a scheme of work for a fourth-year class.] *Levende Talen* (The Hague), **343** (1979), 507–27.

The reading of complete texts, particularly books for children, should play a larger role in language teaching in schools than it does at present. The differences between extensive and intensive reading of a text are discussed, and the problem of finding suitable books is examined with reference to Durian's *Kai aus der Kiste* and Ladiges' *Mann, du bist gemein* as they have been used in the teaching of German in Dutch schools. Criteria are established for judging the suitability of texts. Ways of solving the problem of the limited time available for working with texts other than the main course book are suggested. Methods and procedures for working with children's books are considered in detail. Four stages are distinguished – a preparation stage, a stage designed to motivate private reading of the book at home, the reading itself, and the follow-up in the classroom. Numerous suggestions are offered for the production and use of supplementary materials designed to provide the pupils with background information and essential vocabulary, and to promote discussion of issues raised by the book. Extensive examples are given of such material actually used in conjunction with Ladiges' *Mann, du bist gemein*.

- 80–287 Michel, Wolfgang and Sternagel, Peter.** Zur Entwicklung der Lesekompetenz im Deutsch als Fremdsprache. [The development of reading competence in German as a foreign language.] *Zielsprache Deutsch* (Munich), **3** (1979), 24–40.

The article investigates the problems of Japanese students of German who display a very low level of reading ability in that language despite a much higher level of overall linguistic competence in German, and formulates new proposals for the development of a coherent approach towards the teaching of reading skills in a foreign language. For these Japanese students, it is asserted, reading a text becomes an exercise in decoding, a process of tedious and painful word-for-word translation. This situation is seen as being the product of a teaching method which is narrowly 'text-centred'.

An alternative approach is put forward which aims to utilise all the factors which, while not inherent in the text itself, are nevertheless intimately related to it and are indispensable concomitants of the activity of reading. Three factors are considered in turn: (1) the reader himself, his intellectual and social background, and the aptitudes and interests which he brings to his study of the text; (2) the reading ability of the student in his mother tongue, the strategies and skills which he has developed as aids to the understanding and interpretation of texts in his own language and which he should be able to transfer to the study

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of written material in a foreign language; (3) the text itself, which must be chosen with care so that the students approach it purposefully and with interest. The linguistic content of the text should be assessed by the teacher and presented in such a manner as to make it accessible to the students. Detailed practical suggestions are given as to how this may be done. [Summary of a step-by-step programme for the teaching of reading skills in a foreign language.]

80-288 Underwood, Geoffrey and Holt, Patrik O'B. Cognitive skills in the reading process: a review. *Journal of Research in Reading* (Leeds), 2, 2 (1979), 82-94.

Some current problems in reading, as viewed by cognitive psychology are discussed around a summary of a symposium on Reading and Lexical Access held as part of the International Conference on Practical Aspects of Memory.

The analysis of component processes in reading and the analysis of reading dynamics provide apparently opposing approaches to the study of reading, but they often lead to similar conclusions about reading behaviour and are seen here to be complementary approaches.

Discussion of phonological mediation in a number of the papers leads to the conclusion that whereas phonological reading can be observed to be used on some occasions, it is not *necessary* for word recognition and reading. Three hypotheses of its use by skilled readers are suggested – for sequential attention control, for the generation of a working memory code, and for the resolution of ambiguity by prosodics. The beginning reader may have a further use in gaining a spoken representation and therefore recognition, of new words.

COMMUNICATION See abstracts 80-244, -250, -275

SPEECH See abstracts 80-198/9, -212, -264, -274, -305

WRITING

80-289 Wilkinson, Andrew and others. Assessing language development: the Crediton Project. *Language for Learning* (Exeter), 1, 2 (1979), 59-76.

Research being carried out at the University of Exeter School of Education is described. The project aims to obtain a clearer picture of the language features of pupils at particular ages, with reference (at this stage) to written composition. Scales of development were designed to reveal unfamiliar aspects of written work; they are scales of style, affect, cognition and morals [discussion, including shortcomings of traditional

linguistic measures]. The design of the project was to give the same four written tasks to children of 7, 10 and 13. The tasks called for different kinds of skills – only the autobiographical narrative and the explicatory task are discussed here. The dimensions of development which emerge are (1) the amount of information children can handle and (2) their capacity for objectivity.

It is concluded that it is possible to analyse written work in a more objective way than has normally been considered possible. Objectivity has to be defined multi-dimensionally. Many teachers may be using such a model intuitively.

COMPREHENSION *See also abstract 80-262*

80-290 Neidlinger, Kathleen. Listening tracking. *TESL Talk* (Toronto), **10**, 1/2 (1979), 141-8.

A technique is described which concentrates on the listener's ability to select essential information (tracks) from the flow of speech and on his ability to put the individual selections into a meaningful pattern. Courses in grammar train students to concentrate on function words, tense markers and pronouns, since these are important in encoding. However, they must learn to skip over them when decoding, in order to listen for 'semantic markers'. The teacher must convince the student that he can understand the message without knowing every word of the utterance. Listening 'prompts' can be supplied, also practice in identifying contextual clues.

80-291 Voss, Bernd. Hesitation phenomena as sources of perceptual errors for non-native speakers. *Language and Speech* (Hampton Hill, Middx), **22**, 2 (1979), 129-44.

An analysis of the perceptual problems of non-native speakers of English. Of particular interest is the influence of the hesitation phenomena normal in spontaneous speech on the perception process. Twenty-two subjects were asked to (orthographically) transcribe a stretch of spontaneous speech. These transcripts were analysed and compared with a standardised version. The results support the view that perception resembles a matching process between the listener's projection and the incoming acoustic information. No typical differences were found between the perception strategies of native speakers and non-native speakers. Hesitation phenomena were found to be important sources of perceptual problems for the non-native speakers.

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VISUAL AIDS

- 80-292 Stark, Meritt W., Jr. and Stark, Kathleen.** Graphs as a visual aid in English for Special Purposes. *EDUTECH* (Nau-calpan, Mexico), 5 (undated), 57-68.

The EFL teacher must first understand the basic terminology of graphs and charts. He should only select relatively uncomplicated graphs to use in the classroom, such as those prepared for the layman in popular magazines. Some students will need an introduction to interpreting graphs, including suitable terminology. [Exercises prepared for economics and business students are discussed.]

RADIO AND TELEVISION *See abstract 80-298*

MULTI-MEDIA SYSTEMS

- 80-293 Trim, John.** The integration of elements in multi-media language-learning systems. *ELT Documents* (London), 105 (1979), 8-14.

The resources made available to the learner in a multi-media system can be classed as (a) human and (b) material. Under (a) come the learning effort which the learner puts in, the teacher, the 'native informants', and the provision and organisation of all the material resources. Under (b) come the 'software' and 'hardware' - printed documents, realia kits, blackboard and chalk, records, tapes, projectors, computers, etc. The role of different media needs to be based on a careful assessment in terms of function and cost per learner/hour. The optimal learning system for a particular situation depends on the value placed on the end result of the learning and on the value or cost of the human effort involved. A multi-media course is not only difficult to plan and administer, but makes more demands on the student to organise himself. But large-scale resources can achieve significant economics of scale [examples]. The full use of mass-media is only practicable on a very large scale. International co-ordination in production and distribution is increasingly indicated.

PROGRAMMED INSTRUCTION

- 80-294 Last, R. W.** The role of computer-assisted learning in modern-language teaching. *ALLC Bulletin* (Stockport, Cheshire), 7, 2 (1979), 165-71.

A computer-assisted learning package is used to teach beginners' German and Dutch in the University of Hull. The package incorporates a user interface which frees the user from the complexities of the

operating system and filehandling procedures. It was designed so that it can accommodate any fixed answer or answers to any given question so that it may be used for other applications besides language learning. It also monitors usage and keeps a record of incorrect answers.

SELF-INSTRUCTION *See abstract 80–285*

LANGUAGE LABORATORIES *See also abstract 80–305*

80–295 Stasiak, Halina. Untersuchungen zum Problem der Ermüdungs- und Ermattungserscheinungen im Sprachlabor. [Some research into the problem of tiredness and fatigue in the language laboratory.] *Zielsprache Deutsch* (Munich), **3** (1979), 41–9.

Language laboratory practice, although it has proved itself a positive aid to language learning, has major drawbacks which limit its potential. These include the inability of the learner to move about or change his position to any significant extent during the session, the isolation of the individual learner from the group, the constant bombardment with monotonous acoustic stimuli, and the need to sustain a high level of concentration over a long period.

The results of tests designed to monitor the number of errors made by groups of students during each five-minute period of a series of language laboratory sessions are presented in the form of graphs and tables. It was found that tiredness and fatigue induced by the language laboratory work itself had a far greater influence on performance than factors such as the time of day, although this also had measurable effects. A number of findings are felt to be particularly relevant to the planning of lessons. Concentration was found to be low during the first five minutes of a session, and the suggestion is made that this period should be used only for simple revision drills. Similarly, very little learning was found to take place during the last ten minutes. It is asserted that the most effective learning takes place between the sixth and twenty-fifth minutes. After this, a secondary mobilisation of concentration for a further five to seven minutes can be achieved by introducing a strong stimulus in the form of exercises with a higher level of difficulty than preceding drills.

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ENGLISH See also abstracts 80–212, –218, –271, –273, –282, –292

80–296 Esser, Jürgen. Die Thema-Rhema-Gliederung als grammatisches Lernziel im Englischunterricht. [Theme-rheme organisation as a grammatical learning objective in English-language teaching.] *Neusprachliche Mitteilungen* (Berlin), **32**, 1 (1979), 29–34.

The article examines pairs of sentences differing in their theme–rheme relations, and analyses errors commonly encountered when native speakers of German attempt to apply German theme–rheme patterns to English. Three types of errors are distinguished, the production of grammatically unacceptable sentences, of well formed but contextually inappropriate sentences, and of sentences which are acceptable in spoken English but not in the written language.

Too much emphasis on situation-centred language teaching can deprive the learner of the aid of a grammatical rules, so that simple transformations have to be learnt piecemeal for different contexts, like so many vocabulary items. This has been the case with theme–rheme structures. With older classes it may be possible to teach the concepts of theme and rheme explicitly, although not necessarily using precisely that metalinguistic grammatical terminology. A number of drills, basic patterns and pairs of English and German sentences, are offered as aids to developing this aspect of communicative competence without resorting to formal analytical explanations.

80–297 Fort, Karen. Techniques for teaching spelling to ESL students. *TESL Talk* (Toronto), **10**, 1/2 (1979), 70–83.

A description of techniques used to teach spelling to adult part-time ESL students as well as foreign high-school students. It covers sound discrimination, anticipation of unstressed elements and vocabulary building [details of class procedure].

80–298 Tomalin, Barry. Using BBC English by Radio and Television in the classroom. *ELT Documents* (London), **105** (1979), 58–74.

English by Radio and Television offers teachers all over the world a source of real English material for use inside and outside the classroom. Ways in which the teacher can use radio and television programmes in the classroom are suggested.

FRENCH See also abstracts, 80–213/4, –246, –252, –257, –272, –274, –280

80–299 Aupècle, Maurice. Pour des boîtes à outils, ou de la nécessité de disposer d'une gamme d'outils linguistiques adaptés aux étudiants. [In favour of toolboxes, or the necessity for an institution to have a battery of linguistic materials adapted to the students' needs]. *Français dans le Monde* (Paris), **147** (1979), 20–9.

The French language competence of students undergoing training as engineers or technologists in Algerian University Institutes of Technology, where the language of instruction is French, falls into three categories: (1) mathematics and science studied in French at secondary level; French is a true second language. Language needs can be met in the normal course of specialist instruction. (2) A similar background, but French is inadequate for scientific and didactic registers at University level. Reinforcement needed for command of these registers. (3) Technical subjects studied in Arabic at secondary level, with a normal French language course, needing the transfer of technical knowledge into appropriate registers of French.

The specialist teacher needs a battery of materials ('toolbox') to help him elucidate terms unfamiliar to the students [examples]. The language teacher needs an equivalent battery to relate core language to specialised register, and the language of exposition to the student's technical knowledge [examples]. The student needs a set of linguistic explanations and exercises related to the texts studied, enabling him to work individually on his own problems [example]. The object is to obtain, as quickly as possible, homogeneity in language competence among all the students.

80–300 Chaudenson, Robert. Les parlers créoles et l'enseignement du français. [Creole languages and the teaching of French.] *Français dans le Monde* (Paris), **146** (1979), 12–17.

The 15 or so French-based creoles spoken today vary greatly in their number of speakers, political status, origin, history and socio-economic structure. They can be defined (a) linguistically/typologically by their (colonial) genesis and their autonomous structures in comparison to their source-language(s) and (b) socio-linguistically/historically by their inferior status vis-à-vis one (or more) prestige language(s), here mainly French and/or English.

Previously, the absurd situation arose that a creole unilingual child, when entering school, was instructed in a 'foreign' language with its metropolitan (alien) context. Educational systems nowadays must take the existence of creole languages fully into account, aiming at a true bilingualism which has so far often been illusory. With gradual introduction as a second language – and one which is not totally alien to a

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French-based creole speaker – French can become a means of promotion and cultural participation on an international scale, which unilingual creole instruction cannot ensure.

80–301 Moirand, Sophie-Colette. Situations d'écriture, presse écrite et pédagogie. [Studying the press and making use of newspaper articles in the classroom.] *BULAG* (Besançon), 6 (1978), 53–78.

The newspaper article is now generally accepted in the language classroom but tends to be used in a somewhat superficial way. The ultimate aim must be to equip students for independent study of the French press, for which they need to acquire the same sort of familiarity which they possess in relation to the press in their own country. An understanding of extra-linguistic phenomena such as sources of information, the physical layout of the newspaper, the implied socio-cultural background constitutes an aid to comprehension. Preliminary study is essential. [Examples of actual texts together with suggestions for classroom treatment, including written exercises and use of the tape-recorder.]

80–302 Monnerie, Annie. Aspect et sens des verbes. [The verb – aspect and meaning.] *Français dans le Monde* (Paris), 143 (1979), 36–42.

The deployment of the present, *passé composé* and imperfect in French and the selection of the appropriate tense are matters of great complexity and subtlety. Whereas the opposition between *passé composé* and present may be either a function of chronological time in relation to the speaker, or of aspect (i.e. whether the action is completed or incomplete), that between *passé composé* and imperfect relates exclusively to aspect. Aspect in turn can relate either to the verb itself or to the process. Students should be introduced first to the most frequent uses of the various tenses, progressing later to the less common cases.

GERMAN See also abstracts 80–254, –272, –286/7, –294

80–303 Angermeyer, Alfred. Die Interjektion. [The interjection.] *Linguistik und Didaktik* (Munich), 37 (1979), 39–50.

The article examines methods of teaching the interjection to first- and second-year secondary-school pupils. Even the teaching of such a simple, and therefore often neglected, structure requires thorough theoretical and practical preparation on the part of the teacher. When planning a lesson, he occupies the role of a researcher thinking himself into a situation. His analysis generates ideas and expectations about the lesson. The existence of a curriculum-based lesson plan with its broad aims does not preclude the need for setting specific goals for each lesson, and the teacher should be prepared to deviate from the lesson plan. The

teacher's primary role is always to control the learning process, but ideally this role should only rarely become obtrusive.

- 80–304 Keller, Gottfried.** Die Auswirkungen eines Deutschlandaufenthaltes auf das Deutschlandbild britischer Schüler. [The effects of a stay in Germany on British pupils' image of the German people.] *Die neueren Sprachen* (Frankfurt am Main), **28**, 3 (1979), 212–31.

The paper presents the results of an investigation into the image of the German people revealed by questionnaires given to British pupils preparing for an exchange visit to Germany, and the changes brought about by their three-week stay in the country. Characteristics selected by pupils before the visit as being most typical of the German national character were compared in detail both with those chosen by pupils not going to Germany and with those chosen by their German hosts. The conceptions of the exchange pupils at this stage were found to correspond more closely to the Germans' own image of themselves than those of their classmates. Reasons are suggested for this finding.

Changes in the pupils' image of the German national character during the visit are documented, and the factors determining these changes are analysed. Suggestions are made as to the practical implications of the study for the preparation and running of school exchanges in a way that will help pupils to become aware of the influence of cultural stereotypes. [Numerous tables.]

- 80–305 Neubert, Kurt.** Zur Entwicklung der Gesprächsfähigkeit im Fortgeschrittenenunterricht mit Hilfe von Übungen im technischen Fremdsprachenkabinett. [On the development of conversational skills in advanced-level foreign language courses with the aid of language laboratory exercises.] *Deutsch als Fremdsprache* (Leipzig), **16**, 2 (1979), 97–104.

The aims of advanced-level language courses for foreign teachers of German being trained in the GDR are discussed, and the development of one particular skill, the ability to participate effectively in conversations and discussions, is considered in detail. The importance of developing practical rather than analytical linguistic skills is stressed. Suggestions are made about how language laboratory exercises can be used to help students progress from the artificial situation of responding to questions put by others to spontaneous, unstructured conversation, in which they initiate and sustain exchanges. Types of graded language laboratory exercises designed to ease the problems of making this transition are described, ranging from vocabulary drills to exercises involving assuming the role of one of the partners in a recorded conversation, which then forms the basis for free conversations between students in the classroom. The article concludes by examining the integration of the language laboratory work into the course as a whole.

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SPANISH See also abstracts 80-272, -278

80-306 Christ, Ingeborg. Sprach- und themenbezogene Textarbeit im Spanischunterricht. [Language-orientated and topic-orientated work with texts in the teaching of Spanish.] *Neusprachliche Mitteilungen* (Berlin), **32**, 3 (1979), 167-77.

A method of teaching Spanish is described which takes the form of text-centered instruction which is topic-orientated, the informational framework being supplied. The text will serve as the point of departure for language-orientated exercises, but working on texts can also impart the proper use of working techniques and methods. Two differing but related approaches are presented for first- and second-level acquisition: working close to the text (supplying parallel texts) and working away from the text (meta-communicative use, i.e. commenting on context form and language of the text). In first-level instruction, the teacher will often only complement the information provided by the textbook; second-level instruction allows deeper coverage of a given topic as well as putting it into its wider context. The text itself can be used as a sample for textological insights. [These concepts are exemplified by extracts from the textbooks *¡Eso es!* and *Sol y sombra*.]

80-307 Tuttle, Harry Grover and others. Effects of cultural presentations on attitudes of foreign-language students. *Modern Language Journal* (St. Louis, Mo), **63**, 4 (1979), 177-82.

Students of Spanish in the seventh and eighth grades were randomly assigned to two groups, each of which received cultural presentations about the life styles of Puerto Ricans, one stressing differences and one stressing similarities with the students' own life styles. Results show that attitudes towards Puerto Ricans were significantly changed by presentations stressing similarities, but not by presentations stressing differences.

RUSSIAN See abstract 80-238

DUTCH See abstract 80-294