

Language learning and teaching

REPORTS

73-100 Department of Education and Science. Modern language teaching today. *Reports on Education* (London), **75** (November 1972), 4 pp.

The report describes some recent and current research projects in Britain designed to identify the existing resources and new techniques for language teaching, which will be increasingly required by the country's commitment to the EEC: (1) *Foreign languages in industry* (Federation of British Industry, 1962); (2) *Pilot survey of national manpower requirements in foreign languages* (University of York, to be published in 1973); (3) *A survey of curricula and performance in modern languages* within the state educational system (University of Sussex, to be published in 1973); (4) *French from eight* (1968) and *French in the primary school* (1970), the first two interim reports by the National Foundation for Educational Research on the teaching of French to 35 per cent of all junior school children in Britain.

It is estimated that 70 per cent of all secondary pupils begin a foreign language; they may switch later to a European studies course. [Details of entries over the past decade in the GCE O-level and A-level examinations in French, German and Italian, and of the recommendations made by the Schools Council Working Paper 28, *New patterns in sixth form modern language studies.*] The substantial growth in the number and variety of foreign-language courses in further education is described, and a survey of teacher training is quoted: *The initial training of teachers of modern foreign languages in colleges and departments of education* (Universities of York and Essex, to be published in 1973). Materials and equipment are described which are designed for a multi-media approach to language learning. [A list is given of organizations concerned with language teaching, with some description of their function.]

EPQ EBJ

THEORY AND PRINCIPLES

73-101 Esyutina, A. M. and B. A. Lapidus. Понимает ли слушающий слова, усвоенные им в чтении? [Is there a satisfactory transition from reading to listening comprehension?] *Иностранные языки в школе* (Moscow), 4 (1972), 54-63.

Two series of experiments both investigated: first, whether words learnt by reading only may be fully comprehended when later presented orally and, secondly, the effects of different psycholinguistic characteristics contained in various lexical items upon this process of transition from reading comprehension to listening comprehension. [Procedural techniques and tables of results follow theoretical considerations on the temporal features of reading and listening.] Results in each case were largely positive. With respect to the second area of investigation, abstract nouns of medium length and words from different lexico-grammatical categories exercised little negative influence upon the satisfactory transition from reading to listening comprehension. Long words were more difficult for the subjects of the experiments than short words, and markedly different results were obtained for words having a written form which differs noticeably from their sound form, and for verbs with separable prefixes. (The language used in the investigation was German.)

The experimental procedures used supported certain methodological practices for successful results. From the first stages of instruction, the learner must be encouraged towards a high standard of pronunciation and to listen to speech spoken at the pace at which he will be required to read later when practising this kind of reading comprehension. For a satisfactory transition from reading to listening comprehension as a unified exercise, the pace of reading must approximate to, but not necessarily equal, the pace set by the listening comprehension. [Several variables still await further investigation.]

(430) EPQ ED ASP AT

73–102 Grünert, Horst. Sprachwissenschaft und Sprachunterricht. [Linguistics and language teaching.] *Linguistik und Didaktik* (Munich), 3, 3 (1972), 189–96.

[The article is a slightly revised version of a lecture given before the Philosophical Faculty of the University of Marburg. ‘Language teaching’ refers to German instruction to German pupils.] Language teaching and linguistics are defined for the purposes of the article; both are seen as interdependent. There is a difference between language taught at school and language dealt with in a purely scientific context. The abstract models of language that are derived from research are usually too complex to be adopted unchanged for teaching purposes.

Ten basic principles are formulated and in some cases discussed in detail: (1) the aims of language teaching cannot be determined by linguistics but must be formulated within the framework of general teaching aims and in a social context. (2) Language teaching is not possible without reference to linguistic research and theory. (3) Linguistic theories cannot be judged by their possible applicability to language teaching. However, the socially defined aims of language teaching result in certain demands being made on linguistic theory. (4) To achieve anything useful language teaching must be enlightening, emancipatory and creative and should lead to critical knowledge and use of language. [Role as basic instrument of communication in society is discussed.] (5) The didactic aim of language teaching is to present language as an historical-social system and a vital instrument of communication as well as to impart the ability to understand and produce sentences and complex texts. (6) The task of linguistics is research into and description of language and the formulation of explanatory theories. Language teaching is one of many applications of linguistics. (7) A linguistic theory must not be exclusively a theory of grammar. (8) A linguistic theory should go beyond describing sentences and should include texts and their formation. (9) A linguistic theory must take the pragmatic-communicative component into account. [The importance of the relationship between language and its users is emphasized.] (10) A linguistic theory must consider

language and its users in the context of psyche, society, place, and time rather than seeing language merely as an abstract system. [Diagram given illustrating interaction between linguistics and language teaching.]

(430) EPP ED ADN

73-103 Rée, Harry. A licence to learn languages. *Times Educational Supplement* (London), **3002** (8 December 1972), 4.

'Driblet' learning of a foreign language must be replaced by intensive learning, including residence abroad, and strong and consistent motivation must be assured before any student embarks on an intensive course. Skill centres for the learning of different foreign languages by intensive methods should be set up in colleges of further education, polytechnics and universities. In order to encourage the learning of a foreign language, licences to learn might be sent to every ten-year-old child. The licence would enable the child at any age up to twenty-five to claim a place on an intensive language course. Language learning is likely to seem much more interesting when undertaken in connexion with an apprenticeship, or a secretarial course or for a job in Hamburg. The concentration on French insisted on in our school courses should be broken. [Examples of successful intensive courses connected with vocational training, and in various languages.]

EPQ ED EMZ

73-104 Leah, G. N. Modern languages and 16+ specialization. *Modern Languages* (London), **53**, 3 (1972), 121-4.

The harmful effects of early specialization are discussed, and the related problems of narrow-mindedness in the sixth form, at university and beyond it. The faults of the traditional course, and of the conversation-based, grammatically purged course are analysed. The majority of English children abandon learning a foreign language with relief in their middle teens. 'Continuation' classes for the science side are not enough. Six subjects should be examined at eighteen so as to keep the student's options open and foster a

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balanced education appropriate to citizens of the European Community.
(942) EPQ ED EMS EP (940)

73-105 Nickel, G. Linguistics applied. *Incorporated Linguist* (London), **11**, 2 (1972), 29-34.

The relation between general and applied linguistics is discussed, and the relevance of grammar models to foreign-language teaching and to the organization of teaching as a whole. Thinking about language helps to accelerate the process of language learning [research at Gothenburg quoted]. The sequencing of the material taught is also dependent on theoretical linguistics. [Fundamental principles of the first phase of distributionist structuralism in the United States, which had a strong influence on the arrangement of teaching material, are summarized, with examples from various grammars.]

Though the influence of transformation grammar on applied linguistics, on foreign-language teaching and on simple and machine-aided translation is undisputed, at present one can only speak of fragmentary grammars constructed on this basis, almost exclusively meant for adults. [Details, with some reference to the teaching of German.] Linguistic theory is discussed in its application to contrastive linguistics, interference and error analysis. [Bibliography.]

(430) EPQ ED ADN

73-106 Porcher, Louis. Some assessment studies. *Educational Media International* (London), 2/1972, 13-16.

Evaluation of audio-visual teaching materials has only recently become the subject of scientific research among French educationists. As one would expect, the largest number of evaluative studies and the most advanced are those dealing with the teaching of modern languages. [Reasons given for both statements.] An account is given of the experiment in the teaching of English in French primary schools which is being conducted by the Audio-Visual Centre of the Ecole

Normale Supérieure at Saint Cloud. Its effectiveness is assessed by systematic classroom observation and by checking the pupils' progress, which has led to modification of the course. [Details of checking by a collective and by an individual test.] Similar methods of evaluation have been applied to a course teaching Russian, and to the visual symbols used in a German course. [Details of latter.]

In all cases where pictures are the essential mode of communication, evaluation procedures are difficult to determine and necessarily selective, but research into the possibilities of closer control over the message to be delivered by audio-visual methods leads away from intuition towards a rationalization of the teacher's art. [Analysis of similar evaluational research conducted on reaction to a narrative film produced for primary schools in France.] Evaluation procedures are extremely difficult to devise and put into practice because every picture is open to multiple interpretations: analysis of a semi-ological type has proved useful. [Reference made to research which aims to be methodologically complete on films used in current teacher-training programmes in modern mathematics and linguistics.]

EPQ ED ELR

73-107 Ross, Werner. Europäische Gemeinsprache oder europäische Nachbarsprachen? [A common language for Europe or neighbouring languages in Europe?] *Treffpunkt* (Hemel Hempstead), 5, 1, (1972), 14-17.

Language and national boundaries coincide in Europe to a large extent but by no means completely. Beyond Europe, speech communities are not confined to national boundaries, English, French and Spanish being obvious examples.

French efforts to counter the monopolistic position of English as the preferred second language have been to some extent effective in Germany. There is not the same problem for French in England; it is the priority foreign language and its position there was confirmed in the Franco-British declaration of 12 November 1971, prior to the acceptance of Britain into the EEC.

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Any member country in the EEC can claim to have its language recognized for EEC purposes, but this could involve great expenditure of time and money. Switzerland, where it is accepted that various languages exist in equal right alongside one another, is the model for what should happen in Europe. On that model France would have various second languages: English in the west and north-west, German in the east, Italian in the south-east and Spanish in the south-west, as neighbouring languages. Denmark would have German; the Netherlands, French and German; Poland, Czechoslovakia, Hungary and Yugoslavia, German and Russian; the United States, Spanish. The principles to work on are that: (1) languages are equal in esteem; (2) the average pupil can be expected to learn two second languages; (3) any priority will be determined by practical considerations and by the political, economic and cultural importance of the language. An immediate burgeoning of a common European culture cannot be expected, but to enable this to come about each member state must regard the acquisition of neighbouring languages as a natural thing to do.

EPQ ED EFL 940

TESTING

73-108 Anderson, Jonathan. The application of cloze procedure to English learned as a foreign language in Papua and New Guinea. *English Language Teaching* (London), **27**, 1 (1972), 66-72.

The value of cloze procedure as a measure of readability and of reading comprehension in English as a foreign language was tested by means of an experiment at a primary school in Port Moresby. Several methods of scoring cloze tests were also investigated: verbatim score, synonym score, alternative response score, and grammatical class score. Two paragraphs were selected from each of three readers not in use at the school. Cultural factors meant that

readability formulae were unlikely to be reliable. The passages were therefore rated in order of difficulty by teachers experienced in the teaching of English in Papua and New Guinea. [A detailed description is given of the method of differentiating between the levels of difficulty of the various reading passages and discriminating between the abilities of the subjects of the test. Results are tabulated, showing: (1) the mean percentage passage-score standard deviations, judges' ranking and cloze ranking of the reading difficulty of the passages, (2) the relative difficulties of the passages under the five scoring procedures, and (3) the correlation matrix for verbatim, synonym, alternative response, and grammatical class scores.]

The cloze technique ranked the passages in the same order of difficulty as did the teachers, and discriminated between the abilities of subjects. The various scoring procedures differed little, the simple verbatim method being the most objective and least tedious. [Short bibliography.]

(420) EPQ EHP EMR ASP ATL (995)

73-109 Bishop, Graham. Civilizing language studies. *Times Educational Supplement* (London), **3000** (24 November 1972), 28.

A complementary GCE A-level examination is required which is not based on literary texts. A European studies alternative A-level should test background knowledge of the country concerned, and the ability to: (1) produce a report in English of a lecture given in a foreign language; (2) translate technical papers into English (the areas to be chosen beforehand by the candidate) and cope with the jargon of business letters; (3) talk in the target language on a prepared topic. [Details of timing of courses to leave choice between literature and European studies open as late as possible.]

EPQ EHP EMS (940)

73-110 Matthews-Břeský, R. J. H. Translation as a testing device. *English Language Teaching* (London), **27**, 1 (1972), 58-65.

Translation from the mother tongue into English is useful as a device

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for testing linguistic items, although there is little to be said for it as a means of teaching English. [Four sets of examples given for testing Germans in English: concepts which are plural in German but singular in English, and vice versa; English word-order and especially the position of adverbs; selection of the present continuous and the present simple; and the omission of commas in English.]

Though target-language testing has the advantage of working totally in the language that is tested, the format of a poor test can actually promote interference. Moreover, target-language questions involve unnatural language. Often it is too obvious to the pupil which language item is being tested. The purpose of a test is not to find out whether the pupil can practise a grammatical point when called upon to do so, but to discover whether he incorporates the point into what he already knows of the language. In a translation test the instructions are unambiguous, there is no temptation to make 'unnatural' mistakes, and the pupil does not know what is being tested. [Examples are given both of target-language tests and of tests by translation.] The latter are not tests of translation itself.

Testing by translation works only if the pupils are literate in their mother tongue and if there is a tradition of approximate linguistic equivalence. Further conditions are that it is not comprehension which is being tested, that the incidental features of the material to be translated must not be difficult relative to the class standard, that on the relevant point one response only is acceptable, and that between the mother tongue and the target language there are points of grammatical divergence best tested by controlled translation.

The level of extraneous difficulty should be kept low and loopholes should not be left by means of which the pupil can avoid the issue. Not all features of English structure can be effectively tested by translation. Translation exercises can be made more interesting by placing them in the context of the interpreter's situation. [Example of German policeman interrogating English criminal.]

(420) EPQ EHP EMS ARG (430)

73–111 Stein, Oswald. Was prüfen wir eigentlich? Überlegungen und Vorschläge zur mündlichen Prüfung im Abitur. [What are we really testing? Thoughts on, and proposals about, the oral examination for the Abitur.] *Praxis (Dortmund)*, 4/1972, 357–65.

At present the oral examination of foreign languages for the *Abitur* requires the pupil to read aloud a passage (which he is allowed a quarter of an hour to prepare) then give a short talk on it or the gist of it in his own words; sometimes this is followed by sentences to translate and questions on grammar; in the time left there is supposedly a conversation, the whole usually before a panel of three examiners. Dissatisfaction with these arrangements led to a small-scale experiment in a Frankfurt grammar school. It was based on the following principles: oral examining should be used to test only what cannot be tested in writing; in an oral examination forming part of a school-leaving examination there should be no testing of skills which have not been practised in the classroom; foreign-language texts in an oral examination should be used solely to stimulate speech activity and should not be regarded as examinable in themselves. The experiment used an assessment table with the following headings: reading (intonation, quality of sound, pronunciation), pupil's short talk (pronunciation, vocabulary, prepositions, grammatical correctness, sentence construction, fluency, development of theme), conversation (as for the short talk, minus pronunciation). The allocation of marks to each subheading was indicated and the total (maximum 100) was then translated into the usual six-point scale for the *Abitur*, with a 5 per cent easier scaling for pupils who were not in the languages stream. Candidates felt more assured that they had been fairly assessed, and the success of the experiment calls for more work on this topic.

EPQ EHP EMS ATD (943)

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- 73-112 Volodin, N. V.** Контроль понимания иноязычного текста. [Assessing comprehension of a foreign textual material.] *Иностранные языки в школе* (Moscow), 5 (1972), 29-37.

A foreign-language course should consist not only of teaching materials, presented in accordance with a gradual progression of lexis and syntax from simple to complex, but also of testing materials graded and presented in the same way. The principles on which tests are constructed should take careful account of the learner's ability to recognize forms of language, his skill in using them and the degree to which he has converted such forms into habits. Objectivity must be observed in assessment and tests should be suited to the level of attainment demanded by the teachers at any given point in the course. To satisfy these conditions multiple-choice tests are recommended, divided into three levels of attainment and graded according to the difficulty of the lexis and syntax. At each level the learner should score maximum marks before proceeding. Thus, the construction of such tests must ensure that the learner cannot fail at a lower level but pass at a higher one. [Techniques for improving tests are outlined.] Tables for evaluating performance in each of the three levels may conveniently include a five-point rating, to help both learner and teacher judge progress. [An example, based on two different types of material, partially illustrates one such set of tripartite tests.]

EPQ EHP ATL

TEACHER TRAINING

- 73-113 Altman, Howard B.** Training the foreign-language teacher for individualization. *NALLD Journal* (Athens, Ohio), 6, 4 (1972), 7-11.

Conventionally trained teachers, even if equipped to instruct uniformly 'good' students of similar intellectual capacities and inclinations, may not be able to cope with the body of heterogeneous

individuals that makes up the average class. The problem is to educate foreign-language teachers out of the pattern established in their own childhood, away from the image of the teacher as 'educational broadcaster' towards that of the 'counsellor and facilitator of learning' identified in the literature on individualization.

Components of a unit (lasting nine contact hours) on individualized instruction for prospective language teachers are outlined. Student teachers should be sensitized to the demands made upon the language learner by being given an individualized lesson in an unfamiliar language. The ideas behind individualization (mooted sixty years ago), and the teacher's dual role as a specialist and as an individual human being among other human beings, should be discussed. Students should visit nearby schools to watch individualized courses in action, or take part in them in the university. They should examine existing curricular materials for individualization with a critical eye and develop some of their own, and consider the administrative problems, the role of hardware and systems of grading in individualized instruction.

EPQ (EFN) EKF

73-114 Goodman, R. D. Innovation in university teaching – Queensland: a case study. *Commonwealth Education Liaison Committee Newsletter* (London), 3, 6 (August 1972), 5-6.

The University of Queensland has created an academic department within the university to teach the 2,500 external students who enrol annually from remote settlements. Eighty per cent are teachers, who will gain yearly credits – passes in ten subjects are required for a degree. Since the fee is \$2,000, paid over ten years, from the state's point of view this is a cheap method of increasing the supply of qualified staff. [Techniques of teaching set out, including a special library, copying of current journals where relevant, taped material for French teaching, tutorial groups in larger centres, vacation schools, film, videotape and television.]

EPQ EKF EMV (994)

PSYCHOLOGY OF LEARNING

73-115 **Freudenstein, Reinhold and Gerhard Heinrichs.** Bildungsreform durch Lehrplanrevision? [Educational reform by revising teaching schemes?] *Praxis* (Dortmund), 19, 4 (1972), 347-56.

(A) *Learning with new aims* (Freudenstein). Research in linguistics, in the psychology of learning and in teaching methods must precede curriculum reform. Conferences and discussions are a help, especially in the technology of education. Hesse's recommendations for teaching foreign languages to level I in secondary schools (issued October 1972) are not to be regarded as a prescribed old-style curriculum. They offer guidelines for development and depend on the active cooperation of teachers. Any attempt to establish a catalogue of learning from the cognitive point of view will call for an experimental approach to these guidelines. That there are also problems in the affective sphere is shown clearly in a discussion paper from a Hamburg Comprehensive School.

The Hesse recommendations are applicable horizontally, for they are related to the level of attainment, not to the type of school. Whereas previous documents in this field were decrees, these guidelines leave content and method broadly to the professional sense of the teacher, provided he observes the main aim of language as communication. The lines of guidance include a linguistic progression in English for eleven- and twelve-year-olds, and two lists of structures, conjunctions and other functional words for fifteen- and sixteen-year-olds. Similar schemes have been made for French. It is too early to establish a didactic model but an appendix suggests a framework of reference for topics and content. There are two levels: (I) initial phase, (II) development phase. Phase I comprises 300-500 teaching hours, covering phonology, and necessary morphological, syntactic and idiomatic structures for oral use and a basic vocabulary of 1000-1400 units. Reading and writing are included but only after full oral treatment. Phase II still has oral competence as the main theme but aims at mastery of the minimum to ensure

communication and the study of texts affecting present-day life in the foreign country and discussion about it. Again there is no prescribed method but new thinking is called for on topics like dictation and homework.

(B) *Learning aims – the affective sphere* (Heinrichs). Pupils should appreciate the value to them as persons of the target language as a means of expression; they should respond to stimuli and be themselves stimuli to others in that language, both orally and in writing. They should acquire an attitude of critical tolerance, an open and unprejudiced reaction to the 'dissimilar'; they and the teachers should accept the possibility that the teacher may be mistaken; they must be ready to accept other forms of behaviour in the context of the target language, and to understand the learning difficulties of fellow pupils, especially the disadvantaged. Pupils should respond to and accept critically the subject matter of the target language; their response to the teacher's media and style should not be influenced by fear of punishment, severe marking or hypercritical leaving reports. Pupils should be allowed to discuss methods, the planning of the work, and the ways of assessing the individual's progress. All this will depend on the will to cooperate which should be fostered by partnership activities, mutual correction, group work and helping those who have been absent to catch up.

EPQ EG EMS EPB (943)

73–116 Hellmich, Harald. Zu Wesen und Funktion sprachlicher Tätigkeiten und geistiger Fähigkeiten. [The nature and function of language activities and intellectual skills.] *Deutsch als Fremdsprache* (Leipzig), 9, 5 (1972), 264–74.

Language ability calls for purposeful activities in language learning which, on the one hand, function as a means of adaptation to language and on the other fulfil communicative and cognitive functions. The communicative function of some language activities is realized by the determinants of subject matter and situation. In developing language skills with communication as the aim, foreign-language

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teaching is dealing with purposeful skills corresponding to social demands and limited by situation and subject matter. Foreign-language teaching must enable the pupil to accept statements, digest them and communicate in response to them.

Components of language activity, especially if related to receiving and giving form to language signs, can be the bases for the development of skills. [A tabular statement of the various components of language activities indicates the appropriate psychological or physiological processes, the communicative purpose or method and the usual manifestations or use.] Some language skills can be promoted by automatic means. [Bibliography.]

EPQ EG

73-117 Lauer, Patricia A. and William F. Battig. Free recall of taxonomically and alphabetically organized word lists as a function of storage and retrieval cues. *Journal of Verbal Learning and Verbal Behavior* (New York), **11**, 3 (1972), 333-42.

An experiment attempted to determine the relative effect on free recall performance of the presentation of two mutually unrelated cues in lists categorizable on the basis of two types of cues (taxonomic category-name and first-letter). The experiment allowed for the systematic variation in the blocking of items, and included a series of recall and transfer tests designed to elucidate the types of organization involved in storage and retrieval for free recall. [The experiment is described in detail, together with the statistical evaluation of results.] Both for free recall performance and output organization, taxonomic category was found to be consistently more effective than first-letter identity. This matches a number of other experiments (the findings of which are described). Evidence was found that the addition of a weak cue to a strong one may not only fail to improve recall but may interfere with organization and performance for free recall.

EPQ EGD

73-118 Selinker, Larry. Interlanguage. *IRAL* (Heidelberg), **10**, 3 (1972), 209-31.

The author considers, from the perspective of learning, the necessary theoretical preliminaries for researchers concerned with the linguistic aspects of the psychology of second-language learning. He rejects responses to drills and to experiments using nonsense syllables as of doubtful relevance to a theory of second-language learning.

In considering the psychological structure within which the 'interlingual identifications' made by a bilingual exist, the author proposes for most learners a latent psychological structure which is activated whenever they attempt to produce a sentence in the second language. The author compares this latent structure with the latent language structure, as proposed by Lenneberg (*Biological Foundations of Language* (Wiley, 1967)), for the learning of a particular language within a universalist framework.

The observed output resulting from a learner's attempted production of a target-language norm compels the hypothesis of a separate linguistic system. This system the author calls 'interlanguage' (IL). Within the latent psychological structure fossilization accounts for features from the native language which are never totally eradicated from a speaker's IL and which reappear at times of anxiety or excitement or even for no apparent reason. An adequate theory of second-language learning would have to account for such regular reappearance in IL performance. Fossilization may encompass the result of language transfer; transfer-of-training; strategies of second-language learning; strategies of second-language communication; overgeneralization of target-language linguistic material. [Examples of the processes are given, together with some further non-central processes. There is discussion of five problems raised by the perspective adopted in the article.]

EPQ EG AG

- 73-119 Whitman, Randal L. and Kenneth L. Jackson.** The unpredictability of contrastive analysis. *Language Learning* (Ann Arbor, Mich), **22**, 1 (1972), 29-41.

The theoretical bases of contrastive analysis have often been attacked, yet empirical success has been claimed for it in its application to language teaching. [Detailed description of an investigation of the mistakes made by large numbers of Japanese learners of English.] A multiple-choice and a cloze-procedure test of syntax were used. One category of subjects was in the fourth year of learning English and came from eleven different schools in Japan; the other main category consisted of pupils from six successive grades in one school complex. [The results were compared with the predictions of difficulty given by four different contrastive analyses, and it was found that the difficulties were poorly predicted.] Either contrastive analysis is inadequate to predict a language-learner's interference problems, or native-to-target language transfer plays such a small role in language-learning performance that no contrastive analysis could correlate highly with performance data; or, more probably, both explanations are true. (420) EPQ EG EMS AYF (495.6)

TEACHING METHODS

- 73-120 Kirstein, Boni H-J.** Reducing negative transfer: two suggestions for the use of translation. *Modern Language Journal* (St Louis, Mo), **61**, 2 (1972), 73-8.

Implicit in the audiolingual approach is the hope that the school can turn out coordinate bilinguals. It is debatable, however, whether the direct approach of the bilingual objective by way of monolingual instruction is the most effective method. [Principles of audiolingual habit theory and charges made against translation exercises are summarized.] Though the use of translation during the early stages of foreign-language instruction may promote the expectation of isomorphism, it is impossible to sever the student's ties with his

native language and doubtful whether he can 'think in', for instance, French, at the beginner level. [Analysis of example of German/English interference muddling direct method learning.] Hidden reference is made to the student's native language even in teaching by the audiolingual method, since teaching materials are based on contrastive analysis. As it is impossible to control the techniques that the student himself will adopt to acquire a given skill, the teacher might do well to give accurate glosses. The quality of a proper translation made by the teacher and the distance that separates it from a string of native 'equivalents' or *faux amis* may demonstrate the dangers better than the command not to translate.

The native and foreign linguistic inventories will ultimately have to be independent, but at the beginning many native categories could be put to use after modification of only a few linguistic features, and these modifications should be stated briefly and orally in the native language. [French/English example of *brillant* meaning *shiny*.]

A thorough analysis of the strategies that the coordinate bilingual chooses before he encodes his message, and their formalization and exploitation in teaching, is useful in the advanced as well as in the beginning stages of language teaching. Even the traditional exercises of *version* and *thème* may be helpful in attaining fluency and versatility. Most advanced speakers of foreign languages develop simultaneous translation techniques which apparently reduce negative transference and perceptible signs of interference.

EPQ EL EMS ARG

73-121 Sewell, P. M. On from O. *Audio-Visual Language Journal* (Birmingham), **10**, 3 (1972), 145-52.

Pupils can use the sixth-form course as a preparation for a variety of language-learning experiences in institutions, each of which will have a distinct set of aims. The sixth-form teacher seeks a core of post-O-level foreign-language experience around which to arrange various types of exercise. A more precise definition of pupils' areas of interest and of the skills to be developed will improve the

sixth-form course. The skills and content will not be a mere extension of those, now clearly defined, of the first cycle, but will have their own character specific to the post-O-level stage. The quantity of the content need not be specified, but the foreign texts to be studied should all have a message or point susceptible of elucidation and discussion. Twelve skills can be identified as 'primary' in that they are in constant use during acts of communication via language and a further nine 'secondary' skills may be called upon when needed. [These skills are defined.] Bearing in mind the need to develop these skills, one can draw up a suitable range of exercises. [Fourteen types of exercise are listed, with comments.]

The relationships between original texts and specific exercises can be clarified by considering the strategies adopted by teachers and pupils when they set and tackle the exercises. In the case of recasting exercises the message can be held constant and the shape (letter, conversation, report) and colour (register, complexity, style) can be varied. The detailed description of skills drawn up earlier makes it easier to understand the strategies to be adopted when carrying out the recasting. [A chart is provided which shows the process from the initial selection of text to the final correction of the exercises.]

EPQ EL EMS EPB

73-122 Standish, P. Towards a strategy for advanced language learning. *Audio-Visual Language Journal* (London), **10**, 3 (1972/3), 141-4.

The foreign-language learner must be able to recognize forms that are possible in the raw material of the foreign language, must get to know the linguistic circumstances in which the forms are appropriate, and should be able to operate the rules governing the choice of language proper to given contexts, or circumstances. [Examples from Spanish.] The third of these requirements is the basis of 'advanced' learning. At this stage the teacher becomes increasingly self-effacing, and there is language learning rather than language teaching. Perhaps there can be no advanced foreign-language teaching

without the aid of something like translation. A rich and varied linguistic environment needs to be provided. Learning conditions fall short of those of the native-speaker environment, and the teacher is bound to select the foreign-language material. [The author gives in tabular form, under the headings field, mode, role and formality, a framework intended to account for the various factors which determine language use and to help the teacher to diversify and enrich foreign-language contact in the classroom.] The native speaker can recognize many more aspects of language variety than he can produce, and it is unreasonable to expect the learner of a second language to be more than receptive to these varieties. Writing skills are easier to develop at an advanced level than oral skills. (460) EPQ EL EMS

CLASS METHODS

73-123 Wolfe, David E. Teacher-made crossword puzzles. *Audio-Visual Language Journal* (Birmingham), **10**, 3 (1972/3), 177-81.

Crossword puzzles are of value in reviewing vocabulary and structures and in developing reading comprehension. They should be based on material already studied. [Examples given in French of several different types of clue.] Students can themselves make crossword puzzles, and group work is specially good. Such puzzles can also be given as homework. [Two specimen crossword puzzles in French are given.] (440) EPQ ELD AL

READING

- 73-124 **Fitouri, C.** New ways to promote reading: a Tunisian school experiment. *UNESCO Courier* (Paris), 25, 7 (1972), 16-17, 20-1.

The majority of pupils in school today, drawn from the most underprivileged social strata whose only cultural tradition is oral, do not like reading and find the twice weekly *séance de lecture* at school restrictive and artificial. The Reading Motivation Project in Tunisia which started in 1968 was designed to correct this. Small groups (maximum thirty pupils) of roughly the same educational level met voluntarily outside school hours for a course lasting as long as the majority of the group wished. Before books were chosen, surveys were carried out of reading among school-children. As the pupils are bilingual and their level of expression is equally low in French and Arabic, books and materials in both languages were used. As attractive a setting as possible was provided and sound, particularly music, and visual aids and displays were used. The first session is designed to catch the children's interest, and two weeks later when they have read the book, they begin a series of discussions which are lively and have proved effective. [Illustrated.]

(440) EPQ ELD EGK EMS ASP (492.7)

- 73-125 **Morris, J. D.** Intensive reading. *English Language Teaching* (London), 27, 1 (1972), 38-47.

Extensive reading is defined as private reading at a pace suited to the individual, whereas intensive reading is usually done in class and is reading in depth, each pupil having the same text. The testing of extensive reading may stifle the habit of reading for pleasure, but a pupil's reading record can be useful. A written summary is not desirable; it is better to ask pupils to report orally, sometimes in groups. [The author gives the text of a book report sheet he has found helpful.]

Out of nine weekly periods for English (taught as a second language at secondary school level), four-and-a-half should be reading lessons and one-and-a-half of these should be devoted to 'comprehension'. The comprehension lesson involves intensive reading, varying in depth of analysis, but with the emphasis on the total meaning. [Materials and lesson procedures suggested.] The other three periods should be devoted to creative 'macro-reading', the aim of which is to give insight into the large ideas of a book. Two or three books may be read in class each term. [The author discusses the form lessons may take, and emphasizes the value of good reading aloud and of effective questioning, which he discusses in some detail, referring also to group-work, debates, miming and dramatization, and creative writing.] The parts selected for class treatment should amount to about two-thirds of the book. [Types of question for use in intensive reading lessons are exemplified.] The meanings of unknown words important to the plot and theme can be worked out by the pupils from the context. They should be discouraged from reading ahead. Macro-reading breaks down the continuity of a story in order to promote understanding and involvement. It nourishes reflexion on the book as a whole.

(420) EPQ ELD EMS ASP ATL (967.61)

SPEECH

73-126 **Dobson, Julia.** Dialogues: why, when and how to teach them. *English Teaching Forum* (London), 10, 3 (1972), 20-9.

The dialogue is probably the oldest language-teaching aid. It is a social unit of speech, offering a context in which to practise the language, and representing real communication from one person to another. It is also a means of helping the learner to recognize and use pause-words, rejoinders and interjections in a variety of registers. The dialogue offers pronunciation, vocabulary and grammar practice. It is more easily memorized than most other types of language material, and gives some cultural insight. Its appeal is to teen-agers

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and adults rather than to young children. Older learners enjoy role-playing. A good dialogue is short, balanced, and compact. It reflects natural speech, is related to the rest of the lesson material, and is relevant to the students' lives. There should be a strong final line. Contractions should be used, and levels of style should not be mixed. The most successful topics are those the students talk about in their own language, or those that cater for their curiosity. [The author discusses under fourteen headings the most effective way of teaching dialogues. She considers the choice of dialogues, the amount of time to be devoted to a dialogue, the preparation and use of drills, classroom procedures, including blackboard practice and aids such as stick figures and puppets, and deals also with homework and revision. She suggests the use of dialogues as a stepping-stone to free communication by altering them to conform with immediate reality, examines the prolongation and paraphrasing of dialogues, ad-libbing, the writing of dialogues based on situations, and the use of dialogue to stimulate free conversation. The article is liberally illustrated with specimen dialogues, and a concluding section gives examples of dialogues of various types.]

EPQ ELD ATD

COMPOSITION

73-127 Byrne, Donn. Developing written expression. *Lingua e nuova didattica* (Rome), 1, 4 (1972), 15-18.

Early exercises in writing the target language must be cast within language patterns and vocabulary items which are already known as a result of oral practice. A framework can be provided which simultaneously grades the complexity of the writing task from single items to long sequences and yet obviates the strain of changing from short sentence composition to developed paragraphs. [Appendices show eight categories of link-word and link-phrase in English which make connected composition possible; three types of tightly controlled written exercise, and nine types of guided composition.]

(420) EPQ ELD ATG

MIXED ABILITY

73-128 Watts, John. An introduction to mixed-ability group-learning. *Didaskalos* (London), 4, 1 (1972), 138-48.

Group-learning is defined as the organization of a class into groups of about five, leaving the teacher free to move among them. Collaborative learning enables each member of the group to feel the spur of group approval and to have a say in dividing the joint task and coordinating the results. Pupils should be asked to form their own groups and deal with habitual wanderers in their own way. [Problems of management, timetabling, money and materials should be discussed and settled before embarking on this new method.] The teacher must decide how to mix group work with older methods, using his professional skill to time the dispersal and reintegration of the class.

The pupil must be taught how to select, classify, deduce and generalize for himself, but in such a way that the process engages him emotionally and learning takes place. Colleagues in art departments and primary schools should be consulted on techniques of storing and retrieving the greater range of materials needed for stimulating a grouped class. Visits from and to outsiders are likely to be more frequent. Assessment will be more difficult since there is no uniform scale of achievement. Pupils will be judged not only by the information acquired and the intellectual skills developed, but also by their social skills of adjustment to the group and readiness to initiate learning activities. Progress must be measured against past performance and not against another member of the group. Acquiring the technique for sitting public examinations may be postponed until the fifth year; it is likely that examinations themselves will continue to evolve in the direction of testing cognitive skills rather than an ability to regurgitate information. Group work is flexible enough to benefit the most able pupil and the retarded pupil alike, allowing them time to work at their own pace, and providing experience in learning how to learn from and with others.

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The necessary conditions for mixed-ability language work to succeed are summarized. [Ten points stressing the need for the entire staff's commitment to the new approach and for the backing of parents and local press if possible. Longer sessions at one activity are needed, and it must be recognized that the teacher's new role as organizer of the circumstances of learning will impose heavy demands on him.]

EPQ ELD EFN EMS

73-129 Sanchez, L. Diaz. The unstreamed language class: inter-pupil relationships. *Modern Language Centre Bulletin* (London), (Summer 1972), 8-10.

Mayfield School, a girls' comprehensive school of 2,000 drawing on a wide social and geographical range, teaches all children a foreign language in the first year in unstreamed classes. Eight forms take French, and the remaining four take another Romance language on a cycle system. It was decided not to 'set' the Spanish classes in the second year. [The oral approach to teaching is described, and the structured introduction of reading and writing.] When self-conscious subgroups developed within the class in its second year, sociometric tests were applied to try to solve this problem and promote the harmonious working groups which are vital for oral language learning. Reseating the children according to a simple sociometric test was one of the factors which resulted in a class in which the whole range of children felt a sense of achievement. Of the original 120 pupils, ninety-four, across the whole ability range, decided to continue Spanish in their fourth year. [Short bibliography on mixed-ability classes and on sociometry.]

(460) EPQ ELD EFN EMS (942)

PROJECTS

- 73-130 McMillan, Colin.** Language projects. *ILC Bulletin* (December 1972), 3-4.

Language projects should be used for students on language courses in foreign capitals. In Lisbon groups of students of different nationalities tended to rely on English as a lingua franca. Projects were devised to bring each individual into contact with Portuguese people in various occupations who were unlikely to speak English. [Four examples quoted.]

(469) EPQ ELD ELB

TEXTBOOKS

- 73-131 Zimová, Jaromíra and Ludmila Rozkocová.** Problémy interference a typy cvičení: na materiále učebnic angličtiny a ruštiny pro střední školy. [Problems of interference and types of exercises: based on materials taken from textbooks of English and Russian for secondary schools.] *Cizí jazyky ve škole* (Prague), 16, 1 (1972/3), 5-11.

One of the main aims of properly devised language exercises and speech drills is to prevent negative transfer from the first into the second language. Exercises preventing interference are most effective in the initial stages of the second-language-learning process. At this stage the exercise can effectively regulate the mental processes governing the learner's language behaviour in such a way as to prevent insufficient differentiation and premature generalization from occurring in the acquisition of second-language skills. The design of the exercises and drills in the textbooks under review observe this requirement only incidentally and in no way consistently. The best preparatory exercises designed to forestall interference are drills in observation, analysis and contrast. Good examples of this kind of exercise occur in the section of the English textbook devoted to the use of *some/any*. These exercises in observation and contrast are followed by systematic exercises in which the students are led to

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make the proper categorical generalizations of the semantic features by activities (role playing) in which the features are used in action. It is in this phase that positive transfer from the mother tongue should become operative in the use of the target language.

EPQ ELD ELP EMS AYM (943.7)

VISUAL AIDS

73-132 Byrne, Donn. The magnet board as a language teaching aid. *Lingua e nuova didattica* (Rome), 1, 1 (1972), 10-13.

The making of a magnet board is described, and its use in presenting and practising language items. [Details given of the practical aspects and the cost of materials in Italy, and illustrations.] The magnet board can be used at the presentation and practice stages of the lesson to contextualize both patterns and vocabulary. [Examples of identification and location exercises, and practice with tenses and conjunctions.] Three mini-dialogues are given for different levels. Since the teacher can cue them using different cut-outs without having to say anything, the amount of pupil practice is greatly increased. [Outline given of a sequence of four pictures for oral composition.]

EPQ ELD ELS (945)

TELEVISION

73-133 Kelley, Michael R. English for foreign speakers – a television solution. *Audiovisual Instruction* (Washington DC), 17, 9 (1972), 25-8.

One group whose special educational needs are often overlooked is the large non-English-speaking community in urban areas in the USA. In the capital the estimated number of non-English speakers is 120,000 and an adult education course was designed on a shoe-string budget using the donated services of three colour-television networks and volunteer curriculum specialists, teachers and actors.

The direct method was used throughout to put across a controlled number of basic sentence patterns, and the means to vary their meaning. The whole course of ninety half-hour lessons was divided into three levels of thirty lessons each, complete in themselves but dovetailing into the next level. [Details of financial and timetabling problems.] Each level, lasting six weeks and broadcast five days a week was repeated in cycles so that revision was easy. Additional reference material was made available in exercise books to be collected from public libraries. [Methods of testing the course before broadcasting it are described.] Team teaching was found the best method at all levels.

(420) EPQ ELD ELV EMV 973

PROGRAMMED LEARNING

73-134 Izaković, Vesna. Neue Wege im Fremdsprachenunterricht. [New methods of teaching foreign languages.] *Zeitschrift für Phonetik, Sprachwissenschaft und Kommunikationsforschung* (Berlin), **25**, 1/2 (1972), 58-64.

Skinner's chain reaction of stimulus-response-reinforcement is the starting-point for programmed learning; it is effective only when positive. The only possible 'punishment' is the absence of reinforcement. Skill in assessing the difficulty of material and in finely grading its presentation is a prerequisite of devising a programme; ideally the programme should be adjusted to suit each new batch of students. Attention must be paid to the age, cultural and social level, and purpose of the learner and the particular ease or difficulty of the foreign language. The programme will require much finer grading than ordinary teaching and must provide for constant control of the correctness of the response by feedback. Drills, tests and exercises must be structured into the whole programme.

The programme may be one of three types: linear, network or error programming. The first is of the simple stimulus-response-reinforcement type; the second offers several possible answers; the third may suggest the wrong answer to provoke correction. The second and third

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can be used only in the higher levels of teaching. The teacher should help the individual over 'learning crises' and the classroom should become a seminar for discussion of difficulties. Auxiliary programmes can be devised to overcome particular problems; gifted pupils can be given accelerated programmes. Programmed learning develops the learner's sense of responsibility, his sense of logic and self-criticism and enables each learner to work at his own pace. The initial investment may be heavy but is justified by the results.

EPQ ELD ELW

LANGUAGE LABORATORY

73-135 Krumm, Hans-Juergen. Beurteilungskriterien für Sprachlehranlagen. [Evaluation criteria for language laboratories.] *PL: Programmirtes Lernen, Unterrichtstechnologie und Unterrichtsforschung* (Berlin), 3 (1972), 175-81.

The technical aspects of a language laboratory are not just a matter for electronics engineers: frequency range, the availability of the laboratory and the varied nature of the provision within laboratories can all affect the education offered through this medium. The introduction of compact cassettes has had an impact on language laboratories. There is still a need to standardize language laboratory equipment generally. The purchaser ought to be able to see clearly what a given laboratory purports, and is able, to do. For that reason a check list is given, comprising 116 questions under the following headings: equipment at the student's end, acoustic quality, students' booths, functions of the teacher's console, practical experience, servicing and instructions at the time of installation. In the answers certain things are marked as necessary, not necessary, or desirable.

EPQ ELD ELY

IMMIGRANTS

73-136 **Lucas, Eileen.** Language in the infants' playground. *Multiracial School* (Reading), 1, 3 (1972), 10-12; 2, 1 (1972), 20-3.

It is said that in infant schools racial discrimination does not exist and that as a result immigrant children soon become fluent in English. To test this hopeful rumour a plan was devised to observe twenty schools in four areas in London (with a range of low, average and high immigrant percentages) to see: (1) whether immigrant and native children chose to associate indiscriminately in a free-choice play situation; (2) what kind of language the children used in a controlled play situation. [Methods of observation in the playground and details of a toy-choosing game given.] Nine measurements were made. Communication units exchanged and errors made were counted, and the status and frustration of the children revealed by the language they used were measured [criteria described]. Checks were made by qualified third parties and the significance of differences found was established by a one-way analysis of variance in all cases.

It was found that in schools with low immigrant intake there was more mixed play than could be expected by chance; in schools with above average intake, there was proportionately less mixed play. Significant differences were found in four areas of language usage. Native children consistently uttered more communication units than immigrant children. After two terms in school immigrant children made ten times more errors than their native peers, and thereafter improved very little. (Native children showed a more consistent improvement over the eight terms.) Native children were three-and-a-half times more often in a position to teach, correct, remind and make rules than immigrant children (except when the latter remained within their own ethnic group). However, native children in mixed groups frequently manifested frustration and irritation.

If these findings are corroborated, a more structured approach to English teaching will be necessary in the infant school. The period of growth in language on entry to the school should be exploited by specialist teachers. [Suggestions for the training of these teachers,

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and for teaching all the children in sets, especially where the native children's language is restricted rather than elaborated.] Social integration in school playgrounds needs to be more positively supervised by adults, since native children's efforts at kindness may only perpetuate notions of inequality. (420) EPQ EMP ENT

DRAMA

73-137 **Cammack, Floyd M.** Language learning via Via. *English Teaching Forum* (Washington DC), 10, 4 (1972), 13-15.

The author gives an account of the theatrical productions staged with university students in Japan by an American actor and stage manager, Richard A. Via. There was a four-hour-a-day six-week rehearsal schedule [described in some detail]. The cast and the stage and lighting crews are brought together in a micro-society where English is a living means of communication. Eye contact with other speakers is maintained and lines are not memorized at home. All take part in voice exercises and language games. The drama itself provides 'real' situations and requires accurate responses. There is almost complete overlap with modern oral-aural language-teaching methods. Motivation is high, correction being easy to accept. The students are able to express what they have stored up during six years of passive study of English. The physical arrangement of the scene places the responsibility for communication on the student. This method of improving knowledge of a language is cheap and can be extended within any kind of academic calendar. A person trained in these techniques could soon be placed in every college and high school in Japan. (420) EPQ ELD EPS (952)

ENGLISH See also abstracts 73-106, -108, -110, -115, -119, -125, -127, -133, -136/7

73-138 Clarke, Mark A. Arabic distractors for English vocabulary tests. *English Language Teaching* (London), 27 (1972), 77-9.

The validity of objective vocabulary tests depends upon the plausibility of the distractors. [The author discusses tests which use both English distractors and words which resemble Arabic words.] The most practical type of Arabic/English distractor consists of an Arabic translation of the correct answer, expressed by an English word similar to the translation. A test of this kind was given to Arab students at the English Language Institute of the American University of Cairo, and the more advanced students chose the Arabic/English distractors more often than did the less advanced.

The teacher should bear in mind student confusion between native and target language when compiling objective vocabulary tests, and where English is the students' third language, items from another language can be used. This approach offers data on the students' thought processes.

420 EPQ EL AL (492.7)

73-139 Coe, Norman. A suggestion for the teaching of the past continuous. *English Language Teaching* (London), 27, 1 (1972), 28-30.

The author describes, with the aid of diagrams, the use he makes of a picture of a clock-face to present the past continuous. He introduces the tense on its own, and later uses the same device to contrast it with the simple past.

420 EPQ ELD AK

73-140 Cronnell, Bruce A. Spelling-sound relations in ESL instruction. *Language Learning* (Ann Arbor, Mich), 22, 1 (1972), 17-27.

Spelling-sound relations in English are not so chaotic as is sometimes suggested. [The author mentions the views and research of Bloomfield

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and Barnhart, Francis, Venezky and others.] Morphology is important to an understanding of the relationship between speech and spelling. The unit is not necessarily the single letter. Spelling-sound relations are not simple grapheme-phoneme correspondences. There is a good fit between English spelling and English pronunciation, and this is valid for different dialects.

If Chomsky and Halle are right in saying that English orthography is appropriate for readers who know the language, early emphasis on audio-oral instruction is best for eventually communicating the ability to read and write. Knowledge of pronunciation, morphology, and syntax can be used to interpret the orthography, which can be used to determine the pronunciation.

Approaches using spelling-to-sound correspondences are more valuable in learning to read than those which attack each word separately. With advanced learners, such correspondences may help to teach pronunciation: word pairs can be taught in related sets. Greatest difficulty will be experienced by students whose own language is written in the Roman alphabet. Spelling-to-sound correspondences may also be used to help improve students' spelling, but for students of English as a second language it may be necessary to use correspondences which differ from those of standard English but which correspond to their own pronunciation. [Short bibliography.]

420 EPQ ELD AJT ASL

73-141 Greasley, Virginia, and others. Pre-sessional language courses. (Norwich city college: a two-week science-based course.) *UKCOSA News* (London), 4, 4 (1972), 10-14.

[The first part of the article gives details of an English language training course for newly arrived overseas students arranged by the University of Reading, and was compiled from information given by the administration of the university.] Dr Greasley identifies the problems facing foreign students on arrival in England, in particular those that confront science students. To facilitate the transition from studies in their own language to A-level courses given entirely in

English a two-week course was arranged in Norwich immediately before the beginning of the academic year. A series of English lessons was based on material used in the science sessions, using lists of vocabulary supplied by the science lecturers a few months previously. [Details.] The five hours of formal study every day were supplemented by social occasions which mixed national groups and brought them into informal contact with their lecturers and with the inhabitants of the city. Feedback suggests that the experiment has been largely successful.

420 EPQ EL EMV ANG (940)

73-142 Kemp-Welch, A. English teaching the most lucrative enterprise after tomatoes. *Times Higher Education Supplement* (London), 33 (26 May 1972), 10.

The demand for English-language teaching in Poland (at the expense of Russian, German and French) will result in a substantially changed curriculum for the academic year 1972/3. There will be a pilot project to introduce English in primary schools. In higher education the government will attempt to break down the distinction between the traditionally academic methods of the Philological Institutes and the emphasis on practical language teaching in the non-university Higher Schools of Foreign Languages. [Details of the new programmes offered in Warsaw in linguistics, language-teaching methodology, present-day English and studies of up-to-date American and English social patterns.] The Institute of English Philology at Poznan has an exchange programme with Kansas University and is working with the Center for Applied Linguistics on a comparison of English and Polish, the first such project on these two languages. [Details of financial and policy matters in other institutes in Poland.]

420 EPQ EJK 943.8

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- 73-143 Momberger, K. and M. Momberger.** Englisch-deutsches Glossar der Fluggeräte. [English-German glossary of aircraft.] *Lebende Sprachen* (Munich), **17**, 6 (1972), 163-72.

[A cross-referenced glossary of some 300 British and American aircraft terms, many with explanatory notes in German. Bibliography.]

420 EPQ EL ALG ANG 430

- 73-144 Mowat, J. D.** Oral English in the primary schools of the Gilbert and Ellice Islands. *English Language Teaching* (London), **27**, 1 (1972), 94-9.

Since the Ellice people speak a language totally distinct from the Gilbertese, English is often their only means of communication. In 1967 a new oral course was introduced in primary schools, where English had previously been taught as if it were a dead language. Activity is emphasized throughout the five-year course, composed by G. Tate for the South Pacific Commission and supported by a series of readers planned by G. Pittman. [Details of how the continuous present was taught; lessons based on the structure *I want you to help me carry this*; the training of pupils to give an account of their activities every morning, leading to drill of past and future tenses; remedial work (there is no language laboratory in the Islands); group question-and-answer work and story telling involving aural comprehension exercises.]

420 EPQ ELD EMR ATD 996.81

- 73-145 Seward, B. H.** A situational technique for teaching expressions of small quantity. *English Language Teaching* (London), **27**, 1 (1972), 31-4.

Textbook writers have tended to treat the expressions *few/a few* and *little/a little* as items which can be taught by means of synonyms. But the learning problem is one of concept formation rather than of vocabulary development. The selection of the particular expression is determined by the speaker's state of mind and by his understanding

of the situation. It is helpful to give the students situations to analyse in order to determine which expression would be used by a native speaker. At first the expressions are presented in contrasting situations. The class discusses these situations and the reason for choosing the expression concerned. [The author gives a number of examples of situations he has found successful in the classroom.] Tests can be of the multiple-choice or of the composition type. The distribution of the expressions is dealt with separately in pattern drills. The use of synonyms as an aid to understanding is not excluded.

420 EPQ ELD AL

73-146 Southern, K. R. The long or the short of it? *English Language Teaching* (London), 27, 1 (1972), 35-7.

The author discusses the advantages and disadvantages of introducing long forms (eg *it is*) before short forms (eg *it's*) in a primary course, and justifies the policy in Zambia of teaching long forms first. His main arguments are that the use of short forms at the beginning of an elementary course increases the number of patterns to be taught, makes false analogies more likely, gives rise to ambiguity, and leads to unnecessary difficulties in reading.

420 EPQ EL EMR AK (968.94)

73-147 Trivedi, H. C. Teaching of English to postgraduate students in South Gujarat. *English Language Teaching* (London), 27, 1 (1972), 99-103.

[Quoting from official reports, the author indicates the background in India of conflicting attitudes to English.] Gujarat University decided to change to the regional language as a medium of instruction in most departments, although English remained a compulsory subject in the faculties of arts, science, and commerce. No account is taken of marks in compulsory English when giving a student a grade, and so interest in studying English has been reduced. The university introduced Gujarati and/or Hindi as the medium of

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instruction in affiliated colleges. As a result, few students can read books in English proficiently. Textbooks in Gujarati are scarce.

English is becoming what is called a library language; that is, a means of providing the student with vocabulary and structures to help him read and understand his subject books. If general English vocabulary and structures are taught to postgraduate students there is little motivation to learn them, since the student takes his examination in the mother tongue; but if the vocabulary and structures of the subject books are taught, these may be insufficient for the comprehension of English.

In South Gujarat University the experiment has been tried of teaching English to all postgraduate students and encouraging them to read books in English on their subjects. Passages based on the subject topic being dealt with at the time are selected and graded. A word-list for each subject-group is prepared. Group discussions are held, and help is given with the reading of subject books in English. [Extracts from the word-lists are quoted.] The regional languages have not yet developed to a point where they can replace English.

420 EPQ EL EMT AN ASP 954.17

73-148 Ttofi, C. Talking about language: the vocabulary of noise. *BBC English* (London), 211 (February 1973), 5-6.

A dialogue about noise between a student and an English teacher takes them through expressions (printed in bold type) used of traffic and driving, distracting noises in theatres and examination rooms, various kinds of row made by children, idioms to do with laughter, audience approval and its reverse, and the onomatopoeic words connected with cooking, the natural world, electronics, and cold weather.

420 EPQ EL ALD

73-149 Wingfield, R. J. Conversational responses to statements. *English Language Teaching* (London), 27, 1 (1972), 24-7.

Conversations are not normally based on monologues or question-and-answer sequences. More characteristic are statements followed

by responses or rejoinders, which then lead to another statement. Most pupils have had little practice in responding to statements. They should be able to respond to statements in a variety of ways, expressing various emotions. [The author lists and exemplifies twelve types of response, and describes oral drills based on them.]

420 EPQ ELD EMS ATD

FRENCH *See also abstracts 73-115, -120, -123/4*

73-150 Debyser, Francis; M. Callamand and F. Firmin; M. Blondel; J-M. Gautherot. Expériences sur l'utilisation de la presse. [Ways of using newspapers.] *Français dans le Monde* (Paris), **89** (1972), 10-35.

The bulk of this issue deals with the kind of language used in newspapers. The first article deals with the problem of nominalization, or the strings of nouns commonly used in headlines and in journalese generally. The remainder describes ways of using newspapers in teaching French as a foreign language, with particular reference to intermediate courses. [Examples from *Le Figaro*, *L'Humanité* and *France-Soir*.] A critical reading is encouraged, and methods of summary are explained with examples.

440 EPQ EL AWJ

73-151 Lami, N. and P. Wunderli. Le français au laboratoire de langues dans une université allemande. [French in the language laboratory in a German university.] *Français dans le Monde* (Paris), **92** (1972), 19-24.

Commercially available language-laboratory exercises are often too simple for the students concerned. It has been proved that drills do not produce the desired results of fluent and error-free self-expression. The authors report their experiments with the creation of interesting exercises that will train students to produce the desired linguistic forms. Provided that the units to be dealt with are explained before the laboratory session, and that the contextualizing phrases are

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already in the students' repertory, the customary limit of twelve syllables can be exceeded. Each drill has a theme and, on the assumption that some transformations have already been internalized so as to be completely natural, the drill material need not be restricted solely to the changes required for the exercise. [Numerous examples which show the type of preparatory information supplied to the student, and five specimen drills on the use of the present subjunctive.]

440 EPQ ELD ELY EMT 943

73-152 O'Byrne, Vera de R. Primary French in Tasmania. *Babel* (Melbourne), **8**, 1 (1972), 18-20.

An account is given of the introduction of the Nuffield/Schools Council course, *En avant*, in 'feeder' primary schools of three high schools in Hobart. All the children in grade five (twenty-one classes in all) are taught French by their class teachers, or by peripatetic teachers, in mixed ability groups or in two sets. The initial qualifications of the teachers varied from high-school French to 'traditional' degrees, but all were given in-service training. [Reaction to and results of the course described.] English is seldom used, and comprehension is ensured and tested by visual aids and mime.

440 EPQ ELD EFN EKF EMR (994)

73-153 Pelz, Manfred. Französisch in der Grundschule. [French in the primary school.] *Praxis* (Dortmund), **19**, 3 (1972), 291-304.

In 1971 French received equal status with English as a foreign language in German schools. In Freiburg two primary schools offer French, with a planned extension to six others. The first experimental school was chosen in 1968 because of its musical, sport and play activities. Conditions were laid down for the second stage of the scientifically conducted experiment, from 1970 onwards: new words and structures were to be introduced in recorded dialogues; teaching was to be visual; material was to be suited to the children's interest

in learning and speaking; musical elements were to be included; grammar teaching was to be inductive; principles of programmed learning were to be applied. [Examples.] Learning goals were defined with lists of words and structures which were to be known actively or passively. Close cooperation with the Teacher Training Institute ensured maximum help for teachers, practical solutions for problems and constant evaluation. Informal tests were set to determine pupil achievement and to clarify problems of primary school foreign-language teaching. Tests were administered individually and in groups to selected classes in the form of word and structure recognition, pronunciation and answering of questions. Beginners in the first and second years showed a different learning capacity from those in the third and fourth. No significant differences appeared between teaching by subject teachers and by class teachers.

440 EPQ EL ELR EMR (943)

73-154 Thiébaud, J-M. Une expérience d'enseignement du français en Ouganda. [An experiment in teaching French in Uganda.] *Français dans le Monde* (Paris), 91 (1972), 23-33.

A detailed account is given of the handling of a lesson which exploits the flannelgraph and uses the audio-visual method. The distinct phases of presentation, explanation, repetition for memorizing, development and habit-formation are laid out in minute detail. The relationships between the teacher's activities and the class's responses, the small model figures employed and the linguistic aims of each section of class-time are made explicit by the use of a tabular display accompanied by a commentary.

440 EPQ ELD ELR EMS (967.61)

LANGUAGE LEARNING AND TEACHING

RUSSIAN

73-155 Wade, T. Annan: 1963-1971. *Scottish Central Committee for Modern Languages Bulletin* (Perth), 5 (1972), 60-5.

The implementation is discussed of the recommendations made by the Annan committee on the teaching of Russian (1962). In order to increase the volume of Russian teaching in Britain, teachers of other languages have been given an intensive course lasting one year. The first course began in September 1963, and a survey of results was made in 1968. [Details of careers of teachers who obtained the diploma and feedback from their students.] Details are given of the course which on four days a week is based on a daily text including between twenty-five and thirty new words a day, presented in meaningful phrases. The grammar of the text is analysed and drills are practised. The course includes group work, conversation with native speakers, the use of tapes and language laboratory sessions. One day a week is reserved for testing, a lecture on background subjects and films. Contacts with the Soviet Union are encouraged: students have acted as interpreters in this country and on visits to the USSR. [Discussion of policy of expanding the numbers of Russian teachers.] The conversion course, though designed for classics and modern language teachers, is open to businessmen and scientists.

491.7 EPQ EJB EKF 942

GERMAN *See abstracts* 73-101/2, -105, -120, -143

PORTUGUESE *See abstract* 73-130

SPANISH *See abstracts* 73-122, -129

ARABIC *See abstracts* 73-124, -138

JAPANESE *See abstract* 73-119