

# Language learning and teaching

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## THEORY AND PRINCIPLES *See also abstracts 77–50, –56, –79/80*

**77–29 Kästner, Harald.** Zum Fremdsprachenunterricht in der Bundesrepublik Deutschland: Leitlinien, Rahmenbedingungen und Grundzüge der gegenwärtigen Entwicklung. [Modern language teaching in the Federal Republic of Germany: guidelines, framework and fundamentals of present-day developments.] *Die Neueren Sprachen* (Frankfurt am Main), **25**, 3/4 (1976), 245–68.

The Federal German Republic, along with other European countries, encourages the teaching of modern languages in order to further European communication and co-operation. The so-called Hamburg agreement worked out a common policy for all the German *Länder*. As a result of this, attempts are being made to teach a foreign language (usually English) at primary-school level in all the states. There has been a great increase in language teaching in the *Hauptschulen* and a wider choice is offered in the *Real* and *Gesamtschulen* and in the *Gymnasien*.

However, languages are to some extent losing their status at the more advanced *Gymnasien* levels, due to different educational theories which offer more optional and fewer compulsory subjects. Attempts by Hamburg and Rheinland/Pfalz to introduce French as a first language show that the ideals of the Hamburg agreement are being carried out, but these are frequently beset by enormous practical difficulties. There are signs that standards of learning are rising in languages and the ministers of education have set norms for all *Abitur* subjects. The proposals for the first and second national diploma in modern languages should be of great value. [Detailed tables and statistics.]

**77–30 Köhring, K. H. and Schwerdtfeger, I. C.** Landeskunde im Fremdsprachenunterricht: Eine Neubegründung unter semiotischem Aspekt. [Studies of national institutions in foreign-language teaching: a new motivation from the semiotic aspect.] *Linguistik und Didaktik* (Munich), **7**, 1 (1976), 55–80.

*Landeskunde* (the study of national institutions) has not yet convincingly been shown to be an integral part of foreign-language teaching. One of the main reasons for this is that as yet there is no covering discipline to which it can be subordinated. It is claimed that it is part of semiotics and consists in the application of sign theory, not only to the target language but also to the target culture and country. There are three subdivisions in semiotics: syntax, the

relationship of the signs among themselves; semantics, the relationship of the signs and their mental pictures; and pragmatics, the relationship between the signs and the people who use them. Syntax and pragmatics are particularly relevant for the study of national institutions and culture. A filter is always necessary to mediate between the signs and their meanings. On this basis there are many models of *Landeskunde*: some primarily syntactic, some primarily pragmatic, and some partially syntactic and partially pragmatic. The last category contains the liberal-pluralistic and critical-emancipatory approaches which are considered to be the best.

**77-31 Lakoff, Robin.** Linguistic theory and the real world. *Language Learning* (Ann Arbor, Mich), **25**, 2 (1975), 309-38.

Traditionally, applied linguists have looked to theoretical linguistics for help, and not vice versa, and they have not found much enlightenment. Recent work by theoretical linguists on the interaction between language use and real world phenomena may begin to change this situation. Language teachers have realised that some aspects of language are harder to teach than others: the use of particles like *well*, hedges like *sort of* and *I guess*, sex link uses of various sorts, and forms marking levels of politeness. Although analogues are found between languages, exact parallelism between a form and its function in two languages seldom exists. Theoretical linguistics is becoming able to formalise the properties of this area of language use. Its discoveries could aid teachers in explaining the uses of these forms. Conversely, there is much not yet understood by theory. For one thing, it is not known which of the properties of these forms are universal. Applied linguists know where second-language learners make mistakes and what kind of errors they make. The nature of these errors should prove a diagnostic aid to theorists, showing what is common to all languages and what is not. Thus, in this area as in many others, progress can best be made by theoretical and applied linguists if they will work together as equal partners.

**77-32 Parreren, C. F. van.** The psychological aspects of the early teaching of modern languages. *IRAL* (Heidelberg), **14**, 2 (1976), 135-42.

There is still too little empirical evidence about the early teaching of modern languages. Two studies are described, by Buhler (1972) and Wiczerkowski (1971), both of which came to unfavourable conclusions about an early start. From a theoretical point of view, there seems little comparison between a child's 'developing grammar' and the learning of a second language. Anderson's (1960) arguments for children's unconscious or 'conditioned' learning are not convincing. It is concluded that a start at 10 rather than in the kindergarten could be fruitful, particularly if the native language is first taught in such a way as

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to include general principles which govern structures and functions in all languages. Teaching methods should harness the cognitive potential of the child. [References.]

- 77-33 Stanković, Bogoljub.** Interpretacija interferencije u lingvistici i lingvometodici. [The interpretation of interference in linguistics and language methodology.] *Strani jezici (Zagreb)*, 4, 3 (1975), 167-75.

Interference is defined as the negative effect of earlier learning on new material, and specifically as the adverse influence of the mother tongue on foreign-language learning. For representatives of the Prague school, interference is a collection of common features where languages are in contact, affecting several elements of both speech and language [discussion of the definitions of Weinrich, Haugen and the Soviet linguists, Rosenzweig and Vereshchagin: the latter's interpretations are preferred.] Some linguists believe that interference is based on a new, third semiotic system formed in the consciousness of the bilingual person, while others deny the existence of such a third system. The variety of interpretations of the phenomenon of interference leads to discrepancies in its classification, which is seen in terms of 'macro-interference' (in language) and 'micro-interference' (in speech); of interference within one language; and as either phonetic or phonological; lexico-semantic, grammatical or a combination. [The specific case of Serbo-Croat/Russian bilingualism is discussed in detail.]

## PSYCHOLOGY OF LEARNING *See also abstracts 77-32, -57*

- 77-34 Backman, Nancy.** Two measures of affective factors as they relate to progress in adult second-language learning. *Working Papers on Bilingualism* (Toronto), 10 (1976), 100-22.

The attitude and motivation of 21 Venezuelan students learning English at Boston University was assessed using two means: a controlled interview and a bilingual adaptation of the Gardner *et al.* 1974 Attitude Scales. Neither measure showed statistically significant correlations between positive attitude or strong motivation and progress in second-language learning over a three- or six-month period. However, interview scores for motivation and culture shock differentiated between the two best and two worst students, suggesting that further exploration of the interview technique would be of value in the assessment of affective factors.

- 77-35 **Colle, Herbert A. and Welsh, Alan.** Acoustic masking in primary memory. *Journal of Verbal Learning and Verbal Behavior* (New York), 15, 1 (1976), 17-31.

Primary (or short-term) memory, according to models such as Sperling's, maintains a substantial amount of its information by storing it in an auditory sensory memory. Since the auditory sensory memory is used to store memory information, these models predict that concurrent auditory stimulation should destroy memory information and hence reduce recall performance. To test this hypothesis, a foreign language was presented through earphones while subjects performed a serial recall task with visual presentations and written recall. The subjects were told to ignore the noise. In the first experiment the presence of the irrelevant foreign language noise reduced recall performance on phonologically different lists but did not reduce it on similar lists. Passive articulatory restraint had little effect. In experiment this noise effect was eliminated after 30 seconds of silent arithmetic, indicating that the noise effect is a primary memory phenomenon.

- 77-36 **Cummins, James.** The influence of bilingualism on cognitive growth: a synthesis of research findings and explanatory hypotheses. *Working Papers on Bilingualism* (Toronto), 9 (1976), 1-43.

An attempt is made to resolve inconsistencies between the results of recent studies which have reported that bilingualism is associated with positive cognitive consequences and earlier studies which suggested that bilingualism might adversely affect cognitive and scholastic progress. Because recent studies involved balanced bilinguals and were carried out in 'additive' bilingual settings, the bilingual subjects in these studies are likely to have attained a high level of competence in L2 at no cost to their level of competence in L1. However, earlier studies tended to involve bilingual subjects from language minority groups whose L1 was gradually being replaced by their L2. It is therefore not surprising that many of these earlier studies produced evidence of a 'balance effect', i.e. that a bilingual paid for his L2 competence by a lowering of his L1 competence. On the basis of the differences in linguistic competence, it is hypothesised that the level of linguistic competence attained by a bilingual child may mediate the effects of his bilingual learning experiences on cognitive growth. Specifically, there may be a threshold level of linguistic competence which a bilingual child must attain both in order to avoid cognitive deficits and allow the potentially beneficial aspects of becoming bilingual to influence his cognitive functioning.

- 77-37 **d'Anglejan, Alison and Tucker, G. Richard.** The acquisition of complex English structures by adult learners. *Language Learning* (Ann Arbor, Mich), **25**, 2 (1975), 281-96.

This study was designed to investigate the acquisition of a set of complex English structures by adult learners of English at two different levels of proficiency. The results indicated a developmental pattern similar to that reported by Chomsky for child native speakers. Interesting language-learning strategies were revealed. In interpreting ambiguous sentences, beginners tended to rely on semantic rather than on syntactic information. All subjects appeared to deal directly with the linguistic data of the target language. No evidence was found that they attempted to translate or to map native-language structures onto those of the target language. In no instance was evidence found of language-learning strategies different from those reported in the literature for child native speakers.

- 77-38 **Dimitrijević, N. R. and Djordjević, R.** A study of the attitudes and motivation of students of English, Russian, German and French as foreign languages at the University of Belgrade. *Studi italiani di linguistica teorica ed applicata* (Padua), **4**, 1 (1975), 113-49.

A five-part questionnaire was circulated to university students of English, Russian, German and French, to ascertain their attitudes and motivation [details, results]. Among the conclusions were the fact that 30 per cent of the students had visited the country whose language they were studying; all had a positive attitude towards the target countries; most decided to study a foreign language because of better job opportunities; 89 per cent (regardless of target language) considered English to be the most useful foreign language; a liking for the target language, literature and arts were the main motives; most wanted to learn about the foreign culture as well as language; most were dissatisfied with their system of study, and half thought that examinations did not encourage them to study. [References.]

- 77-39 **Fathman, Ann.** The relationship between age and second-language productive ability. *Language Learning* (Ann Arbor, Mich), **25**, 2 (1975), 245-53.

This study examines the relationship between certain aspects of the second-language acquisition process and age. An oral production test was developed to assess the ability of non-native English-speaking children to produce standard English morphology and syntax. The test was administered to approximately 200 children (ages 6-15) who were learning English as a second language in

American public schools. The results of this testing were used to examine the relationship between age and (1) the rate of acquisition of certain English grammatical structures, and (2) the order of acquisition of these grammatical structures.

The results indicated that there was some relationship between age and rate of learning. Among children exposed to English for the same amount of time, the older children scored higher on the morphology and syntax subtests, whereas the younger children received higher ratings in phonology. There were, however, no major differences observed in the order in which children of different ages learned to produce the structures included in the test. These results suggest that there is a difference in the rate of learning of English morphology, syntax and phonology based upon differences in age, but that the order of acquisition in second-language learning does not change with age.

**77-40 Holyoak, Keith J. and others.** Morphological structure and semantic retrieval. *Journal of Verbal Learning and Verbal Behavior* (New York), **15**, 1 (1976), 235-47.

The relationship between the effects of morphological complexity and associative production frequency (PF) was investigated in two experiments on sentence verification. Subjects were timed as they evaluated low- and high-PF sentences with predicates containing words that were morphologically either basic or derived (e.g. *Birds have feathers* vs. *Birds are feathered*). In the first experiment, sentences with basic predicates were verified more quickly than sentences with derived predicates, and high-PF sentences were verified more quickly than low-PF sentences. The advantage of basic over derived forms was reduced for the high-PF sentences. In the second experiment, the predicate of each sentence (e.g. *are feathered*) was presented for two seconds before the subject word appeared. In this delay condition the basic and derived versions of high-PF sentences were verified equally quickly; but for low-PF sentences, the basic form was still evaluated more quickly. The fact that the effect of morphological complexity was not necessarily eliminated after a delay suggested that the main difficulty of derived forms arises not during initial comprehension, but during a later stage in the comparison of the subject and predicate concepts.

**77-41 MacKay, Donald G.** On the retrieval and lexical structure of verbs. *Journal of Verbal Learning and Verbal Behavior* (New York), **15**, 1 (1976), 169-82.

The retrieval of regular and irregular past tense verbs was examined. Subjects were presented with present tense verbs (e.g. *teach*) and had to produce the past tense form (*taught*) as quickly as possible. Reaction times and errors in this

task suggested that preterities such as *taught* are not stored as separate and independent lexical units but are formed from the verb stem (*teach*) by means of derivational rules. The form of the errors suggested that different phonological operations for the same stem are to some extent independently specified and apply to distinctive features rather than fully integrated phonemes.

**77-42 Macnamara, John.** Comparison between first- and second-language learning. *Die Neueren Sprachen* (Berlin), **25**, 2 (1976), 175-88.

Language teaching should model itself as far as possible on language learning in the nursery. Learning theory tells us little about how a child learns a language. Experimental evidence suggests that adults are more successful language learners than children. Although attitude is taken to be the important variable, most language shifts in history have taken place despite unfavourable attitudes by conquered peoples. The amount of time spent on the learning process is of less importance than the way the time is utilised. Studies as to whether first- and second-language learning are the same process, are usually based on one or more of three positions, summed up as: identical processes, interlanguage and interference. [Discussion.] The task of both first- and second-language learners is to detect the regularities (or rules) of the language: the grammar book merely aids the second-language learner to do what the infant must do for himself. Practical conclusions which follow from assuming the two processes to be similar are that pupils will learn best by focusing on the meaning, rather than the language, and will be helped by extra-linguistic clues. Teaching via activities will be helpful. [References.]

**77-43 Ott, C. Eric and others.** Implications of mental elaboration for the acquisition of foreign-language vocabulary. *IRAL* (Heidelberg), **14**, 1 (1976), 37-48.

The potential contribution of mnemonic strategies (mental elaboration) to the learning of foreign-language vocabulary is assessed. Elaboration involves the generation of a word, sentence, picture or other event which serves as a referent to link disparate particles of information. Research on sentence context and word context elaboration, and on the effects of visual elaboration or imagery, shows that visual elaboration strategies are most frequently used and are more effective with concrete, highly imageable words (*house, football*) while abstract words are better served by verbal mediators.

Elaboration is often used spontaneously by older children and adults. There is some evidence that a large number of items can be learned in this way, also multiple lists of items. Retention is also improved. [Reservations, and suggestions for additional research. References.]

- 77-44 **Schumann, John H.** Affective factors and the problem of age in second-language acquisition. *Language Learning* (Ann Arbor, Mich), 25, 2 (1975), 209-35.

Reviews the literature concerned with the relationship of affective factors such as language shock, culture shock, attitude, motivation and ego permeability to second-language acquisition. These issues are then related to the problem of age in second-language learning. It is suggested that affective variables may play a more important role than does biological maturation in problems associated with adult second-language acquisition.

### CONTRASTIVE ANALYSIS

- 77-45 **Bouton, Lawrence F.** The problem of equivalence in contrastive analysis. *IRAL* (Heidelberg), 14, 2 (1976), 143-63.

The most widely used criterion for deciding which constructions are comparable in a contrastive analysis is that of translational equivalence. [Different ways of construing this term are discussed.] The concept of structural equivalence has been expanded to include the deep structures as well as surface structures (the universal base hypothesis). But many sentences considered to be mutually translatable do not react similarly to deep structure conditions. This incompatibility springs from the fact that the two concepts, the deep structure conditions and the universal base, were not developed as integral parts of a cohesive theory. [Two contrastive studies which attempt to use both concepts are critically examined: those of Krzeszowski (1971) and Di Pietro (1971).]

### ERROR ANALYSIS *See also abstract 77-53*

- 77-46 **González-Mena LoCoco, Veronica.** A cross-sectional study on L3 acquisition. *Working Papers on Bilingualism* (Toronto), 9 (1976), 44-75.

The errors of 187 bilingual students aged 10;11 to 19;8 were analysed as they studied English as a third language. Errors were categorised with two major learning strategies, transfer and overgeneralisation, in mind. Types of errors were related to degree of bilingualism, English proficiency level and age of the learners. It was found that mother-tongue interference errors are quantitatively affected by the degree of bilingualism and by the level of proficiency in the target language. Error types did not vary qualitatively for the studied subjects. Certain interlanguage structures emerged which suggest the possibility of common patterns of L2 structure acquisition among foreign-language learners.

- 77-47 Tarone, Elaine and others.** A closer look at some interlanguage terminology: a framework for communication strategies. *Working Papers on Bilingualism* (Toronto), 9 (1976), 76-90.

A framework is outlined within which the terminology used to talk about the learner's interlanguage is defined so as to represent categories of types of interlanguage phenomena which are often discussed by teachers and researchers interested in second-language acquisition. Several distinct types of 'communication strategies' which are for the most part observable in the various domains of language (phonological, morphological, syntactic and lexical) are discussed and illustrated.

### TESTING

- 77-48 Benham, G. F. and Thomaneck, J. K. A.** On the marking of foreign-language compositions: a computer-aided analysis. *Modern Languages* (London), 57, 2 (1976), 83-9.

Two markers of different backgrounds, experience and teaching interests assessed compositions by a random sample of students from a first-year German class writing in German about their home towns. The study aimed to throw light on how the actual language used by the students determines the global assessments of style, monotony, level of abstraction and organisation of material. The scale of evaluation was purposely limited. The general hypothesis was that the evaluation is influenced by the error rate (mechanical accuracy), the length of the essays, and linguistic features, irrespective of content (which was practically neutralised). [Description of the measures used; discussion of results.] Results showed that the hypothesis must be accepted. The three linguistic features which most influence the global assessment were (1) sentence complexity, (2) causal complexity, and (3) verbal syntax. Attention therefore needs to be centred, both in teaching and testing, on this aspect of language attainment.

- 77-49 Bowen, J. Donald.** An experimental integrative test of English grammar. *Workpapers in TESL* (Los Angeles, Cal), 9 (1975), 3-17.

[Brief discussion of discrete-point and integrative testing.] An attempt to construct a grammar test which is primarily integrative is described, making use of the kind of obscured forms common in everyday speech, such as in contraction and assimilation. Students are thereby forced to rely on redundancy patterns, contextual constraints, anaphoric reference, etc., to interpret the message. Such internal distortion of the language is pedagogically more useful

than cloze tests and noise tests, since the test material comes from normal usage. Students had to identify and write down the full form in 50 test sentences, recorded on tape. [Discussion of practical applications and their results. Transcript of test.] The test yielded scores which compare well with more traditional forms of testing, and might prove a useful subtest in a proficiency battery.

## SYLLABUS DESIGN

**77-50 Currie, William B.** European syllabuses in English as a foreign language. *Language Learning* (Ann Arbor, Mich), **25**, 2 (1975), 339-54.

Characteristic movements in European traditional EFL teaching show a closer link with communication approaches than is found in America, and a rejection of linguistic selection of items. The Council of Europe movement is linked with function, with communication and, indeed, with traditional rhetoric. A broadly semantic or 'notional' syllabus has been proposed, based on the semiotic act. An inventory of language functions has been devised and a threshold defined below which the learner cannot function successfully in the language. The threshold inventory and subsequent units form a common core of language functions to be learned. Following Wilkins (1972), common core proposals distinguish semantico-grammatical categories and categories of communicative function, both of which a syllabus must embrace. The methods implied in the teaching are situational, inductive and communicative. There is clear evidence that these proposals will succeed at both lower levels (elementary) and upper levels, but the middle ranges at present seem to resist the notional approach, in theory. There are serious implications for teacher training. The strong sociolinguistic tone of communicative teaching involves teachers in judgements of items, materials, and methods which emphasise the richness and the responsibility of the teaching art.

## INFORMATION RESOURCES

**77-51 Yalden, Janice.** Information resources in second-language teaching and learning: a guide for teachers, researchers and educators. *Canadian Modern Language Review* (Toronto), **32**, 3 (1976), 316-48.

The aim of this survey is to guide the reader in his search for information. Sources in Canada are given greatest prominence, but also listed are information resources in the United States, the United Kingdom, France, Belgium and elsewhere in Europe, as well as international organisations and associations.

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Printed materials listed include encyclopaedias, compendia, handbooks and conference proceedings, as well as bibliographies, reading lists and materials lists. Centres for research and documentation are described, and various government agencies and professional organisations are also mentioned. There is a selected list of journals, and a directory of all organisations, institutions and associations mentioned.

### TEACHING METHODS *See also abstracts 77-42, -76*

**77-52 Gardner, R. C. and others.** Attitude and motivation in second-language learning: course related changes. *Canadian Modern Language Review* (Toronto), **32**, 3 (1976), 243-66.

The aim was to find out the extent to which a new experimental French course would have any consistent effects on student attitudes and motivation. The traditional classroom was abandoned in favour of a self-instructional programme in which students used the lab when and as they saw fit. Tests were diagnostic, and opportunities for free expression were given. The control group used the same text and materials but met regularly in the traditional way. [Method; procedure; discussion of results.] Differences between the groups were found on measures involving attitudes to languages, French Canadians and the value of learning French, and interest in innovative techniques. Curiously, post-test scores were sometimes less favourable than pre-test scores. The experimental programme had most positive effects on the variables concerning attitudes towards learning French, intention to withdraw from the programme and attitudes to the teacher. [Comparisons of those staying and those who withdrew are made.] [References.]

**77-53 Lamy, A.** Pédagogie de la faute ou de l'acceptabilité. [Teaching theory based on error or acceptability.] *Études de Linguistique Appliquée* (Paris), **22** (1976), 118-27.

Pupils developing from childhood to adolescence manifest faults in their written production of L2 caused by systematic errors (over-generalisation, conflation of two rules, partial ignorance of a syntactic structure) which are intrinsic to the learning process. They are at a stage following acquisition and preceding productive competence. Oral repetition drills are contra-indicated. Occasional class discussions aid pupils to complete the learning process, especially if the original error has resulted in a shift of meaning [examples]. Discussion leads pupils to make finer semantic distinctions, to re-group words in context, and subsequently to self-correction.

- 77-54 Montani, Klara.** Evolucija u razvoju globalno-strukturalne audio-vizuelne metodologije. [Evolution in the development of global-structural audio-visual methodology.] *Strani jezici* (Zagreb), 4, 3 (1975), 176-83.

Almost two decades have passed since the creation of the audio-visual method and certain changes have taken place in methods and teaching materials. A survey is made of common criticisms of the method and an explanation given as to the flexible use of the method; the emphasis on oral communication; when writing and reading should be introduced; the order of introduction of grammatical points, and recent modifications to visual representation.

### **BILINGUAL TEACHING** *See also abstract 77-46*

- 77-55 Bruck, Margaret and others.** Alternative forms of immersion for second-language teaching. *Working Papers on Bilingualism* (Toronto), 10 (1976), 22-73.

This study focuses on the consequences of immersion experience as a means of developing second-language skills. The students involved are 13 to 14 years of age, finishing grade seven in the public school system. Two forms of immersion are compared, early and late. Early immersion means that students had followed an immersion programme from kindergarten; late immersion means that students had followed a French-as-a-second language programme during elementary school, and taken a one-year French immersion programme at grade seven. An analysis of the comparative abilities of the two groups suggests that there were differences in second-language proficiency between early and late immersion students. These differences appeared on tests of reading, writing, speaking and listening where the early immersion students generally performed better than the later immersion students. However, neither group of students performed at the same level as the francophone students.

- 77-56 Stern, H. H.** Optimal age: myth or reality? *Canadian Modern Language Review* (Toronto), 32, 3 (1976), 283-94.

The findings of the NFER Report, *Primary French in the Balance*, that maturity in language learning is an advantage, challenged earlier assumptions that an early start would be advantageous. Since bilingualism is a political factor in Canadian life, Canadian experiments are trying to move away from the policy implications of the British study; they are exploring differences in starting age, amount of time given to teaching, and approach to teaching, in order to extend early language learning in a number of different directions. The Gillin Report

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(1974) tried to clarify objectives by proposing three levels of bilingualism: basic competence in French, working knowledge of French, and near-native bilingualism. An early or late start are not rigid alternatives: a variety of possible patterns of teaching is possible. [References.]

**77-57 Tucker, G. Richard and others.** Affective, cognitive and social factors in second-language acquisition. *Canadian Modern Language Review* (Toronto), **32**, 3 (1976), 214-26.

Typically, evaluations of groups within bilingual programmes mask some of the important variations among the individuals involved. This paper aims to examine the role of selected affective, cognitive and social factors in second-language acquisition, and to see whether the optimal constellation of factors changes according to the type of teaching programme. Three groups of grade seven students participated – an early immersion, late immersion and English control group. Several different tests were used to obtain measures of the various predictor variables and the results were analysed [details]. They indicate that the study of individual student variation should occupy a more prominent role in the evaluation of immersion programmes.

## CLASS METHODS

**77-58 Brown, D. and Barnard, H.** Dictation as a learning experience. *RELC Journal* (Singapore), **6**, 2 (1975), 42-62.

Dictation as a learning, rather than a testing, exercise, is the focal point of an integrated lesson. [The advantages of dictation are enumerated.] Exercises are suggested which anticipate the dictation and prepare for it; they cover pronunciation (rapid repetition of new vocabulary); number recognition; grammatical constructions; vocabulary exercises (selective attention, scanning and collocation exercises); and comprehension (before-questions, after-questions, reconstruction exercises) [examples of each type]. [The method of giving and marking dictations is discussed.] [References.]

**LANGUAGE FOR SPECIAL PURPOSES** *See*  
*abstract 77-78*

**READING** *See also abstracts 77–69, –80*

- 77–59** **Cunningham, Patricia M.** Investigating a synthesized theory of mediated word identification. *Reading Research Quarterly* (Newark, Del), 11, 2 (1975/6), 127–43.

A synthesised theory of mediated word identification based on the writings of Gibson, Smith and Venezky, was used to develop the hypothesis that readers mediate the identification of unfamiliar words by comparing the unknown word to known words and word parts. To investigate the efficacy of the synthesised theory, a sample of second graders with poor mediated word identification abilities was selected. Half were given a two-week treatment in which they practised compare–contrast strategies in order to identify words and non-words. The results of three two-way analyses of variance indicated that experimental subjects were able correctly to produce significantly more one- and two-syllable words than were control subjects. There was no difference in the number of non-words correctly pronounced. The results of the study supported the tenets of the synthesised theory.

- 77–60** **Gerčan, O. and others.** Razvijanje sposobnosti tihog čitanja na stranom jeziku. [The development of the technique of silent reading in a foreign language.] *Strani jezici* (Zagreb), 4, 4 (1975), 269–81.

Recent emphasis on oral/aural ability had led to the mistaken impression that new methods of language teaching neglect the written text. In fact there has been a considerable advance in the development of effective reading habits, developing direct understanding of the text without recourse to the mother tongue.

Simple texts should be introduced as early as possible in the learning process, using mainly structures and vocabulary already learned but with occasional new words to enliven the text. Such texts must of course be of interest to the pupils. They should be accompanied by a few exercises, encouraging the pupils to read through the text several times in order to answer questions. These exercises should not be marked as this would interfere with the pupils' concentration on the main task of independent understanding. When the exercises have been done, the teacher can use them in future lessons for oral practice. Some work on reading comprehension should be done regularly from the start of the learning process. The article gives examples of the kind of texts and exercises envisaged in English, French, German and Russian.

- 77–61** **Pidgeon, D.** Logical steps in the process of learning to read. *Educational Research* (London), 18, 3 (1976), 174–81.

It is maintained that the distinction between 'phonics' and 'look and say' methods which has dominated the teaching of reading for many decades is

irrelevant to the actual process of learning to read, and it is suggested that whatever approach is used by the teacher there is a specific sequence of steps which would appear to be essential if children are to master the process of learning to read an alphabetic script. Central to that sequence is the necessity for learning the sound structure of language before any presentation is made of the visual characters representing the spoken sounds. Beginning the teaching of reading by presenting 'sight' words for learning will lead to success only if – through some previous learning at home or in school – the earlier steps in the sequence have been fully understood. If, for any reason, they have not, then difficulties could arise which will at best slow down the beginning to read process and at worst lead to partial or complete failure.

### PRONUNCIATION

- 77–62 Calbris, Geneviève.** Reproduction phonémique et contexte phonétique. [Repetition of phonemes and the phonetic context.] *Revue de Phonétique Appliquée* (Mons, Belgium), **37** (1976), 13–26.

The perceptive influence of the phonetic context can be seen with French people confronted with a foreign language as well as with foreigners confronted with French. The repetition of a phoneme by a foreigner can be correct in one context and incorrect in another independent of any particular distribution in the mother tongue. It follows that correct production of a phoneme easily mastered in a favourable context can be the starting point for phonemic acquisition but should not be considered as acquisition itself.

- 77–63 Dufeu, Bernard.** Ausspracheschulung im Französischunterricht. Die Anwendung verbo-tonaler Prinzipien. [Pronunciation training in the teaching of French. The use of verbo-tonal principles.] *Praxis des Neusprachlichen Unterrichts* (Dortmund), **23**, 2 (1976), 144–55.

The basic assumption of the verbo-tonal method is that faulty pronunciation results from faulty perception; the method therefore seeks to present the beginner with the optimal aural/oral conditions for the acquisition of new phonemes, and in doing so takes account of physiological as well as acoustic factors.

All the sounds of a language are first ordered according to the degree of articulatory energy or tension, and pitch. Both these qualities will be affected by suprasegmental factors such as intonational contour, tempo and intensity, as well as by neighbouring phonemes and emotional force. The advantages of the verbo-tonal method are that analysis of faults is made easier, correction can be progressive, and faults of pronunciation are treated in the whole linguistic

context. On the other hand, its proponents have over-emphasised the influence of perception on articulation and neglected the reverse effect, and they have not made sufficient use of conscious insight into articulatory processes. [Examples. Table.]

**77-64 Faure, G. and others.** La phonétique corrective dans l'enseignement du français, langue étrangère (manuels, méthodes, technologie audio-visuelle). [Corrective phonetics in the teaching of French as a foreign language (textbooks, course-books, audio-visual technology).] *Français dans le Monde* (Paris), **122** (1976), 46-9.

After Passy and Jones, phoneticians seem to have lost interest in pedagogy. [Review of books, articles and teaching materials.] Systematic contrastive analyses are required of the phonetic systems of French and other major languages. Hierarchies of student difficulties should be established. Research by Landercy and Renard (1975) should be extended. Instead of de-contextualised repetition drills and tongue-twisters, mini-dialogues should be the basis of exercises. The dialogues should reflect acceptable theories based on exhaustive research.

**77-65 Smith, Philip T. and Baker, Robert G.** The influence of English spelling patterns on pronunciation. *Journal of Verbal Learning and Verbal Behavior* (New York), **15**, 3 (1976), 267-85.

Two experiments are reported which investigate the process of converting written English into speech. In Experiment I, subjects read aloud sentences that contained nonsense words, and the spelling and grammatical category of the nonsense word were systematically varied. The location of primary stress in each nonsense word was found to depend on the phonemic form, grammatical category, and spelling of the word, in ways similar to those predicted by Chomsky and Halle's (1968) stress assignment rules. Experiment II, in which subjects judged the morphemic structure and apparent foreignness of each of the nonsense words used in Experiment I, showed that many of the interactions observed between experimental factors in Experiment I could be interpreted in terms of morphemic differences between different groups of words. An additive model for the operation of these rules is proposed.

**VOCABULARY TEACHING** See abstract 77-43

**SPEECH** See abstracts 77-10, -16

**WRITING** See also abstracts 77-48, -78

- 77-66 **Gorman, T. P.** Research on the teaching of writing. *Workpapers in TESL* (Los Angeles, Cal), 9 (1975), 75-82.

Recent research on the teaching of composition is briefly reviewed. Areas discussed include: (1) problems of evaluation and marking, (2) the teaching of specific writing skills, (3) descriptions of varieties of English, (4) classification of grammatical errors, (5) association of different types of errors with work of different complexity and (6) problems of research design. [References.]

**COMPREHENSION** See abstract 77-40

**TEXTBOOKS** See also abstract 77-73

- 77-67 **Andreeva, I. V. and others.** Объяснительный словарь как один из типов учебного словаря. [The explanatory dictionary as a type of learner dictionary.] *Русский язык в национальной школе* (Moscow), 2 (1976), 23-9.

At the Research Institute for the Teaching of Russian in the National School of the Academy of Pedagogic Sciences of the USSR work has been completed on an explanatory dictionary, to be used in connection with works of Russian and Soviet writers studied in the National School. The selection of literary works for commentary was based on the Institute's Programme for Russian Language and Russian Literature in the National School. The dictionary differs from all other dictionaries of the language of specific authors, since it has been produced specifically as a commentary to literary works studied in the National School. The aim of the dictionary is to provide adequate commentary on all aspects of the literary language which are no longer in current use, in particular historicisms, archaic grammatical forms and dialect forms [details and examples].

- 77-68 **Šanskij, N. M. and Bystrova, E. A.** Лексико-фразеологическая система и учебные словари русского языка для национальной школы. [The lexico-phraseological system and pedagogical dictionaries of Russian for non-Russian Soviet schools.] *Русский язык в национальной школе* (Moscow), 2 (1976), 10-16.

Pedagogical dictionaries whose aim is to teach a required minimal lexis should constitute a lexical microsystem of words and phrases in its relationship to other microsystems. Existing collocational dictionaries based on minimal word lists are reviewed and found wanting because of inconsistencies both in the scope

of entries and in the use of words not included in the minimal list used. Developments in this area are discussed. Dictionaries are also needed to take pupils further. Besides synonym and antonym dictionaries, thematic dictionaries are required for this purpose.

**AUDIO-VISUAL AIDS** *See abstract 77-54*

**INDIVIDUALISED INSTRUCTION** *See abstract 77-52*

### COMPUTER-ASSISTED INSTRUCTION

**77-69 Nelson, G. E. and others.** Two new strategies for computer-assisted language instruction (CALI). *Foreign Language Annals* (New York), 9, 1 (1976), 28-37.

Existing CALI programmes have failed to take full advantage of the interactive capabilities of the computer. At M.I.T. two new strategies have been developed to take advantage of these capabilities. In one of them, used to teach German reading, the student learns to translate German into English by asking the computer programme questions about the structure and vocabulary of exercise sentences until he is able to translate them. In the other, used to teach German word order, the computer is programmed with rules for German word order which allow it to recognise all the correct orderings of exercise sentences and give the student rules which allow him to correct erroneous orderings. These strategies may be combined with other techniques, and with each other, to make exercises which function in much the same manner as a drill run by a teacher. Since the computer is still not able to deal with the spoken language, such exercises are best used in conjunction with classroom work in the first year or in a self-paced grammar review in the second year.

### LANGUAGE LABORATORIES

**77-70 Forrest, Ronald.** Five uses of the language laboratory with advanced students. *English Language Teaching Journal* (London), 30, 4 (1976), 332-9.

More thought needs to be given to the production of language lab materials for advanced students. Five possible uses of the lab for such students are: (1) summarising a passage, (2) group comprehension work, (3) contextualised structure work, (4) transcription, and (5) preparing for a debate or discussion [suggestions for teaching are given]. Listening for pleasure (for example, to short stories) is also recommended.

IMMIGRANTS *See abstracts 77-72, -77*

**ENGLISH** *See also abstracts 77-9, -19, -34, -37/9, -46, -49/50, -58, -65/6, -70*

**77-71 Bending, H. B.** Motivation for English in an examination-gearred school system. *English Language Teaching Journal* (London), **30**, 4 (1976), 315-20.

Standards of language teaching are falling in Egypt because of an increase in school pupils and shortage of trained teachers. University selection for subjects depends on the marks in the final school examination, where mathematics and science subjects carry the most marks. Ironically, English, the medium of instruction in these subjects, carries less weight, and motivation to study it is consequently less good. There is an unhelpful bias towards literature rather than language in both English departments and faculties of education. It is suggested that a reduction in the numbers studying languages would concentrate resources; if they were not compulsory, but linked to a possible choice of university career, motivation would be greater. [Suggestions for a proper presentation to teachers of service English, English as a library language, etc.] Finally, the introduction of Arabic as a medium of instruction at the tertiary stage is urged.

**77-72 Alleyne, Mervyn.** Dimensions and varieties of West Indian English and the implications for teaching. *TESL Talk* (Toronto), **7**, 1 (1976), 35-62.

A major difficulty facing educators and English language teachers in dealing with migrants from the West Indies is that of adequately conceptualising the native speech of the children and its relationship with the target language and the medium of instruction. Speech in Jamaica, Guyana, and to a lesser extent Trinidad and Barbados, is very varied. [Discussion of socio-cultural problems involved in migration and their effects on language development; historical development of Afro-American languages, particularly 'creoles' and non-standard Black English.] Current linguistic research stresses that Caribbean forms of speech are not deviant, but are the result of quite normal language development. [Discussion of the West African influence on syntax.] Within the Caribbean continuum, there are linguistic varieties which are typologically and genetically distinct, and lie somewhere between the extremes of creole and standard dialect. [Detailed discussion of the continuum in Jamaica and Trinidad, with examples.]

Teachers must be aware that there is a language system underlying migrant children's speech, and that speech performance or behaviour should also be taken

into account (cultural insecurity, hypercorrection, etc.). Such children's performance on verbal ability tests is often highly misleading. Schools, especially in the early years, should help the child to gain confidence in his own potential; but social and economic factors require radical transformation if children are to be properly motivated.

**FRENCH** See also abstracts 77–38, –52, –55/7, –62/4

**77–73 Christ, Herbert.** Landeskunde im Französischunterricht. ['Landeskunde' in French teaching.] *Der fremdsprachliche Unterricht* (Stuttgart), 9, 2 (1975), 31–46.

Although attempts have been made to integrate *Landeskunde* into modern-language teaching in schools, its introduction through literary texts or through specific *Landeskunde* lessons has not proved satisfactory. More communication-orientated teaching is required. The three volumes of *Études Françaises – Cour de Base* (Stuttgart: Klett) are recommended as a possible solution to this problem. Volume 1 presents the pupil with linguistic situations with which he can identify or make comparisons, largely by means of photographs and meaningful dialogue. The cultural level is that of *manifestations*. Volume 2 progresses to *réalités* in which the general framework is tourism, work situations, school life, etc., offering many opportunities for role-play. In volume 3, texts hold the key position in the form of *dossiers*. The pupil is constantly encouraged to discuss contemporary topics both orally and in writing. The problem of introducing *Landeskunde* into teaching in the *Oberstufe* has been partly solved by a greater use of texts dealing with present-day problems.

**77–74 Debyser, F.** Lexique et grammaire des sentiments (les causatifs). [The lexis and grammar of feelings (the 'causatives' of feeling).] *Études de Linguistique Appliquée* (Paris), 22 (1976), 7–23.

There are some 500 verbs which fall within the broad syntactic category of functioning in the structure *Que P V NI*. These verbs also cover a homogeneous semantic field: 'causative of feeling'. [Ten related syntactic structures are examined, with examples.] Some verbs, which can be used either figuratively or concretely, display a variation of syntactic pattern according to which of the two senses is implied. [For teachers of French, about 130 of the most frequently occurring verbs in the category are listed in an appendix.]

**77-75 Glatigny, Michael.** Remarques sur le subjonctif. [Notes on the subjunctive.] *Français dans le Monde* (Paris), **122** (1976), 17-25.

Spoken French and current written practice use the subjunctive in two tenses. Teaching programmes can usefully distinguish these unavoidable forms from the grammar books' four-tense system. According to Guillaume, the realisation of a tense can be halted in mid-process. An unrealised tense does not indicate the person of the verb (infinitive, participle). An indicative (present, past, future) has gone through the complete process of tense realisation. If the process is arrested at an intermediate stage, a subjunctive results. It is therefore necessary to identify what factor in the context prevents the complete tense realisation. [Suggested categorisation with examples; bibliography.]

**77-76 Göller, Alfred.** Elemente zu einer Didaktik der französischen Rechtschreibung. [An outline methodology for the teaching of French spelling.] *Linguistik und Didaktik* (Munich), **7**, 2 (1976), 130-43.

The main source of errors in French spelling for the foreign learner is the interference of foreign words or systems – in this case usually German or English. The suggested system for teaching French spelling may be divided into three sections: (1) phonetically controlled spelling – the rules for spelling French phonemes can be quickly learned with special attention to the use of accents and sounds which do not exist in the mother tongue. (2) *Orthographe d'usage* – if the graphic unity of words of the same family is taught, many homophone mistakes will be avoided. Comparison with graphically similar words in another language may be an advantage here. (3) Grammatically controlled spelling – to avoid frequent grammatical spelling errors, the pupil must be constantly aware of the relationship between meaning and syntax, for which frequent free compositions and dictations are necessary. [Examples. Bibliography.]

**77-77 Philipp, M.-G. and others.** Quelques hypothèses pour un renouvellement de l'enseignement du français aux enfants de travailleurs migrants à l'école élémentaire. [On the teaching of French to the children of immigrant workers in elementary school.] *Études de Linguistique Appliquée* (Paris), **22** (1976), 110-18.

The situation of the immigrant child is very different from that of the child learning a foreign language in the classroom. These children learn French in a variety of out-of-school situations but are unable to use the passive knowledge which they acquire; the French they are taught in school is frequently irrelevant to their needs. The majority of immigrant children belong to groups which are socially deprived and cut off from their own social and cultural roots – a factor

of considerable significance, since the child's cognitive development is linked to mastery of the mother tongue, and his command of a second language is related to his linguistic competence in the mother tongue.

Teaching should be based on activities and outings, make use of the children's interests and need to communicate, and relate to the technical skills they need to acquire. The mother tongue should be taught in conjunction with French. Teacher training should concentrate on changing attitudes rather than on methodology; training is needed by all teachers of immigrant children, not only by specialists.

**77-78 Vigner, Gérard.** L'initiation à l'expression écrite dans les langues de spécialité. L'objectivation. [Initial training in writing in a specialist register. Objectivising.] *Français dans le Monde* (Paris), **122** (1976), 26-42.

For pupils who are already accustomed to writing in a personal style, a grid of linguistic properties of scientific writing can be drawn up. The scientific register avoids particularisation and impersonalises events. Pupils can be shown how to distinguish an author's biased argumentation from the neutral information content of his article. Articles on heart transplantation from both *L'Express* and *La Revue du Praticien* are contrasted under the general headings of referential elements, writer and reader, and linguistic patterns. [Suggestions for class exercises.]

**GERMAN** See also abstracts 77-38, -48, -69

**77-79 Fink, S. R.** Semantic-pragmatic aspects in foreign language pedagogy based on case grammar and valence theory. *Linguistische Berichte* (Braunschweig), **41** (1976), 77-87.

Different valence-oriented linguistic theories are investigated to see what implications they have for a pedagogic grammar. The first attempts at analysing valence were in syntactic terms but this has more recently been developed to take in logico-semantic criteria. A list of 'relational constants' or 'cases' (Agent, Instrument, Object, Direction, etc.) is set up to show the differentiation between German and English sentence structures. Verbs from different semantic areas including saying, discourse and benefaction [*gehören*, *bekommen*] are considered. Related verbal concepts should be introduced 'cyclically' into the teaching programme so that students will not learn individual items but have insight into semantic processes. Lexico-semantic information should not replace morpho-syntactic information but should be linked with it.

**RUSSIAN** See also abstracts 77–38, –67/8

- 77–80** **Efremova, T. F.** О едином словообразовательном минимуме русского языка. [On the question of a single word formational minimum for Russian.] *Русский язык в национальной школе* (Moscow), 2 (1976), 17–23.

In the field of teaching pupils to read in Russian there is a discrepancy between the pedagogical aims as they exist at present and the range of material on which these aims are based. What is required is an extension of the linguistic material without at the same time changing its basic range. This can be achieved by concentrating on the area of word formation as a means of helping pupils to increase their ability to comprehend a text by making informed linguistic guesses about the meaning of a word not previously encountered. A word formational micro-system for Russian has been worked out at the Research Institute for the Teaching of Russian in the National School of the Academy of Pedagogic Sciences of the USSR by selecting from over 1,500 word formational units 100 affixes on the basis of which can be formed not less than 70 per cent of the vocabulary of the Russian language [details].

- 77–81** **Sågvall, Anna-Lena and others.** MIR: a computer based approach to the acquisition of Russian vocabulary in context. *System* (Linköping, Sweden), 4, 2 (1976), 116–27.

A method is developed for the automatic ordering of texts based on the richness of their vocabularies. It further involves the specification of a basic vocabulary and of a gradual enlargement of this basic vocabulary linked to the study of the texts in the given order. The method is realised on a sample of Russian texts for first semester students at the University of Uppsala. The results of the project include a teaching aid and various material for the benefit of the teacher.