

Language learning and teaching

THEORY AND PRINCIPLES See also abstracts 76–107, –116, –135, –138, –141

76–99 **Berstein, Wolf.** Sprachvergleich und Bezugnahme auf die Muttersprache im Fremdsprachenunterricht. [Comparison with and reference to the mother tongue in foreign-language teaching.] *Zielsprache Deutsch* (Munich), 3 (1975), 17–25.

Interference by the mother tongue is responsible for about 85 per cent of all mistakes made by foreign-language pupils. Since the pupil's consciousness of his own language cannot be ignored, the teacher should aim at channelling this knowledge and competence in a useful direction. Major difficulties arise when the foreign language has usages which are similar but not identical with those in the mother tongue, particularly when a plurality of concepts in the foreign word is involved. Thus the English tense structure causes great difficulty to Germans, whilst the reverse is not true. References to and explanations in the mother tongue are essential in such cases. Similarly a word with a plurality of meanings in the mother tongue should be explained to avoid all translations of it being taken for synonyms. Foreign synonyms, e.g. English *little* and *small*, which are contained in one German word, should be carefully explained in the mother tongue. The uses of prepositions and case systems, which fall on the borderline between the grammatical and the lexical, also need careful reference to the mother tongue. The amount of explanation depends on the demands of the target language in relation to the mother tongue. It should not be forgotten that a pupil's knowledge of his own language is not usually theoretical.

PSYCHOLOGY OF LEARNING See also abstracts 76–104, –115, –140

76–100 **Cohen, Andrew D.** Forgetting a second language. *Language Learning* (Ann Arbor, Mich), 25, 1 (1975), 127–38.

A previous study investigated group patterns of foreign language retention among young children after being removed from a language contact situation for a period of time. The present study was undertaken to provide a detailed look at three students so as to determine whether the last things learned are, in fact, the first things to be forgotten, and whether forgetting entails unlearning in reverse order from the original learning process. Three subjects were administered an Oral Language Achievement Measure individually on a test–retest

basis during the twentieth month of language contact, and again three months later after the children had started second grade. Two subjects provided examples to support the notion that some of the things that are learned last are also the first to be forgotten, when the learners are removed from second language contact for a period of time. The third subject provided an example of reversion to an earlier pattern in the use of the definite article, perhaps skipping stages in between. Some data suggest that forgetting may produce forms that were never tried out during the process of language acquisition prior to the respite. Other data suggest that a pause in the learning process may actually cause a reduction in certain problem areas.

- 76-101 Richards, Jack C.** Simplification: a strategy in the adult acquisition of a foreign language: an example from Indonesian/Malay. *Language Learning* (Ann Arbor, Mich), **25**, 1 (1975), 115-26.

The second-language learner recreates for himself the system of the new language by using universal learning strategies, and proceeds by making successive hypotheses about the linguistic rules involved. Both child and adult learners simplify these rules, which are later gradually 'complexified'. [Brief discussion of research.] An example of simplification and complexification and its effect on language use and maintenance is given: the author's acquisition of Indonesian, particularly difficulties of the affix system [samples from the data are discussed]. [References.]

- 76-102 Riding, R. J.** The effects of semantic organisation and presentation rate on prose recall by children. *Educational Review* (Birmingham), **28**, 1 (1975), 42-50.

The effect of the semantic organisation of spoken prose on its comprehension by children was studied. The semantic structure was analysed by dividing the prose into linguistic subunits according to grammatical structure and noting the positions of semantically related subunits. It was hypothesised that the semantic organisation affects the reception and recall stages differently. During reception, related details that were closely positioned in the passage were expected to take slightly longer to process than widely separated ones. At recall, the closely situated linked details were likely to be more easily retrieved from memory. An interaction between the effects of semantic organisation and presentation rate on the recall performance following the reception of the passage was therefore anticipated. The results showed significant interpretation between organisation and rate. [The implication of the results for prose reception is briefly discussed.]

- 76-103 Selinker, Larry and others.** The interlanguage hypothesis extended to children. *Language Learning* (Ann Arbor, Mich), **25**, 1 (1975), 139-52.

The Interlanguage (IL) hypothesis should be extended from (1) adult second-language acquisition settings to (2) those non-simultaneous child language acquisition settings where the major sociolinguistic variable is the absence of peers who are native speakers of the target language (TL). The need to postulate the existence of an IL is established. Data from a Toronto French immersion programme are presented which suggest that, as in adult second-language speech, the strategies of language transfer, simplification, and overgeneralisation of TL rules affect the surface forms of the second-language speech of children in this programme. It is possible that, under the sociolinguistic conditions of (2) above, ILs will develop as dialects in their own right, an important possibility for theories of pidginisation and creolisation, as well as for general theories of language change.

ERROR ANALYSIS

- 76-104 Taylor, Barry P.** The use of overgeneralization and transfer learning strategies by elementary and intermediate students of ESL. *Language Learning* (Ann Arbor, Mich), **25**, 1 (1975), 73-107.

An orally administered test requiring the written English translation of 80 Spanish sentences was administered to 20 native Spanish-speaking students of English as a second language at the elementary and intermediate levels. A taxonomy of 20 error types was designed to analyse the errors in the Auxiliary (Aux) and Verb Phrase (VP) of the translations. The error types were categorised into errors of overgeneralisation, transfer, translation, indeterminate origin, and errors not considered.

The results indicated that the errors made by the elementary and intermediate students were not qualitatively different. However, the subjects' reliance on the strategies of overgeneralisation and transfer was found to be qualitatively different. The elementary subjects' reliance on the transfer strategy was found to be significantly higher than that of the intermediate subjects; the intermediate subjects' reliance on the overgeneralisation strategy was found to be significantly higher than that of the elementary subjects. These findings appear to be consistent with a theory which considers second-language acquisition to be an actively creative process dependent upon a student's ability to assimilate and subsume new information into already existing cognitive structures. The overgeneralisation and transfer learning strategies appear to be two distinctly different linguistic manifestations of one psychological process: reliance on prior learning to facilitate new learning. The results also tend to confirm the weakness

of a transfer-based theory of errors and require an explanation which takes into account not only interference from within the target language itself, but also the learner's cognitive characteristics and his resulting learning strategies.

TESTING

76-105 Henning, Grant H. Measuring foreign language reading comprehension. *Language Learning* (Ann Arbor, Mich), **25**, 1 (1975), 109-14.

Seven correlates of reading comprehension were examined for predictive validity, difficulty and discriminability. Twenty-seven Iranian college students were administered a series of eight test batteries so that there was a repeated measure sample size of 178. Cloze-recognition, synonym-antonym selection, multiple-choice sentence selection, question-written response and grammaticality of response predictors were examined at two levels of context difficulty. Intermediate difficulty synonym-antonym selection and multiple-choice sentence selection exhibited the highest correlations with the criterion.

76-106 Oller, John W., Jr., and Streiff, Virginia. Dictation: a test of grammar-based expectancies. *English Language Teaching Journal* (London), **30**, 1 (1975), 25-36.

A re-evaluation of data given in an earlier paper [see abstract 72-31] with additional information as to test rationale, administration, scoring and interpretation. A theoretical explanation is offered to account for the usefulness of dictation as a measure of language proficiency; it is seen as a device which measures the efficiency of grammar-based expectancies by means of a two-stage process of synthesis and analysis. Since dictation activates the learner's internalised grammar of expectancy, the central component of his language competence, it is bound to yield useful information on overall proficiency. [References.]

CURRICULUM DEVELOPMENT

76-107 Garner, Eric. Beyond formalism: some thoughts on modern languages and the secondary school curriculum. *Cambridge Journal of Education* (Cambridge), **5**, 3 (1975), 131-47.

Current criticisms of modern language teaching are reviewed, particularly the retention of structural rather than communicative criteria in the classroom, and consequent failure by pupils to perceive the relevance of language learning. The importance of regarding the mother tongue more positively and of presenting

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language in context is stressed; suggestions for experiments such as *sections bilingues* are put forward, including a multi-phase approach: (1) exploration of the sound systems of English and one other language, (2) general language study, (3) intensive study of language skills related to the cultural background, and (4) advanced work. Long-term intellectual goals should be distinguished from immediate educational gains which would benefit most pupils before specialisation.

The contribution of foreign language study to overall cognitive development should not be minimised: the socio-cultural dimension should be systematically explored [discussion]. Implicit and explicit comparison with the mother tongue and native social systems will help to deepen insight. There is great scope for interdisciplinary co-operation, particularly between modern language and English teachers, to rationalise teaching about language. [References.]

MATERIALS PRODUCTION

76-108 Beile, Werner and Rutherford, Ramsey W. A model for the production of foreign language teaching materials. *IRAL* (Heidelberg), 13, 3 (1975), 209-27.

Two areas of experience with the Nuffield and Schools Council Foreign Language Teaching Materials Project are examined for their relevance to other materials production units: (1) the structure and organisation of the project, and (2) formulating a strategy for the production of materials. Teams were set up to work on French, Spanish, Russian and German materials: each had to produce a complete range of fully integrated a-v materials up to 'O' level standard. [Organisation of teams, evaluation sections, the system of built-in checks, co-operation with teachers trying out the materials, revision for publication.] There were felt to be considerable advantages in having a team producing materials, particularly in university language-teaching centres or departments [discussion of possible practical applications, e.g. for a university service course to teach the reading of historical German texts.] The relationship between materials, writers and advisers are discussed.

COURSE DESIGN *See also abstract 76-134*

76-109 King, Margaret. Teaching computational linguistics: a continuation of the discussion. *ALLC Bulletin* (Stockport, Cheshire), 3, 2 (1975), 161-5.

The design and construction of courses in computational linguistics for arts students are discussed, particularly a postgraduate optional course in computa-

tional linguistics within the overall framework of an MA course in General Linguistics. It is both feasible and valuable to base such a course on a strong foundation of practical computing, providing that sufficient attention is paid to teaching students to program well and encouraging them to discriminate between problems suitable for computer solution and problems more aptly tackled by other means. The teaching of programming in general should not be divorced from the main discipline of the students: in the particular case discussed, programming is taught within a framework of linguistic discussion, and any programming exercises set involve tasks which can be clearly seen to be useful within the field of linguistics.

76-110 Peckett, C. W. E. The use of a computer in devising a beginners' Latin course. *ALLC Bulletin* (Stockport, Cheshire), 3, 2 (1975), 158-60.

A one-year Latin course of 40 lessons for beginners at university level was required, with emphasis placed on the ability to translate, and without using the direct method. Target texts were chosen and analysed by computer to ascertain the vocabulary and grammar. Texts were pre-edited to enable word forms to be identified. The computer produced several lists, for example of all the word forms of all the words and frequency of use, and verbs used in various forms of the subjunctive. Analysis revealed facts about Virgil's style which may be of interest to both linguists and classicists. Details regarding the method of translation are given, all words being considered in the order in which they come in the sentence – the order in which the Romans heard and understood them.

76-111 Ross, Leo. Self-instructional language laboratory reading courses based on auditory perception. *System* (Linköping, Sweden), 3, 2 (1975), 106-19.

Preparation of the language laboratory programme for a self-instructional Russian reading course for social scientists is described. The problems of self-instructional courses mainly apply to the development of the active skills, rather than to learning to read and listen. The programmer's main task is the grading of difficulties [discussion of the usefulness of frequency counts and specialist word counts]. The separate meanings of a word need to be taken into account as well as overall frequency. [Course described: each lesson comprises grammatical notes, introduction of vocabulary, text and questions.] On revising the course the oral element was omitted; this allowed for longer texts and greater opportunity for reinforcement. Students answer questions by underlining appropriate parts of the text. Optional 'listen-and-repeat' exercises are still desirable.

TEACHER TRAINING

- 76-112 DeLorenzo, William E.** Microteaching as a transitional technique to student teaching. *Foreign Language Annals* (New York), **8**, 3 (1975), 239-45.

[Background history of micro-teaching.] Micro-teaching used as part of the methods course at the University of Maryland is described; the aim is to give prospective teachers pre-teaching experience rather than the original purpose of perfecting techniques. [Number of sessions, organisation of class and teachers, construction of lesson, feedback.] Benefits of this model include closer relationships with local schools; extra language practice for slower learners; teachers become aware of students' attitudes and behaviour, and are encouraged to value students' reactions to various approaches; and valuable pre-teaching experience is gained.

- 76-113 Whitney, Norman F.** The training of language laboratory teachers: some observations on an intensive programme for Israeli teachers of English. *System* (Linköping, Sweden), **3**, 2 (1975), 84-7.

A ten-day intensive training course on the use of language laboratories for English teachers in Israel is described. The syllabus was defined by the teacher's needs: under-use of existing facilities, lesson-planning techniques, liaison of work in and out of the laboratory, procedures for analysing and evaluating laboratory materials, technical maintenance and the organising of official information about the nature and development of laboratory work. Other problems included laboratory administration, the influence of the teachers' own training, and relevant aspects of EFL work, especially testing. [Organisation of course, topics presented, materials workshop sessions.] Teachers should be encouraged to adapt existing materials rather than write their own. Technical instruction is important (terminology, recording and editing techniques).

TEACHING METHODS *See abstract 76-99*

BILINGUAL TEACHING *See abstracts 76-117, -140*

CLASS METHODS *See also abstract 76-144*

- 76-114 Celmić, Davorka.** Primjena grupnog rada u nastavi stranih jezika u srednjim školama. [The application of group work in foreign language teaching in secondary schools.] *Strani jezici* (Zagreb), **1/2**, 4 (1975), 52-5.

A multi-media method designed to increase the motivation of older pupils in secondary schools in Yugoslavia is described. The immediate aim is to secure

the active and creative participation of the pupils themselves in the learning process. In the earlier stages of language learning class work is closely related to text books, but at a more advanced level pupils work in small groups on projects relating to the culture of the country whose language they are studying. The projects should be designed primarily to practise use of the foreign language; all vocabulary and structures required are first explained and learned. [Division of work, collection of material.] Information is organised in written form for the teacher to examine before it is presented orally to the rest of the class by the whole group. [Suggestions are made for the use of various types of material: newspapers, magazines, imaginary journeys in the country studied, advertisements, radio and television news bulletins, etc.]

PRONUNCIATION *See also abstracts* 76–89, –136, –139, –144

76–115 Guiora, Alexander Z. and others. Language and person studies in language behavior. *Language Learning* (Ann Arbor, Mich), **25**, 1 (1975), 43–61.

Research strategies were developed to relate facets of language acquisition such as pronunciation to aspects of personality such as empathy (the strategy is called 'transpositional research'); the concept of 'language ego' is formulated to show why children find it relatively easy to assimilate native-like pronunciation whereas adults cannot set aside their normal speech habits. [Construction of a test to measure second-language pronunciation ability in which subjects must imitate Thai words.] Various earlier studies on the relationship between empathy and pronunciation ability are discussed, which proved the hypothesis that they are related factors. Work is in progress on the relationship between grammatical gender and the development of gender identity. [References.]

VOCABULARY

76–116 La Valva, Maria P. and Rollecke-Maraghini, Valeria. Der Schülerwortschatz und seine Verfügbarkeit im Fremdsprachenunterricht. [The pupil's vocabulary and its availability in foreign-language teaching.] *Bielefelder Beiträge zur Sprachlehrforschung* (Bielefeld), **5** (1975), 21–59.

The foreign-language pupil should from the start be trained to be able to talk and write about his world of experience. Often vocabulary presented in course-books does not allow him to do this. In order to gain an insight into the lexis used by school pupils in their mother tongue, a questionnaire survey of German pupils in secondary stages one and two was undertaken in 1973–4 [text of

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questionnaire supplied]; topics include interests, nature of contacts with foreign language, and attitudes towards aspects of methodology. [Brief discussion of results and their implications together with frequency and alphabetical list counts.]

LANGUAGE FOR SPECIAL PURPOSES *See abstracts*
76-111, -119, -134, -142/3

READING *See also abstract 76-111*

76-117 **Ingram, D. E. and Elias, G. C.** Bilingual education and reading. *RELC Journal* (Singapore), 5, 1 (1974), 64-76.

The reader's internalised representation of reality (model of the world) generates alternatives of meaning. A graphological component relates the reader's lexicon and the visual configuration, the oral counterpart of which is provided by the recoding component. The phonological component interprets the sound. The alternatives are determined by the reader's model of the world, the retrieval system, and the stimulus to which the alternatives are a response. For communication to be effective, there must be some commonality between the communicators' models of the world. [Diagram.]

Second-language acquisition sometimes involves the development of a second and partly discrete model. If the medium of instruction is the L2, it should be acquired at a very early age. Reading in the L2 should begin only after the L2 is developed and reading skills have been established in the L1. 'Difficult' reading should not be given while the learner's L2 model of the world remains poorly developed. Reading fluency is affected by knowledge of the culturally determined form of rhetoric. The child can best become a fluent reader when content is appropriate to his model of the world, the rhetoric is familiar, and the language is that in which he is most competent. He becomes familiar with the rhetoric and characteristic thought patterns in learning the language. Reading skills are best developed from knowledge acquired through the oral language. [References.]

76-118 **Klare, George R.** Judging readability. *Instructional Science* (Amsterdam), 5, 1 (1976), 55-61.

In this study, 56 professional writers were asked to rank for readability five passages of text taken from a reading test. The results showed wide variability in the judgments. Only a few of the judges were able individually to put the passages in the tested order of readability, but the consensus of the entire group

put them in exactly that order. Further examination of the results suggested that a relatively small number of gross errors in judgment were made. Accuracy of judgments, it appeared, might greatly increase with selection and/or training of judges, a procedure followed in certain studies where highly accurate judgments had been found. A readability formula was suggested as an accurate and convenient way of assessing readability scores under most circumstances. It might also help a judge to increase his accuracy, but human interpretation of the scores was still felt to be needed. [References.]

- 76-119 Mackay, Ronald and others.** Practical steps towards the classification of reading-comprehension exercise types. *Eductec* (Mexico), **6**, (1975), 44-56.

The importance of reading comprehension skills in English, particularly for undergraduates, is stressed: over half the world's scientific literature is published in English. Practical help for the materials developer or teacher faced with the preparation of reading comprehension materials is currently being devised in the form of exercise types classified according to their relevance to the teaching/learning situation; these would also be of use in preparing tests of students' reading comprehension ability. Reading comprehension is usually defined in terms of its outcome or in terms of its component subskills, but translating the latter into language terms poses problems. A survey of the language needs of veterinary students shows that the subskills needed are recognition and retention of information – the teacher's task is to provide appropriate language and rhetorical knowledge. A reading comprehension exercise aims to focus attention on the linguistic features which make a text an act of communication. [Example of the classification framework in operation.] [This research is still in progress. Dual-language article, Spanish/English.]

- 76-120 Neville, Mary H.** Effectiveness of rate of aural message on reading and listening. *Educational Research* (Windsor, Berks), **18**, 1 (1975), 37-43.

One hundred and eighteen middle-school children of normal reading ability were divided by school classes into two groups. One group read three passages of equivalent reading difficulty while paced aurally by recordings of the passages at three different rates; the other group listened to these recordings. Scores on comprehension questions showed no difference in difficulty for the listening group relative to the rate of the message. In the reading group, scores were higher the slower the rate of the aural pacer, and this effect was found for 18 'remedial' readers of the same chronological age. Boys in all groups performed significantly better than girls.

- 76-121 **Phillips, June K.** Second language reading: teaching decoding skills. *Foreign Language Annals* (New York), **8**, 3 (1975), 227-32.

The teaching of reading has been neglected in foreign language methodology due to inadequate definition of the reading task. Many language activities that purport to deal with reading actually emphasise productive skills and fail to develop the decoding aspect of the reading process. The goal of the reader is to assign meaning to a printed message, and a delineation of the strategies and skills that enable him to solve that problem will clarify the teaching role. An interview technique that encourages students to think aloud as they read identifies strategies pursued by language learners. Tasks identified as advancing contextual guessing include categorising words grammatically, interpreting grammatical operations, and recognising cognates and root words. There is a need for reading materials which accord with the nature of the receptive skill so that students receive practice in decoding. Evaluation must stress comprehension rather than manipulative language skills.

- 76-122 **Quicke, J. C.** Self concept and the diagnosis of reading difficulties. *Remedial Education* (London), **10**, 2 (1975), 77-81.

A study is described which investigated the relationship between different approaches to the assessment of self concept and between self concept and other assessments of social and emotional development in good and poor readers, using a modified version of the Coopersmith Self Esteem Inventory (25 self-referring statements). The results indicated that the SEI significantly discriminated between good and poor readers, with the latter obtaining lower self-esteem scores. Teachers' observations of childrens' social or emotional difficulties failed to discriminate significantly between the two groups. Children also wrote essays on the subject of 'Myself' which were analysed [details]; poor readers ranked abstract categories like 'personality' and 'ambition' relatively higher than good readers, showing that they may be more sensitive about attainment than their attitudes may lead teachers to believe. [Some case studies are sketched.] The type of remedial programme should be based on individual psychological needs.

- 76-123 **Schwartz, Judy Iris.** An investigation of attitudes on the use of black dialect materials for beginning reading instruction. *Research in the Teaching of English* (Urbana, Ill), **9**, 2 (1975), 200-9.

The aim of the study was to investigate the attitudes of people categorised by occupation, race and socio-economic status (SES) on the use of black dialect materials for beginning reading instruction. It was hypothesised that favourable attitudes would be shown by teachers and educationalists and white, middle-SES

subjects, and unfavourable attitudes by paraprofessional, black, low-SES subjects. [Discussion of previous research; procedure, interview questions and results.] Results indicated that both black and white people had positive attitudes, especially when dialect materials were used as a transitional medium and in conjunction with standard dialect materials. Educationalists had more positive attitudes than paraprofessionals. There are clear differences across racial, occupational and SES categories on the question of overt correction of young children's oral language. All groups had incomplete or inaccurate understanding of black dialect itself. Careful preparation of the attitudes of those concerned is needed before implementing the use of such materials. [References.]

76-124 Walton, Don. The relationship between short-term memory capacity and intermediate reading skills. *Cambridge Journal of Education* (Cambridge), 5, 3 (1975), 125-30.

Letter clustering is seen as an important strategy for information processing by developing readers. It forms an intermediate stage between the alphabetic and the whole word approach [disadvantages of these approaches are discussed]. Rules for clustering cannot be imposed on the reader as it is a cognitive strategy based on the knowledge and experience brought to the problem by each individual. It is one of the many strategies directing readers towards correct word decoding; high progress readers may pick it up for themselves but low progress readers need to be taught.

SPEECH See also abstracts 76-91, -129

76-125 Knight, Michael. Video in oral proficiency training. *System* (Lindköping, Sweden), 3, 2 (1975), 81-3.

Video tapes and other audio-visual aids were combined with role playing to provide oral communication practice for students of English at Stockholm University. [Production of tapes and class methods described.] The main advantage of using video is the presentation of a clear model for non-verbal as well as verbal communication.

COMPREHENSION See abstracts 76-102, -105, -143, -145

REMEDIAL TEACHING See abstract 76-122

TEXTBOOKS

- 76-126 Vereščagin, E. M. and Kostomarov, V. G. Лингвострановедческий словарь: зрительная семантизация русских слов. [Linguo-cultural dictionary: visual semanticisation of Russian words.] *Русский язык за рубежом* (Moscow), 4 (1975), 79-84.

One of the most important means of explaining the meaning of a foreign word is a visual illustration: visually perceived facts are assimilated more readily than definitions in words, which reflect someone else's experience. In illustrating Russian words visually, attention must be paid to Soviet realia [examples of failure to do so]. An illustration always conveys more than the abstract lexical concept, and should contain the salient aspects of the culture-specific lexical background: the foreign illustrator should beware of introducing the foreign lexical background, or of being insufficiently explicit and allowing the student to do so. The illustration must be readily interpretable (realistic, not humorous): drawings are preferable for conveying details, photographs for general impressions; accuracy is required rather than artistry. The essential culture-specific lexical background elements may be visually emphasised [examples].

AUDIO-VISUAL AIDS *See also abstracts* 76-112, -114, -125

- 76-127 Gorodilova, G. G. Технические средства в обучении русскому языку как иностранному (часть вторая). [Technical methods in teaching Russian as a foreign language (part 2)]. *Русский язык за рубежом* (Moscow), 4 (1975), 47-9.

Students who can produce simple utterances in isolation often have difficulty in doing so in response to a situation (situational utterances): since the formal aspects of language are not yet automated, operative memory is divided between form and content. Visual-linear-structural presentation of a situation is a useful stepping-stone, since the structure of the presentation mirrors the logical structure of the situation.

With a situation presented as a series of pictures, students can be asked gradually to build up a description of the situation from picture to picture. A more advanced task, with removal of the linear parameter, is commentary on isolated pictures or fragments from a sequence previously viewed. Instructional films have the advantage over texts that information can be presented more rapidly, and students can observe the use of language in real situations. The students are first familiarised with the necessary linguistic (e.g. lexical) and cultural background, and an outline of the content of the film; after seeing the film, they are drilled in simple utterances on the basis of frames from the film,

and listen to the sound track in isolation. The accuracy of the visual images produced by the sound track is checked, and the text reinforced by recitation with the sound track, then with the silent film; questions are posed on the content of the film. Finally, elicitation of thematic utterances is introduced, i.e. comments on the film and its general thematic area. At an even more advanced stage recordings can be used without visual aids.

TELEVISION

- 76-128 McLean, Alan C.** New roles for television in the teaching of English to immigrant children. *System* (Linköping, Sweden), **3**, 3 (1975), 185-9.

Pilot television programmes devised by the University of Strathclyde for teaching English to immigrant children are described. The programmes were designed as resource material rather than direct teaching, to show language used in local settings. Consultation with teachers ensured that programmes were relevant to the children's linguistic needs and that the follow-up materials provided were suitable. Videocassette recorders provided teachers with flexible control of the programmes. The aim was to assess the relative merits of different types of television presentation: documentary, demonstration and dramatisation. The latter (enactment of communicative interchanges in the form of comedy routines – see abstract 75-48) proved the most successful. The language was chosen to fulfil communicative needs and based on the notions of size and dimension, location, and description/narration [examples discussed]. This notionally based approach, working through a series of communicative situations, is suited to television's realistic presentation.

- 76-129 Santoni, Georges V.** Using videotape in the advanced conversation class. *Foreign Language Annals* (New York), **8**, 3 (1975), 233-8.

The use of the videotape recorder with an advanced conversation class in French at university level is described. Students spend nine sessions working on different activities related to aspects of life in a French village, using authentic materials – interviews, slides and films – and then using their knowledge in role-playing: three such sessions were videotaped under the student's control. The effort required was highly motivating, requiring rapid reflexes and responsiveness, and emphasised the need to use all faculties for communication, not just the voice.

COMPUTER-ASSISTED INSTRUCTION

- 76-130 Bernhardt, Lewis.** Computer-assisted learning in Russian: some notes on work in progress. *Russian Language Journal* (Ottawa), **29**, 103 (1975), 71-84.

Computer-assisted instruction is useful in providing remedial drills, freeing classroom time hitherto devoted to grammatical drills for conversation, etc., and coping with large classes required for maintenance of staff-student ratios. New material is still presented and drilled orally in class and in the language laboratory, but the computer can be used for homework reinforcement and remedial drills.

Coursewriter III is the easiest application to use, requiring no technical computer knowledge and only a few hours' practice by the instructor. Various written drills can be handled, with prearranged or random order of questions, including those generated from an array [examples]. A question is posed, the student answers, and his answer is checked by the computer; if he answers incorrectly, he may be given a clue and asked to try again, or given the correct answer for repetition [examples]. The computer keeps track of errors, and can direct the student to remedial or explanatory material. ATS is more flexible, but more expensive to use; so far its application has been restricted to vocabulary, linguistic and stranovedčeskij material. A third application is the creation of standardised routines for various grammar problems, so that a teacher using *Coursewriter III* can introduce the lexical material from whichever textbook he is using [example, using adjective endings].

LANGUAGE LABORATORIES See also abstracts 76-111, -113, -130

- 76-131 Higgins, John Joseph.** Problems of self-correction in the language laboratory. *System* (Linköping, Sweden), **3**, 3 (1975), 145-56.

Students' failure to correct themselves in the language laboratory was analysed by means of a test tape consisting of a repetition exercise, a group of four-phase pattern drills and a listening test [details]. Students rated their listening ability at various levels, mainly higher than their actual performances warranted; the overall success rate was 38 per cent, and the rate of successful correction only 24 per cent. The main reasons for difficulty were length of items and failure to interpret them. When failing to correct, students either introduced a new error, realising that the first answer was wrong but not knowing how to correct it, or were silent (either satisfied with the first answer or puzzled as to how to correct it): in these cases a repeat-loop system would be useful. Unless adequate classroom attention is given to the listening skills, the laboratory cannot serve students efficiently.

- 76-132 Perelle, Ira B.** Level II vs. level III language laboratories: an investigation of their relative efficiencies. *System* (Linköping, Sweden), **3**, 3 (1975), 157-63.

Arguments as to the relative effectiveness of Level II (listen-respond) and Level III (listen-respond-compare) are reviewed, particularly the view that many students are unable to hear any difference between their own performance and the pronunciation modelled on the tape. An experiment was carried out with 240 college students in their first year of Spanish or French; results showed that students using the listen-respond method made greater gains in oral/aural comprehension than those using the listen-respond-compare method. It is concluded that time spent reviewing earlier responses may be a hindrance to beginners who lack the necessary discrimination to correct themselves.

LESS ABLE PUPILS

- 76-133 Asher, Colin.** Language teaching and less able pupils. *Audio-Visual Language Journal* (Birmingham), **13**, 3 (1975/6), 151-6.

A short questionnaire was sent to 122 schools in the Leeds/Bradford area to find out what policies were being adopted regarding foreign languages and pupils of low ability. Results were very varied: in Middle schools (9-13) a child might have no contact with a foreign language or culture, or compulsory French for the full period. Most schools used commercially produced courses. The few 11-plus comprehensives in the area made a foreign language compulsory for at least one year: they had the highest proportion of teacher-produced materials and offered the widest range of languages to less able pupils. Of Upper schools (13-18), a quarter offered no language or cultural course to these pupils. [Tables of survey results; references.]

IMMIGRANTS *See also abstract 76-128*

- 76-134 Jupp, Tom and Roberts, Celia.** English as she is spoke. *Times Educational Supplement* (London), **3152** (31 October 1975), 47.

Much provision of language teaching for adult immigrants has been inappropriate in organisation, curriculum and methodology. The newly founded National Centre for Industrial Language Teaching supports projects being set up in industrial areas where employers are persuaded in their own interests to provide language classes as a form of industrial training for workers from overseas. New materials and methods make the learner's real communication needs central; and the teacher must participate in work situations to find out

how English functions in them. In planning courses, the main areas are: English for the immediate job, for simple social contact, for job flexibility and increased responsibility, and for the individual to communicate about his rights and problems. [Examples of how teaching materials reflect real situations.] English for job instruction is mainly a matter of listening comprehension and physical reaction: at the same time the linguistic forms required must be systematically mastered. Seminars for all those involved, such as foremen, are important.

ROLE-PLAYING

76-135 Littlewood, William T. Role-performance and language teaching. *IRAL* (Heidelberg), 13, 3 (1975), 199-208.

Role-play uses language as a means of communication, as part of a larger behavioural unit, and places it in context; it can be justified as a learning method in both behaviourist and *gestalt* terms. But the concept of 'role' needs more careful analysis. Imitation, or role-taking, is distinguished from internalisation, or role-making, which is less superficial and more creative. Role-play in the classroom need not be strongly differentiated from role-performance outside the classroom, as the concept is the same: the classroom situation merely places less strong constraints on the learner to identify with a role. A tentative categorisation of roles is offered: inherent or biological (sex, age); ascribed (class, nationality); acquired (professional); actional (social transactions), and functional (offering help, giving an order) – the latter are minimal behavioural units for language teaching [discussion of these categories]. The boundaries are in all cases vague and overlapping.

The teaching course should state the level of role-performance which a learner is expected to reach: most would aim at the level of actional role. Internalisation is the type of role-adoption needed for interaction, either through drama ('living the part') or creation of the learner's own pattern of behaviour, a semi-permanent simulated foreign language role. This might prove more helpful than successive imitations of bank-managers, shop assistants, etc. [References.]

ENGLISH See also abstracts 76-89, -92, -104, -106, -113, -123, -125, -128, -134

76-136 Horibe, Norio and Furuhashi, Satoshi. Hierarchy of aural perception difficulties at several levels of English teaching. *JACET Bulletin* (Japan), 5 (1974), 87-106.

A test of aural perception in English for Japanese students was administered to four groups from junior high school to university graduates, to find out

whether new English phonemes were easier or more difficult for Japanese speakers learning English than those similar to Japanese phonemes or allophones. [Testing procedure and evaluation of results.] In the case of vowels, new phonemes were neither easier or more difficult; in the case of consonants, new phonemes were generally more difficult. A hierarchy of perception difficulties was classified. [References; appendices give the test results.]

76-137 Latorre, G. and Baeza, Gloria. The construction and use of EFL crossword puzzles. *English Language Teaching Journal* (London), **30**, 1 (1975), 45-55.

As EFL crossword puzzles aim at reinforcing material already presented – drilling, not testing – the clues should be unambiguous and incorporate as much information as possible. Materials include structural items such as tag-questions, tenses and two-part verbs, and lexical items with a range of difficulty, but mainly within the limits of particular textbooks or courses. [Description of construction of puzzles; lay-out, design of clues, etc. Sample crossword with clues is given.]

76-138 Meade, Richard A. and Haynes, Elizabeth A. The extent of learning of transformational grammar in one school system. *Research in the Teaching of English* (Urbana, Ill), **9**, 2 (1975), 184-91.

The study aimed to discover the extent to which pupils in one school were able to learn transformational grammar as specified in the English curriculum, and how their learning of it related to their tested intelligence. [Description of test, which involved identification of grammatical terms, kernel rules and of various constructions such as noun phrases; results.] There was a highly significant positive correlation between intelligence quotients and grammar scores.

76-139 Roy, Mira. Bengali difficulties with the sounds of English. *English Language Teaching Journal* (London), **30**, 1 (1975), 66-72.

Common patterns of mistakes made by Bengali learners of English are classified: (1) vowels and consonants not found in Bengali, for which similar Bengali sounds are usually substituted; (2) non-aspiration of English plosives, and (3) confusion of English and Bengali sounds. [Tables; references.]

LANGUAGE LEARNING AND TEACHING

FRENCH See also abstracts 76–107, –129, –133

76–140 Markman, Barbara R. and others. The use of elicited imitation in search of an interim French grammar. *Language Learning* (Ann Arbor, Mich), **25**, 1 (1975), 31–41.

The study was an initial attempt to assess the French language competence of two groups of English-speaking pupils who are being educated via French. Third and fifth grade English-speaking pupils were compared with French-speaking children of the same age using a sentence repetition task constructed to test control of selected French linguistic features. It was hypothesised that the English speakers would have a different internalised grammar of French than would French speakers; furthermore, that the different internal grammars would be reflected by differences in task performance. The results of the study can best be explained with reference to two factors: an 'internalised grammar' factor as was hypothesised and a memory factor attributable to familiarity with, and exposure to, French.

GERMAN

76–141 Frey, Eberhard. The economy of the German gender-number-case inflection. *IRAL* (Heidelberg), **13**, 3 (1975), 185–97.

The modern practice of teaching grammar through context should not obscure the intellectual and linguistic value of making clear to students the workings of the grammatical system of a language, especially the balance between economy of forms and maximal differentiation. The German gender-number-case inflection is taken as an example. Where English syntactical relationships are made clear mainly by word order and function words, German makes much stronger use of systems of corresponding inflections. The noun-determiners generally make clear the function of the noun in the sentence: there is little redundancy (except for the genitive singular -s) and little dependence on context for differentiation (except between some nom. and acc.). There is a consistent distinction between nom.-acc. forms and dat.-gen. forms, and between masc.-neut. and fem.-plur.

Descriptive adjectives are more versatile within the sentence structure than noun-determiners, and they make much use of the 'zero' ending. Used attributively, they have a simplified set of endings, except where they are themselves the noun-determiner. The German inflections are thus seen to combine economy of differentiation with a certain redundancy necessary for easy communication. [Tables of inflections.]

- 76-142 Vormeier, Barbara.** L'enseignement de l'allemand économique pour non-germanistes. [The teaching of the terminology of economics of German to non-Germanists.] *Langues Modernes* (Paris) **69**, 2/3 (1975), 166-76.

Economics students at the University of Paris (Panthéon-Sorbonne) study the terminology of economics in either English or German. The experience of the German teachers over five years has shown that success can only be achieved if all the lessons are held in German. It is not simply a question of putting new labels to familiar concepts, but of learning a new semantic system and a new way of thinking and feeling. There are many technical terms in German which cannot be translated directly into French, as they have no equivalent. In particular the completely different economies of the two German Republics present special comprehension problems – one word often having two meanings in East and West Germany, and many East German economic concepts being very difficult for French students to grasp [many examples].

Articles from German newspapers proved too difficult, so the students used as texts extracts from German economics courses and studies of specific German economic problems. Wherever possible, German synonyms and opposites were used to explain difficult words and copious reference was made to definitions and quotations by German writers. Textual summaries by the students helped to reinforce vocabulary, as did commentaries on tables and graphs. Throughout the course students had individual access to the language laboratories, where specially prepared tapes of economics texts and exercises were available, as well as revision tapes on basic German grammar and vocabulary.

SPANISH

- 76-143 Donaghy, Peter and Mackay, Ronald.** Teaching listening comprehension. *Vida Hispánica* (Harrow, Middx), **23**, 2 (1975), 17-22.

The devising of course material for the listening comprehension component of a language course at Newcastle Polytechnic is described, specifically comprehension of formal lectures recorded live and business-orientated courses and conferences held in Spanish. The variables to be considered are style of language, subject matter, length of listening passages and types of exercises the student is asked to perform. The exercises devised for this purpose dealt with (1) sounds, (2) sentence structure, (3) relationships between sentences, and (4) focusing attention on meaning and content. [Examples and discussion].

- 76-144 Sarmiento-Padilla, J. A.** Importancia del condicionamiento acústico en la enseñanza de la fonética del español como lengua extranjera: el Suvaglingua de clase. [The importance of acoustic conditioning in teaching the phonetics of Spanish as a foreign language: the Suvaglingua for class use.] *Boletín de la Asociación Europea de Profesores de Español* (Madrid), 7, 12 (1975), 67-73.

Introduction of a teaching system and device which assumes similarity of reaction to L2 phonetics between learners with L1 interference and deaf subjects. [Description and diagram of the electronic device: the Suvaglingua for class use.] The device is intended to prevent rather than correct errors [contrast the individual version]. It filters out a large tract of the band between 1,300-3,000 Hz, concentrating the attention of the listener on critical language-specific frequencies lower and higher than this range. [Instructions for class use.] Low frequencies are separately suppressible. [Notes. Select bibliography.]

RUSSIAN See also abstracts 76-111, -126/7, -130

- 76-145 Heien, L. G.** Towards a systematic development of listening comprehension. *Russian Language Journal* (Ottawa), 29, 103 (1975), 85-93.

Listening comprehension plays a central role in language learning for communication purposes. Controlled materials should be used in training sessions and students should not listen to a text without a definite aim. An experiment was conducted to compare the effectiveness of two approaches to teaching understanding of a passage. Method A involved the 'logical' approach in which an attempt was made to teach vocabulary using a rote system. Method B students underwent the 'psychological' approach in which they received a literal translation, approximating Russian structure where possible, of the dialogue they were about to hear. Both groups were asked to answer questions on the dialogues. Method A proved less effective than Method B. The importance of methodological research based on theory is stressed and modifications of the original experiment suggested.

- 76-146 Launer, Michael K.** Element order in Russian: a methodology for elementary courses. *Russian Language Journal* (Ottawa), 29, 103 (1975), 61-9.

'Element order' (Bivon's term) is important for American students of Russian, as it is a point of great contrast between the two languages. The ordering of given and new elements in Russian is extremely context sensitive. New elements

may be divided into essential and non-essential. The ordering is dependent upon the type of utterance. Emphasis is another factor playing an important role. 'Definiteness' and 'indefiniteness' may also be expressed by ordering, despite the lack of articles. The role of intonation in relation to element order is discussed, using the system of intonation constructions described by Bryzgunova. Another topic which is discussed, starting in the second year, is 'typical vs. atypical' element order.

LATIN *See abstract 76–110.*