

Language learning and teaching

THEORY OF LANGUAGE TEACHING

71–194 Artemov, V. A. Психологические предпосылки активизации научения иностранным языкам. [Psychological prerequisites for activation in learning foreign languages.]

Иностранные языки в школе (Moscow), 1 (1971), 66–73.

The chief defect in traditional methods of learning foreign languages consists in their passivity: the pupil is not allowed to display his abilities to the full. To overcome this an appreciation of the psycholinguistic factors in the communicative aspects of language learning is needed.

The utterance is the simplest unit of verbal contact and may be divided into four communicative types: narrative, question, exhortation and exclamation, each possessing its own syntactic and intonational patterns. Although to a large extent lexical choice governs the objective content communicated, and grammatical choice may influence the expressiveness of the content (i.e. in exhortation, the use of the infinitive in Russian instead of the imperative), it is the intonation pattern imparted – expression nuances of both will and emotion – which is mainly responsible for the communicative nature and characteristics of an utterance. [Six such characteristics are discussed.]

Social and personal relationships, physical and mental as well as cultural attitudes, may each influence the communicative nature of utterances. An order in one set of circumstances may, for instance, become a request in another set. [The attitudes of the speaker to his subject and to his listener and the particular components for various intonational structures have been determined by experimental analysis.] An analogy is drawn with the theatre which may provide the speech psychologist with a fund of information on the communicative

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characteristics of utterances. Dramatic literature, too, may be of great value in this respect.

Memorizing and reproduction of textual material is too passive and should be replaced by activized utterances. The following questions are helpful in respecting the communicative nature of utterances in language learning: who ? with whom ? in what situation ? what to say ? with what aim ? with what attitude ?

[An example is appended followed by a list of twelve advantages claimed for basing language learning on the communicative and situational characteristics of utterance.]

EPQ ED AG

71-195 Chastaing, P. L'enseignement des langues: de l'utopie à la réalité. [Language teaching: from Utopia to reality.] *Langues Modernes* (Paris), 64, 4 (1970), 264-8.

In spite of efforts to improve teaching methods and adapt them to present-day conditions, pupils' standards continue to go down. An attempt to discover the reasons for this may indicate where reform should be effected. Teaching children of different origins and different aptitudes in the same class will discourage the better pupils and exhaust the worst. All progress depends on the goodwill and hard work of the pupil and only the most vigorous and inspiring teacher can maintain these qualities. Attempts to teach a small amount well may lead to laziness on the part of the pupil rather than to effort. On the other hand too much progress can be demanded too soon and superficiality results. Nevertheless a foundation can be laid and interest aroused which will be useful to the pupil if he later finds he needs to increase his knowledge of a foreign language. It is all too easy for a teacher away from his classroom to become enthusiastic about utopian projects and methods which will be revealed as useless as soon as he is again in contact with his pupils. A balance has to be kept between innovation and tradition, technique and true education.

EPQ ED

71-196 Gage, William. Uncommonly taught languages. *ERIC Clearinghouse for Linguistics Bulletin* (Washington, DC), 17 (1970), 1-6.

Interest in teaching the less commonly taught languages has grown, and pedagogical tools exist for nearly every national language in the world. As a by-product of missionary activities, manuals have also appeared for the study of the languages of quite small groups of speakers.

Although most of the works dealing with African and Asian languages are produced by the United States, the Soviet Union, France and Britain, work is also being carried on locally which inevitably carries a greater understanding of the local situation. There has been a start at considering how materials developed for a given language-teaching programme may be generalized to other situations and this may result in a more coherent field of investigation. Some current research is listed, but there seems to be a lack of guidance on needs and priorities in the field and current portents indicate a lessening of interest in the uncommonly taught languages. In America, Mandarin Chinese, Japanese, Hindi-Urdu, Arabic and Portuguese have been of greatest interest in the past but there are now indications that the emphasis is moving away from Arabic, Hindi and Urdu. Research can cover either linguistic description or the preparation of teaching materials. Educational planning in this field is much needed. [Bibliography.]

[The article is followed by a response by Carleton T. Hodge, taking an anthropologist's view of language as a means to understanding a people. From this point of view the flow of available materials is disappointing. Hope lies with semantics and there is so far little help from that field. A 'data bank' is suggested, to collate the widely scattered but potentially relevant published and unpublished information on each language.]

EPQ ED

- 71-197 Lee, W. R.** Is language-teaching theory applied linguistics? *Lenguaje y Ciencias* (Trujillo), 37 (1970), 22-5.

Linguistics is of service to the foreign-language teacher in a number of ways [specified]. This does not justify the view that language-teaching must be based exclusively on linguistic theory. Although the language teacher in training needs some general linguistic education, training programmes are often overweighted with theoretical elements. Teaching practice is important. The teacher's knowledge of the pupils, and the ability to see things through their eyes, lie at the centre of successful language teaching. Careful planning and reassessment of lessons is essential, and procedures and materials need to be thoroughly discussed. The training should be centred on teaching itself. The same should apply to the training of teacher trainers. Language-teaching theory must take into account the kinds of knowledge and awareness gained by the teacher in teaching. It cannot be equated with applied linguistics.

EPQ ED

- 71-198 Perren, George.** Specifying the objectives: is a linguistic definition possible? *English Language Teaching* (London), 25, 2 (1971), 132-9.

The aims of teaching English given in a number of syllabuses from various countries are critically examined. Most of these are unrealistic, vague and very difficult to transform into precise teaching programmes. It is admittedly difficult to quantify linguistically the content of a teaching programme for any language: word-lists have known disadvantages; the specification of grammar and its selection (in terms of its relative usefulness to the learner) appears capricious; little guidance is available on permissible variants in pronunciation. The selection and definition of what to teach can be based on (a) statistical analysis of a wide range of English as used by native speakers; (b) samples of English as used by natives in defined situations; (c) what it has been demonstrably possible for successful foreign learners to achieve. All three approaches may be combined, but both (a) and (b) assume native English criteria of performance, which is normally unrealistic, while

(c) provides aims derived from experience with existing teachers and students. The expressed aims of teaching English must be related to potential achievement by students.

EPQ ED

71–199 Rivers, Wilga M. Rules, patterns and creativity in language learning. *English Teaching Forum* (Washington DC), 8, 6 (1970), 7–10.

It is necessary to distinguish between a linguistic and a pedagogic grammar. The former is an account of competence expressed in terms of an abstract model that does not necessarily represent or parallel the psychological processes of language use. ‘Rule-governed behaviour’ does not mean behaviour that results from the conscious application of rules. When Chomsky talks about the creative aspect of language use, he is referring to the fact that once the system of rules of the language has become an integral part of the student’s knowledge, he will be able to produce an infinite variety of grammatically acceptable language sequences.

Chomsky’s view that linguistic behaviour is not habitual and that a fixed stock of patterns is not acquired through practice and used as the basis for analogy may be questioned. A theory of language performance has not yet been developed. Creative and innovative use of language takes place within a restricted framework. The speaker cannot create the grammar of the language as he innovates. The means used to inculcate the grammar of a language will depend on the type of activity we believe language communication to be. A place must be found for both habit formation and the understanding of a complex system with its possibilities of infinite variation to express personal meaning. Drill is an effective technique in the teaching of interrelated formal features. Practice in real communication systems devised in the classroom is necessary where decisions intimately related with the contextual meaning are involved. The learner cannot put higher-level choices into operation until he has developed facility in the production of the interdependent lower-level elements. The language course must provide for practice at both levels. Practice at the higher level should not be postponed until the student has mastered all the features of the

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manipulative level. In due course the student needs to see the parts and the interacting sections he has learned in relation to the whole functioning system of the language. If he attempts to possess the whole too soon, he will achieve only rote learning of grammar rules and the ability to describe rather than use the grammatical system. We need to give more thought to ways of inducing language behaviour at the higher level.

EPQ ED AK

71-200 Robinson, John A. Middle Schools and modern languages. *NALA: journal of the National Association of Language Advisers* (York), 1, 2 (1970), 22-5.

Scarcely any pattern for the organization of Middle Schools has developed yet, but there should be a place for a modern language in their curriculum. It is almost certain that the language taught will be French as there are not sufficient teachers available for other foreign languages at present. The image of the language teacher must change if the move from an élite to an all-purpose subject is to be achieved, but because of current shortages the move away from the specialist has not always been effected. Until a greater choice of suitable courses is available *En Avant* is being used with one or two other books to fill the four years. Junior trained teachers are familiar with mixed-ability classes but secondary-school language teachers may have to make drastic changes of method. School trips, pen friends and the presence of an *assistant* are all stimulating for younger children.

(440) EPQ ED

71-201 Wallwork, Jean. Language and the individual. *English Language Teaching* (London), 25, 2 (1971), 140-7.

What needs to be taught should be rigorously defined according to particular students' needs, but methods of teaching are variable. The individual teacher should have some freedom in selecting from and using the 'what'-component in language teaching. Many factors make the learning of a second language different from the acquisition of a first language. What is selected must depend on the requirements

of the particular learner. More time should be spent on training students to evaluate the suitability of teaching material for particular needs. The combined judgement of thoughtful syllabus-writers and thoughtful teachers on what to teach is likely to have some validity. It is more difficult to say how best to teach it. It seems unlikely that there is any one way of passing on language ability. The decision about how to teach must be affected by the learners' attitude. Training in critical appreciation of method and techniques helps to reduce the danger of reverting to old methods or succumbing to new fashions. The greater the amount of money spent on equipment, the more difficult it is for teachers to use methods other than those dictated by this equipment. It is doubtful whether the use of certain aids, particularly the language laboratory, results in the individualization of language learning. The best learning takes place when there is harmony between the teacher's teaching strategy and the learner's learning strategy. The teacher should be flexible in his approach to individuals.

EPQ ED

71-202 Wardhaugh, Ronald. The contrastive analysis hypothesis. *TESOL Quarterly* (Washington, DC), 4, 2 (1970), 123-30.

There is a strong and a weak version of the contrastive analysis hypothesis. The strong version assumes that it is possible to contrast the system of one language with that of another language in order to predict the difficulties which a learner will encounter and to construct teaching materials to help him.

The strong version is unrealistic and impracticable; it demands from linguists a set of linguistic universals formulated within a comprehensive linguistic theory, dealing adequately with syntax, semantics, and phonology. It also requires a theory of contrastive linguistics into which linguistic descriptions of the two languages can be fitted so as to produce the correct set of contrasts.

The weak version requires the linguist to use the best available linguistic knowledge to account for observed difficulties in second-language learning. It starts with the evidence and refers to the two systems only to explain observed phenomena of interference. Most

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contrastive analyses conform to the demands made by the weak version.

In recent years, under the influence of generative-transformational theory, some have dismissed contrastive analysis altogether on the ground that the deep structures of languages are very similar and that contrastive analysis does not help the learner to relate deep to surface structures.

Attempts have been made to use generative-transformational theory to explain observed phenomena of interference.

Contrastive analysis today is only one of many uncertain variables which need further evaluation.

EPQ ED

71-203 Wigzell, R. Linguistic analysis as an aid in advanced language-teaching. *English Language Teaching* (London), **25**, 2 (1971), 182-91.

The change inherent in an explicit linguistic approach in language teaching is that the teacher's generalizations will not account for the language-data the students meet with. The teacher tends to rely on oversimplified and inaccurate descriptions of the language. He should refrain from making more than elementary linguistic observations or should tap his intuitive knowledge of the language. He cannot, however, rely solely on guesses based upon introspection. He needs exploratory techniques that will enable him to recover systematically from attested data the linguistic information he requires. Linguists' analytical techniques can be used by teachers. Moreover, once they have mastered the basic structures of the foreign language students can make use of the same recovery techniques in textually-based analytical work. Such work provides training in linguistic observation and enquiry, and this is more important in advanced language-teaching than the information it yields. [The author illustrates his remarks by analysing occurrences of the definite article in a portion of text.] By giving advanced students experience of using linguistic research methods, the teacher equips them with techniques with which they can pursue further study of the language.

EPQ ED ADN

TESTING

- 71-204 Anderson, J.** A technique for measuring reading comprehension and readability. *English Language Teaching* (London), **25**, 2 (1971), 178-82.

The article justifies cloze procedure as a measure of reading comprehension and readability, and describes how cloze tests are constructed for use in the classroom. The subject's task is to replace the words deleted from a passage, and the number of words he correctly replaces is an index of his comprehension of the passage. Blank-filling and sentence-completion tests are not the same as cloze procedure. Cloze procedure may be used to measure the reading difficulty of English and the comprehension abilities of non-native speakers of English. [Short bibliography.]

EPQ EHP ATL ASP

- 71-205 Brings, Friedhelm.** Zur Konstruktion eines informellen Sprachleistungstests. [The devising of an informal language proficiency test.] *Praxis des neusprachlichen Unterrichts* (Dortmund), **17**, 4 (1970).

It is well within the scope of any individual teacher to set up an informal language proficiency test for the pupils he teaches. He must decide carefully which skills he wants to test, whether there should be a time limit for any individual test items and what types of question he should use. [Examples are given of a number of types of question, and each type is discussed in some detail.]

Based on his own experience with short-answer and multiple-choice items in tests that he set up for a beginners' class of German pupils learning English, the author discusses the special difficulties involved in deciding on the questions. The instructions given to the pupil should contain nothing that is irrelevant or ambiguous to confuse him. The questions themselves should, above all, be unambiguous and deal with one language problem at a time. In multiple-choice questions the incorrect choices must be definitely wrong, yet appear plausible to the pupil. However, deliberately setting traps should be avoided.

Although devising an informal language proficiency test may be

time-consuming it makes objective evaluation of a pupil's work much easier, and the test can always be re-used.

(420) EPQ EHP

71-206 Cosgrave, Desmond P. Aural comprehension tests and how to prepare them. *Modern English Journal* (Ashiya-shi), **1**, 1 (1970), 5-16.

Various factors must be taken into account when preparing aural comprehension tests on grammatical structure. Meaning will play an important role in the tests, though material to be tested must be described in terms of grammatical patterns already encountered in class. The type of test envisaged is recorded for use in a language laboratory. The test is best presented as a multiple choice, showing, by a completing word or correct response, whether the structure has been understood. Choice of a correct sentence may show whether a passage presenting a situation orally has been understood. [Illustrations.] Modifications can be employed which introduce visual aids. If students who have made some progress in writing are asked to write answers to problems given orally this can also be useful, but students' chosen responses should be short. [Guidance is given on preparing the test script, recording the test, and evaluating it.]

The skills of understanding and speaking are closely related but so far no adequate test of speech capability has been devised. Nevertheless an aural comprehension test together with the teacher's assessment of his pupil's speech should give good evidence of the student's abilities.

EPQ EHP ATD

71-207 Hardin, James N. A note on evaluation of student proficiency in the neglected languages. *Foreign Language Annals* (New York,) **4**, 2 (1970), 171-2.

An increasing number of American students are competent in non-European languages and some universities are accepting a knowledge of one of the lesser-known languages in fulfilment of their language prerequisite for advanced degrees. The Defense Language Institute has devised Defense Language Proficiency tests in over 200 languages.

The tests assess aural comprehension and reading comprehension and require only a technician who can play the tape-recordings, monitor the tests and grade them with a key. These particular tests are not available for civilian use, but similar tests are clearly needed. Co-operation between university language departments and institutions concerned with non-European languages might meet this need.

EPQ EHP

71-208 Madsen, Harold S. The objective Ethiopian school leaving examination: rationale and technique. *Journal of the Language Association of Eastern Africa* (Nairobi), **1**, 1 (1970), 64-74.

Recent dissatisfaction with language tests can almost invariably be traced to deficiency in validity, reliability or efficiency. Conventional tests in the form of essays, précis, oral comprehension and production suffer from deficiencies in one or more of these essentials. Carefully constructed objective tests offer many advantages. A national school-leaving examination is an achievement test and should be designed to measure a broad range of language skills, but limited to the ability that can reasonably be provided by national elementary and secondary schools. An analysis of course content can assist in determining which structures and lexical items ought to be tested. (A sample of 230 essays written in Ethiopia in 1967 provided a reference source of culturally suitable sentences and typical Ethiopian errors.) The right kind of objective test has to be chosen [possibilities discussed], and before the test is administered, proper guidance has to be offered to teachers and candidates.

After the test has been graded, the examination should be evaluated and weak or ambiguous questions and ineffective distractors replaced.

EPQ EHP 963

71-209 Robinson, Peter. The composition, adaptation, and choice of second-language tests. *English Language Teaching* (London), **25**, 1 (1970), 60-8.

The various kinds of tests available are described and categorized, and the author shows how they can be used and what purpose they can serve. He outlines the basic procedure to follow in selecting, adapting and composing tests.

EPQ EHP

71-210 Robinson, Peter. Oral expression tests: (1). *English Language Teaching* (London), **25**, 2 (1971), 151-5.

Oral expression tests are neglected, as the subject's answers cannot be treated objectively. The results of a so-called objective test are no more reliable than those of a subjective test. By limiting the subject's freedom of expression, the objective test becomes a tabulation of what the subject knows, whereas the subjective test, which encourages the subject to express himself, evaluates the use he makes of that knowledge.

An oral comprehension test can be either participating or non-participating, but there are many subcategories. [The author characterizes tests of reading and oral comprehension from the point of view of the degree to which the student participates.]

The subject's production should be evaluated in four steps: identification, description, classification, and written and numerical assessment of his language competence in a group of situations. The evaluation procedure should reflect the reality of the act of communication.

In the non-participating form the language used is selected by the test designer. The subject's selection of the appropriate answers is no guarantee that he can use correct forms in speech and writing. The non-participating test is administratively convenient, but not easy to compose; and it is made with a particular group of subjects in mind.

The problems of composing oral participating tests are less complex. Such tests indicate how much of the subject's knowledge of the

language is organized for active expression. Non-participating tests should be used for inventory and diagnostic purposes only.

EPQ EHP ATD

TEACHER TRAINING

71-211 Massey, D. The preparation of modern language teachers. *Canadian Modern Language Review* (Toronto), **27**, 1 (1970), 12-22.

In one-year teacher training programmes there is a tendency for students to be given far too much theory. Lecturers try to pass on the benefits of thirty years' experience in a few months. It is more realistic to assume that the one-year course is the beginning of training which will be continued on the job. Minimal objectives for this initial course for foreign language teachers are: (1) to understand the psychological principles of learning theory and their application to teaching a modern language; (2) to compare the sound systems, forms and structures of the foreign language and the student's own language; (3) to analyse the objectives of modern language teaching and demonstrate a variety of approaches; (4) to analyse the role of language in the acquisition of meaning and recognize the principal ways in which the target culture differs from the student's own culture; (5) to be able to evaluate materials and hardware; (6) to understand the construction and application of tests; (7) to relate the study of modern languages to other subjects in the curriculum.

EPQ EKF

TEACHING METHODS

CLASS METHODS

71-212 Constable, D. Some notes on how to use pattern drills. *Bulletin of the Language Association of Tanzania* (Dar es Salaam), **3**, 1 (1971), 35-41.

Pattern drills are central to any modern oral approach to language learning. The teacher's task is to strip the language of whatever text

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he is using to its bare essentials and drill these until the patterns become automatic and immediately available. Chorus and group practice is essential to ensure that all pupils have mastered the pattern and frequent revision will be necessary. There is danger of boredom so the type of drill must be varied. Difficulty can be gradually increased through repetition, substitution, transformation and question-and-answer drills. The simpler drills are only suitable for group response, the more complex drills can be done with individuals.

Drills can either follow the presentation of the item for that lesson or can be given first in a specially prepared situation and then summed up in the lesson dialogue [illustration]. Most drills are also suitable for written work, progressing from copying (parallel to simple repetition) to transformation of a more complex type. The more creative aspect of language can only follow when the basic mechanisms are firmly acquired.

EPQ ELD

71-213 Galarcep, Marietta Fernandez. Puppets in teaching English. *English Language Teaching* (London), **25**, 2 (1971), 165-70.

The author describes the making of simple puppets and their use in the classroom for many purposes: teaching greetings, prepositions, comparatives, and superlatives, dramatizing dialogues or presenting facts. [Detailed examples are given.]

EPQ ELD

71-214 Garner, John E. and Noel W. Schutz. The 'missing link' in our English instruction. *English Teaching Forum* (Washington), **8**, 5 (1970), 2-6.

The 'missing link' is a method to bridge the gap between classroom drill situations and communication situations outside the classroom. [The authors describe a course design which consists of three phases.] In an initial manipulation phase, the structure to be learned is introduced in an appropriate sociolinguistic context, but the emphasis is on conventional pattern-drills. In the next phase the new structure is used in contrast with previously learned structures, but the emphasis

is on the student's choice of the appropriate structure to indicate the meaning the cue requires. The third phase is narrative activity, which begins with restricted question-and-answer work and moves towards free discussion. This approach provides relief from boredom and makes possible the integration of multiple language-skills.

(420) EPQ ELD

71-215 **Lado, Robert.** Maintaining interest. *Modern English Journal* (Ashiya-shi), 1, 2 (1970), 99-101.

In the effort to make the learning of a foreign language interesting, it is often assumed that the task has to be relieved by stories and games. Most students are initially interested, the problem is to maintain that interest. Suggestions are: (1) oral work, (2) graded, attainable goals, and (3) attitudes. There is recent experimental evidence for the value of oral work in arousing and maintaining interest. If the student is constantly being challenged to reach goals which are attainable he will not lose interest. Overcoming pronunciation difficulties and learning vocabulary can constitute goals of this kind. Lack of accurate linguistic description may discourage a student because goals are beyond his reach or because he is bored. It is important that a student knows, after each attempt to master a point or use a construction, whether or not he has been successful. If the emphasis in a class is on good marks, the majority of students will lose interest because they never receive the highest marks and attitudes will become negative. Fear of failure is all that remains. If, however, students feel that they are gradually gaining control of a language and can use it in more and more situations, their attitude will improve and their interest will be maintained. [Bibliography.]

EPQ ELD

71-216 **Moss, W. E.** 'The play's the thing.' *English Language Teaching* (London), 25, 2 (1971), 161-4.

Exaggerated claims are sometimes made on behalf of acting and dramatization in the language classroom, but it can help to improve command of the spoken language. Make-believe throws open the

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doors to the world outside the classroom. It is more readily accepted by young pupils than by older ones, unless the latter have previously become accustomed to it. Dialogue can be based on the social situations which are common in textbooks. Dramatization leads on to plays, but good one-act or short plays are scarce. [The author gives examples of self-contained excerpts.] Recordings help to translate the print into living speech.

EPQ ELD EPS

71-217 Weed, Gretchen E. The use of games in teaching English to children. *ELEC Bulletin* (Kanda), 32 (1971), 37-41.

A completely oral approach was needed in order to teach some English to four ten-year-old Japanese boys. Games proved particularly useful and adaptable to the full range of language-learning objectives. The purpose of using games is seen to be a release of nervous tension and a promotion of mental alertness, enjoyment, a means of making friends, a way of revealing patterns of culture (individual and group competition, recognition and acceptance of a winner), and a means of absorbing grammar and the sound system. A number of factors determine the choice of games; purpose, space available, number and age of students. [Some advice is given on the conduct and adaptation of games, and notes are given of American paperbacks available on games.]

(420) EPQ ELD ELB 952

READING

71-218 Bonar, A. G. Reading aloud. *English Language Teaching Institute Bulletin* (Allahabad), 6 (1969), 18-23.

There are limits to the usefulness of reading aloud. Pupils generally enjoy it and it provides practice in using familiar structures and vocabulary in new contexts. It should be used at the end of a lesson as a reward to pupils for having drilled structures and mastered subject-matter. Any particular difficulties of pronunciation should also be practised before reading. A junior class may need a model reading from the teacher and some practice in chorus before reading indi-

vidually. More advanced pupils should be asked to indicate themselves which syllables should be stressed and where pauses should be inserted.

EPQ ELD ASP

71-219 Hardyck, Curtis D. and Lewis F. Petrinovich. Subvocal speech and comprehension level as a function of the difficulty level of reading material. *Journal of Verbal Learning and Verbal Behavior* (New York), 9, 6 (1970), 647-52.

Speech-muscle activity during silent reading has already been investigated but studies of subvocal speech functions are few. It has been concluded, however, that learning is facilitated by an increase in the amount of vocal activity, assuming that no speech-muscle activity was present when a student learnt or read silently.

Teachers concerned with remedial reading are encouraged to eliminate subvocal speech in order to teach their pupils to read faster, but the amount of supporting research evidence for this is small. The experiment reported here investigated the relationship of subvocal speech to the conceptual difficulty level of reading material and to its comprehension. Muscle action recordings were taken from the larynx, chin-lip and forearm of three groups. All students took examinations on the material read. The laryngeal feedback group showed poorer comprehension of the difficult material than the other groups. Mediating effects of speech at a subvocal level in information processing are discussed and a theoretical model developed. [Bibliography].

EPQ ELD AJ ASP

71-220 Pasch, Peter. Lehrbuchbegleitendes visuelles Material zur Arbeit mit Schrift-Bildern. [Visual aids for use with reading material.] *Sprachlabor* (Frankfurt am Main), 4 (1970), 104-9.

The University of Tübingen has been experimenting with visual reading aids in the form of pictures with speech in balloons, short sentences to be completed, diagrams and sketches. Through the

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visual aids, the story contained in a text is presented. Once the situation is understood the text can be tackled. The pictures can also be used after the text has been read, building on the structures used in the text and practising new vocabulary. They can be used for homework or as a basis for class oral work as they convey a simple summary of the highlights of a text. The pictures have so far been produced on loose sheets which pupils can collect in a file. The same file can be used for maps and pictures connected with other project work.

EPQ ELD ELS ASP

71–221 Raz, H. Extensive reading is indispensable. *English Teaching Guidance* (Tel Aviv), 19 (1970), 19–22.

The weaker pupils benefit most from extensive reading, and this is the key to success in heterogeneous classes. An early start should be made. Motivation is the crucial factor. The material should be easier than that used for intensive study. Various games can be used to improve reading speed. Emphasis is on the quantity read. To help bridge the gap between the more advanced and the less advanced, some readers should be read semi-extensively [illustrated]. The main purpose is to widen the passive vocabulary. Semi-extensive reading is especially important where extensive reading has been neglected. Books must be chosen with the particular class in mind. Semi-extensive reading is successful if it leads the pupils to read extensively. A good library in a special room is necessary, and there must be checks to ensure that the pupils read. Motivating the pupils is a bigger problem than checking. [The author suggests methods of increasing interest.] What really counts is the reading tradition at the school.

EPQ ELD ASP

SPEECH

- 71-222 Black, Colin.** Graded practice in advanced listening comprehension. *English Language Teaching* (London), **25**, 2 (1971), 171-8.

The author describes various types of oral comprehension exercises, from elementary to advanced. He goes on to consider the type of material to select, taking into consideration dialect and pronunciation, the number of speakers, degree of simplification, and whether the speech is impromptu or not. He then considers subject matter and vocabulary range. He deals also with matters of length, presentation, self-assessment or testing, and interest.

EPQ ELD ATD ATL

- 71-223 Gröschl, Rosemarie and Helga Rößler.** Zu einigen Fragen der Steuerung von Gesprächen im Fremdsprachenunterricht. [On guiding conversation in foreign language teaching.] *Fremdsprachenunterricht* (Berlin), **14**, 12 (1970), 564-6.

Dialogues have become central to the modern oral methods of language teaching and there is no doubt that the new methods produce improvement in the younger pupils' performance with a corresponding increase in enthusiasm for something they can do well. However, the older pupils do not maintain this. Even if their written work is well prepared, they are often shy and unwilling when asked to act out dialogues. This has been put down to the awkwardness of puberty but there may be other reasons as well.

A foreign language conversation demands that the pupils should have mastered the structures which will be needed, and will be sufficiently familiar with the subject of the dialogue for the conversations to be interesting and motivating for both partners. This also presupposes a detailed knowledge of the particular situation. It is the teacher's task to prepare discussion themes from the point of view of content as well as of language, leaving room for individual initiative in guiding a conversation. The students may be encouraged to seek out relevant information for the subject for discussion. Preparatory

questioning by the teacher is invaluable to establish structures which can be used later in dialogue. A list of key words and themes will help to jog the student's memory and guide the dialogue. **EPQ ELD ATD**

71-224 Hellmich, Harald. Die Aufbereitung und Verarbeitung von Gesprächstexten. [The preparation and composition of texts for conversation.] *Deutsch als Fremdsprache* (Dresden), **7**, 6 (1970), 411-19.

At present the composition of dialogues for modern course books is based on experience rather than theory, and the resulting conversations are generally restricted to questions, answers and limited reactions. Preparatory thought should be given to theme, function and situation. [These three points are developed and illustrated.] The basic question-and-answer conversations form a basis for the development of more complex skills. The student next learns to take initiatives in given situations and react to them. These, however, cannot be left entirely to the student's imaginative powers. Preparation and guidance is essential, otherwise the content of the conversation will be poor. Two preparatory phases are suggested. (1) Helping the student to express his own concerns; vocabulary, pictures, travel timetables, price-lists and so on can be provided. Even discussion of the theme in the mother tongue can be helpful in providing a basis for conversation. (2) Helping the student to react in such a way that further conversation is provoked. Reports, descriptions, and characterizations based on personal experience form a large part of normal conversation. Monologue as well as dialogue has to be developed. The kind of friendly conversation in which two people are expressing opinions, endeavouring to understand each other's point of view and reach agreement is also common. [Expressions used in this kind of conversation are categorized and illustrated.] The students need to be aware of the development of the conversation and able to judge whether the purpose of the conversation is being achieved and whether an exchange of opinions is being realized.

These conversations are very complicated processes which can only be successfully carried out by very careful planning. Constant

practice is necessary if conversation and particularly the ability to handle casual everyday conversation is to be achieved.

EPQ ELD ATD

71-225 Schultz, R. B. Teaching listening skills in the secondary school. *English in New Guinea* (Goroka), 5 (1970), 3-13.

The systematic development of listening skills is neglected. Listening skills parallel reading skills, but the difference between oral and written communication is such that one cannot assume much about transfer from reading to listening. Successful listening involves discrimination of sounds, intonation, stress, and basic linguistic units. At advanced level various subtleties of expression and nuances of meaning have to be recognized and salient details selected and remembered from a flow of speech.

Subject teachers should support and reinforce programmes undertaken by the language teacher for the development of listening skills. Materials selection and grading is essential. [The author lists a number of guiding principles for the selection of content for a programme to develop listening ability.]

EPQ ELD ATD

71-226 Zohar, Ora. The case for oral teaching. *Notes and Papers* (Tel Aviv), 10 (1970), 9-13.

Language is primarily a means of oral communication. Transition to the secondary skills will be painless if the primary skills are well taught. Pupils must be trained to listen carefully. Casual conversation gives practice in informal dialogue and establishes a good atmosphere in class. Literature can be introduced orally through story telling. [The author describes three oral exercises which test understanding.] The pupils read and write when they are ready for it, but the oral technique ensures that everybody understands and can express that understanding.

EPQ ELD ATD

COMPOSITION

- 71-227 **Riley, P. M.** The dicto-comp. *English in New Guinea* (Goroka), 5 (1970), 27-33.

The dicto-comp is a combination of dictation and composition. It consists of a passage which is read to the class several times and which the class then has to reproduce as exactly as possible. Some improvisation is needed to fill in the memory gaps. Passages can be chosen from any material. The dicto-comp is easier to mark than a free composition, and can be a useful testing device. It can be used to direct listening comprehension of a story. Very short passages can also be used. Dicto-comps help to teach correct use of sequence signals. Key words or an outline, may be put on the blackboard. [An example is given.] The passages chosen should be progressively longer and more difficult. The dicto-comp should not replace dictation and composition lessons.

EPQ ELD ATG

TEXTBOOKS

- 71-228 **Taylor, H. J. S.** Making the most of a textbook passage. *English Language Teaching* (London), 25, 2 (1971), 156-60.

Teachers are often condemned to using unsuitable and old-fashioned textbooks. The reading passages in such books can, however, be used as a basis and brought to life by a variety of classroom language-teaching activities (blackboard drawings, question-and-answer work, dialogue and dramatization). Reading can follow this work and writing should reinforce what has been spoken and read. Additional practice material is needed in the form of games, crossword puzzles and projects. In this way the textbook and official syllabus can be covered but they will not have dominated the teaching.

(420) EPQ ELD ELP

READERS

- 71-229 Beattie, Nicholas.** What constitutes a 'good reader'? *Modern Languages* (London), 51, 3 (1970), 108-15.

Insufficient attention has been paid to the criteria for judging a good reading-book for learners of a second language. [The author is concerned with French.] Readers are used in many different ways. If a learner cannot visit France frequently, reading is vital to keep up his French. We must direct our pupils' attention beyond Ordinary Level examinations and think more deeply about the function of reading in the course, especially now that French is being taught in the primary school.

Initial reading and intensive reading belong to the course-book rather than the reading-book. In almost every course-book the reading passages are too long. The main purpose of the reading-book is the encouragement of extensive reading, and so the pupil must be almost completely in control of the structures and lexis. It is doubtful whether a series of readers supporting a course is a beneficial arrangement. The basis for courses and texts should be *le français fondamental*. Texts should be interesting, but pupils' interests vary. Readers should be varied in content and every child should be able to select. Texts should be graded and attractively illustrated. Questions may be included, but preferably not exercises. Detached vocabularies may be added, but not notes in English. The vocabulary and structure used ought to be stated. New words should be marked or listed.

(440) EPQ ELD ELQ

VISUAL AIDS

- 71-230 Jung, Lothar.** Zur Arbeit mit dem Unterrichts-projektor Technicolor. [Working with colour films in language-teaching.] *Zielsprache Deutsch* (Munich), 4 (1970), 189-97.

The daylight projector using cassette silent films or cartoons is of great value to language teachers as such films are short and adaptable, can be shown in a quarter of an hour, replayed, without the trouble of

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rewinding, and stopped wherever necessary. The situation has to be prepared orally first. The film is then shown without commentary and then used as a basis for a lesson, building up an oral commentary section by section and probably committing the final product to writing. [Various methods of working with such films, with and without a text are suggested.] The same films can be used again as teaching material at a later stage. Experience has shown that, far from being bored, pupils are pleased to see an old film and observe the progress they have made since last called upon to comment upon it. More advanced pupils can be shown a film and allowed to build up their own commentary without preparatory work in class.

EPQ ELD ELS

RADIO AND TELEVISION

71–231 Issing, L. J. Lernpsychologie und Schulfernsehen. [Psychology of learning and school television.] *Zielsprache Deutsch* (Munich), 2 (1970), 78–87.

The known advantages of teaching languages by television must be balanced against the equally well-known disadvantages. Research on television teaching has been carried out in three main areas: comparison of results from television and conventional teaching, accounts of individual television projects and the effect of specific variables on the learning process. Educational television was also studied with reference to learning psychology. From the results of this research listed in detail, one significant point emerged – the importance of programmed instruction methods in the learning process. The principles of programmed instruction – definition of teaching aim; ordered, progressive presentation of material; student response and reinforcement; pace set by learner; empirical evolution of teaching programme – are only rarely followed in television lessons. Students learnt better and retained more after active participation in programmed lessons.

The more recent ‘systems approach’ can also be applied to television teaching. The nine steps are: choice of material; gathering

information about the learner; definition of the teaching aim; planning effective testing; production of the script; production of the programme; testing of the sample programme; revision; transmission, testing and more revision. The application of psychology of learning can bring system and control into television teaching and enhance its effectiveness.

EPQ ELD ELV

71-232 Schneider, Rudolf. Schwierigkeiten beim Schreiben eines Sprachkurses für Funk oder Fernsehen. [Problems in writing a language-teaching programme for radio or television.] *Zielsprache Deutsch* (Munich), 4 (1970), 181-8.

A modern language course has to be put together by team-work from teachers, linguists, broadcasters and technicians. The work cannot be clearly divided between authors and producers, and misunderstandings and misinterpretations can arise so that neither side is satisfied with the resulting programme. Pressures for speedier and cheaper productions do nothing to help the situation. Producers are more interested in the action of the programme than in the speech which accompanies it. They are concerned to adapt the script to the medium of radio or television, giving it sufficient interest to prevent the audience from switching off. The main difficulty is that teaching material in a foreign language has to be both demonstrative and natural. The familiar mother tongue has to be presented as a foreign sound, in a semi-normal and restricted situation. Intonation and choice of vocabulary may cause difficulties between author and producer. A rhythm between speech and silence has to be maintained. Such programmes are very costly and only large institutions can afford to produce programmes themselves, otherwise there has to be cooperation between many sides, sometimes involving a financing body. Authors need to be quite clear about what they want to achieve and to take full responsibility for the whole undertaking through to final production.

EPQ ELD ELV

LANGUAGE LABORATORIES

- 71-233 **Informationszentrum für Fremdsprachenforschung.** Zum Gespräch zwischen Schule und Industrie. [Towards a dialogue between school and industry.] *Informationen: Erfahrungsaustauschring Sprachlabor* (Marburg), 17 (1970), 1-5.

A manufacturer of language laboratories looks at the possibilities of cooperation between schools and industry on the designing of a language laboratory. He asks what the teacher requires of a laboratory and what aims the designers must bear in mind so that five years hence the requirements of teachers and technical expertise may be built into an instrument at a price the education authorities will be able to afford. Questions of toughness of the equipment, tone quality, tape-copying possibilities, and advantages of cassettes versus spools are considered. Looking to the future, the competing resources of videodiscs and videotaped television programmes are noted. If teachers can present to manufacturers, through a central organization, an indication of what their needs and preferences are at university, technical college, and school levels, technicians can study the problems and design an economic end-product.

EPQ ELD ELY

- 71-234 **Olechowski, Richard.** Experimenteller Vergleich der Effektivität verschiedener Sprachlabor-Typen bei Kindern und Erwachsenen. [Experiments to compare the effectiveness of various types of language laboratory with children and adults.] *Sprachlabor und der audiovisuelle Unterricht* (Frankfurt am Main), 4 (1970), 98-103.

Children and adults obviously have to be taught by different methods. Tests of the effectiveness of language laboratories have to be made with regard to the learners' age. Two hypotheses are examined: (1) that language teaching is more effective with the aid of a laboratory than without; (2) that a laboratory makes individual attention possible which is more helpful to adults than to children. Both hypotheses were borne out by the evidence of the tests carried out. The second

hypothesis takes into consideration the type of laboratory to be used in conjunction with the age-group to be taught. The audio-active-comparative (*HSA Labor*) is found to be much more valuable with adults than with children.

EPQ ELD ELY EMR EMV

71-235 Wakeman, Alan. Are language laboratories worth the money? *Visual Education* (London), January (1971), 19-21.

Six advantages of recorded programmes are listed, which can all be obtained with the simple aid of a tape-recorder. The various types of laboratory are much more expensive to buy and maintain but the further advantages claimed are (1) that all students can speak at once, (2) that the teacher can correct individuals without disturbing the rest of the class, and (3) that the teacher can record individuals without their knowledge and use the recordings later for diagnosis or correction. The validity of these three claims is examined and, although the claims are valid, the advantages gained from them are doubtful. An audio-active-comparative laboratory is seen to have certain definite advantages. Each student has his own copy of the programme and controls his own time. He has to be trained for this responsibility and taught to be self-critical. If a student reacts badly to being criticized in class he can accept criticism in the private world of the laboratory. The high cost of an AAC laboratory must be supplemented by an adequate training course for the staff who use it; money must be provided for the purchase of programmes and for a tape library.

EPQ ELD ELY

71-236 Widmann, Annemarie. Sprachlaborkurse aus der Sicht der Teilnehmer: Ergebnisse zweier Umfragen. [Language laboratory courses from the students' point of view: results of two enquiries.] *Programmiertes Lernen, Unterrichtstechnologie und Unterrichtsforschung* (Berlin), 7, 4 (1970), 222-36.

Questionnaires were given to a group of Tübingen students following a four-semester optional language-laboratory course designed to

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improve fluency and spontaneity in speech. Answers were inevitably varied and subjective, but a majority of students found the course valuable. Many disliked interruption and correction from the console, and felt inhibited by the thought that their mistakes were overheard. Some were appalled by the revelation of their own inadequacy. Practical points such as weariness, headaches resulting from poor sound quality and the constant wearing of headphones, and disturbance from neighbours and equipment were covered. Concentration was helped by all students making a recording of a text from the master tape at the beginning of the laboratory session. Students reacted in various ways to playback facilities. Some found it annoying to hear their own mistakes. Others found the comparison of their own voice with that of the native speaker very useful. If the teacher was listening in, mistakes were frequently pointed out which the student had not noticed for himself. Inhibitions caused by the teacher listening in were in part overcome by allowing students to take turns at the console, where they discovered that listening in was also hard work, and that their fellow students were also making mistakes in working through the tapes.

The laboratory was appreciated as much for the increase in fluency and the more rapid speech reactions which it produced as for any increase in knowledge of grammar or vocabulary.

[Details of laboratory courses and research at the University of Tübingen, where the laboratory, financed by Volkswagen, serves all faculties, are given in an article by Krumm in the same issue of this periodical.]

EPQ ELD ELY

SECONDARY PUPILS

71-237 **Hornsey, Alan.** Set books and sixth-form studies. *Modern Languages* (London), 51, 4 (1970), 147-52.

Many sixth-formers studying foreign languages today will not go on to university. As set texts are still a part of the Advanced Level examination in foreign languages, it is worth considering whether these should be chosen from among 'gems' of literature. The best

imaginative writing may not be suitable for a pupil who is immature in experience and in the language itself. Short, modern texts with a strong cultural or social reference leave time for reading newspapers and magazines. Literary merit is an important criterion but the language of a text must be simple enough to be readable without constant translation and relevant to the needs of a learner trying to come to grips with the foreign language. A carefully chosen text will have a social or cultural reference which could reflect the pupil's own experience of the world in which he lives and tell him something about the background of the foreign country. Texts chosen on such criteria would reinforce language work and not be a separate activity. Cheap foreign editions, with few notes, might be used and publishers might be encouraged to offer tapes of readings. Hard work would still have to be done by the sixth-former but their work might then be relevant to the world of the 1970s.

EPQ ELD EMS AVL

ADULT STUDENTS

71-238 Abbott, Howard A. Three experiments in teaching languages. *Adult Education* (London), **43**, 5 (1971), 299-310.

Three experiments in teaching foreign languages to adults are described, using an intensive course, an informal language laboratory, and a Workers Educational Association/Local Education Authority joint continental programme. The intensive course was intended to avoid the long time-gap between classes, and consequent revision each week. The laboratory had its booths spread round the walls with the central area free for easy chairs and tables so that classroom and laboratory were within the same walls, and maximum privacy was given to shy adult beginners. The joint continental party involved teaching and arranging trips in this country for three joint groups of French and German young people and sending two groups of fifteen and sixteen British adults to West Germany. The experiments were made in Rugby, Worcester and Melton Mowbray.

EPQ ELD EMV

IMMIGRANTS

71-239 **Garvie, Edie.** Language does not 'rub off'. *Times Educational Supplement* (London), 2907 (5 February 1971), 4.

Contrary to earlier suppositions, it has been found that non-English-speaking children in infant schools do not learn simply by exposure to English in the classroom and the playground. The Schools Council Working Paper no. 31 suggests that special help at this level may be necessary. Formal infant schools may achieve better results with immigrants, as play methods conflict with many immigrants' expectations of school. Nevertheless in informal schools the teacher can spend time with an individual in need of help and, in the end, integration may be better. A 1969 survey of children about to leave Bradford infant schools showed a marked inferiority in the immigrants' syntax and morphology. Most infant teachers would claim to be teaching language all the time but native speakers of a language who have not made a conscious study of the language are poorly equipped to present it to others. Speedy acquisition of oral fluency is essential if young immigrants are to learn to read and write alongside their British peers and enter a junior school with equal opportunity of benefiting from what it has to offer. Few immigrant pupils have contacts with English speakers outside school to consolidate what they are learning. Teacher training must equip infant teachers to cope with second-language teaching. A general knowledge of language and culture, dialect and sub-culture, problems of learning and interference is needed, and help with the specific difficulties of the various linguistic groups in our classrooms.

EPQ ENT

ENGLISH See also abstracts 71-205, -208, -213, -214, -217

71-240 Bonar, A. G. The importance of correct stress. *English Language Teaching Institute Bulletin* (Allahabad), 5 (1968), 10-14.

Correct stress is vitally important for communication. An outline of English stress patterns is provided with the problems of Hindi speakers in mind.

420 EPQ AJP 491. 43

71-241 Botsman, Peter. 'Out of the cage' or 'Who can put Humpty together again'. *Kivung* (Boroko) 3, 1 (1970), 35-45.

English teaching uses imitation as one of its basic techniques. This may enable students to acquire some skill in manipulating English structures but will not teach them the art of expressing ideas with fluency, accuracy and style. The art of using language is the art of synthesizing that which has been dissected and taught and to escape from the cage of pattern drills. In a tertiary institution students must be able to cope with uncontrolled language. [Drawing on his experience of teaching at an institute of technology in the Territories of Papua and New Guinea the author illustrates how he helped his students to take an interest in composition and to pay attention to the sequence and structure of paragraphs.]

420 EPQ EMT ATG 995

71-242 Botsman, Peter B. Teaching sequence signals. *English in New Guinea* (Goroka), 4 (1970), 26-39.

Teachers have accepted some of the findings of linguists too uncritically. We are concerned with teaching the written as well as the spoken use of language. Students' written work lacks coherence. More attention should be paid to sequence signals, of which there are four kinds in written English: substitutes; determiners including function nouns, and function verbs; coordinators; and sentence modifiers. [The author gives examples of each of these.] He also suggests methods

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of teaching them, using disordered paragraphs, model paragraphs, comprehension exercises, the dicto-comp, and conversion exercises.

420 EPQ ELD ATG

71-243 Cawson, F. M. A foreign language with a difference. *Education Quarterly* (New Delhi), **22**, 2 (1970), 1, 2 and 5.

In the past much of Indian education was English-language centred. It was regarded as a mother tongue and no special skills were expected of those who taught the language. University departments gave less study to the language than many British universities. The status of English is now changing as education is now being conducted in Indian languages and it is important for English language teachers to appreciate the revolution which is taking place. Once the new status of English is accepted it can be taught as a foreign language by specialists trained in methodology. India retains the advantage that there is a tradition of English speaking and a publishing industry in English; and English-medium schools, though a product of the past, are playing a part now in retaining India's grasp of the language. The disadvantage of the change is that of having to adapt methods, teacher training and university curricula to treating English as a foreign language. But it is unrealistic to think that the role of English or the methods of teaching it can remain unchanged when everything else is in ferment.

420 EPQ 954

71-244 Close, R. A. The advantages of choosing RP for teaching purposes. *English Language Teaching* (London), **25**, 2 (1971), 147-51.

Received Pronunciation is not only the pronunciation of those who were at leading 'public' boarding schools, but also the pronunciation of an increasingly large number of people for whom English is a mother tongue, and even for whom it is a second language. It has become standardized for teaching purposes. It would be preferable to drop the term 'RP' and return to 'Standard English' or 'Standard British English'. RP is not *the* standard English, but is *one* suitable

norm to choose for teaching the language. It has been well described and defined and learners seem to find it more intelligible than other styles of pronunciation. The learner should not be exposed to a variety of pronunciations until the sounds of one have been sufficiently impressed on him.

420 EPQ ELD

71-245 Forrest, Ronald. Preparing an English remedial course for tertiary students. *Kivung* (Boroko), 2, 3 (1969), 8-11.

In developing countries, the English department of a university needs ample time for its work. By their keenness and responsiveness students often conceal the inadequacy of their English which may only be revealed in examinations.

A remedial course at this level should be planned on the results of an exhaustive error analysis. It should not concentrate exclusively on accuracy but develop fluency in understanding, reading and writing. Pronunciation should be internationally intelligible. Insufficient vocabulary is one of the main reasons why communication breaks down. More research is needed on word lists for tertiary students, involving collaboration with the other university departments. Training in faster reading is important at tertiary level. Other study skills, such as taking notes, also need attention. There may be initial student resistance to a remedial course, but the result of diagnostic tests will reveal how much it is needed, and it should prove acceptable if it is intensive and well contextualized, possibly into a course on some other subject, such as popular science.

420 EPQ EMT

71-246 Hale, Thomas M. and Eva C. Budar. Are TESOL classes the only answer? *Modern Language Journal* (St Louis, Missouri), 54, 7 (1970), 487-92.

In the secondary schools of Honolulu research was carried out into the effectiveness of English teaching to immigrant pupils. [The results of the total investigation are tabulated.] The most successful students proved to be those who were almost totally immersed in English language and culture and whose parents took a positive attitude to their children's acquisition of English. Recommend-

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ations made as a result of the investigation were (1) that pupils should be involved as much as possible in normal school routine, attending special English classes as little as possible; (2) that pupils should be exposed to American culture through numerous field trips; (3) that class teachers should be briefed on linguistic facts which may make it easier for them to understand their pupils' difficulties; (4) that newly arrived immigrant students should be placed in the upper ability classes at first, where they would hear better models of English and be less exposed to ridicule; (5) that each immigrant should be assigned to an American pupil to look after on arrival; (6) that newly-arrived immigrants be given a minimal academic load and not assigned to language laboratory sessions as they were virtually living in one; (7) that where possible, special English classes should not conflict with normal school work and should be restricted to one period daily; (8) that optional lessons in pronunciation and composition could be offered to the better pupils among the immigrants; (9) that ways to increase the pupils' exposure to and use of English outside school should be explored.

420 EPQ 973

71-247 Hocking, B. D. W. Implications of some clause-level problems of interference in advanced remedial teaching of English in Kenya. *Journal of the Language Association of Eastern Africa* (Nairobi), 1, 1 (1970), 56-63.

A number of faults of English clause structure occur too regularly in the writing of Kenyan students to be fortuitous. The clause and sentence boundaries recognized by native speakers of Bantu languages, and their markers, are little understood at present. Using Swahili as the main language for citation, some typical errors in English are studied and an attempt made to analyse the underlying causes. The difficulties dealt with involve relatives and demonstratives. A fault of punctuation also uncovers a feature of Bantu languages. Connective words in Swahili corresponding to the conjunctive *that* carry a distinctive intonation and are further made prominent by a quite perceptible pause after them. Swahili is particularly vulnerable to the

syntactic influence of English. As this process is accelerating it is essential that some of these areas should be investigated rapidly before it is too late.

420 EPQ EMT AKN

- 71-248 Houston, Susan H.** Competence and performance in child black English. *Language Sciences* (Bloomington, Indiana), 12 (1970), 9-14.

It is difficult to know whether a black child speaking English shares the same grammar as that of an educated white adult speaker, or whether they have different grammars at different levels. It is more important to know this than to know whether the differences are principally phonological or syntactic. Black children have school and non-school registers of speech and the school register will contain a conversational and a composition style. There is ample evidence that the children can understand educated white English which they hear both at school and on the television. [A competence model in diagrammatic form is given to show that all speakers of a language share a linguistic competence that can be characterized in terms of a generative grammar.]

420 EPQ ED

- 71-249 Hruška, Jiří.** Sentence patterns in English and Czech: (1). *Metodická Sdělení k Vyučování Cizím Jazykům* (Olomouc), 1, 1970, 1-10.

The author compares certain Czech and English sentence patterns containing a finite verb. He suggests transformation and substitution drills, imitating real speech situations, by means of which Czech learners may master the English patterns. This first section of the article deals with patterns having the verb *to be* in the verb phrase.

420 EPQ AYD AK 491.86

71-250 Kehoe, Monika. English studies: *language* and literature. *Kivung* (Boroko), **3**, 1 (1970), 1-7.

'English' in academic usage generally means the study of literature, with some language practice. Language study has been neglected but in the 'seventies an understanding of the nature and function of language in general and of the mother tongue in particular is essential. Anyone called upon to teach English to Asians or Africans may be wholly unaware of the disparate perceptions of reality often experienced by foreign students.

In a rapidly changing academic scene the study of language and linguistics is essential in the battle for communication, although 'communication' as subject matter for English studies is new and still suspect. Students are no longer interested in the belletristic side of English studies, but they are concerned with social problems and with contemporary literature in the English of the other continents.

420 EPQ AVL

71-251 Kelly, L. G. English as a second language: an historical sketch. *English Language Teaching* (London), **25**, 2 (1971), 120-32.

A comprehensive historical study is made of the development of methods of teaching foreign languages since the sixteenth century when English was first considered important enough to be learnt by foreigners. [Bibliography.]

420 EPQ AHD

71-252 King, A. H. Intercomprehensibility – the Humpty Dumpty problem of English as a world language. *Incorporated Linguist* (London), **10**, 1 (1971), 1-5.

A knowledge of English has spread right round the world and its benefits are accompanied by some cultural and other difficulties. Oral variations are now considerable. Native speakers of English may not understand every variety of world English and speakers of the other varieties do not always realize this. Students who come to Britain to

study often suffer from shock for this reason. We need an analysis, based on experiments, of the standards that have developed in India and Africa, which will pinpoint the causes of failure to understand speech. The influence of local languages and the misuse of stress and intonation are the chief causes of difficulty.

Literary studies have great value in maintaining international standards of precision and sensitivity for the written language. There is danger for both native and non-native users in loose syntax and the use of verbiage and clichés. As secondary and tertiary education spreads the number of intercomprehensible speakers should increase, provided that the standard of teaching is maintained.

420 EPQ AFT

71-253 Kock, Wolfram K. 'Acceptability' and the teacher of English. *English Language Journal* (Buenos Aires), **1**, 3 (1970), 227-38.

[Quoting sentences from a performance given by Hoffnung, and other abnormal utterances, including the double negative, the author discusses the apparent conflict between language and logic.] Logical correctness need not be a measure of linguistic correctness. Logic and mathematics have been shown to be systems of extremely specialized language use. The logical criterion of 'truth value' is irrelevant in establishing and evaluating the acceptability of sentences. A distinction is to be observed between 'grammatical' and 'meaningful'. Grammaticalness has to do with form as the prerequisite of meaningfulness. A more detailed analysis of grammaticalness will help to clarify the idea of acceptability. [Other sections of this article will be published in later issues.]

420 EPQ AK

71-254 Lee, Richard R. Preliminaries to language intervention. *Quarterly Journal of Speech* (New York), **56**, 3 (1970), 270-6.

There has been some debate as to whether schools should eradicate non-standard English or develop standard English as a second dialect. It is understood that school has to provide the tools for social and

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geographic mobility and the ability to speak standard English is one of these tools. There are obvious differences in the productive capabilities of children from different socio-economic backgrounds which can be explained as differences or deficiencies according to the definition of language used. The communication problem is shown to be one of insufficiency in the face of certain tasks. An adequate model for language intervention must be socially impartial. It must be capable of translation into behavioural objectives. It must incorporate descriptive systems that recognize human language capabilities so that intervention seeks to expand rather than divert language performance.

420 EPQ ED

71-255 Rees, Alun L. W. The display board in language teaching. *TESOL Quarterly* (Washington, DC), 4, 2 (1970), 161-4.

No institution where English is taught as a foreign language should be without a display board. This supplements classwork by entertaining the learner and presenting the language as a source of communication. It should be organized by the students, although the teacher may edit and proof-read the material, which should be attractive. Items should be short and appeal to a wide range of interests, with a bias towards the popular. They should not be left on the board too long. [The author gives examples of the sort of items that can be included.]

420 EPQ ELD

71-256 Reischauer, Edwin O. The teaching of English and Japan's growing role in the world. *Modern English Journal* (Ashiya-Shi), 1, 3 (1970), 137-46.

A distinction must be made between the learning of English as a vehicle of foreign culture and its acquisition as a tool for practical communication. At the moment a practical command of English is urgently needed in Japan for commercial progress to be made. English is taught in schools but the textbooks frequently to be found in use are not intended for modern oral methods. More and better quality auxiliary aids are also needed. Foreign instructors could

profitably be used for retraining Japanese teachers of the English language, as many of them have not learned the pronunciation of English adequately. The exchange of students at all levels between America and Japan is usually successful and certain to increase. At present English is compulsory at university level in Japan. If English could be taught earlier in the schools the pupils' progress might be more rapid and the need for compulsory foreign-language learning at the university might disappear.

420 AFK 947

71-257 Sastri, P. S. Spoken and written English: how specialized courses should be shaped? *Education Quarterly* (New Delhi), **22**, 2 (1970), 3-5.

Those who are taking advanced studies in India are likely to need to know English as a library language. They are unlikely to need to speak it. As English is no longer compulsory some students will reach postgraduate work knowing no English and will need intensive teaching. Part-time courses spread over ten months avoid taking the student completely away from his chosen field of research. It is suggested that four courses be run to four different levels of proficiency with the emphasis on the English language of the present century. For those who need to speak English in broadcasting or the diplomatic service, a standard of acceptable pronunciation has to be developed. Teachers need training in modern methods and translation should be avoided. For many students translation from English into the regional language would mean translating from a third to a second language.

420 EPQ 954

71-258 Schane, Sanford. Linguistics, spelling, and pronunciation. *TESOL Quarterly* (Washington, DC), **4**, 2 (1970), 137-41.

The relation between letter and sound is much less direct in English than in languages such as Spanish and Italian. There are both irregularities and regularities, and so there is justification for both the whole-word and the phonic approach in reading and spelling instruction. To make all spelling phonetic would be a mistake, for

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certain word-relationships would not then be apparent. In the present system of spelling English, priority is given to etymological relationships, which speakers need to recognize. English spelling distinguishes between long and short vowels, and the phonological distinction interacts with the morphology.

Families of related words have not been taught systematically, and the rules for deriving different pronunciations from the same spelling have not been made familiar. The adult student of English as a second language should understand the principles underlying English orthography. The information available in technical treatises needs to be applied to language learning.

420 EPQ ELD ASL

71-259 Sheehy, K. M. M. All teachers are English teachers. *English in New Guinea* (Goroka), 4 (1970), 9-13.

In developing areas where English is the medium for teaching in school and often the only means of communication in higher education there should be cooperation between English teachers and teachers of other subjects. The teacher of English can learn something of what and how the subject teacher teaches, and can examine the written language used. Subject teachers can be made aware of the content of the English syllabus and of students' errors, which they should not overlook. The English teacher could make suggestions after studying texts used for other subjects. English and subject teachers could collaborate in writing essay-type tests.

420 EPQ ED

71-260 Sörensen, Erich. Welche Form der englischen Oberstufenarbeit entspricht der Arbeitsweise und den Zielvorstellungen eines modernen Sprachunterrichts? [What kind of English teaching for senior classes is suitable for our modern goals?] *Neuere Sprachen* (Frankfurt am Main), 19, 12 (1970), 603-10.

Nacherzählung has held an undisputed place as a German teaching method for a long time and the severest criticism of it has been that it depends on memory and does not make sufficient use of the critical

faculties. Précis writing has been considered as an alternative form of expression but it presents considerable difficulties when carried out in a foreign language. A more recent idea has been to provide a text for discussion by the pupils but this too has its difficulties and a close examination of the text itself is likely to be more productive. This means that the pupils will have to acquire critical terminology and learn to use a monolingual dictionary of the foreign language. Texts suitable for such study must be originals, not simplified versions. Not many collections of this type exist at present in Germany but it is hoped that more will shortly be published.

420 EPQ ED

71-261 Srivastava, S. R. Some pronunciation problems in English for Hindi-speaking pupils. *English Language Teaching Institute Bulletin* (Allahabad), 4 (1968), 26-8.

Indian speakers of English need not be expected to produce a perfect standard English accent but special difficulties exist for Hindi speakers which can be given concentrated attention and their pronunciation improved. A list of consonant and vowel sounds is given which cause difficulties for Hindi speakers.

420 EPQ AJ 491.43

71-262 Sun, Amelia, Mimi Chan, and Helen Kwok. Brokenly with their English tongue. . . the writing programme in the contemporary English course, University of Hong Kong. *English Language Teaching* (London), 25, 1 (1970), 79-89.

Many students in Hong Kong cannot express themselves well in either English or Chinese. The majority of the students attending the Contemporary English course do not use English at home. Most of them find writing easier in English. The best students know English well enough to write creatively in it.

The writing programme of the course allows students to practise the use of English for practical purposes and also for creative writing. Most are unacquainted with Chinese literary traditions. Much of what they read in English books is remote from their own experience. Writing creatively in English, the Chinese student has to decide

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whether to reproduce situations and characters similar to those he reads about or similar to those he knows.

[The authors set a paper for second-year students and analysed the mistakes.] Mistakes with tenses and idioms are common. Styles and registers are mixed, especially in dialogue. [A number of examples are given. The authors conclude that personal experience is a better source of inspiration for these students than second-hand experience and that personal experience is successfully conveyed through techniques acquired from reading, but that success is dependent on the writer's mastery of English.]

420 EPQ EMT ATG 951.25

71-263 Taylor, C. V. Sex, no-sex, and gender in English. *English in New Guinea* (Goroka), 5 (1970), 33-9.

Gender expressed by English pronouns is troublesome to speakers of languages which do not differentiate in this way. [The author gives examples to show that gender involves both masculine-feminine (*he/she*) and animate-inanimate (*he/she* versus *it*) sets of differences.] Many languages have far more numerous groupings and in parts of Africa, Asia, the Pacific and New Guinea there is a strong tendency to use pronouns incorrectly for gender agreement.

420 EPQ ELD AK

71-264 Tezer, Phyllis. A contrastive approach in teaching English *Research in the Teaching of English* (Champaign, Illinois), 4, 2 (1970), 157-67.

A contrastive linguistic approach is helpful with adult learners. The differences between the students' and the target language should be discussed. The teacher must become familiar with the students' language. Analyses prepared for teachers should show differences and make suggestions for bridging gaps between the two languages. [The writer makes a comparative-contrastive analysis of Turkish and English participial phrases and adjective clauses, and suggests how the English constructions can be explained to Turkish students.]

420 EPQ AKT 491.5

FRENCH *See also abstract 71–200*

- 71–265 Buteau, Magdelhayne F.** Students' errors and the learning of French as a second language: a pilot study. *IRAL* (Heidelberg), **8**, 2 (1970), 133–45.

Students' errors are receiving growing attention in psycholinguistic literature. This kind of study is related to the objectives of contrastive analysis, which attempts to improve language teaching by foreseeing faults liable to occur because of interference from the mother tongue. [A qualitative and quantitative analysis of errors made by 124 English mother-tongue speakers learning French shows clearly that many errors are not caused by mother-tongue interference.] It is concluded that error-based analyses are nevertheless fruitful. They are necessary to test hypotheses about degrees of difficulty in second language learning at the intermediate level. Although grammatical competence is essentially a matter of correct choices, psychological factors have also to be considered as they will affect the student's choice.

440 EPQ ED

- 71–266 Conton-Boppe, Marie-Thérèse.** Training teachers of French in the primary school. *NALA: journal of the National Association of Language Advisers* (York), **1**, 2 (1970), 73–5.

There is no suitable course on the market for training teachers of French in the primary school. Edinburgh corporation therefore decided to construct its own course which would only attempt to teach oral skills and emphasized quality rather than quantity. Its language content covers the grammatical structures of the first three stages of *En Avant* and the language required for supplementary material and for some integration of French into the school day. After three years of trial and revision, there is still room for improvement but constant testing has shown that the course enables teachers to reach or go beyond the level of proficiency needed to carry out the job satisfactorily.

71-267 Decock, Jean. L'enseignement du français en Afrique francophone. [Teaching French in French-speaking Africa.] *French Review* (Baltimore, Md), **44**, 2 (1970), 329-40.

The only available school books in Senegal are in French. There is no vernacular education, although it is vigorously advocated at present. Only 20 per cent of the population achieve elementary education in Dakar and 10 per cent secondary education. Yet French has never been taught as a second language. Any adaptation of texts for use by African children is superficial. For reading purposes, books of selections from French-speaking African authors are now available but the impression is given that these are only a stage on the way to reading the literature of France, which is on a higher level. Senegalese education needs to take into account the intellectual and spiritual realities of the black, islamic and western world in which the children live. The classics of African culture exist and it is important that they should be used in presenting the cultural heritage of Senegal to the children. It is to be hoped that recent progress in the methodology of language teaching will have some influence in Senegal and that French will eventually become the second language with a firm basis of vernacular teaching.

966.3 440 EPQ ED

71-268 Le Goffic, Pierre. Linguistique et enseignement des langues: à propos du passif en français. [Linguistics and the teaching of languages: the French passive.] *Langue Française* (Paris), 8 (1970), 78-89.

Using the French passive voice, as an example, the influence of traditional, structural and transformational models of linguistic description on the teaching of foreign languages is illustrated. The traditional conception, exemplified by Grevisse, shows the passive as both a form and a meaning. Structuralism is badly equipped to handle a structure like the passive. This is shown in the description of the passive given in the *Grammaire Larousse du Français Contemporain* which was heavily influenced by structuralism. It describes the passive as a *retournement* of the active construction, without describing

precisely the conditions under which this is done. Classical structuralism also repudiated semantics and therefore no mention is made of the 'passive idea' [illustration.] The transformational concept which appears at first to be close to that of the *Grammaire Larousse* is nevertheless essentially different. It enables various morphosyntactic variants of the passive to be drawn together and interest is shown in the causes and conditions needed for the use of the passive. [The author continues the debate by asking why a passive exists at all when it would appear more economical to use only the active form, and suggests the reasons for this co-existence. The transformational approach is seen to be valuable for the language teacher because it takes into account the factors governing the organization of an utterance. The description still needs refining particularly to help a learner to sense when to use the passive to the best effect, and as a native speaker would use it.

440 EPQ ELD AK

71-269 Neather, Edward. Patterns of organization in primary school French. *NALA: journal of the National Association of Language Advisers* (York), 1, 2 (1970), 42-4.

A small school has its own problems in organizing primary French. Experience in Weston-super-Mare has shown that the children need to be taught in year groups which may be independent of any groupings for other subjects. Groups which do not remain homogeneous from year to year cause further problems, as the class either has to start again to accommodate newcomers or carry on and hope that they will be able to follow. Peripatetic teachers help to counter some organizational difficulties but supply of finance and teachers will govern this solution. The long term aim should be to have a class teacher able to manage French at the early stages, while one or more teachers have French as a special interest enabling them to teach pupils at the later stages.

440 EPQ EMR

- 71-270 **Wagner, Emmanuèle (editor), H. Besse, F. Bresson, D. Coste, M. Csécsy, F. Debyser, R. Galisson, M. Gauthier, P. Le Goffic, B. Quemada, G. Romary.** Apprentissage du français langue étrangère. [Learning French as a foreign language.] *Langue Française* (Paris), 8 (1970).

This issue brings together articles giving a comprehensive picture of language teaching with special reference to French. The application of linguistics to language-teaching is briefly described, followed by an overview of changes in fashion in methodology between 1955-70. Reference is made to contrastive linguistics and the interference of one language or another. Semantic difficulties which arise in foreign-language teaching are noted and then specific grammatical, semantic and presentation problems in teaching the French language.

440 EPQ ELD ADF AK

- 71-271 **White, Norman.** Main course: French. *Adult Education* (London), 83 (1970), 9-16.

In 1960, thirty-seven colleges of education offered French as a main course subject. In 1970 the number rose to eighty-six. This came about because of the decision based on recommendations of the Newsom report to try to give all children the opportunity of learning a foreign language. Some tutors, possibly influenced by their own experience of trying to learn a foreign language by traditional methods, are still opposed to present developments. Too heavy an academic bias in colleges of education is obviously to be avoided but accuracy of pronunciation, command of basic structures, fluency of utterance and pleasure in communication should be the aims. French teaching in primary school is recommended because if a child learns a second language when he is young it should free him from limitations of insularity and prejudice caused by growing up in one culture. A young child also has enormous potential for assimilating sounds and other linguistic structures and recent studies of bilingualism strengthen the argument for an early start. Language teaching need not run

counter to the exploratory and activity methods of primary education. It is still debatable whether language teaching is best carried out by the class teacher or by a specialist whom the children associate only with the foreign language. Northumberland College has assumed responsibility for all the French teaching in a local primary school, sending its students singly to teach a group for half an hour each week for three years. The task has proved difficult but rewarding [detail given].

440 EPQ EKF

GERMAN

71-272 Martin, G. D. C. The use of videotape in a university German course: lectures on German linguistics. *Modern Languages* (London), **51**, 4 (1970), 152-5.

A timetable clash made it imperative to videotape a course of five lectures surveying the history and geography of the German language and adding an investigation into the effects of political movements on the language. [Some details are given of the visual and aural material used.] It was found necessary to use luxury effects, such as pictorial illustrations and musical introductions and conclusions, since watching a lecturer on a screen imposes a greater strain than following a live lecture. Some of these effects would appear unnatural in a lecture room. Detailed notes have also to be prepared and distributed to the students as they cannot take notes while watching the screen. For the students this is an advantage as it allows them to concentrate better on the subject matter of the lecture.

430 EPQ ELS EMT

71-273 Paul, Peter. The system of spatial relations in German. *Babel* (Melbourne), **6**, 3 (1970), 13-16.

The system of spatial relations presents a problem to the student of German. There are two kinds of spatial relations. The first opposes static relations to relations brought into existence as the result of some action, resultative relations (arriving and departing). The second set, within the group of resultative relations, may oppose actions seen as

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directed towards the speaker (arriving relations) to those seen as directed away from the speaker (departing relations). Relations between an object or a person may be achieved by prepositions (called by Brinkmann 'relation markers'). Nine prepositions are studied, with illustrations. These show, by the case they govern, whether a relation is considered by the speaker to be static or resultative. German *must* distinguish a resultative relation from a static one but English may use the same preposition in both cases or distinguish the resultative cases from the others by using the preposition plus the suffix *to* where this is possible. **430 EPQ AK**

71-274 Siefer, Claus. *Der Jargon der Sportreportage.* [The jargon of sports reporting.] *Deutschunterricht* (Stuttgart), **22**, 1 (1970), 104-16.

At a time when motivation to learn is a problem affecting all subjects taught at school, the topic of sport is an obvious choice. Most readers contain essays on various aspects of modern commercialized sport. However, no systematic study has so far been made of the language of sports reporting.

The author presents his findings based on years of studying sports reports in newspapers and sport magazines. He finds the general style of most reports highly colloquial and often emotionally charged. Both exaggeration and understatement are common. Superlatives are frequent. The words and metaphors used are taken from a variety of fields: warfare and fighting, music and the theatre, business, science and technology. [Numerous examples given.] They reveal something of the attitude of the public to modern commercialized spectator sports: people get vicarious satisfaction for their aggressive instincts from watching sports events, they invest the sportsman with the qualities of an artist but consider him also as a commodity that can be bought and sold and as a machine that has to function and produce what is expected of it. A few sports reporters are reacting against the general flashy style by writing in a deliberately restrained, almost pedantic way.

Suggestions are made on how to introduce the subject to 16-year-old

pupils and on how they can be made to participate in collecting and analysing their own examples.

430 EPQ ELD ALD

RUSSIAN

71–275 Rosental', D. E. and M. A. Melenkova. Очерки по стилистике русского языка. [Outlines of Russian stylistics.] *Русский язык за рубежом* (Moscow), 2 (1970), 33–6.

Style is closely related to content, aim and the given problem in communication. One style differs from another according to the principles used for the choice and arrangement of language items. Given that the prime functions of language are contact, information and influence, then the following functional styles will apply: conversational, learned and commercial, literary and journalistic. These functions may overlap; one is basic while another becomes interwoven with it. In fact, the borders between styles are difficult to define and are moreover ever-changing. Often a term strictly belonging to one style is used freely in another; indeed the basic language material in any given style is composed of items which cut across all functional styles, leaving only a kernel of language items forming their own kind of microsystem in that they use similar linguistic norms.

Two types of speech cover all functional styles, monologue and dialogue. The former includes the learned and commercial, and literary and journalistic styles, while the latter includes all types of colloquial style. Although a literary style is usually written and conversational spoken, the obverse may apply. [The most significant differences between these functional styles are analysed and discussed with specific reference to five passages on a common theme.] Exercises based on this article with accompanying keys appear in no. 3 (1970) of this journal, pages 38–42.

491.7 EPQ AVP

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SPANISH

- 71-276 Harris, James W.** Distinctive feature theory and nasal assimilation in Spanish. *Linguistics* (The Hague), 58 (1970), 30-7.

Against the background of Chomsky and Halle's proposed changes in the theory of universal phonological distinctions, the author examines a restricted range of nasal sounds from Spanish, and extracts from these data linguistic generalizations formulated first in terms of those features not incorporated in the proposed changes and then in terms of a revised set. Conclusions are drawn regarding the relative adequacy of the two theories with respect to the data considered. [Examples and diagrams are given.]

460 EPQ AJ

ARABIC

- 71-277 Hanna, Sami A. and Naguib Greis.** Dialect variations and the teaching of Arabic as a living language. *Foreign Language Annals* (New York), 4, 2 (1970), 173-8.

If the cultivated speech of a significant cultural centre is chosen as a basis for teaching Arabic this should provide an appropriate introduction to Arabic as a living language and a foundation for learning the literary language.

The syntax of cultivated speech has the same basic features as formal literary Arabic, while the morphology is simpler. The learner can progress from cultivated spoken Arabic to writing and then to the literary varieties. Both linguistic and cultural contents would have to be carefully selected in order to make the transition smooth. It is often unhelpful to offer separate courses in written and spoken (colloquial) Arabic. With the former the student will not learn to speak, and the latter may be wasted if the student does not go to the specific area whose dialect he has been taught.

492.7 EPQ