Language learning and teaching

76–253   Besse, Henri. La norme, les registres et l'apprentissage (ou les us et abus de la norme). [The norm, register, and language learning (or the uses and abuses of the norm).] *Français dans le Monde* (Paris), **121** (1976), 24–9.

Whereas the native speaker is able to handle the various styles and registers of his mother tongue with ease, the foreign-language learner is usually only able to use one, a somewhat over-correct version of the standard language, and that often inappropriately. Part at least of the blame for this state of affairs must rest with the grammars and text-books. Even the most recent audio-visual French courses, with their emphasis on the spoken language, reject many of the most common, but highly colloquial, words and phrases. Teachers and course book writers generally prefer to teach the language as they think it ought to be, rather than as it is.

The norm has been variously defined as the language spoken by the cultured élite, or as the most widely used and understood form of the language. An artificial standard which the majority of mother-tongue speakers do not use, makes it harder rather than easier for the learner to acquire a foreign language. It is surely better to recognise frankly that in practice the norm derives from social not linguistic criteria.

76–254   Donnerstag, Jürgen. Methodik der Klassifizierung und Operationalisierung von Lernzielen im Englischunterricht. [Methodology of the classification and operationalisation of learning objectives in the teaching of English.] *Der fremdsprachliche Unterricht* (Stuttgart), **9**, 4 (1975), 14–24.

Various ways of classifying learning objectives are discussed, based on the concept that these objectives are oriented towards student behaviour. [Short summary of Tyler's matrix of learning objectives.] Bloom and collaborators base their thinking on general learning objectives and on the division of behaviour into cognitive, affective and psychomotor spheres. [Modification by Valette/Disick discussed.] While Bloom classifies learning objectives according to behaviour at the end of the learning process, Gagné classifies them according to the various modes of learning seen in a progression based on the complexity of internal and external conditions of learning. [Eight modes of learning mentioned, with special reference to language learning.] Each learning objective can

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be matched with the optimal mode of learning. Both the model of intelligence by Guilford and the description of learning objectives by König and Riedel include the factor of 'operation'. There are two main kinds of 'operationalisation' of learning objectives [definitions given]. Operationalisation starts from orientational and general objectives from which are derived more precise, specific objectives [example shows progression of objectives].

The content of learning objectives in the teaching of English is discussed. Either the systematic or the pragmatic element may predominate in the consideration of content; situational teaching and purpose of utterance may play a part.

76-255 Hawkins, Eric. Modern language study for the serious linguist. *Trends in Education* (London), **1** (1976), 4–12.

'Serious linguists' (i.e. those who are likely to specialise in languages) tend to be girls and middle class [CSE and GCE results are tabled]. Very few should make language their exclusive concern, but should train in other fields as specialists who also possess a language. Modern language study should therefore be seen as a part of their wider education and contributing to their personal development. Suggestions for teaching the serious linguist are outlined: (1) reading widely, including non-fiction, pursuing other subjects in the foreign language, and comparing native- and foreign-language novels; (2) contact with the language in the foreign country; (3) intensive courses, such as the reciprocal technique and *sections bilingues*; (4) greater use of the tape recorder.

The study of language as an aspect of human behaviour should become the central element in the secondary school curriculum, and the school community should be conceived of as a place where individuals can learn while also helping others to learn. [Suggestion for helping teachers to maintain their standards.]

76-256 Richards, D. A. In search of relevant foundations – towards a more integrated 'applied linguistics'? *ITL* (Louvain), **29** (1975), 1–18.

It is suggested that if the term 'linguistics' is interpreted sufficiently broadly it may provide a more comprehensive foundation for answering the sorts of theoretical questions that face language teachers. In this way the considerable potential significance of the discipline may be appreciated. If each of the disciplines focusing on language could be harmonised with the others, a much more comprehensive foundation for applied linguistics would result. This movement to a unified conception of language has already begun.

The view is emerging that the problem for language theory is to specify how human beings can produce not only acceptable but appropriate utterances. A model of communicative competence would be a grammar, but a *functional* one.

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A macrolinguistic view provides more than just the sum of its parts: it promises a measure of integration of concepts concerning language learning which is necessary to support a more coherent cognitive code learning approach.

The primary criterion for syllabus design should be the communicative needs of the learner; deviant but meaningful utterances should be accepted as indicative of the acquisition of *developing* target language rules, rather than as failures to learn the definitive norms.

76–257 Roulet, Eddy. Du répertoire verbal de l'enfant de six ans au répertoire verbal de l'adulte. [From the language of the child of six to adult language.] *Bulletin CILA* (Neuchâtel), **23** (1976), 18–29.

The aim of teaching the mother tongue is not merely to teach the child to read and write a language he already knows. But neither should it be an attempt to replace the child's supposedly incorrect, sub-standard language with a better one – this can result in lasting damage to child's power of self-expression and capacity for language. He enters school in full command of a language which is adequate for his needs; his linguistic competence, however, must be extended and expanded, and his language needs as adolescent and adult require him to learn to handle an elaborated, as opposed to a restricted, code. Inevitably stress will be laid on mastering standard French and on the written forms of the language, but the child should also become acquainted with other varieties of French. Ultimately, he also needs to gain an insight into how his mother tongue works and into the principles underlying it.

76–258 Shansky, N. M. Основные проблемы научно-исследоватеньской работы в области преподавания русского языка в национальной школе. [Basic problems for scientific research in the field of teaching Russian in the national school.] *Русский язык в национальной школе* (Moscow), **6** (1975), 32–42.

The chief co-ordinating body for work in the development and standardisation of teaching methods, materials production and specific problem-oriented research in relation to questions of teaching Russian as a second language in the national schools is the NII PRYaNSh APN USSR [The Research Institute for the Teaching of Russian in the National School of the Academy of Pedagogical Sciences of the USSR]. Its aim is to create a more effective system for teaching Russian in the foreign language classroom in the national republics.

In present work towards the production of standardised and objective means of evaluating the knowledge, competence and performance of schoolchildren learning Russian as a second language, the following questions are crucial: (1) defining a typology of general and specific errors; (2) determining methods for

testing the knowledge, competence and performance of the learner, and (3) determining the parameters by means of which the knowledge, competence and performance of the learner should be evaluated. Much work is also being devoted to the methodology of language work performed outside the classroom, in particular in the area of reading. A series of specialised text-books on the linguadidactic disciplines for future teachers of Russian language and literature in the national school has been planned and is scheduled to appear between 1976 and 1980.

Two areas for further intensive and specialised research are the question of an optimal 'language minimum' and the improvement of the use of audio and visual materials.

76–259 Tomaszewska, Zofia. Programy – cele nauczania w obowiązującym systemie szkolnym. [Language teaching programmes – the aims of teaching within the compulsory school system.] *Języki obce w szkole* (Warsaw), **19**, 3 (1975), 176–9.

The latest Polish school programme for languages takes as a basis the structuro-situational method of language teaching. The framework is built around a gradual introduction of grammatical structures with a lexical load of between 400 and 500 words during the first three years. Stress is laid on aural comprehension and oral expression during the first two years. The material is divided into two areas – reception and transmission of communication. In both fields the student attains a basic linguistic competence. The ability to understand a written text is judged more important than the comprehension of a spoken text, since contact with the written word is likely to be more frequent. As far as oral and written expression are concerned the student is expected to reach a less advanced level.

PSYCHOLOGY OF LEARNING *See also abstract* 76–306

76–260 Cook, V. J. Strategies in the comprehension of relative clauses. *Language and Speech* (Hampton Hill, Middx), **18**, 3 (1975), 204–12.

An experiment is described to test the hypothesis that errors in the comprehension of relative clauses in English are caused by perceptual strategies resorted to when the normal capacity of the processing channel is exceeded. Native children, foreign adults and native adults were asked to show subject and object relations in sentences that were read to them. The same type of error pattern was found in native children and foreign adults with single embedded clauses, in native adults with double embedded clauses, and, to a lesser extent, in native adults with single embedded clauses. The dominating strategies ap-

peared to be that the first noun phrase was the subject and the noun phrase following the verb the object. These results suggested that the difficulty of relative clauses is indeed due to the load they put on the processing system and that an overload is reached with a single embedding for children and foreign adults, and with a double embedding for most native adults.

76–261   Perfetti, Charles A. and Goldman, Susan R. Discourse memory and reading comprehension skill. *Journal of Verbal Learning and Verbal Behavior* (New York), **14**, 1 (1976), 33–42.

Two short-term memory functions can be distinguished by their roles in language comprehension. One is short-term memory capacity and was estimated in the present study by a probe digit task. The other is memory for structured language, measured by a probe discourse task. Third and fifth grade IQ-matched children representing two levels of reading comprehension skill were found not to differ in probe digit performance. However, skilled readers showed performance superior to less skilled readers on the discourse memory task. A structural variable, clause location of the discourse probe, did not differentially affect reader groups. A language-specific memory function beyond mere short-term memory capacity appears to be an important component of comprehension skill. The results are also consistent with the view that reading comprehension skill is best understood as dependent upon general language comprehension skill.

76–262   Preece, P. F. W. Mapping cognitive structure: a comparison of methods. *Journal of Educational Psychology* (Washington, DC), **68**, 1 (1976), 1–8.

Three methods of mapping cognitive structure were compared. Free and controlled word-association tests and a tree-construction test, all using the same 15 mechanics concept words as stimuli or units, were administered to 28 graduate science students. Very similar patterns of relations among the words, well represented by a digraph model, were revealed by the three techniques, and graphic representations of these structures were produced. No agreement was obtained among individual measures of the degree of concept interconnectedness derived from each test.

76–263   Py, Bernard. Étude experimentale de quelques strategies d'apprentissage d'une langue étrangère par des adultes. [Experimental study of some learning strategies used by adults on foreign language courses.] *Études de Linguistique Appliquée* (Paris), **21** (1976), 81–97.

The study recorded modifications in students' 'intermediate competence' (defined) over a period. A restricted transformational grammar of interrogation

in French was drawn up to structure a test battery and system of scoring. The subjects were a multi-national group on a variety of courses. The battery was administered once in the early stages and again with an interval in intermediate stages. Correlations show the following: student learning strategies are few and widely dispersed; mother tongue has little influence but syntax of French plays a large part. The most difficult task is applying restrictions to rules. The results have implications for course compilers, individualised instruction and methods of assessing progress.

76–264   Teitelbaum, Herta and others. Ethnic attitudes and the acquisition of Spanish as a second language. *Language Learning* (Ann Arbor, Mich), **25**, 2 (1975), 255–66.

A cloze test of Spanish proficiency and a questionnaire dealing with linguistic and general ethnic attitudes were administered to 116 students in their third semester of Spanish at the University of New Mexico. Although the study was relatively unsuccessful in predicting second-language proficiency from attitudinal data, there was sufficient evidence to suggest that a positive orientation toward the local Chicano community was not a prerequisite for the successful acquisition of Spanish. The factorial structure of the linguistic and ethnic attitudes was also examined and comparable clusters of motivational, general attitudinal, and commitment items were obtained for the Anglo and Spanish-background students in the sample. [Tables; references.]

76–265   Walker, Laurence. Comprehending writing and spontaneous speech. *Reading research Quarterly* (Newark, Del), **11**, 2 (1975/6), 144–67.

A comparative study of reading and listening processes was carried out. It contrasted reading comprehension with one form of listening comprehension (that involving spontaneous speech) in an attempt to provide data that would indicate whether the comprehension processes called into play by written material have unique characteristics, or whether they are simply part of overall language comprehension processes. Samples of grade 11 students wrote free recalls of material presented as either formal writing or spontaneous speech. These recalls were analysed using categories related to precision of recall. Significant differences were found to exist, indicating that the readers tended to recall with greater precision than the listeners (the experimental design allowed these differences to be attributed to factors within reading and listening). It was tentatively concluded that because of the linguistic and channel differences between writing and spontaneous speech, the meaning reconstructions of readers were more congruent with the explicitly stated ideas contained in the written

material than were those of the listeners with explicitly stated ideas in the spoken discourse. Precision of comprehension therefore appeared to be one dimension of the difference between reading comprehension and listening comprehension of spontaneous speech.

CONTRASTIVE ANALYSIS

76–266   Dirven, René. A redefinition of contrastive linguistics. *IRAL* (Heidelberg), **14**, 1 (1976), 1–14.

A redefinition of contrastive linguistics under the more general term 'contrastive analysis' is proposed; a grammatical approach to describing two contrasted languages should be combined with an analysis of certain conceptual strategies which shape and are shaped by the grammatical systems of the languages. These differences in strategy have consequences both in the domain of concept-building via the lexicon and in the more intricate semantic domain of aspects in the verb system. [Dutch *groot* and six English equivalents are discussed.] Contrastive analysis would need to rely on psycholinguistics to discover how and when children acquire concepts. Comparison of the syntactico-semantic component, with English *go*, Dutch *gaan* and German *gehen*, shows that English has developed the most abstract denotation and German the least abstract, with Dutch in between. The degree of abstraction realised in the concept denoted by a given item may favour or block the rise of new syntactico-semantic systems. Insight into perceptual strategies might help to fill the gap in FL learning between command of forms and command of the concepts these forms denote. [Compatibility with Whorf's axion of linguistic relativity. References.]

76–267   Helbig, Gerhard. Zur Rolle des kontrastiven Sprachvergleichs für den Fremdsprachenunterricht (Möglichkeiten, Voraussetzungen, Grenzen). [The role of contrastive linguistic comparison in foreign-language teaching possibilities, suppositions and limitations).] *Deutsch als Fremdsprache* (Leipzig), **13**, 1 (1976), 9–16.

Confrontative language comparison complements other methodological elements in foreign-language teaching. It analyses similarities as well as differences between languages and is a theoretical discipline which embraces the practical discipline of contrastive grammar. Where confrontation is used as a method of presentation, either the target language may be described with examples from the mother tongue, or a two-way system of relationship may be adopted; in the latter case certain distinctive features common to most languages must be used, since no acceptable meta-language exists.

Confrontative language comparison presupposes a good knowledge of the target language and can only be meaningful when similar structures are com-

pared; comparison of translations therefore plays an important role. Learning difficulties are not in direct proportion to the differences and similarities of the mother tongue and target language, but whereas error analysis can only highlight the errors, confrontative comparison can show why they occur.

ERROR ANALYSIS   *See also abstract* 76–285

76–268   Boriosi, Maria Clotilde. Sulle devianze ortografiche di 124 studenti germanofoni nei dettati in italiano. [On the spelling mistakes made by 124 German-speaking students in Italian dictation.] *Rassegna italiana di linguistica applicata* (Rome), **7**, 2/3 (1975), 71–89.

This is the first of a series of articles examining the spelling errors of students of differing linguistic backgrounds. The study is experimental, i.e. based on accumulated and verifiable data, rather than *a priori* on Lado's theories of contrastive analysis. Systematic errors of phonological perception occur even among beginners. Dictation, while of limited value in testing learners' linguistic ability, is useful in acquiring the written form of a language; however, it only tests discrimination of phonemic quality (vowels and consonants) and quantity or length (single or double consonants). The tendency to transfer the L1 linguistic system in learning a new language sometimes makes the learner unable to perceive phonemic differences not present in his own language.

This study tries to identify the main problems encountered by German speakers in the perception of phonemic units in Italian: 124 students of all ages, averaging two or three months study of Italian, were tested. The errors were classified as follows: (1) vowels (velar and palatal); use of accent; use of apostrophe; omission and inclusion of 'h'; article and preposition; and (2) consonants (double and single); consonant phonemes variously rendered in written form (g/gh); voiced and unvoiced consonants; palatalised consonants; final consonants; syllable division. Conclusions show that error analysis is more accurate than differential analysis, and suggestions are made for preventing and correcting spelling mistakes.

76–269   da Rocha, Fernando José. On the reliability of error analysis. *ITL* (Louvain), **29** (1975), 53–61.

Studies in error analysis (EA) are critically examined: there is no standard methodology for EA so reliability is difficult to determine. The corpus used should constitute a fair sample of students' performance; subjectivity should be avoided as much as possible. The model adopted for the linguistic description of errors is extremely important – some classifications are unhelpful. Relevant data include correct as well as incorrect occurrences. More sophisticated statistical treatment should be applied. [References.]

76–270   González-Mena LoCoco, Veronica. A comparison of three methods for the collection of L2 data: free composition, translation, and picture description. *Working Papers on Bilingualism* (Toronto, Ontario), **8** (1976), 59–86.

Three methods for L2 data collection are compared: free composition, picture description and translation. The comparison is based on percentage of errors in a grammatical category and in a source category. Most results obtained from the free compositions and picture descriptions tended to be similar. Greater variation was found for some error categories between these two tasks and the translation task. Analysis of the errors suggests that differences in results could be reduced through slight adjustments in the method of data analysis and a variation of the translation task; results obtained from the three methods should then be very similar.

76–271   Tarone, Elaine E. Some influences of interlanguage phonology. *Working Papers on Bilingualism* (Toronto, Ontario), **8** (1976), 87–111.

A preliminary study is described which focuses on the syllable structure of interlanguage and begins to identify some of the processes which shape it. Adults learning English as a second language in a formal classroom (native speakers of Cantonese, Portuguese and Korean) were recorded as they described a series of pictures in English; their speech was transcribed and analysed for syllable structure.

The data support the following findings: (1) the syllable structure of the interlanguages examined was markedly different from that of the target language; (2) in the syllable structure of the interlanguages examined, both epenthesis and consonant deletion seemed to be used for syllable simplification, with the first-language background of the learner seeming to be related to a preference for one strategy over the other; (3) the dominant process influencing the syllable structure of the interlanguage phonologies appeared to be language transfer; (4) a preference for the open (consonant-vowel) syllable seemed to operate as a process independent of language transfer in influencing the syllable structure of the interlanguage phonologies; and (5) glottal stop insertion appeared only between words, possibly as a result of an attempt to produce lexical items as separate units in the speech stream.

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76–272 Moller, Alan. Validity in proficiency testing. *ELT Documents* (London), **3** (1975), 5–18.

Proficiency is concerned with displaying the ability to use language in a variety of situations. Proficiency testing is a form of attainment testing together with achievement and diagnostic testing. [Distinction between achievement, diagnostic and proficiency tests, and between norm- and criterion-referenced tests.] Five types of validity are discussed: construct, content, concurrent, predictive and face validity. Validity criteria are applied to two measures used extensively overseas, the subjective assessment procedure and the English Proficiency Test Battery ('Davies Test'). [Description of criteria, samples of overseas students in Britain and tutors' ratings of language ability. A sub-sample was tested for communicative proficiency.] The relationship between predeparture assessments and tutors' ratings after students had begun their studies is analysed [details]. It is concluded that the Davies Test was successful in 86 per cent of its predictions of language ability, and that subjective assessment is generally valid when administered rigorously.

76–273 Niżegorodcew, Anna. Przydatność tzw. testu prognostycznego jako metody pomiaru zdolności do uczenia się języka obcego u mlodzieży licealnej. [The usefulness of so-called predictive tests as a means of measuring the ability to learn a foreign language among secondary school pupils.] *Języki obce w szkole* (Warsaw), **19**, 5 (1975), 299–303.

A test (Test P) based on language aptitude tests already in existence was contrived to verify the pupils' inductive ability. The pupils had to apply the grammatical rules in their native language to three micro-languages [examples]. The test was given to a group of 89 pupils in the third and fourth class of a Polish secondary school as well as 78 in class I. The test was then retaken after six months. The correlation between term results in Polish, mathematics, history and chemistry and the results of Test P was higher than the correlation of Test P with the results in English. Test P did not therefore prove a very reliable means of predicting future ability in the learning of a foreign language. Further research is being carried out to discover the effectiveness of the test used at a more advanced stage of language learning.

76–274 O'Donnell, Roy C. A critique of some indices of syntactic maturity. *Research in the Teaching of English* (Urbana, Ill), **10**, 1 (1976), 31–8.

Research towards an objective and reliable index of children's language development is reviewed, in particular the work of Hunt (1965 – the T-unit),

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O'Donnell, Griffin and Norris (1967), and Endicott (1973), whose theoretical model is based on transformational and morphemic analyses. Golub and Kidder's (1974) Syntactic Density Score involves T-unit analysis. [Discussion of the relative merits and limitations of these measures.] It is concluded that in spite of lack of precision, T-unit length is still probably the most useful index of syntactic development over a wide age-range and that mean clause length is the best single measure of syntactic complexity from secondary level onwards.

76–275 **Zerling, J.-P.** L'ordinateur, un nouveau pédagogue? Quelques exemples d'application de l'ordinateur à l'enseignement des langues vivantes. [Is the computer a new teacher? Some examples of the application of the computer to the teaching of living languages.] *Mélanges Pédagogiques* (Nancy, France), 1975, 121–43.

Possible applications of computing science to language teaching are outlined. First, it is possible to use a computer's output system merely to print information, e.g. a list of students' names and marks. Such lists may be remodelled using numerous simple classifying programmes. The computer also allows the teacher to make more elaborate calculations and obtain useful results such as the arithmetic mean, the standard deviation and so on, whatever the number of students. Such results permit a more thorough understanding and judgement of the marking scheme, and of the distribution of the students. An example is given concerning the improvement of a reading comprehension test [description of the test and its evaluation over three years]. The discrimination factor makes it clear whether any particular item discriminates effectively; the frequency factor shows the number of answers – right or wrong – given for each exercise, and the correlation factor shows whether the different series of exercises contribute in testing the same kind of reading skill.

MATERIALS DEVELOPMENT

76–276 **McKinstry, Robert.** The production of teaching materials in a school modern languages department. *Modern Languages in Scotland* (Aberdeen), **10** (1976), 90–110.

The production of materials to supplement published courses is described, particularly taped material: reinforcement drills, tape with visuals for oral composition practice, taping native speakers, 'survival' listening and speaking practice, translation tapes [technicalities of taping discussed]. Visual materials include applications of the overhead projector, and slide transparencies. The role of worksheets in individualised learning is illustrated [appendix gives extracts].

TEACHER TRAINING

76–277   Brumfit, C. J. The role of the methodology component in the training of teachers of English as a second or foreign language. *ELT Documents* (London), **1** (1976), 2–10.

An explanatory model of the situation of the teacher in society, related to a systematic account of what it is to be a teacher, should form the basis of a training programme [relationship of methodology component to the rest of the course]. Teaching methodology should be related to one specific type of situation. A methodology scheme for the training of EFL teachers is outlined, intended for a second-language English secondary-school situation but applicable in its principles to any type of secondary-level methodology training.

76–278   Cohen, Andrew D. Error correction and the training of language teachers. *Modern Language Journal* (St Louis, Mo), **59**, 8 (1975), 414–22.

Possible approaches for the teacher to the correction of errors in the classroom are discussed: (1) deciding whether and when to correct, and (2) the method of correction chosen, including problems of identifying errors, drilling, cueing, etc., correcting composition errors (ongoing analysis is recommended). Children under eight probably derive no benefit from correction. [Reservations about error analysis are discussed. References.]

TEACHING METHODS   *See also abstract* 76–286

76–279   Freedman, Elaine S. Experimentation into foreign language teaching methodology. *System* (Linköping, Sweden), **4**, 1 (1976), 12–28.

A preliminary report is presented to show that a small-scale experiment in comparing language-teaching methods could produce a valid result. Previous studies have tended to be insufficiently controlled or inconclusive. The material concerned the presentation of French grammar by means of the language laboratory at varying levels from first-year secondary school to first-year university: (*a*) presentation – teaching rules of grammar explicitly or by induction from a contextualised scene; (*b*) presentative practice – use or non-use of presentation (explanation); (*c*) practice – contextualised drills or unrelated drills. [Experiments described; statistical analysis of results in categories of descriptive and inferential.]

Results showed that there were statistically significant differences between the groups. Grammatical rules and unrelated drills were more effective than contextualised scene and contextualised drills. Significant differences in perfor-

mance were found between different types of school. [Suggestions about the research method and possible applications to further experiments. References.]

76–280   MacCarthy, Peter. Auditory and articulatory training for the language teacher and learner. *English Language Teaching Journal* (London), **30**, 3 (1976), 212–19.

Before learners can be taught pronunciation, they need to learn how to listen to the sounds of the new language, and to listen in a way quite different from the way they listen to their own language. Because the known language always tends to interfere with the unknown, the first step is 'deconditioning', which involves helping the learner to distinguish separate utterances (not necessarily sounds or words, but simply basic effects to be found in speech). Then follows distinguishing between two or more stimuli; these exercises should be elementary enough for the student to make the correct decisions and become more confident. [Specimen exercises are given for some basic parameters of speech: number, order, duration, pitch, quality.] Only a few hours are required for such a programme, which would reduce the present ineffective teaching of pronunciation.

BILINGUAL TEACHING

76–281   Cohen, Andrew D. and others. The Redwood City Bilingual Education Project, 1971–1974: Spanish and English proficiency, mathematics, and language use over time. *Working Papers on Bilingualism* (Toronto, Ontario), **8** (1976), 1–29.

The Redwood City study of bilingual schooling for Mexican American bilingual children (grades 3–5) is discussed, a sequel to an earlier study (Cohen, 1975). At the end of six years of bilingual schooling, the comparison group was surpassing the bilingually-schooled children in English reading, while the bilingual group was generally stronger in Spanish reading. In Spanish vocabulary and storytelling, the bilingual group was stronger. In English vocabulary the results were mixed and in storytelling the comparison group appeared to have an edge. In maths, the results were mixed. The bilingual group reported using more Spanish than the comparison group, and more Spanish than English. The bilingual programme appeared to contribute to the maintenance of the Spanish language by encouraging the use of Spanish among the students involved.

76–282 Hamayan, Else and others. Differences in performance in elicited imitation between French monolingual and English-speaking bilingual children. *Working Papers on Bilingualism* (Toronto, Ontario), **8** (1976), 30–58.

The second-language competence of English-speaking children learning French as a second language is assessed. The performance of fourth- and sixth-grade children taking part in a French immersion programme was compared to that of French-speaking children of the same age using an elicited imitation task. The subjects' performance on eight syntactic features was measured. The French-speaking children, in general, performed better than the English children. A consistent pattern of errors by the English children indicated that they possessed a rule system for several of the features which was different from that of the child native speakers. By giving a digit span task in both languages, it was possible to rule out a confounding memory factor which may have offered an advantage to French speakers in a sentence-repetition task.

TRILINGUAL EDUCATION

76–283 Genesee, F. and others. An experiment in trilingual education. *Canadian Modern Language Review* (Toronto), **32**, 2 (1976), 115–27.

A report of the findings of a double-immersion programme (Hebrew/French) undertaken by two English-speaking Hebrew day schools on the Island of Montreal. The schools replaced English, the children's native language, with French as the language of instruction, while keeping additional instruction in Hebrew as before. [Sample; tests in all three languages; results.]

Results showed that after three years of elementary-school education with formal English-language instruction, pupils in the immersion schools performed as well as those in comparison schools on almost all the English-language sub-tests and scored consistently well on French language tests; differences between the immersion schools and comparison schools for Hebrew probably reflected different emphases in teaching, one stressing audio–oral work, another grammar and reading. In general, pupils who participated acquired a functional competence in French and Hebrew which was superior to that of pupils in traditional programmes. This type of programme seems suitable for the education of minority groups such as immigrants.

CLASS METHODS   *See abstracts* 76–278, –291/3, –295, –303

PRONUNCIATION   *See also abstracts* 76–240, –280, –301

76–284 Biedrzycki, Leszek. O poglądowość w nauczaniu wymowy. [Towards an objective approach to the teaching of pronunciation.] *Języki obce w szkole* (Warsaw), **19**, 5 (1975), 264–9.

The teaching of pronunciation in the school English course should be given more emphasis. During the initial phase, two out of six hours weekly should be devoted to systematic phonetic and grammatical exercises in order to give the pupils as complete an outline as possible of the general system. [Examples of various teaching aids.] The use of phonetic transcription for dictations and readers is recommended, as well as the memorising of given sentences to familiarise the pupils with difficult sound sequences, stress, rhythm, intonation, etc. [examples].

76–285 Lebrun, Claire. Système des fautes et correction phonétique des Anglais qui apprennent le français. [The system of pronunciation errors made by English learners of French and their correction.] *Revue de Phonétique Appliquée* (Mons, Belgium), **36** (1976), 189–232.

The results of an investigation into the system of pronunciation errors of English people learning French are analysed and discussed. For each error, means of correction based on the verbo-tonal system are suggested. However, these pin-point procedures must be integrated into a global conception of phonetics which takes into account the characteristics of speech, its communicative aspect, the needs of the pupils and the development of their creativity.

LANGUAGE FOR SPECIAL PURPOSES

76–286 Mulfinger, F. Les fonctionnaires européens et l'apprentissage du français, langue étrangère. [European civil servants and the learning of French as a foreign language.] *Mélanges Pédagogiques* (Nancy, France), 1975, 105–20.

The use of authentic material for a semi-autonomous learning situation is described; the students are European civil servants working in the Common Market administration in Brussels. (Backgrounds and needs of learners are described, in terms of skills required and communicative functions covered.)

Guidelines for teaching are discussed, together with the problems encountered in the selection of the documents (obsolescence, lexical difficulty, topical interest) grouped together in modular packages which include written as well as oral material recorded on tape. [Examples taken from one particular package:

exercises on written comprehension, oral expression, listening comprehension and suggestions for functional presentations; ways of using the packages outside the classroom are suggested.]

READING   *See also abstract* 76–261, –265, –275, –303

76–287   **Al-Rufai, M. H.** Ability transfer and the teaching of reading. *English Language Teaching Journal* (London), **30**, 3 (1976), 236–41.

Research was conducted into the relationship between reading skills in a foreign language (English) and reading skills in a mother tongue (Arabic), and into the hypothesis that reading skills acquired in one language are transferable to another one. An earlier study showed that there was a close relationship between general and specific comprehension skills. Training in English reading comprehension was given to students from Baghdad University, who then improved their scores in both English and Arabic versions of the test. It is concluded that the teaching of reading comprehension in a foreign language can best be achieved through the teaching of reading skills in the mother tongue.

76–288   **Cunningham, Patricia M.** Investigating a synthesized theory of mediated word identification. *Reading Research Quarterly* (Newark, Del), **11**, 2 (1975/6), 127–43.

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

76–289   **Edwards, V. K.** Effects of dialect on the comprehension of West Indian children. *Educational Research* (Windsor, Berks), **18**, 2 (1976), 83–95.

The under-achievement of West Indian children in British schools has only been recognised in recent years, and the role which language may be playing in this

under-achievement has received relatively little attention. Where language is discussed, emphasis is put on the children's speech rather than on how much they understand in a British English situation. In this paper the various influences on educational performance, and in particular the influence of language, are examined. A standard test of reading and comprehension, the Neale Analysis of Reading Ability, is described and analysed. This test enables a comprehension age relative to the reading age of any given child to be calculated and is thus a useful basis for comparing two groups. Forty West Indian and 40 British subjects were tested in this way; although both groups were very well balanced for reading ability, the West Indians scored significantly lower on the comprehension questions. The results are discussed and it is suggested that the most probable explanation for the differences observed is the misunderstanding of certain features of British English.

76–290   Samuels, S. Jay and others. Comparison of word recognition speed and strategies of less skilled and more highly skilled readers. *Reading Research Quarterly* (Newark, Del), **11**, 1 (1975/6), 72–86.

An investigation of word recognition speed and word recognition strategies derived from a partial model of word recognition was conducted. The partial model was based upon the hypotheses/test procedure. In Experiment 1, good and poor fourth grade readers were used, whereas in Experiment 2 college juniors and fourth graders were used. Results indicated that more fluent readers were faster in word recognition, superior in ability to generate a target word given context and minimal cues from the target, and superior in awareness when a false recognition had been made. It is argued that superior word recognition processing strategies account for faster speed of word recognition. Subsequent experiments have indicated that these strategies are teachable and produce better readers.

SPEECH   *See also abstracts* 76–235, –253, –291, –297, –309

76–291   Boulouffe, J. Can one elicit the creation of sentences? *ITL* (Louvain), **29** (1975), 19–25.

Creation is never totally free. In foreign-language learning it amounts to the new utterance (a sentence the learner has never heard or uttered before) having the loosest possible bond with the model. Even less creative, slower, learners can be guided on the way to creation if they receive flexible instructions and are reminded of a flexible model, which is the seat of two alternatives. The main difference between the recommended form of exercise and existing drills is that the learner's capacity for choice is not left unexploited. If elicitation is sufficiently

poised and creation sufficiently progressive, the two can be made to blend and so bridge the gap between incited and spontaneous speech.

COMMUNICATION   *See also abstracts* 76–295, –304, –308

76–292   Siebold, Jörg. Möglichkeiten kommunikativer Übungsgestaltung im Englischunterricht. [Some ways of designing communication exercises in the teaching of English.] *Fremdsprachenunterricht* (Berlin), **19**, 11/12 (1975), 582–91.

A linguistic utterance can be said to have two levels, factual and subjective. Students expressing facts in a foreign language often find it difficult to make clear their attitude towards what they are saying or why they are saying it. Suggestions are made for English exercises designed to teach students to express their attitudes; in most of the exercises students are asked to modify a strictly factual statement in such a way that a subjective component (e.g. certainty, assumption, possibility) is introduced. Modal verbs are well suited for modifying sentences in this way; dialogues could also be used. Points of methodology are briefly touched on, especially how and when to introduce the exercises.

WRITING   *See also abstract* 76–307

76–293   Donley, Michael. The paragraph in advanced composition: a heuristic approach. *English Language Teaching Journal* (London), **30**, 3 (1976), 224–35.

Techniques of teaching advanced composition should be heuristic rather than merely mechanical. Authentic models should be chosen, and exercises devised in order to show students how expectancy is built into good writing, and how predictions can be made from extracts from such writing. The techniques suggested should help the student to discover creatively and for himself. [Details of class exercises; examples.]

COMPREHENSION   *See also abstract* 76–265

76–294   Ingram, Frank and others. A program for listening comprehension. *Slavic and East European Journal* (Urbana, Ill), **19**, 1 (1975), 1–10.

In order to develop techniques and materials to remedy the neglect of listening comprehension, an intensive Russian programme at Michigan State University

began a project to emphasise listening comprehension before speaking is attempted. The study involved 20 students for 9 hours a week for three 10-week terms. [Two earlier studies are reviewed in which oral response was delayed in the early stages, with good results for transfer to speaking – see abstract 75–130.]

Three phases of listening comprehension are (1) decoding, (2) anticipatory response and (3) self monitoring. Decoding involves the association of sound with meaning (the 'total physical response'), together with drills and exercises to introduce vocabulary and morphology [details]. For the second and third terms the students received cassette tape players and were exposed to a great many recordings. The self-monitoring phase taught them to detect discrepancies between spoken and written texts and it was hoped that this training would make them more self-critical. [Conclusions; notes.]

AUDIO-VISUAL AIDS *See abstracts* 76–276, –304

VISUAL AIDS

76–295 **Holec, H.** L'approche macro-linguistique du fonctionnement des langues et ses implications pedagogiques: rôle du visuel. [The macro-linguistic approach to language function and its implications for teaching: the role of the visual.] *Mélanges Pédagogiques* (Nancy, France), 1975, 1–32.

The function and choice of visual aids in the teaching/learning of languages is considered in the light of recent work on communicative competence. The relationships between visual and verbal elements in real communicative exchanges are examined by analysing excerpts from comic strips and television. Real communication consists of a network of interactions between the verbal and the non-verbal components: the visual element enables the verbal element to be interpreted as an authentic act of communication by specifying the circumstances, identifying the participants and providing a channel for non-verbal messages. In pedagogical materials that claim to expose the learner to authentic audio-visual communication, on the other hand, the selection and role of the visual component is distorted, since it is based on pedagogical rather than communicative priorities. The materials do not therefore help in the acquisition of communicative competence. Practical suggestions for the language teacher, including the use of authentic recordings.]

TELEVISION

76–296   Das, Bikram K. Educational television in the Indian context – a language teacher's point of view. *CIEFL Bulletin* (Hyderabad), **11** (1975), 73–82.

Educational television is capable of playing a more central role in the education system than it has done so far [reasons for its ancillary role in advanced societies]. It may be particularly appropriate in countries like India where conventional systems of education cannot work effectively because of poor surface communication, lack of schools, teachers and books, and widely dispersed students. The Open University provides a good ETV model because the medium is an integral part of the educational core. ETV would not require fewer teachers but it could reduce the teaching load; moreover, television teaching could be more overtly didactic than at present.

76–297   Knibbeler, Wil. Rendement d'un cours de langue audio-visuel programmé suivi par des adultes sans l'aide d'un professeur. [Pay-off from a programmed audio-visual language course followed by adults without the intervention of a teacher.] *ITL* (Louvain), **29** (1975), 27–45.

Unsupervised a-v courses are assumed to improve comprehension, not production. The TV course *En français* provides training in partial production, not in natural communication. Lessons were transmitted to two groups of subjects. [Pre-tests, post-tests, control group – elaborate checks and adjustments.] Unstructured spoken performance showed a great improvement; the best indicator of overall oral communication comes from counting the number of different words used correctly in an unstructured oral production test. It is concluded that a teacher is not essential for teaching oral production. (Correlations of six personality variables will be reported elsewhere.)

INDIVIDUALISED INSTRUCTION   *See abstracts* 76–276, –286, –297, –304

LANGUAGE LABORATORIES   *See also abstract* 76–294

76–298   Hofmann, Norbert. Information retrieval systems retrieved? An alternative to present dial access systems. *Audio-Visual Language Journal* (Birmingham), **14**, 1 (1976), 9–14.

The cost/efficiency ratio of present DIARS (dial access information retrieval systems) for language centres is unsatisfactory both from a quantative and

qualitative point of view [advantages and disadvantages of linear programme transfer]: it is too expensive and requires auxiliary staff. A new fully automatic system is outlined, with computer selection of cassettes and student control of recorders. The problem of too many students wanting the same programme at once is handled by a master machine which makes rapid copies on idle cassette recorders. [Details and advantages enumerated.]

IMMIGRANTS *See also abstracts* 76–252, –289, –299

76–299 Noyau, Colette. Les 'français approchés' des travailleurs migrants: un nouveau champ de recherche. [The 'near-French' idiolects of migrant workers: a new field of research.] *Langue Française* (Paris), **29** (1976), 45–60.

The migrant worker(MW)'s cultural, linguistic and economic isolation in France precludes the use of contrastive linguistics to explain the idiosyncracies of the French he acquires. [Table of types of encounter; MW's judgement of success/failure of language transactions.] The MW's processes of acquisition of survival expressions and idiolect grammar are examined [flow diagram]: he develops an incomplete linguistic sub-system. His social and educational isolation rule out sociolinguistic norms. The part played by French native-speakers' rejoinders is discussed. Further research might improve MW's performances and will certainly lead to conclusions of general importance to linguistics.

76–300 Wilkie, Ingeborg. Schooling of immigrant children in West Germany, Sweden, England: the educationally disadvantaged. *International Review of Education* (The Hague), **21** (1975/6), 358–82.

The problem of language for children of migrant workers and immigrants in the schools of West Germany, Sweden and England, is considered both as it is dealt with in policy, i.e. in curricula, and as it is actually implemented. The three countries have similar proportions of immigrant children but these children differ in nationality. The analysis is based on the concept that children of immigrants are disadvantaged. Some demographical data are given as background information and underline the urgent need for action. [The whole issue deals with immigrants in EEC countries.]

ENGLISH   *See also abstracts* 76–254, –271/3, –277, –280/1, –283/4, –287, –291/3

76–301   Datta, Sunanda. Towards an effective learning programme for Bengali learners of English: pronunciation. *CIEFL Bulletin* (Hyderabad), **11** (1975), 21–37.

A comparative study of L1 and L2 phonology helps to pinpoint areas of difficulty in foreign-language learning and indicates where practice is needed. A systematic classification of Bengali phonemes is first necessary [criticism of existing descriptions and phonemic analysis]. There are three levels of difficulty for Bengali learners of English: segmental, phonotactical and rhythmical; at each level the learning tasks are of different kinds [summary of tasks involved]. [References.]

76–302   Daum, David A. The language teacher and language choice. *English Language Teaching Journal* (London), **30**, 3 (1976), 184–9.

Solutions for the language problems of developing nations can only be found in an analysis of their own linguistic, political and social situations. The choice of a 'language of wider communication' does not exclude the vernacular languages: national diglossia means recognition of two or more languages, each with a functionally separate domain. Assuming that the spread of the second language (the LWC) is the responsibility of formal education, it should be taught as a language of communication and not as a language of examinations; it must be taught as a second language and not as a mother tongue. In all cases, the local situation must determine the development of materials, teacher training, etc. [Brief discussion of the extent to which vernacular languages can be used as the medium of instruction.]

76–303   Laufer, Batia. An approach to teaching grammar for comprehension purposes. *System* (Linköping, Sweden), **4**, 1 (1976), 1–11.

An approach to teaching grammar to Israeli university students in a reading comprehension course in EFL is described. The material and method of teaching should be determined by the special aim of the course: students ought to become familiar with structures interfering with understanding – 'semantic trouble-makers'. These may cause comprehension problems because of (*a*) ambiguity or the existence of a similar structure with different meaning, (*b*) arousing a false pattern analogy, or (*c*) the rarity or non-existence of a parallel construction in the mother tongue. Types of exercises are suggested: distinction between similar sentences, multiple choice, 'rewrite' exercises and translation.

76–304 Trocmé, Hélène. L'entraînement individuel dans un cours audio-visuel structuro-global d'anglais (niveau adulte). [Individual training in an audio-visual structural-global English course for adults.] *Revue de Phonétique Appliquée* (Mons, Belgium), **36** (1976), 233–42.

In language learning each student must be able to discover his own capabilities at his own pace even if he is integrated into a group as in audio-visual teaching. A new type of exercise is suggested in an English course for adults to help them discover their own language resources, measure and develop them. The material was produced with three guide-lines in mind: the learner's language needs, the structure of speech, and the foreign language itself. The aim is to enable the student to be the author of his own message and give him a wide range and choice when expressing his intentions, feelings and opinions, so that his speech acts become communication and self expression.

FRENCH *See also abstracts* 76–253, –257, –276, –279, –282/3, –286, –297, –299

76–305 Blondel, Michèle. Sensibilisation des étudiants à la diversité des français. [Cultivating students' awareness of the diversity of French registers.] *Français dans le Monde* (Paris), **121** (1976), 56–63.

The 45-hour course begins with an illustrated discussion of register: five levels (three spontaneous and two prepared) for each discourse and text. Higher registers have richer, abstract, formal and precise vocabulary; study is made of link words between subordinate clauses, long nominal phrases and subject-verb inversions. Lower registers are seen to have simpler structures, short sentences, often 'circular' composition, and more moments of emphasis [13 examples with marginal commentaries, taken from the course]. Linguistic varieties examined include commands and advertising. [Course programme over 15 weeks.]

76–306 Doneux, Jean-Léon. La composante linguistique dans l'apprentissage; les prédictabilités; application au système des pronoms. [The linguistic component in learning; predictable characteristics; application to the pronoun system.] *Langue Française* (Paris), **29** (1976), 61–79.

Although teachers need to know how each adult student will construe the predictability of patterns in French, there can never be a totally accurate guide. [Examples from Wolof, Arabic and Spanish speakers.] Learners encounter 'immediate' predictability (regular series akin to those in their own tongue), 'mediate' predictability (partial regularity), and 'impredictability' (irregular series). Predictability characterises lexis, semantics and syntax as well as

grammar. [Detailed example of intermingled predictabilities; system of 'persons'.]

76–307 Windsor, Micheline. L'exercice de paraphrase dans l'enseignement du français. [Paraphrasing, an exercise used in the teaching of French.] *Audio-Visual Language Journal* (Birmingham), **14**, 1 (1976), 3–8.

Paraphrase was first introduced at the University of Reading in 1966 as a means of assessing the linguistic competence of first year students of French and also of monitoring their progress. Students were asked to write, at speed and in their own words, the gist of a passage between 30 and 400 words long of modern, non-literary French. Errors made by some 600 students over a period of six years were listed and analysed; they reflect the over-literary bias of A-level French studies. Emphasis on translation may even be said to handicap the student in acquiring knowledge of, and facility in, written and spoken French.

GERMAN *See also abstract* 76–267

76–308 Hänse, Günther. Zur Behandlung expressiver Lexik im Deutsch-unterricht für Ausländer. [The treatment of expressive words in the teaching of German to foreigners.] *Deutsch als Fremdsprache* (Leipzig), **12**, 6 (1975), 370–5.

More advanced foreign students of German will need explanation of the phenomenon of expressiveness to help them understand why a word or a sentence conveys special emphasis [various definitions of linguistic expressiveness]. Problems may arise because of the changing and relative nature of the norm of linguistic usage on the one hand and the numerous possibilities of deviation on the other. The article concentrates on the lexical means of expressiveness which the foreign student might encounter, based on (1) word formation, (2) metaphors and (3) stylistic nuances and levels. [Numerous examples.] Analysis of an expressive word should always start from the context and the communicative purpose. The use of dictionaries is recommended, although there may be no exact equivalent of an expressive word in the student's mother tongue. The causes of expressiveness need to be shown as well as the function.

76–309 Hopkins, Edward. Cleft and case: two sources of interference for foreign language learners. *Die Unterrichtspraxis: for the Teaching of German* (Philadelphia, Pa), **8**, 2 (1975), 27–38.

Clefting, e.g. the use of *it* with the verb *be*+noun or pronoun, is frequently found in spoken English for emphatic reasons. The strictly grammatical subject case

is unacceptable in spoken English; the object case is preferred, and this causes problems with pronouns. Thus an Englishman will translate *it's me* into the malformed German *es ist mich*. Since the Germans use a frontal stressed pronoun **ich** *bin's* rather than clefting, it is important to make the learner conscious of subject case pronouns in initial position both in his own and the target language. He should be presented with a few interchanges in English with the pronoun in the subject case, after which it can be established that this hyper-correct form is the only way to express these situations in German. In the second stage the interchanges should be entirely drilled in German, whilst the later stages should contain graphic stimuli and role play. [Examples, diagram, notes and bibliography.]

ITALIAN *See abstract* 76–268

SPANISH *See abstracts* 76–264, –281

RUSSIAN *See also abstracts* 76–258, –294

76–310 Kostomarov, V. G. and Vereščagin, E. M. Linguocultural studies and the linguocultural dictionary. *Slavic and East European Journal* (Urbana, Ill), **19**, 1 (1975), 40–8.

A linguocultural dictionary is proposed which aims to provide students and teachers with useful information about contemporary Soviet culture. Linguo-cultural studies constitute a more limited field than area studies, being confined to what is uniquely reflected in one particular language. Any basic text for a course in Russian should have a linguocultural component. The corpus of the dictionary is made up of (1) words possessing a specific national cultural component (*пионер, коллективизация*), i.e. non-equivalent words, (2) lexical-background words, which require lexical background in addition to lexical meaning (*классный руководитель*), (3) proper names with all their connotations, including stylistic and literary, and (4) familiar quotations, including proverbs, catchwords etc. [Sample entries given.]