

Language learning and teaching

THEORY AND PRINCIPLES

- 71-307 **D'Anglejan, Alison and G. R. Tucker.** Academic report: the St Lambert program of home-school language switch. *Modern Language Journal* (St Louis, Missouri), 55, 2 (1971), 99-101.

Five years ago an experiment began in Quebec to teach French to kindergarten children by 'immersion'. The aim was to encourage bilingualism through the children using English at home and French at school. There was one original experimental class and a follow-up class each year after 1967. In the first year of primary school, reading, writing and arithmetic were introduced via French. In the second year elementary science was added in French and two half-hour periods of English. The following year 35-40 per cent of the curriculum was taught through English. The children have been thoroughly tested for progress and results have been compared with those of control classes taught in English. There has been no intellectual confusion or retardation, nor sign of a lag in English-language skills. The productive skills in French are not, however, up to the standard of the control class of French mother-tongue children.

A new experimental kindergarten has now been set up with children from a lower socio-economic group to find out if the experiment can be generalized.

EPQ ED AFG 971

- 71-308 **Delbridge, Arthur.** Intonation and ambiguity. *Kivung* (Boroko), 3, 2 (1970), 112-19.

One of the most interesting intonation problems is the perception of pitch and other prominence features. Listeners can tolerate conflict between form and meaning in foreign speech provided that ambiguity does not arise. [A series of short dialogues illustrates the ability of

features of intonation to perform a few central functions.] The intonation illustrated was culled from numerous readings of the dialogues by educated Australian speakers. Results support the notion that perceiving is an aspect of performance which reflects one's competence better than reading or speaking. This throws some doubt on the motor theory of speech perception which holds that between the acoustic signal and its interpretation is an act of reference back to articulation.

EPQ ED AJP

71-309 Hanzell, Victor E. Foreign language teachers and the 'new' student: a review article. *Modern Language Journal* (St Louis, Missouri), **55**, 1 (1971), 15-21.

The Northeast Conference on the Teaching of Foreign Languages has designed a questionnaire intended to help reassess the educational goals and professional strategies of language teaching. The ideal reasons for language learning – that the student's sensitivity to language as a tool for the expression of ideas is sharpened, and that his personal experience of his environment is expanded – do not appeal to parents and principals, who prefer the more material arguments for improved vocational prospects and greater chances for international travel. The most convincing argument to the students themselves is insistence on a language qualification as an entrance or graduation requirement. The question of motivation in language learning has been carefully examined by a conference committee in which a known purpose discovered in adult life was seen as the strongest motivating factor and this could best be fulfilled by intensive study when required. Good teaching and successful learning were also recognized as motivating factors and the field of socio-cultural factors was also examined.

It is considered that the future will bring changes in foreign-language teaching in the form of cooperative rather than coercive teaching, placing the focus on the learner, and tolerating a multiplicity of methods for special purposes and group interests.

EPQ ED

- 71-310 Hill, Jane H.** Foreign accents, language acquisition, and cerebral dominance revisited. *Language Learning* (Michigan), **20**, 2 (1970), 237-48.

Commenting on points made by T. Scovel (in *Language Learning*, 19, 3/4, 1969), (abstract 70-350) the author argues that it may not be universally true that few adult language-learners rid themselves completely of their foreign accents or that all adults can recognize a foreign accent in their native language. More attention should be paid to cultural factors, such as the functions second languages have in adult society, to ideas about correctness or standardization, and to how sounds and syntax are used to identify different kinds of speaker. In certain communities, of which the author gives examples, the learning of new languages by both children and adults is regarded as normal. In some multilingual areas there is little recognition of foreign accents.

The average American English speaker sees little reason to learn other languages. Multilingualism is commonly thought to be bad for children, yet in India and Eastern Europe there are many distinguished scholars who have been multilingual since childhood. The idea that adult multilinguals must be very intelligent (provided that their languages are associated with admired cultures) is also widespread. Certain foreign accents in English have high prestige. A foreign accent may also express social solidarity.

Innatist explanations now in vogue must be tested for cross-cultural validity.

EPQ ED AJD

- 71-311 Mueller, Theodore H. and Richard I. Miller.** A study of student attitudes and motivation in a collegiate French course using programmed learning instruction. *IRAL* (Heidelberg), **8**, 4 (1970), 297-320.

Although there have been many investigations into current foreign-language teaching methods, the students' attitudes and motivation have not been measured. It is suggested success is more likely to result from the students' favourable attitude than from the teaching method employed.

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149 students at the University of Kentucky were questioned about their attitude towards the study of French, the French people and the teaching they had received, including programmed instruction. One interesting result was that, contrary to expectation, the better students profited most from programmed instruction and were not bored by it. [Details of the questionnaire and the replies are given.]

(440) EPQ ED 973

TESTING

71-312 Anderson, Jonathan. A psycholinguistic approach to the measurement of reading materials comprehension. *Kivung* (Boroko), 3, 2 (1970), 83-94.

The contribution of psycholinguistics to the problem of reading comprehension measurement is studied by means of a comparison between cloze procedure, Watts' reading comprehension test and a traditional comprehension test by questions. The cloze reading test is shown to be a highly reliable measuring instrument and a valid measure of specific as well as general reading comprehension.

EPQ EHP AG ASP

71-313 Butzkamm, Wolfgang. Mündliche Tests im elementaren Fremdsprachenunterricht. [Oral tests in foreign-language teaching.] *Englisch* (Berlin), 6, 1 (1971), 5-9.

Pupils are unaccustomed to oral work having much effect on their end-of-term or examination marks. This has its effect on the teacher as much as on the pupils. Unless more emphasis is laid on the oral tests at an advanced stage, speech will be encouraged only in the elementary classes. [Suggestions are made for types of oral test suitable for senior pupils.] The administration and scoring of language laboratory tests is, however, known to be time-consuming for the teacher and such tests could probably only be given twice in a school year, but if they are given at regular intervals they will acquire greater

value in the eyes of pupils and parents. Objectivity is also difficult to achieve, but it can be done by means of tests of recognition, and correct comparison of sounds. The ideal is to test only one thing at a time. It is helpful if the pupils are given a sample list first and the correction procedure is explained to them. Question-and-answer conversations on a particular theme can be tested for (1) sense, (2) choice of words and structures, (3) amount of information volunteered in the reply. In this case pronunciation would not count so long as the reply was understandable. Oral teaching must never be allowed to degenerate into teaching for tests. Efficient teaching with slightly unsatisfactory testing is infinitely preferable to the reverse.

EPQ EHP ATD

71-314 Pinel, Nicole. Test d'évaluation de niveau oral pour les jeunes débutants en français. [A test to evaluate oral ability for young beginners in French.] *Français dans le Monde* (Paris), 79 (1971), 14-19.

The *Lycée Français* receives children of mixed nationalities, predominantly French and English at various stages of ability in comprehension of and expression in French. A test of oral ability was therefore devised in order to classify the seven-year-old entrants into homogeneous groups. A basis of phonetic, lexical and structural knowledge was established without which a child could not enter the school. Coloured pictures were used and efforts were made to conduct the test as if it were a game so that the young children should not be upset by the test atmosphere. [Examples given.] It was early to draw conclusions from such a test but it clearly separated out children of widely differing linguistic ability. Those whose linguistic abilities were average were sorted by the test results into a traditional and an experimental class. The margin of error was subsequently found to be small.

(440) EPQ EHP

TEACHER TRAINING

71-315 Allen, Edward D. The foreign language teacher as a learner in the seventies. *Modern Language Journal* (St Louis, Missouri), 55, 4 (1971), 203-7.

After asking the teacher in the 'sixties to follow the directives of a manual rigidly, we now expect a more creative approach will now be expected, with responsibilities for diagnosing linguistic and emotional problems, organizing learning activities for individuals as well as groups and adapting materials for all levels of ability and interest. Class time will have to allow for individual and group needs and interests. Interest in people and hobby interests will motivate students to learn and these interests should be exploited. A student may well be frustrated if he thinks he can master a language in two years and then finds this is impossible. Reasonable behavioural objectives that can be attained have to be worked out so that students feel that something has been accomplished.

EPQ EKF

71-316 Marchand, Franck. Linguistique et formation des instituteurs. [Linguistics and the training of primary teachers.] *Education* (Paris), 103 (1971), 20-21.

In 1969 there was a decree that linguistics should be included in the training of primary school teachers in France. The syllabus was to include the psycho-physiological bases of French and language in general, theories and techniques of language description, and general problems of semantics. There has been some misunderstanding about the nature and purpose of this teaching. It is certainly not intended that there should be any teaching of linguistics in primary schools but it is hoped that the better the training the teacher receives in this fundamental discipline the better will be his own understanding of language and consequently of the contextual teaching he will give in the situation of the classroom.

EPQ EKF 944

- 71-317 Spicer, A.** The initial training of teachers of modern foreign languages. *Audio-Visual Language Journal* (London), **9**, 1 (1971), 13-21.

The author describes the establishment and staffing of the survey of the initial training of foreign-language teachers supported by the Department of Education and Science in 1970. He gives some detail of its aims and the methods it employs, mainly in the questionnaire and the interview. Questionnaires have been sent to colleges and departments of education, to members of staff, and to recently appointed teachers. Institutions and teachers are being interviewed.

The teaching of French in the primary school seems to have hindered expansion in the teaching of other languages. Insufficient teacher training is available for graduates in Russian. Too few joint French-Russian graduates enter the teaching profession. There is a latent demand and a national need for the development of German, Spanish, Italian, and Russian. Certain departments should specialize in a minority language, while schools in the area would take that language up. More universities should provide graduates in the languages concerned. Cooperation is needed between university language departments, departments and colleges of education, local education authorities, and schools.

There are too few schools to cope with the demands of the teacher-training institutions in certain areas. [The author suggests how this problem may be solved.] More use should be made of team teaching.

There is a shortage of fully trained teachers of French. Colleges of education provide language courses for those who do not intend to teach the language. A balance has to be struck between general educational training and training in the teaching of specific subjects, and also between theory and practice. Minimum standards expected of 'A' level students should be more exactly specified. More options might be provided for university students. Colleges and departments should experiment with different patterns of training. **EPQ EKF**

TEACHING METHODS

- 71-318 Butzkamm, Wolfgang.** Zum Prinzip der Einsprachigkeit – Dogma oder Forschungsproblem der Fremdsprachendidaktik? [On the principle of monolingualism in class – a dogma, or a subject for research in foreign language teaching?] *Neusprachliche Mitteilungen* (Berlin), 24, 1 (1971) 39–46.

The use of the foreign language as a teaching medium has come to be accepted in foreign-language classes. Is it really justified? In 1963 Carroll admitted that almost no directly relevant research had been conducted on this point. Much may remain unclear to the pupil by this method. Teenagers today appreciate what is clear and direct. Lado and Ornstein have taken the problem very seriously and have even asked whether translation exercises are as effective as substitution drills for establishing new linguistic habits. Pattern drills led to dexterity in manipulation but pupils were still unable to communicate easily. Two-language situational practice enables pupils to disentangle the elements of a situation, which they can then use themselves for further independent work. Monolingual drills are of greatest value in a language laboratory to practise individual points in which a pupil has shown weakness. In programming a language every step has to be clear and unequivocal and the mother tongue is frequently used to achieve this. Belyaev and others have shown the value of clear explanations of a new structure given in the mother tongue before an exercise. The proposed revival of a bilingual method does not imply a return to translation but is an attempt to ensure clarity. In any case the use of the mother tongue in the foreign-language class should be kept to a minimum.

EPQ EL

- 71-319 Fülei-Szántó, Endre, József Hegedüs and György Szépe.** L'enseignement des langues étrangères en Hongrie. [The teaching of foreign languages in Hungary.] *Contact* (Aarau), 16 (1971), 6–8.

Hungarians are isolated by their mother tongue and need to learn other languages for cultural and international contacts. The article

describes the work of the TIT (Society for the promulgation of the sciences). The Free, József Attila, University in Budapest, plays a large part in the work of TIT, and there are regional centres in most of the chief towns from which the work is spread to the remotest villages. Teacher training and the writing of suitable teaching materials form an important part of TIT activities. Cooperation with linguists is closer than with psychologists because of the special conditions of the country. Emphasis is laid on contrastive analyses of Hungarian with other languages. Audio-visual methods are normally used. Intensive courses have been developed and have proved popular. Since 1968 aptitude tests have been developed and used. Research groups are carrying out work on socio-linguistics, affinities between language and music, the area of grammar and logic, and linguistics and literature.

EPQ EL 943. 91

71-320 Pease, David W. Independent study of a foreign language at levels one and two in high school. *Modern Language Journal* (St Louis, Missouri), **55**, 2 (1971), 88-92.

An intelligent, well-motivated student will learn on his own and often in spite of the teaching to which he is subjected. A project in the independent study of German and Spanish was carried out without programmed materials at the University of Illinois High School over two years. The students were given a basic course outline but were allowed to deviate from the plan after consultation with the teacher. Participants met the teacher individually for one period a week. Initially interest was in correct pronunciation and intonation. Questions on grammar were then dealt with as they arose. Most of the students elected to concentrate on learning to *read* the foreign language and wanted a grammatical foundation on which to build. They were able to compare and contrast the structures of two or more languages without prompting and this was encouraged. Taped exercises were used less and less and expense on preparing these could have been saved. Standardized achievement tests were given which were not an integral part of the course. It was estimated that three weeks of preparation time were required to organize each year's

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work, and working in this way with eight to ten students would be equivalent to teaching one class. At the end of a year most of the students were satisfied with the project. The MLA cooperative foreign-language tests showed them to be in the top third when compared with students who had studied in class. To be successful, however, independent students need effective study habits and more than a casual interest in foreign-language study.

EPQ EL AMS

71-321 Politzer, Robert L. Toward individualization in foreign language teaching. *Modern Language Journal* (St Louis, Missouri), **55**, 4 (1971), 207-12.

Moves have been made towards the individualization of foreign-language teaching with programmed materials and computer-assisted instruction. The trend towards individualization is a reaction against a curriculum that tended to neglect the varying levels of ability and attainment within a class. More flexible time-tabling is being introduced into American schools which makes the introduction of individual teaching easier. Again in America, the abandoning of a language requirement by universities and colleges means that individual needs can be catered for and given relevance within the curriculum. The present trend involves considering the best use which can be made of a teacher's abilities.

EPQ EL

71-322 Reinert, Harry. Practical guide to individualization. *Modern Language Journal* (St Louis, Missouri), **55**, 3 (1971), 156-63.

Reality, flexibility and individualization are becoming familiar terms in language teaching. It is suggested that language programmes would better suit student needs if students were asked to help criticize techniques, materials of instruction, class organization and scheduling. Flexible courses will have to be devised which can be individualized. By this is not meant independent study but an attitude of mind, by which the students are taught as individual persons. Students cannot be expected to develop equally. The use of

audio-visual equipment needs rethinking if each student is to derive benefit from its use. The grades given in language courses often reflect speed of learning rather than ability. Other skills, such as learning to swim, are rewarded with a certificate for achievement but not within a certain period of time. It would help to emphasize student success rather than failure if credit were given for a level achieved rather than for the length of time a language is studied. If teaching material is reduced to small units and tested frequently progress can be controlled. Some sort of grouping within a class becomes necessary though some activities should also involve the class as a whole. [Direct experiment along these lines was carried out for German at Edmonds High School – details given.]

(430) EPQ EL

71-323 Van Abbé, D. Intensive courses: the present position. *Audio-Visual Language Journal* (London), 9, 1 (1971), 27-31.

Courses can be too intense. Most intensive courses have been for beginners. More use should be made of students' motivation. [The author distinguishes various groups of adult beginners who ask for intensive courses.] Adults are usually enthusiastic. Specialists want to plunge into foreign writing on their subject as soon as possible. Language-teaching is hampered by the traditions of Aristotle's disciples. Learning is accelerated by the process of sliding the learner imperceptibly from what he knows to what he does not know. There is a sharp division between would-be travellers and would-be readers, and this must be the starting point for the relevant intensive course.

There is no scientific backing for the choice of any one order in which to teach the structures of a foreign language. The students' terminal aim must determine the vocabulary taught. Maximum use should be made of audio-visual aids. Lessons must be followed by a variety of exercises, giving the students the chance of using the language creatively. Exercises must continually bring back previously learned vocabulary.

Native speakers of the language must participate in all intensive courses.

EPQ EL

CLASS METHODS

- 71-324 **Bonar, A. G.** Drilling in chorus. *Bulletin of the English Language Teaching Institute, UP* (Allahabad), 7 (1970), 30-33.

Drilling is useless unless the pupils have fully understood what is going on and why. It is a teaching device and must not be confused with testing. Drilling in chorus gives more practice time to all the pupils but they should be trained not to shout when speaking in chorus. The weaker pupils are helped by chorus work. It is most appropriate for teaching structures, though it can also be used for teaching new vocabulary items with correct stress and pronunciation. The teacher must give a clear lead, if necessary repeating with the pupils so that they speak together and do not tail off before the end. If errors are noticeable, remedial work must be given in detail and individually. Chorus work should be confined to a few minutes each day. It cannot replace individual question-and-answer work. It must be conducted imaginatively, ringing the changes frequently to avoid boredom and indiscipline, and if the sentences are contextualized in a class situation some trouble should be taken to see that the facts recited appear true to the pupils.

EPQ ELD

- 71-325 **Breitenstein, P. H.** Active methods in modern language teaching. *Contact* (Aarau), 16 (1971), 23-31.

Working with a language in meaningful situations is a better way of learning it than by listening to explanations of how it is structured. The learner's interest and wish to cooperate must be aroused. We teach four 'active' skills.

Active listening is the basis of all control of spoken language. Teachers often introduce speaking, reading, and writing too early. The tape-recorder can accustom the pupils to other voices. For listening purposes, more material should be presented than is in the normal textbook lesson. Radio commentaries can also be recorded, and there are plenty of recordings of literature.

The first speaking must be imitative. Items to be learnt should be

presented in a context. Listening material can be summarized in simpler language. Dialogues and sketches should be acted. Later, the pupils should be asked to give prepared or unprepared talks.

Silent reading is more important than reading aloud. Intensive reading precedes extensive reading, which should be based on interesting stories, at first read aloud by the teacher. Play-reading should be prepared at home, after introductory work in the classroom. Silent reading should be brought in gradually and lead up to the use of library books.

We should not try to make pupils write at the level of their reading ability. The simplest exercise is copying. Composition proficiency in the mother tongue should be taken into account when marking composition in the foreign language: for examination purposes guided is better than free composition.

EPQ ELD

71-326 Raz, Hana. Some experiments in group work. *English Teaching Guidance* (Tel Aviv), 20 (1971), 19-24.

Grouping according to ability does not in itself produce better achievement. Classes are usually more heterogeneous than the teacher realizes. Pupils work more actively on clearly defined tasks when in small groups. Team spirit develops. [The author describes in detail experimental group-work with heterogeneous groups in the 10th and 12th grades (fifteen to eighteen year olds).]

EPQ ELD 956.94

PRONUNCIATION

71-327 Butzkamm, Wolfgang. Hörtraining und Ausspracheschulung im konventionellen Unterricht und in der programmierten Instruktion. [Auditory training and pronunciation training in conventional teaching and programmed instruction.] *Programmiertes Lernen, Unterrichtstechnologie und Unterrichtsforschung* (Berlin), 8, 1 (1971), 38-48.

Courses for programmed instruction devised in the United States have been largely ignored by German teachers because the majority

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violate the principles of instruction in the foreign language and of inductive teaching of grammar. The main reason, however, is that research into these courses has yielded contradictory conclusions.

The special aspects of auditory training and pronunciation training in programmed instruction are examined. Many courses start with exercises in auditory discrimination [examples given], often using single sounds, syllables or words to train the student's listening comprehension. However, authorities disagree on whether this improves the student's performance. It is suggested that sound-producing training at the very beginning of a course might be a more effective method of auditory training [opinions quoted].

The value of auditory training and pronunciation training can only be properly assessed when the ultimate aim of language instruction is borne in mind. This should be the teaching of meaningful, useful utterances designed for communication between people. Concentrating on individual sounds, syllables or words does not directly serve this aim, nor does it boost the student's motivation.

The usefulness of contrastive linguistics for language teaching has been overestimated. [The audio-visual courses tested by the author account for this scepticism.] In conclusion, conventional language teaching is considered superior to programmed instruction, although a few programmed exercises can profitably be used in a support role.

EPQ ELD ELW AJK AJP

71-328 Faure, G. Les structures prosodiques. Les techniques audio-orales. [Prosodic structures. Audio-oral techniques.] *Langues Modernes* (Paris), **64**, 5 (1970), 36-42.

Two points for consideration are (1) that prosodic structures are of greater importance than phonematic structures, (2) that audio-visual or audio-oral techniques may be conducted just as well with a tape-recorder as with a language laboratory. [Illustrations are given of prosodic patterning with comparisons between French and English on both semantic and syntactic planes.] A short section makes suggestions on the use of tape-recorders rather than language laboratories in the classroom.

EPQ ELD ELT AJP

SPELLING

- 71-329 Oller, John W. Jr, and Seid M. Ziahosseiny.** The contrastive analysis hypothesis and spelling errors. *Language Learning* (Michigan), **20**, 2 (1970), 183-9.

The authors consider the strong and weak versions of the contrastive analysis hypothesis. The strong version predicts the greatest difficulty where there is the greatest difference between native and target language. The weak version assumes that the native language does not really interfere with the learning of a second language. A third version suggests that learning is most difficult where the distinctions between target and native language, or within the target language, are the most subtle. This version predicts a greater prominence of intralingual than of interlingual errors, and a decrease in the proportion of interlingual errors during learning. It also predicts that learners who have learned a non-Roman alphabet will have less difficulty with English spelling than those whose native language uses a Roman alphabet. This last prediction is confirmed by an investigation which the authors describe.

EPQ ELD ASL AYF

READING

- 71-330 Beattie, N. M.** Reading as a preparation for sixth-form work. *Audio-Visual Language Journal* (London), **8**, 3 (1970/71), 127-33.

Extensive reading by sixth-form pupils is an aim which is often not achieved by language teachers. Ideally sixth formers should read spontaneously, rapidly and with discrimination. Inadequacy of book grants and the unimaginative nature of many reading materials militate against spontaneous interest. A relatively small investment of effort can lead to considerable gains in reading speed, but it is essential to teach *efficient* reading techniques. [Fry's manual *Teaching faster reading* is recommended.] Texts should be examined both for difficulty of linguistic content and of subject matter. 'Expository prose', such as that found in newspapers and social studies, literature

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which might be considered 'bad' and simplified non-literary texts can all be useful for preliminary rapid reading. Initial readings of authentic literature should be brief, with a specific aim in mind. As far as is practicable students should be able to choose different books according to their tastes, and teachers themselves must keep up with events and ideas abroad. A sixth-former ought also to be accustomed to a foreign-language monolingual dictionary but dictionary use should not be encouraged until after the rapid-reading course.

EPQ ELD EMS ASP

71-331 Eskey, David. A new technique for the teaching of reading to advanced students. *TESOL Quarterly* (Washington DC), 4, 4 (1970), 315-21.

Vocabulary is only part of the problem of teaching advanced students to read, better: the major teaching problem is the complicated syntax of unsimplified university level prose. The differences between the spoken and the written language must be taught. The main problem areas are the various kinds of complex noun phrases and the free modifiers (e.g. participles and non-restrictive clauses). Materials need to be used in which the student can work his way up from simple and familiar structures to complex and unfamiliar ones. [The author gives a sample lesson on noun phrase complements.] Real mastery of the more complex constructions can only follow from extensive reading.

EPQ ELD EMT ASP

71-332 Klychnikova, Z. I. Психология чтения. [The psychology of reading.] *Иностранные языки в школе* (Moscow), 6 (1970), 30-8.

Suggestions for developing desirable attitudes and skills in reading a foreign language are discussed under two main headings: the techniques of reading and the understanding of a text.

Reading tempo is significant. Each pupil should be encouraged to read as fast as is compatible with his proficiency in articulation, his understanding and the difficulty of the reading passage. Firm links

must be established between letters and their corresponding sounds. Training must also be given in reading combinations of letters in graded reading exercises. An individual's progress is also affected by the number of his eye movements allied to his ability to anticipate what will follow the portion of text being read. Training in word derivatives by exercises requiring the completion of words and sentences to be done as reading practice would help speed in reading. Pupils should also be trained in expressive reading; that is, to read sentences expressing a variety of feelings as well as thoughts. [Exercises practising logical stress and emphatic intonation are suggested with examples.] Errors in reading may be subdivided into three types: perceptive, motor-articulatory and semantic. Initially correction of errors must be rigorous and pupils should read aloud by themselves. An increase in the speed of silent reading may be expected to follow from these techniques.

EPQ ELD AG ASP

COMPOSITION

71-333 Clarkson, Ian. Modern language essay marking. *Canadian Modern Language Review* (Toronto), **27**, 2 (1971), 87-90.

Difficulties in marking departmental examinations in a uniform way led to a decision not to award any marks for the content of the foreign language essay. Marks were then awarded in two groups, for structure and style. While reading through the students' work, notes were made of major and minor errors, style lapses and any bonus marks. [A sample is provided of the grid used for recording the marks and details of what is implied by the four headings.] The marking grid can be adjusted to the difficulty of the work, or the grade level. The system was designed to be as rapid and objective as possible. The marking scheme could be explained to the students so that they know what is required of them. [Readers' comments on the system are invited.]

EPQ ELD ATG

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- 71-334 Dinter, Wolfgang.** Der Précis: ein Weg zur| Einführung in das Schreiben von Aufsätzen. [Précis: an introduction to essay writing.] *Unterrichtspraxis: for the teaching of German* (Philadelphia, Pa), **3**, 2 (1970), 33-40.

Having mastered the basic grammar of a language the student has the problem of making himself understood in good style in an essay. Précis writing, which involves recording the main points of a text and linking them into a coherent whole, can first be undertaken by the teacher together with his students in class. [Details illustrated with specimen passages.] The need for compression and clarity in précis writing is excellent training for the free essay writing which will follow.

EPQ ELD ATG

COMPREHENSION

- 71-335 Sherrow, Renée.** Suggestions for teaching listening comprehension skills. *French Review* (Baltimore, Md), **44**, 4 (1971), 738-42.

Although listening comprehension is important there are few definitions of what it is and fewer suggestions of how to teach this skill. Minimal-pair, sound-discrimination exercises are followed by practice in responding to questions and acting out a dialogue. When the stage is reached of asking students to select the right response to a statement or question read to them difficulties are revealed. Some of the psychological and teaching problems encountered in developing this skill are discussed. Students are often unaccustomed to listening intently in their own language. Attitudes need to be modified and speed regulated. Slow speech is often distorted and not to be recommended but adequate pauses between utterances enable students to think over and decode what they have heard. Students should be taught to discern basic structural information from morphemic sound signals. After listening practice, dictation can be given as it appeals to both eye and ear simultaneously. Students need to accustom themselves to not understanding every sound they hear and yet gain some information from an utterance. This will help to alleviate anxiety. If separate drills

are given in hearing phonemic differences, distinguishing morphemic sound signals, and comprehending lexical items, students are better prepared to comprehend normal foreign language utterances.

EPQ ELD ATL

LITERATURE

71-336 Baird, A. J. Observations on the teaching of twentieth-century literature to senior pupils at secondary-school level. *Levende Talen* (The Hague), 275 (1971), 128-31.

The practice of speaking and writing a foreign language ought to be related to a study of literature. Literature can reveal the potentiality of a language. It is important for a teacher to choose the kind of literature which his experience tells him will communicate to a particular class or age level. It must make some emotional appeal and the language must be within the pupils' reach. To use a piece of literature as a text on which to base a grammar lesson is to abuse it. It is helpful to set the mood before a passage is read, and visual and audio aids can be used here. A text should not contain unfamiliar or archaic language. It is best to begin with something on a present-day theme which the teacher feels he can put across vividly to his class. [In conclusion the author suggests a list of modern works in English which senior pupils might enjoy.]

EPQ ELD AVL

VISUAL AIDS

71-337 Fleming, Gerald. Gesture and body movement as mediators of meaning in our new language-teaching systems. *Contact* (Aarau), 16 (1971), 15-22.

[This article, summarized in abstract 71-134, is now available in English in the above journal.]

EPQ ELD ELS AXG

- 71-338 Mieth, Christoph.** Darbietungstechniken der Bildgeschichte. [The techniques of presenting pictorial stories.] *Englisch* (Berlin), **6**, 1 (1971), 10-12.

The principle of 'situational teaching' is now accepted in language teaching but many teachers are unsure as to how to use visual materials. A distinction can be made between static pictures which can relate to a text or be independent of it, and movable visuals which are related more closely to a text. [For static pictures, suggestions are made for using multi-copies, an overhead projector, and a roll of wall-paper to hold the pictures.] Flannel figures and other movable visuals must be large enough for all the children to see clearly. Movable figures can be drawn on transparencies for the overhead projector and cut out. These can be used over a static background. [Further suggested reading.]

EPQ ELD ELS

- 71-339 Selden, Sherman W.** Some cultural limitations to visual aids. *Audio-visual Instruction* (Washington DC), **16**, 1 (1971), 15-16.

The effective use of visual aids in developing countries is complicated by a lack of knowledge of the effect of culture on perception. Viewing two-dimensional pictures may be a relatively new experience. One sees what one's culture has trained one to see. Conventional symbolism and complicated camera work may dumbfound an African pupil, while a western visitor taken round National Parks by an African guide may be quite unable to see a large animal indicated to him which is standing motionless in sun and shadow in grassland. Photographs and drawings for use in developing countries, where pupils are unlikely to own a camera and understand what can be done with it, should be made from an eye-level perspective, including some familiar object so that the viewer can judge the size of unfamiliar objects. Colour drawings, paintings and photographs should be as true to life as possible. Diagrams and charts can also present problems to pupils unused to schematic drawings. [Examples.]

EPQ ELD ELS

TELEVISION

- 71-340 **Apelt, Walter.** Fernsehen und Englischunterricht. Beobachtungen zur Effektivität und Gestaltung des Grundkurses Englisch in Verbindung mit dem Fernsehkurs 'English for You'. [Television and English teaching. Observations on the effectiveness and form of the elementary English course in conjunction with the TV course 'English for You'.] *Zeitschrift für Anglistik und Amerikanistik* (Leipzig), 19, 1 (1971), 36-48.

In 1966 a television course *English for You* was introduced as an integral part of the English teaching programme. The plan envisaged one twenty-five minute transmission per week with two repeats, followed by three hours of follow-up work in the classroom. The general form of the programme remained constant throughout with native speakers taking part. The main emphasis was on the oral aspect, but there were other special aims. From 1966 to 1970 systematic and casual observations revealed the effectiveness of the organization. Communal viewing in class was recommended but could not be guaranteed. Home viewing was also possible. Success depended partly on timetabling, but the numbers taking English rose because of the television programme.

Importance was attached to content learning, not just skill learning, so one aim was to impart knowledge of the country. The series portrayed life in Britain, and social and political problems in a capitalist country. The presentation of lexical items was highly effective but pronunciation and grammar received criticism. Television is excellent for aural comprehension but more work is needed on stimulating productive speech. The psychological stimulus increasing motivation, interest, student participation and retention was successful and the programme and support material also stimulated teachers to new types of exercise and oral practice in class. Television courses can dispense with the mother tongue, provide situational grammar teaching and synchronize audio and visual material.

EPQ ELD ELV

PROGRAMMED INSTRUCTION

71-341 Allen, John R. ELSE at Dartmouth: an experiment in computer-assisted instruction in French. *French Review* (Baltimore, Md), **44**, 5 (1971), 902-12.

At Dartmouth College in America French instruction was supplemented by computer-aided instruction in 1970. The series of programmes under the name ELSE (Elementary Language Study Experiment) enables each student to receive individual attention, and can concentrate on areas requiring special practice. The students are not bored repeating the same unchanging mechanical drill. The programmes were composed by a French teacher without advanced mathematical knowledge, assisted by an engineering student for the last and most complicated programme. The use of English is kept to a minimum and the student writes only French. He can choose his programme as he would choose a tape for a language laboratory, practising a particular skill in which he is interested. [The handling of question and answer by the computer is described in some detail.] Correction is carried out step by step and encouragement given where error is slight. The sentences or questions are presented in random order so that a student working over a programme several times does not learn the correct answers from the order in which they are asked. The computer also adapts itself to the student's ability and moves to more difficult work as soon as the student feels he has mastered a particular part of the material. The students reacted favourably and made notable progress after working with the computer. The computer does not replace the language laboratory as it drills written French only. But, like the laboratory, the computer drills the student on material he first learns elsewhere. The cost of installing a computer designed to handle programmes such as those described is comparable to the cost of installing a good language laboratory and has the advantage of being usable for other purposes.

(440) EPQ ELD ELW

ADULT STUDENTS

- 71-342 **Kobersky, Eva.** Science and literature in English night classes. *Contact* (Aarau), 16 (1971), 34-6.

The vocabulary of science and literature is easily acquired if the student has assimilated the structure of English situationally. In the Department of Applied Linguistics, Mons, Belgium, this specialized vocabulary is taught by language laboratory exercises. The students also prepare talks on their special subjects. Oral summaries of the talks are made, and the passive specialized vocabulary is actively used. Discussion of the talks follow. Then the students are given the text of the laboratory exercise for reading practice. For literary vocabulary, laboratory texts are used, but the students also read short stories at home. Written work includes dictation and essays.

EPQ ELD EMV ANG

RETARDED PUPILS

- 71-343 **Polinsky, Aaron S.** French for the educable and emotionally disturbed. *French Review* (Baltimore, Md), 44, 4 (1971), 724-9.

It is extremely difficult to provide opportunities in foreign languages for slow learners. Pupils who are educable but emotionally disturbed may feel themselves to be stupid because they are excluded from language study, which brings a special prestige with it. Pupils with learning problems need more confidence than anyone else. They must be praised and rewarded for any progress. The first weeks of an experimental class with such pupils using *Voix et Images de France*, supplemented with games, films and special tapes, have proved that these pupils are capable of learning some facets of a foreign language and can benefit from the additional cultural information which would help them to understand and respect French-speaking friends. It is hoped to evaluate the experiment fully at the end of the year and see what is applicable not only to these slow learners but also to normal slow learners who would like to try a foreign language.

(440) EPQ ELD ENF

ENGLISH

- 71-344 Baetens Beardsmore, H. and A. Renkin.** A test of spoken English. *IRAL* (Heidelberg), **19**, 1 (1971), 1-11.

One of the most difficult fields in language testing has proved to be that of productive spoken language. This has been one of the foremost considerations at the Institute of Phonetics of the University of Brussels where an objective test of spoken English has been designed. Testing methods are reviewed: the 'strip-cartoon' technique, the 'interview' technique, and the 'dialogue' technique. The latter was chosen for this particular test. The students were led to participate in a dialogue with the voice presented on the tape-recorder. Items were carefully selected to leave very little scope for variations in the answers, and validity was tested on a wide variety of native speakers including very young children. Instructions were given in the native tongue before each section. In correcting, a strict principle of 'right' or 'wrong' was adhered to. A printed correction sheet was used giving the most likely answers (including alternatives) and leaving room for variants to be written in. Incorrect variants provided useful information for error analysis. A supplementary test was added to give students the opportunity to speak more freely. The general conclusion is that at a given level of language ability the information provided was sufficient to replace the interview technique.

420 EPQ EHP

- 71-345 Denison, N.** The use of English as a medium of communication in Europe. *Incorporated Linguist* (London), **10**, 2 (1971), 38-43 and 53.

It may be true that English is the most widely taught foreign language in Europe but one cannot therefore conclude that it is the most widely used. The Council of Europe has been able to establish a framework for informal meetings of experts and to sponsor conferences on European language problems at which those concerned with English have tended to be in a majority. A great deal remains to be done in the way of fact-finding and compilation of information before an

overall language policy for Europe can be developed. [The British Council 1968–9 report is quoted on its assessment of English as a world language.] As far as the commercial world is concerned, English has been the language of EFTA and French the language of the EEC, and if Britain enters the tighter and larger European community, she will have to tread warily to avoid committing socio-linguistic faults. English may remain a 'world language' without necessarily becoming the *lingua franca* for the European region. One way of providing the amount and intensity of English teaching, which an enlarged use of English in Europe will necessitate, would be for Britain and the Continent to exchange teachers on a large scale in all subjects, providing instruction in their own subjects through the foreign medium where appropriate.

420 EPQ ED

71–346 Dresdner, Mauricio Pilleux. Difficulties of Chilean students in pronouncing: (1) English consonant sounds, and (2) English vowel sounds. *English Language Journal* (Buenos Aires), 1, 4 (1970), 325–40, and *English Language Journal* (Buenos Aires), 2, 1 (1971), 5–14.

Using the International Phonetic Association symbols, English consonants and vowels are studied which cause difficulties to educated speakers of Chilean Spanish. Technicalities are avoided as much as possible and practical hints and practice exercises are given.

420 EPQ EJ 460 983

71–347 Engels, L. K. The function of grammar in the teaching of English as a foreign language. *ITL: Review of Applied Linguistics* (Louvain), 10 (1970), 11–20.

Rapid courses are required today which do not demand too much time, and efficiency is expected according to the chosen objective of the learner, whether this be understanding of university lectures, tourist conversation, professional reading, or full written mastery of a language.

The existing teaching situation (particularly in Belgium) is

examined alongside these objectives, and the place of grammar in the resulting model is examined. Substitution tables provide training for short memory and are excellent for the early stages but they are no use for revision. At this stage grammar rules, which work efficiently and provide direct transition from rule to practice, are needed. 'Mediators' in the shape of formulae provide an abstract presentation of how the student has to behave grammatically. Such mediators can be discarded as soon as a structure is mastered but can be recalled for remedial work.

420 EPQ AK

71-348 Fox, Robert P. The relative clause in three languages. *TESOL Quarterly* (Washington DC), 4, 2 (1970), 131-6.

[The author makes a contrastive analysis, based on a transformational model, of the restrictive relative clause in English, Hindi, and Baghdad Arabic.] The basic structures are similar. In all three languages there is a linking element which occurs at or near the beginning of the relative clause. English and Arabic move the relative clause from a pre-head noun position in the deep structure to a position in the surface structure immediately after the head noun, while in Hindi the position of the relative clause depends on the function of the head noun. [The author discusses briefly the difficulties Arabic and Hindi speakers may have in learning English.] Other problems not predicted by contrastive analysis may arise as the result of the student's previous exposure to English.

420 491.43 492.7 EPQ AK

71-349 Freudenstein, Reinhold. Ongoing experiment in Hesse. *English Teaching Forum* (Washington DC), 9, 3 (1971), 6-9.

An English-teaching experiment is being conducted at schools in Hesse, Germany. The existing curriculum is being examined within the framework of the whole secondary education system. The working group consists of university staff as well as teachers. Every step in the experimental programme is discussed with the teachers involved. A coordinator visits the participating schools regularly and confer-

ences are held each week in each school involved. All the commercially published textbooks have been examined and it was concluded that not one was likely to bring the teaching of the spoken language up to a given standard. Modern media are not considered to have been developed yet for maximum effectiveness in the teaching and learning process, but once they have achieved this effectiveness, they must become standard elements in any educational programme.

420 EPQ ED 943

71-350 Greene, Olive. The problems of the article (parts 1-3). *English Teaching Forum* (Washington DC), **8**, 6 (1970), 3-6 and 27; **9**, 1 (1971), 6-9; **9**, 3 (1971), 12-21.

This series recognizes the difficulties caused to foreign students by the English use of 'a', 'an', 'the' and the absence of any article before a noun. The articles are written against a background of teaching experience in Turkey and some of the examples illustrating difficulties are from Turkish. The concepts behind varying article usage are examined and also the different categories of nouns which will affect the choice of article. Articles are not function words in the structural sense. They are essentially indicators of the mood and attitude of the speaker and they create attitude in the hearer.

420 EPQ AK 956.1

71-351 Greenland, J. J. An attempted analysis of seventy-four essays written by first-year secondary pupils in Uganda. *Teacher Education in New Countries* (London), **11**, 3 (1971), 200-10.

The author gives numerous examples of spelling, grammatical, lexical, and stylistic mistakes made in these essays and discusses their causes (pronunciation difficulty, native-language interference, wrong analogy, etc.). One of the commonest mistakes was failure to distinguish between the simple past and the past perfect. There were also many errors in direct and indirect speech, conditional clauses, modal verbs, the deictics, possessive forms, and prepositions. He

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classifies mistakes of vocabulary under the headings: individual words wrongly used, complete expressions used with the wrong meaning, fixed expressions where a part has been altered, and expressions not possible in English. Dialogue occurred in the essays frequently. Paragraph division was arbitrary. The essays reflect a Ugandan schoolboy's way of life.

Two main problems were revealed: the need to move from translation of the mother tongue to thinking in the second language; and the need to practise turning a conversational form into writing.

420 EPQ ATG 967.61

71-352 Kelly, Michael. The Africanization of syllabuses in education in anglophone and francophone countries of West Africa. *Teacher Education in New Countries* (London), **11**, 3 (1971), 229-38.

Education in francophone West Africa is strongly metropolitan and literary. French language and culture is dominant. Anglophone West Africa officially encourages vocational and practical education and pays great attention to the vernacular languages as media of instruction. The present influence of French colonial educational policy is most marked in Dahomey.

Syllabus recommendations in francophone West Africa emphasize the foreignness of French, whereas in anglophone West Africa the stress is on the second rather than the foreign nature of the English language. There is a similar contrast in the teaching of the natural sciences. In francophone West Africa moves towards localization have been recommended, but relatively little has been achieved. The Africanization of syllabuses in both subject areas has gone much farther in anglophone territories.

420 440 EJX 966

- 71-353 Mazzarella, Silvester.** Mistakes commonly made by Finnish-speaking people in pronouncing English. *Tempus* (Helsinki), **6**, 1 (1971), 19-21.

The author deals with the main errors made by Finnish people under the headings 'consonants', 'strong and weak consonants and how they affect preceding vowels', and 'the voicing of weak consonants'. Some comparisons are made with German and Swedish.

420 EPQ AJ 494.541 948.95

- 71-354 Owens, R. J.** English language teaching in Southeast Asia: challenge and opportunity. *Malaysian Journal of Education* (Kuala Lumpur), **7**, 1 (1970), 1-5.

The recently established Regional English Language Centre (RELC) in Singapore will endeavour to help member south-east Asian countries to identify their English language needs and priorities and then, through the research, information and training components of its organization, take steps to meet them. RELC will run training courses for teachers of English as a second and foreign language and sift from the corpus of available knowledge about language teaching that which is particularly relevant to regional needs. The peripheral disciplines need examining in order to extract the most valuable insights for language teachers in training. This work is demanding on time, expertise, library facilities and research data.

420 EPQ 959

- 71-355 Rochowanská, Ida.** A phonetic test. *Cizí jazyky ve škole* (Prague), **14**, 4 (1970/71), 97-105.

Six hundred and seventy-five Czech secondary school students learning English were tested on their proficiency in discriminating English phonemes. They were divided into forty groups according to type of school. Except for one group (pupils of 11-plus attending a selective junior secondary school), the students were aged 15-plus and attended selective higher secondary schools. The test concentrated on the ability to discriminate between six English phonemes:

[i:], [æ], and final voiced consonants, [w], [ŋ], [ð]. They were presented in a series of ten pairs of words. The phonemes in question appeared in each pair once, twice or not at all. In most cases the phonemes were contrasted with words containing the matching phoneme [i], [e], and unvoiced final consonants, [v], [n], [θ]. [The evaluation procedure and computing of results is described.] The results showed no significant differences between the groups. The scale of correct responses in aural discrimination was (from the highest to lowest): [i], [æ], final voiced consonants, [w], [ð], [ŋ]. On the basis of these results, the graduation of possible learning difficulties in the perception and articulation of these phonemes is compared with a predictive contrastive analysis of related Czech phonemes. This is followed by methodological suggestions for a more efficient order of presentation of the phonemes in the classroom.

420 EPQ 959

71-356 **Shukla, P. D.** English in India today and tomorrow. *Education Quarterly* (New Delhi), 22, 3 (1970), 43-8.

It is now national policy that the Indian languages should be made the media of instruction in higher education and out of some eighty universities about fifty-five have already provided for the relevant Indian languages as the media of instruction and examination. English holds a special position among the foreign languages which Indians may learn because it is the most widely used international language. It also has a special place in India because of the close contact of the last 150 years; there is a tradition of English teaching and India has produced some notable writers in English. Although it is estimated that not more than 2 per cent of the population can express themselves well in English today, most of the work of the Union government, and the senior posts in trade, commerce and education require English speakers. The Central Institute of English, Hyderabad, and the State and Regional Institutes are endeavouring to train or re-train Indian teachers in modern methods of language teaching and assist with textbooks and reading material in English for

school-children in India. It seems that for some time to come the media of instruction in the educational institutions of all-India will be both English and Hindi and part-time courses will be needed to ensure that employers and prospective employees will be able to achieve this bilingualism.

420 EPQ ED 954

71-357 Thornton, R. A. Mainly about merchant ships (parts 1-3). *English Language Journal* (Buenos Aires), 1, 1 (1970), 33-42; 1, 3 (1970), 245-62; and 2, 1 (1971), 31-40.

By means of dialogue the terminology of merchant ships is presented in context. The special terms used are defined and set in sample sentences at the end of each dialogue. The first article is mainly concerned with the different types of merchant ships. The second article includes a diagrammatic section of a cargo boat with the main parts numbered and labelled. The third part continues the general description of a ship, concentrating on the steering and engine-room.

420 EPQ ALD

71-358 Valdes, Joyce. Starting English late. *TESOL Quarterly* (Washington DC), 4, 3 (1970), 277-82.

[The author describes an attempt to provide instruction in English for the Spanish-speaking custodians and groundsman at the University of Houston.] Psychological and social difficulties had to be overcome with these adult beginners. There was an anti-Anglo attitude. Some of the men could hardly remember being in a classroom, and feared that younger men would show them up. Since the men would resent being taught by anyone unable to speak their own language with ease, students from the League of Mexican-American Students were used as teachers. Testing was taboo. The teachers' attendance proved irregular, but the men's enthusiasm and the dedication of one of the teachers produced good results. More mature teachers were subsequently obtained.

420 EPQ EMV 460 970

FRENCH See also abstracts 71-311, -314, -341, -343, -352

71-359 de la Ménardière, C. Le français tel qu'on le parle. [French as it is spoken.] *French Review* (Baltimore, Md), **44**, 4 (1971), 709-12.

Even a well-educated Frenchman will use a conversational form of speech containing slang words and it is this kind of speech which should be taught to foreign learners. The French tend to be individualists with a personal form of expression in speech which makes understanding difficult for a foreigner. Provincial dialects have given many words to educated regional and national speech which are not easily to be found in dictionaries. Local accents are to be avoided by foreigners as the tendency in France today is for local accent to disappear among the young. Academic studies can encourage students to speak in the particular literary style of a recently studied author and this too is to be avoided.

440 EPQ ATD

71-360 Di Cristo, Albert. L'enseignement de l'intonation française: exercices structuraux pour la classe et le laboratoire. [Teaching French intonation: structural exercises for classroom and laboratory.] *Français dans le Monde* (Paris), **80** (1971), 10-16.

In works on teaching French as a foreign language very little space is given to intonation exercises. A study of vowels and consonants needs to be completed by a study of intonation. As modern methods of teaching are based on dialogues, it is important that correct intonation should be taught with these. Too often intonation is taught in isolated sentences not seen as structures containing smaller structural units. Repetition of such sentences gives rise to boredom and a relaxation of attention. Intonation can be structurally based. [Sample intonation exercises are appended based on the work of Pierre Delattre who isolated ten basic intonation patterns: continuity (two kinds), finality, interrogation, exclamation, orders, implication and parenthesis (two kinds).]

440 EPQ ELD AJP

- 71-361 Frérot, Jean.** Une leçon d'orthographe au niveau initiation. [A spelling lesson at an early stage.] *Français dans le Monde* (Paris), 80 (1971), 6-9.

Foreign students of French of whatever nationality find difficulty with the spelling. The agreement of the past participle causes special difficulty and this point in particular is studied here. Feminine agreements can be taught orally by means of short dialogues [examples]. The rule should be derived from the sound of the past participle and then applied where the agreement is inaudible and to written forms. This method has been tried with students of many nationalities and has been found to be much more successful than giving the students only a written rule and practice exercises.

440 EPQ ASL

- 71-362 Haggis, Bernard M.** Verbes réfléchis ou verbes pronominaux. [Reflexive or pronominal verbs.] *Français dans le Monde* (Paris), 79 (1971), 6-13.

It is common in Britain to speak of French verbs whose subject is repeated by a pronoun as 'reflexive' verbs. This is only accurate in some cases. Verbs such as *s'écrier*, *s'endormir* are more accurately described as pronominal verbs. Confusion between the form and meaning of these verbal constructions is widespread in the manuals and among teachers of French. There is a tendency to think that the same grammatical form must carry the same meaning, which is not always true. The term 'reflexive' verb refers to the sense while 'pronominal' verb refers to the form. Following a study of the 250 pronominal verbs given in the *Dictionnaire Fondamental* of Gougenheim, the main uses of these verbs are shown using the criterion of commutability (ability of one linguistic unit to replace another in a given context). The commutability of *se* gives rise to three different groups of pronominal verbs. From the teaching point of view the subgroups of these three are more useful as they separate the verbs which behave in the same way from the special cases [examples].

440 EPQ AK

- 71-363 Levy, Harry.** French in the middle school – post audio-visual French. *Audio-Visual Language Journal* (London), **8**, 3 (1970/71), 135-42.

Only a few audio-visual courses attempt to go beyond the second year, and there is then a return to the textbook followed by concentration on written work. Ideally an audio-visual course should introduce the written language and any later teaching should maintain the already acquired fluency of speech. These principles were maintained by the author while experimenting with the *Tavor* course and the middle-stream of a grammar school. [Illustrations.] The preliminary work carried out with a tape-recorder and Prévert's *Déjeuner du Matin* before the text was read is described in detail, with the suggestion that it might be adaptable to work with a conventional textbook where this is insisted upon in a school.

440 EPQ ELR

- 71-364 Niedzielski, Henri.** L'enquête linguistique et son application à la correction de l'expression orale. [Linguistic research and its application to correcting speech.] *IRAL* (Heidelberg), **8**, 4 (1970), 291-5.

Several recent experiments in France and the United States have confirmed the importance of oral discrimination training before speech. Many adults are incapable of hearing errors in pronunciation accurately. It is worth spending time with teachers in training using explanations and tape-recorders so that they become fully skilled in detecting any pronunciation error made by themselves or their students. [A list is given, suggesting the correct progression of elements for oral discrimination training in French.] Such training is essential for teachers who will be using an audio-lingual approach.

440 EPQ ED AJB

GERMAN See also abstract 71-322

71-365 Lohnes, Walter F. W. The basic structure of English and German assertions. *Unterrichtspraxis: for the teaching of German* (Philadelphia, Pa), **3**, 2 (1970), 41-9.

Examples are given contrasting the basic structure of English and German assertions. The longer the assertions the more apparent do the contrasts become. Intonation patterns are contrasted as well as grammatical structures. The material is drawn from experience in the classroom and is intended as a practical aid to the teacher in overcoming the rigidity of traditional grammar. **430 EPQ AKN 420**

71-366 Richards, Donald. Teaching German to the lower streams. *Treffpunkt* (London), **3**, 2/3 (1971), 11-25.

German was introduced in a comprehensive school to children in the IQ range of 100 minus to 112 plus. Pupils learned some German vocabulary and some grammatical rules but could not make use of the two together. After an experimental year the stock course-books were discarded and the staff produced their own materials based on *Illustrierte Geschichten*. The pictures were intended as a basis for free composition but in this case dialogues and narrative texts were drafted to accompany the pictures which were then used as a visual stimulus for oral work. In the following year the school joined the pilot scheme for Nuffield German.

With lesser-ability classes motivation was found to be the greatest problem. A good relationship with a class is vital and this is a personal matter for each teacher. Topics for oral work must be chosen among the children's existing interests. Time spent listening, speaking and reading in lower-ability classes is more valuable for the children than writing. If the main aim is communication an audio-visual course is likely to be the most helpful. In this case there was no space to store visual aids so an audio-lingual course was developed. [Some details given.] The pupils will eventually sit Ordinary Level and CSE examinations, and although discipline problems have undermined progress with some fifteen- to sixteen-year-old classes it is felt that

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modern languages are not irrelevant to teenagers in the 1970s and can contribute to their general education even though they do not master a language.

430 EPQ EMS ENF

71-367 Lubouchkine, Mme, and R. Basset. *Le russe en 6e.* [Russian for eleven-year-olds.] *Education* (Paris), 98 (1971), 20-21.

Russian was introduced for the youngest pupils in a secondary-modern type of school near Rouen following reorganization in the area. Parents were not always willing for Russian to be taught, seeing fewer advantages for their children in the form of pen-friends and school journeys and fewer opportunities for using the foreign language later on than for those pupils who had studied a western European language. In the end twenty pupils made up a class of very uneven ability. The direct approach of an audio-visual course enabled progress to be maintained much more evenly than for the children's other subjects. At eleven they had few problems with the sounds of the language and were not inhibited by adolescent shyness. They made less progress with written work but this would have been the case with any foreign language.

Continuity in teaching can be assured by making one school the Russian-teaching centre for a fairly wide area. Ideally, this would be a boarding school but few boarding schools exist at present in urban areas in France.

491.7 EPQ EMS 944

RUSSIAN

71-368 Novikov, N. A. *Русский язык как иностранный и основные вопросы его описания.* [Russian as a foreign language and basic problems of its description.] *Русский язык за рубежом* (Moscow), 4 (1970), 63-7.

Teaching materials which are derived ultimately from descriptions of a language made by and for native speakers of that language are not adequate for non-native speakers. Such descriptions of the language

are frequently inadequate, incomplete and static, taking little account of the functional aspect of language. Descriptions of a language intended for native speakers are frequently vague and incomprehensible for the foreigner, do not emphasize difficult aspects of that language, take no account of the prospective learner's native language and frequently do not account for the relation between linguistic and extralinguistic data.

The most important principles which should govern Russian as a foreign language are: the selection of language for teaching purposes, the specific interpretation of the facts of the foreign language, the dual development of the description (for active and passive aspects), the dynamism of the description of the basic units of the language, and the reference to the learner's native language.

491.7 EPQ ADN