Language learning and teaching

81–260 **Benseler, David P. and Schulz, Renate A.** Methodological trends in college foreign language instruction. *Modern Language Journal* (Madison, Wis), **64**, 1 (1980), 88–96.

The paper was written in response to a request from the President's Commission on Foreign Language and International Studies; it reviews current methodologies and looks for trends for the future. Disturbing developments in the field of modern-language teaching include a decline in the number of students majoring in foreign languages, drastic reductions in foreign-language requirements for colleges and universities, and an alarmingly high drop-out rate after the first year of study. Teachers should use whatever techniques best suit their students rather than slavishly following any one method. Four main approaches are briefly described: the audiolingual method, cognitive method, direct method and grammar translation method. Short descriptions are also given of: the confluent approach, community language learning, the psycho-generative method, the 'silent way', suggestology, and the total physical response method. Recommendations include more in-service training for teachers, better co-ordination of research efforts, consideration of intensive and immersion programmes, and the establishment of specific competencies for various levels of language study.

81–261 **Eddy, Peter A.** Foreign languages in the USA: a national survey of American attitudes and experience. *Modern Language Journal* (Madison, Wis), **64**, 1 (1980), 58–63.

A telephone poll of 962 respondents was conducted to discover attitudes to, and experience of, foreign-language study. The survey results show that the majority of American citizens have virtually no knowledge of foreign languages. Only 30 per cent of Americans have studied a foreign language in school, and only eight per cent have studied a language long enough (four years or more) to begin to have a useable knowledge of it. Nevertheless, American attitudes toward language study are positive. Three-quarters of those who have studied a language consider it to have been worthwhile, and 84 per cent of those with children under 16 say they are encouraging them to study a foreign language. Three-quarters of Americans believe languages should be taught in the elementary school. More than 9 out of 10 feel languages should be part of the junior and senior high-school curriculum. And 45 per cent of those surveyed report a desire to study a foreign language in the future. [Survey and detailed results are given.]

81–262   Higman, Francis. The barriers made bridgeable by language. *Times Higher Education Supplement* (London), **413** (3 October 1980), 9–10.

The value of language is that it imposes a selective and formulative grid on the raw material of experience. An understanding of the qualitative differences between languages is crucial for any study of international relations. The proper study of other countries must begin with a language class which is properly sensitive to these formulatory linguistic differences. We evaluate the physical reality around us in a way which is culturally conditioned – works of art are among the most powerful creative influences on the way in which we perceive the world. The words used for literary creation are also the common coinage of everyday discourse. The 'language and literature' format is therefore still valid. Beyond the mastery of a given individual idiom we are studying the nature of communication, and the nature of conceptualisation through language.

81–263   Morris, Cynthia. Are modern languages of any use? A limited survey of job opportunities for modern linguists. *Modern Languages* (London), **61**, 3 (1980), 109–12.

For a 12-month period (1979) an analysis was made of job opportunities advertised mainly in *The Guardian* which made reference to a language skill as being essential or highly desirable (ignoring advertisements for modern-language teachers). The main conclusions were: (1) the need to acquire a particular vocational skill and (2) the desirability of knowing more than one foreign language. Language knowledge on its own is insufficient. The job opportunities can be classified as secretarial (by far the largest number); translation and interpreting; technical and scientific; managerial; media; community; research; library work. Syllabuses must reflect the needs of students in the world of work. Combinations of subjects other than the traditional arts mix should be encouraged.

PSYCHOLOGY OF LEARNING   *See also abstracts* 81–289, –301, –305/6

81–264   Allen, Rhianon and Reber, Arthur S. Very long-term memory for tacit knowledge. *Cognition* (Lausanne), **8**, 2 (1980), 175–85.

Very long-term memory for abstract materials was examined by recalling subjects who had served in a synthetic grammar learning experiment two years earlier. That study (Reber & Allen, 1978) differentiated among several cognitive modes of acquisition, their resultant memorial representations, and their associated decision pro-

cess. Two years later and without any opportunity for rehearsal or relearning, subjects still retain knowledge of these grammars to a remarkable degree. Differences traceable to acquisition mode and conditions of initial training can still be observed. As in the original study, these results are discussed within the general context of a functionalist approach to complex cognitive processes.

81–265 Cooper, Robert L. and others. The acquisition of complex English structures by adult native speakers of Arabic and Hebrew. *Language Learning* (Ann Arbor, Mich), **29**, 2 (1979), 255–75.

This investigation examined the acquisition of five complex English syntactic structures by Egyptian and Israeli adult learners at different levels of proficiency. Carol Chomsky's methodology, as adpated by d'Anglejan and Tucker, served to assess comprehension of these structures. The responses of the Egyptians and Israelis, which were similar to one another as well as to those of the French Canadians previously studied by d'Anglejan and Tucker, suggest that first- and second-language learners of English encounter some of the same difficulties. Their responses also suggest that the creative construction hypothesis can be applied to second- as well as to first-language acquisition.

81–266 Darian, Steven. Focal words and the recovery of sentence meaning. *ITL* (Louvain), **47** (1980), 15–27.

In listening and reading, the foreign-language learner must be able to process a great deal of information in a short time. In order to do this, he must develop a strategy for choosing those items that help in recovering that information. One way of doing this is to concentrate on 'focal words': words containing key elements of meaning in the sentence. These words may then be used – in speech and writing – to reconstruct the original message. This paper explores the relationship of focal words to other sentence elements and describes various focal word exercises for listening and reading.

81–267 Faerch, Claus and Kasper, Gabriele. Processes and strategies in foreign-language learning and communication. *Interlanguage Studies Bulletin* (Utrecht), **5**, 1 (1980), 47–118.

The approach adopted can be characterised with respect to three types of problems in IL studies: the choice of perspective, the relationship between learning and communication, and the ontological status of classes of IL phenomena. The authors' description of processes and strategies is based on the learner's, not the analyst's, point of view. A distinction is maintained between processes/strategies in learning and in communication. It is assumed that strategies do not constitute a 'natural' class of phenomena, given *a priori*, but rather that the class of

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strategies has to be established by means of defining criteria based on the epistemological interest of the analyst.

Central to this description of processes and strategies is a general model of goal-related intellectual behaviour. Within this model, strategies constitute a subclass of plans and are defined by means of two criteria: problem-orientedness and consciousness. Both have a clear relevance for motivational and methodological aspects of FL teaching. The criterion of problem-orientedness implies that the learner is having a problem in reaching a particular learning or communicative goal, the criterion of consciousness implies that the learner is consciously aware of having such a problem. Hence consciousness refers to the problem, and not to the plan which the learner adopts in order to cope with her problem. Strategies can consequently be defined as potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular goal.

Learners may attempt to solve their problems in L2 learning by means of psycholinguistic or behavioural learning strategies. Psycholinguistic strategies are adopted if the learning problem is a problem in hypothesis formation, behavioural strategies if the problem is a problem in hypothesis testing or in increasing automatisation. The psycholinguistic strategies can be subclassified on the basis of whether/how the learner makes use of prior knowledge in hypothesis formation. In this way a distinction can be made between the psycholinguistic strategies of induction, inferencing, and transfer.

Communication strategies are used in order to solve problems in either the planning or the realisation of speech production. Planning problems can be caused by (1) lack of linguistic resources, (2) uncertainty about the correctness of rules/items belonging to the IL system, (3) expectation of fluency problems in connection with the realisation of specific rules/items. Realisation problems are problems in retrieving the phonological/orthographical forms of items which have been selected for the plant. Communication strategies can be subclassified into formal reduction, functional reduction and achievement strategies, each of which classes contains a range of specific strategies. In addition to their communicative function, several of these strategies can have a subsidiary learning effect, contributing to either hypothesis formation or to automatisation. [Some implications for FL teaching are considered.]

81–268 Gardner, R. C. and others. Intensive second-language study in a bicultural milieu: an investigation of attitudes, motivation and language proficiency. *Language Learning* (Ann Arbor, Mich), **29**, 2 (1979), 305–20.

The aim was to investigate the relation of a series of attitudinal/motivational variables to achievement in French of samples of Canadian and American adult students in an intensive French language programme, and to assess the effects of the programme on attitudes, motivation, and

French proficiency. The results demonstrated an association between an attitudinal/motivational factor, referred to as an integrative motive, and French oral proficiency and reported satisfaction with the programme for the sample of 89 Canadian students, but not for the 65 Americans, even though an integrative motive factor was obtained with both samples. Furthermore, both samples evidenced decreases in anxiety and attitudes towards bilingualism, and increases in French proficiency as a result of the programme, while the American sample also demonstrated a decreased appreciation of the French Canadian community, and an increased desire to learn French. The results were interpreted as reflecting the role played by attitudes in the language learning situation, but attention was directed towards the significant influence the sociocultural background of the student can have on the nature of this role.

81–269   Gass, Susan. Language transfer and universal grammatical relations. *Language Learning* (Ann Arbor, Mich), **29**, 2 (1979), 327–44.

It is generally accepted by both theoreticians and language teachers that when attempting to communicate in a second language, learners often 'transfer' elements of their native language onto the speech patterns of the target language. A study investigating the acquisition of relative clauses by adult second-language learners was conducted, in order to discover what language transfer consists of, what language phenomena are and are not transferred, what constitutes evidence for the existence of transfer and what the role in language transfer of language universals is. It was found that an adequate description of language transfer-cannot be given without a consideration of target language facts and language universals. On the basis of these results a model of language transfer is proposed that predicts under which conditions transfer is most likely to occur. The mode suggested includes notions of language universals, language distance and surface language phenomena.

81–270   Gass, Susan. Sentence processing by L2 learners. *Studies in Second Language Acquisition* (Bloomington, Ind), **2**, 2 (1979), 85–98.

Language perception is thought to have two interacting components: a mechanism which samples the acoustic signal and one which makes higher level decisions about words and phrases. The domain of processing is frequently smaller than an utterance. Our first action on perceiving an utterance is to divide it into manageable chunks, which generally correspond to syntactic constituents. The ability to recognise the latter has to be acquired by L2 learners; knowing which segmentations the learner can make would give evidence of his syntactic knowledge of the target language.

The study reported here was designed to indicate the types of clue

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which L2 learners use in sentence processing at different stages of acquisition. The stimuli to be segmented consisted of short bursts of noise ('clicks') superimposed randomly on utterances. Subjects then had to identify the objective location of this noise. They were a control group of native speakers of English, a lower proficiency group of L2 learners and an advanced group. The norm for native speakers is for syntactic boundaries to exert a perceptual influence, as is evidenced by the displacement of the click toward the syntactic boundary. The primary research question of the present study was: how do L2 learners behave in this regard? Those with minimal proficiency in English showed no evidence of this displacement, implying little or no syntactic processing of the sentences of this experiment. On the other hand, what did seem to be perceptually salient was word stress. Not only were responses more accurate for syllables with both stress and click, but also there is support for the hypothesis that stress did exert pull. This pull effect was least evident for native speakers. It seems that syntactic structures are not relevant for processing until close to native-like competence is acquired. On the other hand, stress is a perceptually salient feature for both non-native and native speakers. What separates the groups is the amount of pull exerted.

81–271 Glahn, Esther. Introspection as a method of elicitation in interlanguage studies. *Interlanguage Studies Bulletin* (Utrecht), 5, 1 (1980), 119–28.

A study of introspection as a method of elicitation, citing information about oral interlanguage communication. The aim was to find out whether informants could remember what had been going on in their minds during a communication situation. *Post-hoc* rationalisations were excluded. Two areas were studied with French as the interlanguage: (*a*) a grammatical phenomenon (concord of article and adjective) and (*b*) communicative strategies used by the informants. Experiment (*a*) had negative results – most informants were unable to remember thinking about gender at all. In experiment (*b*), informants were able to remember searching for communicative strategies and even retrieving terms. The influence of other languages could be seen: transfer, borrowings and language switch.

The value of the method seems to consist in the description of qualitative features rather than in their quantification: the best use of introspective observations consists of comparisons with quantitative results derived from other elicitation procedures. Judging from these experiments, introspection seems to be applicable to investigating phenomena at the higher linguistic levels (vocabulary as opposed to morphology). It could probably yield information on many aspects of oral interaction, especially on those phenomena which lead to communication success or breakdown.

81-272 Kraif, André and others. Compréhension de documents publicitaires TV : une approche empirique. [On comprehension of TV advertisements: an empirical approach.] *Études de Linguistique Appliquée* (Paris), **38** (1980), 82–105.

A series of tests were carried out to establish whether the text of a foreign-language television advertisement is better understood when there is a strong correlation between the pictures and the text, or whether the pictures negatively influence the comprehension. Four advertisements were chosen which showed a strong correlation between text and picture sequence; they were shown three times to three groups of sixth-form/college-entrance age, one group seeing only the text, one the text and the pictures, and one only the picture sequence. Two questionnaires were administered, one referring to global comprehension and one to the comprehension of details.

Initial results showed that comprehension was higher in the text/picture group, indicating that pictures assist the global comprehension of a text. The global comprehension questionnaire indicated that the process of assimilation could be disturbed by logical contradictions between the auditory and ocular channels. The 'detail' questionnaire indicated that the text/pictures group performed best, but with a wide scatter and varying correlations to the other groups.

81-273 Mulford, Randa and Hecht, Barbara. Learning to speak without an accent: acquistion of a second-language phonology. *Papers and Reports on Child Language Development* (Stanford, Calif), **18** (1980), 61–74.

This investigation of the naturalistic acquisition of a second language phonology revealed the following: (1) neither the transfer position nor the developmental position alone provides an adequate explanation of L2 phonological development. (2) This development is best accounted for by a systematic interaction between general processes of phonological development and transfer from L1. Transfer best predicts the order of difficulty of English fricatives and affricates, while the developmental hypothesis best predicts sound substitutions for difficult segments. (3) The pattern of interaction between transfer from L1 and developmental processes that we noted for fricatives and affricates may be somewhat different for other types of phonological segments. (4) Variability – in language models, among different language learners, and in an individual child's production – is a complicating factor for any detailed analysis of phonological development. Several ways of taking these types of variability into account in future studies of L2 phonological acquistion are suggested.

81-274 Phillips, Betty S. and Bouma, Lowell. The acquisition of German plurals in native children and non-native adults. *IRAL* (Heidelberg), **18**, 1 (1980), 21–9.

In an investigation of the acquisition of various German plural allomorphs, German adults and children and American adults were shown thirty nonsense words and were asked to form their plurals. While the German children up to the age of nine favoured the Ø-plural, the German adults chose various plural allomorphs, above all -Ø and -*en*. The plural ending -*en* was also chosen most frequently by the American adults.

81-275 Wotschke, Ingrid. Sprachtätigkeit und Fremdsprachen-erwerb in psycholinguistischer Sicht. [A psycholinguistic view of language activity and the acquisition of foreign languages.] *Deutsch als Fremdsprache* (Leipzig), **17**, 4 (1980), 198–205.

Aspects of the mental processes involved in learning a foreign language are examined, concentrating on problems resulting from differences in the articulatory systems. The ideal of 'thinking in the foreign language' is unrealistic. Learners will naturally 'think' what they want to say in their mother tongue and then render it in the foreign language. It is not the increasing separation between the systems of rules governing the activities of thinking and speaking in the two languages which increases the role played by the system of rules of the foreign language in the generation of speech, but the increasing automatisation of the process of transposition. Only years of residence in the foreign country can lead to a process of language generation functioning entirely in the foreign language.

The development of comprehension skills in relation to both spoken and written texts depends on the ability of the student to master the articulatory movements required to pronounce the language. It is in acquiring these articulatory skills that the older learner needs particular help.

RESEARCH METHODS *See also abstract* 81–271

81-276 Jolivet, Rémi. Aspects de l'expérimentation dans une recherche linguistique. [Aspects of experimental method in a linguistic research project.] *Linguistique* (Paris), **16**, 1 (1980), 37–49.

Experimental methods are being employed in a research project which investigates variant and invariant phenomena in a homogeneous speech community (*cf. abstract* 81–223). The procedure comprises four stages: pre-theoretical observation, formulation of hypotheses, the experiment proper, elaboration and interpretation of results. The discussion here centres on the relation between the linguistic hypotheses and the

experimental methods used to test them, construction of experimental material, the choice of subjects and the statistical treatment of the results.

81–277   Wheeler, Eric S. How not to count gaps. *Canadian Journal of Linguistics* (Toronto), **24**, 2 (1979), 147–9.

Králík (1977) examined four texts in which he marked every occurrence of the word meaning 'and'. The interval between two successive occurrences of the marked word is called a 'gap', and the number of words in that gap is the 'gap length'. When the quantity of gaps of each length was recorded, it was found that there were many more short gaps than long ones. Králík proposed an 'exponential decay' model of this distribution of gap lengths: For N gaps in a text of T words, the proportion of those gaps that are of length x should tend to be:

$$f(x) = a \exp(-ax) \quad \text{where } a = N/T$$

That is, as the gap length increases, the number of such gaps decreases in a smooth, downwardly convex, 'swooping' curve. It is shown here that this model does not reflect any property of language, but rather is a consequence of the way Králík chose to organise his data. Many diverse phenomena, if ranked by frequency, show the same sort of decline. This should serve as a warning that the effects of one's methods can contribute as much to structuring a set of observations as the subject matter itself.

CONTRASTIVE ANALYSIS   *See also abstracts* 81–310, –313

81–278   Manzotti, Emilio and Push, Luise F. Aspects of causality in Italian and German. *Journal of Italian Linguistics* (Dordrecht, Holland), **4**, 1, (1979), 183–201.

This paper examines contrastively some aspects of causative verbs and verbal phrases in Italian and German. In particular the objectives of the analysis are (*a*) simple causative verbal expressions (*avere come conseguenza = Anlass begen zu*), (*b*) the semantics of causal conjunctions (*dato che = da*), and (*c*) the syntax and semantics of causative prepositions (*Andò dall'analista a causa della/per la sua paura = Er ging aufgrund/wegen seiner Angst zum Analytiker*). As for simple causative verb phrases, it is argued on the basis of both morphological and syntactical arguments that verbs such as *accorciare = kürzen* (ex *ha accorciato l'articolo = Er hat den Artikel gekürzt*) do not imply *l'articolo è corto = der Artikel ist kurz*, but *l'articolo è ora più corto = der Artikel ist jetzt kürzer*. Although the Italian and German systems do not differ widely with respect to causality phrases, there are possible contexts of German causative verbs (i.e. *kürzen*) where it is not possible to find a morphological equivalent in Italian (i.e. *kürzen = ridurre, diminuire, semplificare, accorciare*). In

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consequence, the apparent structural identity between the two languages is challenged by questions of context (*kürzen* in German = *accorciare* and *semplificare* in Italian), and can produce problems of paraphrase within the same language as well as difficulties of translation between the two systems.

81–279 Raikhshtein, A. D. О сопоставлении фразеологических систем. [The comparison of phraseological systems.] *Иностранные языки в школе* (Moscow), **4** (1980), 8–14.

Contemporary Russian and German phrases systems are compared with a view to identifying developmental trends and to exploring methods of comparison. Lexis, structure and syntax, semantic groupings and phrase formation processes are examined. A basic approach to typifying and comparing phraseological systems is proposed. In general, the German phraseological system is found to use more regular structures, and hence to be more capable of modification and adaptation than the Russian, which is seen as more idiomatic. Five areas are identified where general similarities between phraseological systems can be seen to exist, but where progressive distancing between languages can be traced.

81–280 Sosnovskaja, L. A. Die Bestimmung der Schwierigkeiten bei der Aneignung komplexer Einheiten der Fremdsprache. [The determination of levels of difficulty in mastering complex structures of a foreign language.] *Deutsch als Fremdsprache* (Leipzig), **17**, 4 (1980), 206–13.

A method is described for investigating and obtaining a precise evaluation of the difficulties likely to be encountered by speakers of a specified language in learning to generate complex structures in another given language. The results of an investigation into the difficulties encountered by Turkish speakers in mastering German noun phrases are presented. Types of German noun phrases were identified and their relative frequencies in a substantial corpus of written and spoken texts established. [Table of results.] These were then compared with the logical system of attributive nominal relations in a representative of the Turkish group of languages. The types of error noted in Turkish speakers learning German could broadly be explained by the fact that Turkish, unlike German, is an agglutinating language. Three main types of error were identified: failure to distinguish features in German which are not distinctive in Turkish, the importation of features from Turkish into German, and errors involving both processes simultaneously [Table of types of errors.] It is suggested that analyses of the type described can help the teacher decide the order in which structures should be taught and the relative amounts of time they are likely to require.

ERROR ANALYSIS   *See abstract* 81–316

TESTING

81–281   Fox, Barry. Communicative competence and the APU. *Language for Learning* (Exeter), **1**, 3 (1979), 159–67.

In 1978 the Assessment of Performance Unit published two pamphlets setting out its theory of language performance and criteria for assessment. Since the APU is planning to assess the language of schoolchildren in the UK on an unprecedented scale and in a way that will exert a powerful influence upon practice in the schools, it is interesting to note how the APU deals with the question of communicative competence. What emerges from the two documents is that, while the APU shows theoretical understanding of some aspects of communicative competence, the methods of assessment it has adopted in practice are arbitrary and inadequate to the task which it has set itself. 'Skill-testing' would be a better term since that does not suggest an all-round ability but rather a number of possibly unrelated and minor abilities. The APU provides no theoretical basis for believing that those areas which it wishes to test seriously affect communication, and since the areas chosen correspond to what is traditionally taught in schools, with all that that implies, one is led to conclude that it is not patently interested in communicative competence as such, a view reinforced by the fact that nearly all the 'errors' given as examples do not interfere with communication. It is clear that the APU is mainly concerned with assessing the politer skills of the politer linguistic activity of writing. Hymes warns and Labov demonstrates that communicative competence is not realised only in standard forms of language.

81–282   Greaney, Vincent. Developing national attainment measures: a study of Irish experience. *International Review of Education* (Hamburg), **26**, 1 (1980), 3–16.

Recent experience of test development in Ireland, a country which had no tradition of formal standardised testing, is drawn on, in order to highlight a number of practical and measurement problems that future test developers in other countries may experience. The paper focuses on a number of issues that have received relatively little attention in the literature. The practical problems which are examined include the identification of the objectives of the school curriculum, the production of test materials and the selection of appropriate samples of schools for standardisation purposes. The measurement or psychometric problems relate to curricular and statistical characteristics of individual test items, a test ceiling effect caused by some pupils answering all or almost all of the test items correctly and the lack of test sophistication among pupils and teachers. A number of conventional procedures for develop-

ing norm-referenced measures of pupil attainment may prove somewhat less than successful in countries or educational systems with common curricula.

81–283 Hameyer, Klaus. Testing oral proficiency via elicited imitation. *Revue de Phonétique Appliquée* (Mons, Belgium), **53** (1980), 11–24.

There is a need for an index to gauge the communicative competence of adults in a second language. Elicited imitation has been used in first-language acquisition as well as with the mentally retarded, but only recently has it been applied to second-language learning. Presented here is a test for oral proficiency in the imitation of German sentences. Sixteen adult learners of German with different native languages and different proficiencies in German were tested. They were presented 129 German sentences of varying length and syntactic complexity, and their imitation of these sentences was recorded for later analysis.

After the short-lived 'acoustic memory' has been overtaxed by longer sentences, it is seen that the length of the correctly repeated sentences strongly correlates with the number of syntactic and semantic errors, and they in turn with the amount of German study. None of the various syntactic units is as well suited as the sentence length to measure oral competence in a simple and object manner.

CURRICULUM PLANNING   *See also abstract* 81–282

81–284 Cross, David. An investigation into effects of a delayed start in main foreign-language learning. *Modern Languages* (London), **61**, 2 (1980), 89–98.

A report on the third year of a longitudinal research project (*see abstract* 78–184). Tests were given to two top sets in a comprehensive school (the matched school), and to the second and fourth (bottom) sets in the unmatched grammar school. In the experimental school, tests were given to a double-sized group of mixed ability pupils, team-taught. Course materials had been changed in the matched school and the timetabling in the experimental school had offered 'compact-courses' in German, Spanish, linguistics and European studies to pupils in the previous two years. They had only begun French this year, so had far less exposure than any group in any school in any of the previous studies.

The first two studies suggested that the experimental pupils would – at stage 1 – be advantaged in oral and aural skills but probably not in pure aural discrimination. It was predicted that in reading comprehension the experimental group would not be significantly disadvantaged, but that they would be handicapped by weaknesses in writing and grammatical sensitivity. It was hypothesised that by the second stage all

deficiencies would be made good, that the experimental group would be advantaged in all skills when compared with the matched groups. It was expected that the grammar-school boy would retain an advantage only in written tests, in grammatical sensitivity and in tests of extensive reading comprehension.

The results were as hypothesised. When compared with the matched school, the experimental school is advantaged in every test given. Except for the test of substitution, the advantage reaches levels of high significance. Compared with the unmatched group, the experimental group is very highly advantaged in all listening tests, two reading tests, in speaking and in motivation and attitude.

SYLLABUS DESIGN   *See also abstract* 81–288

81–285   Valdman, Albert. Pidginisation and the elaboration of learner-based syllabuses in FL instruction. *Studies in Second Language Acquisition* (Bloomington, Ind), **2**, 1 (1979), 59–72.

The process of pidginisation and other types of natural second-language learning offer insights for FL teaching which aims at communicative ability. In pidginisation the target norm is a relatively stable but highly deviant form of the target language (TL). This contrasts with the constantly evolving approximative systems of typical L2 learners, which come progressively closer to the fully formed version of the TL. The speakers of pidgin constitute a linguistic community, whereas learners have highly idiosyncratic approximative systems since all are influenced by different factors and use different learning strategies. A pidginised variety of a language and its TL are barely mutually intelligible, largely because calquing is widespread (e.g. *lanaboy* (learner boy) 'apprentice'). No stigma attaches to the deviance of pidgin speakers' speech, whereas the status of second-language learners (such as migrant workers in Europe) can be reduced by their use of deviant forms.

The processes which characterise pidginisation could serve as a short-cut in elaborating reduced TL forms which would enable FL learners to attain a minimal level of communicative ability early in their course of study, but these forms would not be acceptable to native speakers. Reduction is, however, tolerated at the lexical level, viz. abridged lexicons such as *le français fondamental* and Basic English. Features of pidginisation are discussed which might be of use in designing syllabuses for beginners such as invariance of form, and elimination of redundancy.

81–286 ›**Werlich, Egon.** Texttypologie und Grammatikvermittlung. Zur Auswahl, Inventarisierung und Sequenzierung von Strukturen. [Text typology and the teaching of grammar.

On the selecting, listing, and ordering of structures.] *Der fremdsprachliche Unterricht* (Stuttgart), **54** (1980), 152–66.

Neither structuralist approaches to foreign-language teaching nor those oriented towards promoting communicative competence in specific situations have produced new ways of teaching the grammar of a foreign language. A new type of grammar is proposed which is based on a typology of text forms and which utilises developments in text grammars to produce an inventory of text forms and structures arranged hier-archically from general categories such as narration or description, describing the text, down to smaller units such as the clause and the word. Using as an example the teaching of the English past tense in secondary schools, the author demonstrates how this new approach can assist the selection and sequencing of structures and allow the teacher to adapt the selection to the needs of different groups.

MATERIALS DESIGN

81–287 Breen, Michael P. and others. Communicative materials design: some basic principles. *RELC Journal* (Singapore), **10**, 2 (1979), 1–13.

Basic principles for the design of communicative language-teaching materials are enumerated: (1) materials will be concerned with language as communication. Teachers and designers need to be less concerned with prior selection and organisation of the language data and more concerned with the ways learners may act upon and interact with such data. Learners should communicate from the start in order to develop their comunicative competence through the new language. (2) Materials design will be more concerned with the teaching–learning process than with the content for teaching and learning. 'Content materials' will be sources of data and information. The teacher's task is the management of content materials as resources upon which learners may act and interact. 'Process materials' will serve as guidelines or frameworks for the learner's use of communicative knowledge and abilities. Activities within process materials will typically be concerned with questions rather than answers, seeking to involve the learner in solving some problem. They will then perceive the new language as a means of developing their own knowledge. (3) Materials will encourage learners to communicate. The question of how can this best be done is still to be answered. How can learners apply their interpretation of materials to other encounters? How can their expressive abilities be activated?

TEACHER TRAINING

81–288 Dausendschön, Ulrich. Some new aspects of the training of modern language teachers in the Federal Republic of Germany. *ITL* (Louvain), **48** (1980), 21–36.

The AKS, an organisation of 25 language centres at West German universities, has worked out a curriculum for the training of modern-language teachers. The aim is to integrate the academic and practical components. A syllabus oriented towards the needs of the trainee teacher should give equal importance to (*a*) literature and its didactics, (*b*) linguistics and its didactics, (*c*) practical language training and (*d*) the theory of language learning and teaching. *Landeskunde* is considered a part of (*a*) and (*c*), rather than a separate entity. Existing courses neglect aspects (*c*) and (*d*). An important innovation would be a compulsory introductory course to help students think critically about the teaching of languages in school and their own attitudes to their subject. Practical language training may need to begin with an intensive introductory course, in the case of a new language, or corrective courses in phonetics and grammar, together with courses aimed at improving communicative ability.

Reform of the curriculum requires structural changes within the university. Language centres cannot legally be set up as central insti-tutions but can exist as separate departments working next door to other philogical departments [an organisational model is discussed]. Continuing research into learning and teaching is vital, and contact with teaching courses is helpful both for the research and the training.

TEACHING METHODS   *See also abstracts* 81–260, –305, –309

81–289 McLaughlin, Barry. Linguistic input and conversational strategies in L1 and L2. *Studies in Second Language Acquisition* (Bloomington, Ind), **2**, 2 (1979), 1–16.

It is important to distinguish between the 'strong' position that L2 learning is identical to L1 learning and the 'weak' position that L2 learning is similar to L1 learning. In both cases the learner uses what is available to crack the code of what is unknown. It makes sense to structure the linguistic input to L2 learners in the way that parents structure the input to their children, thus giving students an initial sense of communicative competence. By simplifying syntax, limiting vocabulary, keeping utterances short, expanding, promoting, repeating, and asking simple questions, the teacher makes the learner's task an easier one and instills a sense of confidence. By emphasising communi-cation about interesting objects and events in the immediate context, the teacher optimises the possibility of conversational interaction with the students. The learner is allowed to progress by forming a set of

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increasingly complete rules about L2; he progresses slowly, like the L1 learner, through developmental stages. Experimentation with words is encouraged and errors accepted as part of the learning process. Activities and role play in the classroom encourage real communication.

81–290 Petersen, Hans. Objektivierung und Vergegenwärtigung als Kategorien des Fremdsprachenunterrichts. [Objectification and visualisation as categories in foreign-language teaching.] *Der fremdsprachliche Unterricht* (Stuttgart), **55** (1980), 195–205.

Too much stress on the structuralist approach to teaching foreign languages results in a loss of authenticity and spontaneity. Authenticity is to be found in a method of teaching which establishes personal and individualised teacher–pupil relationships. The meaning of foreign-language texts should be discussed in a way which encourages pupils to develop both their linguistic and their intellectual skills. Only when the subject under discussion really matters to the pupils do the words of a foreign language become concepts and cease to be perceived as mere counterparts of words in the mother tongue.

81–291 Sharwood Smith, Mike. Optimalising interlanguage feedback to the foreign-language learner. *Studies in Second Language Acquisition* (Bloomington, Ind), **2**, 2 (1979), 17–28.

A communicative approach may encourage early fossilisation of errors – the learner is allowed to make mistakes as long as he gets his message across. Feedback of necessity involves interpretation by the learner, thus delaying the onset of fossilisation. A new approach is described in which the adult learner is involved more systematically and intensively with his own interlanguage and its development. Students kept a record sheet of their errors and the contexts in which they were made during a writing course, and discussed these errors with the teacher at an 'error clinic'. The teacher attempted only to mark out and classify the error, giving further help only if the student could not find the answer himself. In this way the error was re-cycled and worked on. The 'clinic' ended with a discussion of general problems in correcting errors and in the course as a whole. It was felt that 20–25 minutes was an ideal length for each interview, at least until teachers become skilled in the technique. Teachers tended to underestimate the amount of explanatory context needed: often two sentences are needed. Most students found the method useful. Keeping a record made it possible to generalise about the errors produced, but errors were not always recurring and sometimes covered a broad spectrum, making commentary difficult. The individualisation of the teaching method seems to have raised motivation. [Summary of clinic technique; sample error sheets and feedback from interviews.]

81–292 Walmsley, J. B. 'Cloud-cuckoo-land' or: feedback as the central component in foreign-language teaching. *Studies in Second Language Acquisition* (Bloomington, Ind), **2**, 2 (1979), 29–42.

The learning process, analysed in cybernetic terms, consists of the successive adjustment of man's model of the environment on the basis of inflowing information about it, the brain functioning as a deductive/inductive inference computer. In institutionalised foreign-language teaching situations, the teacher and his media constitute initially the whole of the learner's foreign-language environment. Recordings of English lessons to German-speaking children and the feedback given by teachers were analysed. Teachers frequently asked questions which would normally require a truthful answer, but under classroom circumstances the teacher is seeking a particular surface-structure form. The learner must adjust his normal value system and give answers which are meaningless or untrue, or must risk being stigmatised as linguistically incompetent or socially unco-operative. The learner has to come to terms with his environment. He has to proceed by a cycle of hypothesis and feedback, discovering what behaviour the teacher is prepared to reward. Making the classroom into cloud-cuckoo-land undermines learners' motivation after the initial year or two. The kind of feedback currently given is a symbolic evaluation by the teacher. In real life, an operation successfully carried out usually gives visible confirmation of results. The learner could begin with a hypothesis phase, followed by a practice phase with exercises geared to the errors made.

BILINGUAL TEACHING *See also abstracts* 81–241, –318

81–293 Beardsmore, Hugo Baetens. Bilingual education for highly mobile children. *Language Problems and Language Planning* (Berlin), **3**, 3 (1979), 138–55.

'Mobile children' are those who reside in a foreign country for relatively short periods. They require special education because of the difficulty of adapting to entirely new linguistic and curricular circumstances in the foreign country. They face problems similar to those of migrant workers' children but with specific requirements relating to the transient nature of their stay. Another important difference between migrant and mobile families is that of socio-economic status.

An analysis was made of different networks of schools catering primarily for mobile children but where migrant, immigrant and host national pupils were also possibly being catered for. Comparisons were made between representative schools from such networks as International Schools, European Schools, national schools abroad and four 'experimental establishments'. Particular attention was paid to the

following issues: the nature of the population in each school, the structure of the establishment, the nature of control exercised by the establishment, the financial structure, admission criteria, the make-up of the teaching staff, certification possibilities on offer, linguistic objectives of the school, the relative quantity of foreign-language teaching offered, and the nature of such programmes. [Table of results.]

Results were complex and sometimes contradictory. International schools must base their curriculum on a vehicular language (a language of wider communication) to provide continuity in the learning process for mobile children. Contact with the school's environment is also necessary, and with the mother tongue if possible. The best option for mobile children is cultural pluralism rather than assimilation to the host country culture; cultural pluralism may also be considered enriching for migrants' children and for host nationals. It is anomalous that only mobile children who satisfy academic selection or financial criteria can benefit from special schooling. Direct financial subsidies from the country of origin or from the host country are possible solutions. Other problems lie in the areas of trained teachers and recognition of qualifications.

81–294 Roy, Robert R. Immersion defined by strategy. *Canadian Modern Language Review* (Toronto), **36**, 3 (1980), 403–7.

The paper surveys the types of first- and second-language teaching strategies as a background for describing the characteristics normally associated with immersion teaching strategy. It hypothesises that strategy may explain in part the evidence in research that immersion language instruction is more effective than traditional first- or second-language instruction. Finally, it considers the value of strategy definition for quality control.

CLASS METHODS: PRONUNCIATION   *See also* abstracts 81–256, –273

81–295 Helmke, Beate and Wu Yi So. Individual differences and foreign-language pronunciation achievement. *Revue de Phonétique Appliquée* (Mons, Belgium), **53** (1980), 25–34.

This study investigates the differential effects of pronunciation exercises and pronunciation drills on German-speaking learners of English who were identified as high auditory discriminators and low auditory discriminators by the Goldman–Fristoe–Woodcock Auditory Discrimination Test. These students were asked to go through a laboratory course which introduced sounds of English not found in German. They were randomly assigned to either pronunciation drills or pronunciation exercises. Whilst listening to the tape, they worked through work-sheets, performing a variety of activities dealing with minimal pairs. Data

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analysis from this study confirms the overall hypothesis that there an interaction between the aptitude of high auditory discriminators and low auditory discriminators and the treatments of pronunciation exercises and pronunciation drills on the mean pronunciation achievement score. The findings further suggest that high auditory discriminators overwhelmingly benefit from pronunciation drills, whereas low auditory discriminators do best with single pronunciation exercises. One might infer from this that the low auditory discriminator is better able to compensate cognitively for his lack of auditory discrimination ability if he is asked to produce the sound only once instead of repeating it again and again. Thus we may have good reason to question the advisability of using pronunciation drills in teaching pronunciation to low auditory discriminators.

LANGUAGE FOR SPECIAL PURPOSES
See abstract 81–314

READING   *See also abstract* 81–266

81–296 **Bank, Barbara and others.** Sex roles, classroom instruction and reading achievement. *Journal of Educational Psychology* (Washington, DC), **72**, 2 (1980), 119–32.

Boys learn to read more slowly than girls in American schools. Several explanations have been advanced for sex differences in reading achievement, including hypotheses based on physical maturation, female teacher bias, teacher discrimination, feminisation of reading, differential response to pupil behaviours, and sex-relevant teaching styles. Each of these hypothesis is conceptualised here, and evidence for and against each hypothesis is reviewed. Current evidence is found sufficient to reject only two of the hypotheses (physical maturation and female teacher bias); more than one of the remaining hypotheses may be needed to explain sex differences in reading achievement. Implications of the hypotheses for classroom teaching are explored.

81–297 **Juel, Connie.** Comparison of word identification strategies with varying context, word type and reader skill. *Reading Research Quarterly* (Newark, Del), **15**, 3 (1980), 358–76.

An investigation of the extent to which second and third graders, at various skill levels, read using a text-driven or concept-driven process; that is, the conditions were examined under which readers use context to identify words. Subjects read target words which varied in decodability, frequency, and number of syllables in conditions of isolation, poor context, and moderate context. Subject factors included grade (second or third), sex, and reading ability (high, average, low). In

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general, the data indicated that good readers are predominately text-driven, while poor readers are concept-driven, and average readers fluctuate. Limitations of the findings are discussed.

81–298 Rees, Alun L. W. Reading aloud – suggestions for classroom practice. *English Language Teaching Journal* (London), **34**, 2 (1980), 112–21.

The reading aloud of connected discourse in class can be justified as giving extra practice in pronunciation, stress and rhythm, and offering an alternative form of exposure to the language. Pupils should first become familiar with the material before reading aloud; it is a consolidating activity. To avoid boredom, interludes for reading should not be too long. Meaningful reading can be encouraged by the layout of the material, e.g. numbered lines, stress marks, breaking sentences up into meaningful groups. Suitable materials can be selected from items normally read aloud in real life, either formal (speeches, reports, announcements) or informal (messages, jokes, diary entries). [Ways of organising choral and individual work are outlined.] The pupil should 'read, look up, then say' – this produces 'prompted speech' rather than mere vocalising.

81–299 Ulijn, Jan. Foreign-language reading research: recent trends and future prospects. *Journal of Research in Reading* (Leeds), **3**, 1 (1980), 17–37.

Neither grammar–translation methods in foreign-language learning nor the subsequent emphasis on spoken language paid sufficient attention to the importance of fluent reading with comprehension in a foreign language. However, the introduction of new means of testing, notably by multiple-choice questions, stimulated renewed interest in the importance of foreign-language reading. This resulted in refined analysis of FL reading needs and the construction of reading exercises rather than design of models or theories to account for the reading process. However, first-language (L1) reading models and theories were losing their mechanical character and beginning to encompass the linguistic factors in a psycholinguistic approach (Clark, Gibson, Goodman, Kempen, Levelt). Second-language (L2) reading research also profited from this progress and model and theory building and testing has started in this field also. This article reviews research done in the 1970s on the graphic, morphological, syntactic, textual and semantic levels in reading. Comparisons are made with L1 research and some speculation is offered on future developments which may result in more efficient teaching programmes and test devices in foreign-language reading.

SPEECH   *See abstracts* 81–267, –287, –303, –311

WRITING

81–300 Bertrand, Yves. À propos des exercices écrits. [Concerning written exercises.] *Langues Modernes* (Paris), **74**, 4 (1980), 485–95.

Four main points are made in favour of the continuation of written language work in the classroom: (*a*) practical everyday usage; (*b*) linguistic: the complementarity of written and spoken codes; (*c*) classroom management and the value of written homework; (*d*) specific personality development of the pupil. A list is given of various possibilities for written work, together with an outline of the effect of the 1967 Fouchet reforms. Possible exercises and their exploitation are presented in two sections – functional, and recreational/artistic. Difficulties are inherent in a number of the suggestions, including expense, pupil motivation, teacher time and limited pupil creativity.

COMPREHENSION *See also abstracts* 81–239, –266, –272

81–301 Dethloff, Uwe. La réception des textes télévisuels en langue étrangère. [Understanding television programmes in a foreign language.] *Études de Linguistique Appliquée* (Paris), **38** (1980), 106–18.

Study of certain theoretical concepts in textual linguistics in relation to television broadcasts in a foreign language – as part of a interdisciplinary research project at the University of Saarbrücken – focused on oral comprehension and on the problems involved in simultaneously decoding two systems, words and pictures, and the interaction between them. For the native listener, awareness of cultural context and background renders the text transparent, whereas the non-native listener relies on deciphering the linguistic surface, a task which often proves too difficult. The televisual image aids comprehension by channelling the information carried by the text towards a 'probable semantic area'. Experimental work at Saarbrücken has confirmed the types of situational support afforded by visual images.

81–302 Johansson, Stig. Another look at foreign accent and speech distortion. *Revue de Phonétique Appliquée* (Mons, Belgium), **53** (1980), 35–48.

The experiment reported here is part of a series of investigations of the communicative effect of learners' errors. Lane (1963), who examined reactions to foreign accent under conditions of distortion, found that foreign-accent speech was approximately 40 per cent less intelligible than native speech under all experimental conditions. It might, however, have been expected that the gap between understanding the foreigner and the native would grow wider with an increasing level of distortion.

An experiment was carried out to re-examine this problem. English texts were recorded by natives and foreigners (Swedes). Two distorted versions were prepared for each text. Distorted and undistorted recordings were given as perception tests to native speakers of English. The results indicate that the gap between the understanding of foreigners and natives was rather small under undistorted conditions but grew appreciably wider under conditions of distortion. Contrary to Lane's findings, there seems therefore to be an interaction effect between foreign accent and mechanical distortion. Distorted and undistorted versions of the recordings were also given as perception tests to foreign (Swedish) listeners. The results show important differences in response patterns among native and foreign listeners.

81–303 Schneiderman, Eta I. and Walker, Douglas C. Perception of stylistic appropriateness in spoken French. *ITL* (Louvain), **48** (1980), 37–58.

A study of stylistic competence in Franco-Ontarian students at the University of Ottawa, prompted by the author's observation of students' inappropriate language usage. Tests were devised to assess their ability to identify and differentiate various stylistic levels in French and those contexts where the styles are generally employed, both as an indication of their active ability and in order to highlight areas of particular interest (e.g. educational needs of linguistic minorities). The tests consisted of a questionnaire designed to elicit responses to a set of tape-recorded passages, prepared in formal and informal versions, with varied phonological, syntactic and lexical properties according to stylistic level. They were operated as a variation of the matched-guise technique (possibly its first extension to the investigation of stylistic competence), using first-year students with least exposure to university norms, tested either singly or in groups, with incorporated checks. The expectation was that the assignment to occupations would be made on the basis of speech style independent of context, which to a large extent proved true, with the notable exception of the lack of formal/popular differences in the personality scales, which were checked by administering the same test to 12 French-Canadian professors at the University of Ottawa. The general conclusions indicated variations between the students' and the professors' orientation towards the test, and that the students possess limited passive competence in recognising stylistic differences.

AURAL AIDS

81–304 Fraenkel, Anne and Whitney, Norman F. Practical considerations for the selection and use of taped materials. *MEXTESOL Journal* (Mexico), **3**, 4 (undated), 9–34.

The article deals with the selection and use of taped material for three

areas of work: (1) pronunciation, (2) drills and (3) listening. Under (1) the criteria cover receptive and/or productive skills, choice of linguistic items, language level, meaningful *v.* meaningless practice, and cost, style and speed of recordings. The main trend is towards the use of more authentic material, which should be integrated with other language practice. Under (2), a list of components and variables of drills is given to help the teacher decide what would be useful in any particular situation. Area (3) covers content, delivery, activities for the learner and quality of production.

The source of taped material, whether EFL-specific or not, may not be immediately obvious. Material intended for lab use may not work in class, but material intended for use in class may work in the lab. Drills are most likely to be successful in the lab. Knowledge of the theoretical source of the material is helpful to teachers. Authenticity resides less in performance than in the context of situation on the tape. It is more reasonable to have on tape something which is likely to be listened to in the real world. Students should like the material being used.

TELEVISION *See also abstracts* 81–272, –301

81–305 Deichsel, Ingo. Quelques conséquences de la cognition audio-visuelle en vue d'une méthodologie des media. [Some consequences of audiovisual cognition for multi-media methodology.] *Études de Linguistique Appliquée* (Paris), **38** (1980), 52–64.

This paper explores the implications for foreign-language teaching, particularly audiovisual methods, of recent developments in the understanding of cognitive processes and sensory perception. After outlining the orthodox theory of visual and auditory cognition, discussion centres around the 'audiovisual communication dilemma' – i.e. that, in teaching, greater redundancy in the text, and correlation between text and pictures, leads to greater clarity, less error and less ambiguity, but reduces the quantity of information transmitted. Becuase it raises greater problems, there is more detailed exploration of visual perception, especially memory storage and retrieval systems (short- and long-term memory theories contrasted with the Craik/Lockhart levels of processing theory).

The link with teaching methodology is made through a discussion of textology and the significance of films in the macrostructure of perception, within the context of the television research project at the University of Saarbrücken. The implications for foreign-language teaching of the integration of iconic and verbal stimuli are (*a*) that the necessary correlation between verbal and visual tracks for learning purposes is often contrary to current cinematographic practices; (*b*) that mother-tongue films are often unsuitable for foreign-language teaching,

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and (c) that there are difficulties in the use of authentic materials. Television programmes used for teaching purposes must therefore be carefully selected according to rigorous criteria; text and pictures should be carefully linked, and films should be created specially for foreign-language teaching.

LANGUAGE LABORATORIES *See abstract* 81–304

IMMIGRANTS *See also abstract* 81–293

81–306 Ehlich, Konrad. Fremdsprachlich Handeln: Zur Pragmatik des Zweitspracherwerbs ausländischer Arbeiter. [Linguistic activity in a foreign language: practical problems in the acquisition of a second language by immigrant workers.] *Deutsch Lernen* (Mainz), **1** (1980), 21–37.

Immigrant workers who are suddenly immersed in a foreign tongue learn in a chaotic rather than in a systematic way. For an adult thrust into a strange environment, the process of acquiring a foreign language is taxing and humiliating. Many of Germany's immigrant workers find that they do not need to communicate at all during their working day. Some avoid the mental effort and the inevitable frustration by cutting themselves off from native speakers, and this isolation impoverishes their lives considerably. Others are quite satisfied with a relatively low level of linguistic ability, and, however poor their grammar and pronunciation, do not attempt to improve their grasp of the language.

Traditional methods of teaching foreign languages are over-analytical and artificial; unfortunately, they still influence current research. Study of how second languages are acquired has tended to be too oriented towards the written language, and research into everyday verbal communication has been neglected. In order to help immigrant workers, a more dynamic approach should be adopted, centred on the study of their linguistic activity during the working day.

81–307 Engelkamp, Johannes. Contribution de la psychologie à l'enseignement des langues étrangères et à l'introduction de la télévision en classe de langue. [The contribution of psychology to foreign-language teaching, and to the use of television.] *Études de Linguistique Appliquée* (Paris), **38** (1980), 28–51.

A review of current theories concerning motivation, learning behaviour and the psychology of language, with particular reference to factors influencing the acquisition of a foreign language, highlights the difference between language learning under natural conditions, where the learner's goal is to understand and be understood, and in the artificial circumstances of the classroom. Television can assist the teacher by providing

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models of authentic language behaviour and opportunities for natural communication; it can also illuminate the non-linguistic context. The materials used should be of the same type as actual television programmes but should not be linguistically too difficult for the learner, as real life broadcasts often are.

81–308 Müller, Frank. Diskursives Lernen im Deutschunterricht für ausländische Arbeiter. [Learning by discussion in German courses for immigrant workers.] *Deutsch Lernen* (Mainz), **1** (1980), 3–11.

Formal teaching methods based on graded texts or language-teaching packages are inappropriate for immigrant workers. The learning situation should approximate more closely to the informal real-life situation in which the worker has already acquired a pidgin version of the language, if the course is to equip him with an acceptable alternative means of communication. Rigidly structured courses and repetitive pattern drills will quickly result in the learner assuming a passive role and will end in boredom and failure to learn. The course must provide the maximum possible number of opportunities for participation and offer useful information about the culture and society of the host country. It is important that the teacher be as flexible as possible in order to ensure that each learner can develop his skills in relation to his own needs and abilities. Courses based on conversations and discussions about real situations encountered at work or socially, about films or television programmes, offer this flexibility. The teaching of immigrant workers must be removed from the inhibiting context of the classroom.

ENGLISH *See also abstract* 81–292

81–309 Girard, Denis. Adapting the teaching of English grammar to the individual learner. *IUT Bulletin Pédagogique* (Nancy), **61** (1979), 20–7.

The general failure which has been observed over the years in the teaching of grammar, whether by an explicit or implicit method, is due to the wrong assumption that all learners will learn in the same way. The teacher should be prepared to adapt his teaching to the needs of each pupil, while keeping the same grammatical content for each lesson.

Three techniques ('practice', 'visual grammar', and 'explicit learning of grammar') are discussed in connection with experience with French children learning English from the age of 11. At the beginners' stage (the first two or three years), grammar is taught through a combination of practice and visual grammar; at intermediate/advanced levels, through practice and explicit learning of grammar. The practice requires an 'emphasis on real communication, individualisation, and

structural exercises. Visual grammar offers a concrete representation of the syntactic patterns and their transformations by means of simple diagrams, tables and symbols. Explicit teaching of grammar relies on a pedagogic grammar such as the author's *Grammaire raisonnée de l'anglais*. Explanation should always be linked with practice.

81-310 Jackson, Howard. Contrastive analysis as a predictor of errors, with reference to Punjabi learners of English. *MALS Journal* (Birmingham), **5** (1980), 73–86.

Contrastive analysis can reasonably be expected to predict areas of potential mistakes, rather than learning behaviour, as claimed in its early days. It can also explain many errors occurring in the speech of learners, particularly those arising from interference from the mother tongue.

A comparison of the grammars of English and Punjabi can be useful in the teaching of English as a second language, particularly because the teacher will not usually share the mother tongue of his pupils. Where the contrast between the two grammars is very obvious (as in case and gender), learners do not tend to make errors. These are most likely to occur where there are some similarities between items or structures, e.g. possessives, word order, tenses, determiners [examples].

81-311 Nold, Günter. Communicative appropriateness and correctness of speech in the EFL classroom. *ITL* (Louvain), **47** (1980), 39–51.

Samples of classroom discourse were analysed to show how intermediate learners of English use the language, after two or three years in a German *Realschule*, and after three years in a *Gymnasium*. All the pupils succeeded in communicating to some degree; they have a basic knowledge of how to address someone in face-to-face interaction, to elicit information and react accordingly. Most of them commit errors in lexis, phonology and especially grammar (tenses, negation, prepositions, pronouns). They try to avoid errors by simplifying their utterances and 'playing it safe', and they also produce inappropriate utterances.

Emphasis should therefore be put on the correctness of the intermediate learner's speech rather than its communicative appropriateness. He should be encouraged to test his linguistic abilities freely and the teacher should help him detect the rules of the new system, thus avoiding the danger of fossilising incorrect forms. He needs communicatively appropriate texts to train his receptive skills; his productive skills, on the other hand, should be developed by material based on a tightly controlled reduced code, particularly the more explicit structures of written speech or 'spoken prose'. Skill in writing is a means of achieving greater proficiency in the productive use of the language.

81–312 Ubahakwe, Ebo. The dilemma in teaching English in Nigeria as a language of international communication. *English Language Teaching Journal* (London), **34**, 2 (1980), 156–63.

An analysis of the ELT situation in Nigeria since Independence in 1960 suggests that proficiency in English will continue to fall while the dialect known as 'Nigerian English' will develop; the use of English will become more 'tool-oriented'; Nigerian languages will play a greater role where English was previously dominant, e.g. in the educational system; teachers will find it increasingly difficult to reconcile the local variant of English with the need for international comprehensibility. A survey of language use at all levels is needed to determine the roles, functions and actual use of English, followed by the development of a 'threshold' syllabus and materials. Teachers of English should be specialists in English instead of teaching all subjects.

81–313 Yarmohammadi, Lottollah. Contact analysis of English and Persian measure words for pedagogical purposes. *IRAL* (Heidelberg), **18**, 1 (1980), 1–20.

This article attempts (1) to provide a fairly detailed lexical analysis of five 'measure' nouns: *length*, *width*, *depth*, *thickness* and *height*, and their respective adjectives both in English and Persian; (2) to show their behaviour in a number of productive syntactic frames and to demonstrate the collocational differences of each item in English and Persian; (3) to enumerate the possible interlingual errors generated by the interference between the two languages and those intralingual problems resulting from the internal irregularities and the structural complexities of English (attention is mainly focused upon a Persian learner at the intermediate level, i.e., roughly a high-school graduate); (4) to demonstrate a unified analytic model or approach for explaining or predicting most of the errors and difficulties of Persians learning English; and (5) to suggest an order of presentation of the points involved in the teaching of measure words.

FRENCH *See also abstracts* 81–284, –303

81–314 Vigner, Gerard. Une unité discursive restreinte: le titre. [The title: a minimal unit of discourse.] *Français dans le Monde* (Paris), **156** (1980), 30–60.

The title of a book, song, film, article or newspaper may be regarded as a minimal unit of discourse. It functions as the 'proper name' of the work it designates but also provides information about it. The title has its own peculiarities of grammar and syntax. Layout and typography are also important elements.

Elucidation of the rules governing the titles of scientific articles is

essential study for those learning a foreign language for special purposes who need to study scientific literature and use bibliographies. For the general student or the tourist, a study of film titles or newspaper headlines is useful. Various exercises are suggested.

GERMAN *See abstracts* 81–280, –283

RUSSIAN

81–315   Katlinskaja, L. P. Лингвопсихологический аспект в работе над видами русского глагола. [The psycholinguistic approach to work on Russian verbal aspect.] *Русский язык в национальной школе* (Moscow), **3** (1980), 8–13.

A new approach to the teaching of verbal aspect to non-Russians is needed. If, following the work of Avilova, it is admitted that the meaning of the different aspectual forms depends to a large extent to the lexical meaning of the verb, there is no point in teaching abstract notions of aspectual oppositions.

It is proposed instead to begin from unpaired imperfective verbs, which are among the most frequent in the language, and then to present verbs where either the imperfective or the perfective are clearly dominant. In this way, it is claimed, the relationship of aspect and lexical meaning will be clearly demonstrated to the learner, and will form a basis for subsequent learning of paired perfectives and imperfectives.

81–316   Schaarschmidt, Gunter. A natural learning sequence: passives and participles in Russian. *Russian Language Journal* (Michigan), **33**, 116 (1979), 6–18.

The value of contrastive analysis as a guide when teaching Russian as a second language is questioned with particular reference to passives and participles. Error analysis can show alternative patterns of teaching in terms both of sequence and emphasis. The problems involved in teaching passives and participles are analysed with the above in mind; typical errors drawn from practical teaching experience are referred to and an optimum presentation sequence put forward.

81–317   Schupbach, R. D. A programme for teaching Russian verb prefixation. *Russian Language Journal* (Michigan), **33**, 116 (1979), 21–35.

The programme described presupposes student knowledge of 118 verbs and 16 prefixes which are listed in the article. Three verb features (Displacement/Statis, Transitivity and Perfectivity/Imperfectivity) and two prefixal features (Direction and Quantification) form the basis

of classification. They are defined and the way in which they interact is discussed. The application of the programme, which takes about five hours of lecture time, is described.

81–318 Sheiman, L. A. О формировании основ культурно-эстетического двуязычия в школе. [Laying the foundations of cultural/aesthetic bilingualism in schools]. *Русский язык в национальной школе* (Moscow), **6** (1979), 67–70.

The view of some Western ethnologists that attempts to develop cultural/aesthetic bilingualism lead to psychological instability is rejected in the context of schools in the Soviet Union and, specifically, in Kirgisia. However, it is recognised that textbooks currently used for teaching Russian literature in these schools are not adequate to the task of developing such cultural bilingualism. The nature and frequency of cultural differences revealing themselves in literature are discussed and suggestions are made for teaching strategies. The development of ethnocultural dictionaries and reference materials is recommended.

81–319 Wertz, Christopher A. An alternative way of teaching verbs of motion in Russian. *Russian Language Journal* (Michigan), **33**, 116 (1979), 52–62.

The 'traditional' method of teaching verbs of motion is described and its advantages and disadvantages discussed. An alternative approach is proposed which draws heavily upon the concepts 'uni-directional' and 'multi-directional' when explaining prefixed verbs of motion. Verbs such as *приходить* and *приносить* should be seen alongside *приезжать* and *приплывать* as secondary imperfectives rather than as derived in some way from the multi-directional verbs which they resemble. This approach then allows verbs such as *сходить* to be explained as normal prefixed perfectives of the multi-directional verb. In this way the basic rules of aspectival formation and usage can be applied consistently. Verbs of motion with metaphorical meanings can be seen to fit within this system. It is proposed that where explanations in existing coursebooks are not consistent with this approach, students should be alerted to this and set upon the new lines at once. Suggestions are made as to how traditional explanations may be modified.