

# Language learning and teaching

---

**THEORY AND PRINCIPLES** See also abstracts 81–179, –182, –215

**81–169 Abbou, André.** La didactique de IIIe génération. [Language teaching – the third generation.] *Études de Linguistique Appliquée* (Paris), 37 (1980), 5–21.

Articles in the current issue of *Études de Linguistique Appliquée* reveal the changing face of language teaching over the last four decades while mapping out possible areas of development. The 'revolution' of the 1950s brought disillusionment as the limitations of the audio-visual structural approach became apparent. The 'modern' methods were shown to be ultra-traditional, leading to mechanical learning devoid of any social or cultural reality, and out of line with current thinking in educational psychology. The new trend focuses on the individual student and stresses communication and social context. However, the notion of communicative competence should not be regarded as a panacea. It is susceptible of multiple interpretations and it is helpful to distinguish its various elements in order to establish priorities for the language teacher. In the future, recognition of linguistic and social diversity will prevail in both mother-tongue and foreign-language teaching.

**81–170 Allwright, Dick.** Abdication and responsibility in language teaching. *Studies in Second Language Acquisition* (Bloomington, Ind), 2, 1 (1979), 105–21.

Teachers must neither abdicate responsibility for what happens in the classroom, nor assume exclusive responsibility. The solution is responsibility-sharing. This paper sets out a neutral approach which simply specifies the 'things that have to happen' in a classroom if the learners are to learn, based on the author's (1975) macro-analysis of language teaching (see abstracts 77–132 and 77–336). This proposed three basic elements for the language teaching/learning situation: samples of the target language, guidance as to the nature of the TL, and management activities (which affect the achievement of the other two elements). At least as much attention needs to be paid to the latter as to the former two.

Management involves (a) the nature of the work done, (b) the standards adopted for the work, and (c) the distribution of the work among the participants. Each of these areas is further broken down to give a set of 14 management areas, which represent the things that have to happen in the classroom, and with which any comprehensive discussion, particularly in training teachers, must deal.

The major risks for the teacher in trying to deal with all these areas are: frustration, confusion, spoon-feeding, time-wasting, demoralisation and dependence-breeding. Responsibility-sharing can minimise these risks. Learners can share the load of decision-making (self-correction, class evaluation), which also increases their own involvement [examples of learner-centred activities are given].

**81-171 Hatch, Evelyn.** Apply with caution. *Studies in Second Language Acquisition* (Bloomington, Ind), 2, 1 (1979), 123-43.

Leaps in logic are made when applying research findings to classroom teaching. From the claim that there is an invariant order of acquisition of morphemes for ESL learners, the leap is made that all learners must be acquiring language in the same way, thence that this is evidence for a 'creative construction hypothesis'. Yet observation of children learning L1 and L2 shows that there is considerable variation in the observed learning process. Another leap is to say that the morpheme data can tell us what to do in the classroom.

'Good learner' research assumes that there is enough variation among learners to make it worthwhile to find out why some succeed in ways others do not. Good learners have been found to be those who, outside the classroom, create opportunities to use the language, or, inside, pay attention and volunteer answers. It seems obvious that the way to apply these results is to allow students to self-select their preferred learning environment. Instead, we have plumped for immersion or educating students in the second language. The leap is to say that more contact hours must mean better quality of exposure. In the field of discourse analysis, speech act theory is being applied wholesale, with the result that teaching materials are built solely around functional analysis. But do all learners want to know how to do all these things? The results of such leaps do not, however, appear very dangerous. Teachers have to make the best of all the hypotheses and rely on their experience. The basic question to be answered is still 'What are the necessary and sufficient conditions for language learning?'

**81-172 Klein, Klaus-Peter.** Handlungstheorie und kommunikative Didaktik. Zur theoretischen Grundlegung eines pragmatisch fundierten Sprachunterrichts. [Theory of action and communicative didactics. On the theoretical foundation of a pragmatically based approach to language teaching.] *Linguistik und Didaktik* (Munich), 39 (1979), 210-37.

The article examines a series of problems relating to the didactics of linguistic action and reviews the present state of research in these areas. Ways of integrating the separate fields of study into a pragmatically based didactic theory are discussed. Categories to be used in describing the connections between the theory of action and didactic theory are proposed and are used in outlining a pragmatically based method of

## LANGUAGE LEARNING AND TEACHING

teaching pupils in their first language. Criteria for evaluating the goals and methods of such an approach are developed. A new view of the concepts 'function' and 'achievement', derived from the theory of action, is put forward and applied in an analysis of learning strategies adopted by learners of foreign languages.

Common tasks of linguistics and didactics in the study of linguistic action are defined; the conceptual framework developed for that purpose in the article might serve as a possible starting point for constructing a model for the didactics of linguistic action.

**81-173 Rodgers, T. S.** Towards a model of learner variation in autonomous foreign-language learning. *Studies in Second Language Acquisition* (Bloomington, Ind), 2, 1 (1979), 73-97.

A context is provided for consideration of learner variables in foreign-language learning. A question set outlining the major issues arising in the design of learner-based foreign-language learning systems is proposed. A simplified three-part design model is presented, comprising knowledge considerations (language needs assessment), instructional considerations (learning access alternatives) and learner considerations (characteristics of learners). A review of some recent work in the first two of these prefaces the discussion of the third, learner considerations. A brief state of the art report on research in learner variables is followed by some speculation on next directions in the determination and description of learner variables within a general design model for learning foreign languages.

**81-174 Schmidt, Richard W. and Richards, Jack C.** Speech acts and second-language learning. *Applied Linguistics* (Oxford), 1, 2 (1980), 129-57.

The learning of a second language entails the acquisition of communicative as well as grammatical competence. This paper concentrates on the possible contribution of speech act theory to the study of the relevant input and learning factors involved in the learning process. The postulation of necessary and sufficient conditions for speech acts requires the investigation of such input factors as typical speech settings and the social norms which define appropriateness within the host community.

In the concept of the speech act, linguistic and social dimensions are interrelated. If, as sometimes suggested [references], speech act strategies are universal in character, the universality can only apply at a very general level, since norms and the corresponding speech act forms differ from community to community. In the learning of these new rules, the second-language learner will apply such strategies as transfer, inference, generalisation, and the transfer of (occasionally faulty) training material.

Research into the teaching of second languages should focus primarily

on proficiency in the production and understanding of speech acts. Along with a general introduction, references are given here to different theories of direct and indirect speech acts. Each such theory has different implications with respect to the acquisition process. Possible issues for further research are elaborated.

**81-175 Stern, H. H.** Language learning on the spot: some thoughts on the language aspect of student exchange programmes. *Canadian Modern Language Review* (Toronto), **36**, 4 (1980), 659-69.

Language teaching during the period of the exchange needs to be 'deschooled'. Students need to be prepared for language 'shock' or 'stress' resulting from sudden massive exposure to the target language. They must come to terms with coping with the language on their own, get to know what kind of language learner they are, get attuned then plunge in and initiate communication. They should not worry about making mistakes. They need to know about communication strategies for getting their meaning across despite language problems. The exchange is also a time for thinking about language, and collecting data. [The role of the 'twin', the organisers and teachers is discussed, as well as how the hosts can arrange the visit.]

**81-176 Widdowson, H. G.** The acquisition and use of language system. *Studies in Second Language Acquisition* (Bloomington, Ind), **2**, 1 (1979), 15-26.

Two lines of enquiry in applied linguistics which need to be related in order to realise their pedagogic potential are (1) interlanguage studies and (2) notional/functional syllabuses. Under (1), in the work of Bickerton and Krashen it is assumed that a universal psychological process dictates the natural development of systems, yet if language develops to serve communicative functions these must affect the development of the system. If not, there is no relevance for pedagogy. The key question is: how is the social function of language relevant to the forms of its grammatical system? Halliday found that the acquisition by children of 'meaning potential' depends on the development of formal systems in direct association with social factors. Under (2), the emphasis has tended to be on describing communicative function in disassociation from the set of generative rules which realise it, thus cutting it off from its cause and effect. The emphasis is on the use of language as behaviour without any clear connection with the knowledge that is needed to generate it. This interdependence of knowledge and behaviour is 'meaning potential'. There seems no reason why a syllabus focused on system should not be designed to develop communicative capacity, hence there is no need to abandon grammatical syllabuses in favour of notional syllabuses, but rather to integrate the two approaches.

## LANGUAGE LEARNING AND TEACHING

**PSYCHOLOGY OF LEARNING** See also abstracts 81–171, –173/4, –190

**81–177 Bialystok, Ellen and Fröhlich, Maria.** Oral communication strategies for lexical difficulties. *Interlanguage Studies Bulletin* (Utrecht), 5 1, (1980), 3–30.

The typology of communication strategies developed in this study is based on the type of information that the learner has chosen to include in the utterance. The distinction between L1-based and L2-based strategies is fundamental. Beyond that, the analysis categorises the strategy by considering how the information relates to the target item. The second aspect of the study was to examine the relationship between the type of information included in a communication strategy and the type of learner who would be likely to use that strategy. The use of strategies is one aspect of a general inferencing strategy, in that a variety of information is exploited in order to formulate and test linguistic hypotheses. It is thus possible to evaluate the inferences incorporated into the strategies. (The data suggest that proficiency is the main delimitor of strategy use. Inferencing acts as a secondary determinant within the bounds of the learner's proficiency. Better learners required fewer strategies to convey information; they relied more on those L2-based strategies considered by the judges to be more meaningful.

The possible relationships between proficiency, inferencing, and communication strategies are important because they bear on the nature of communicative competence. The study also examined the role of the target item and the task instruction in determining the strategy selection of the learners. Both these factors were found to be important; communicative attempts were adapted to the contextual needs given by the situation.

**81–178 Cummins, Jim.** The cross-lingual dimensions of language proficiency: implications for bilingual education and the optimal age issue. *TESOL Quarterly* (Washington, DC), 14, 2 (1980), 175–87.

A dimension of cognitive/academic language proficiency (CALP) can be empirically distinguished from interpersonal communicative skills such as accent and oral fluency in both L1 and L2; cognitive/academic proficiencies in both L1 and L2 are manifestations of the same underlying dimension. This analysis of language proficiency and its cross-lingual dimensions is applied to the interpretation of data on the effects of bilingual education programmes and on the age issue in second-language learning.

**81–179 Eddy, Peter A.** The effect of foreign-language study on verbal ability in the native language: a review of evidence. *Bulletin CILA* (Neuchâtel), 31 (1980), 21–33.

Some experimental evidence is examined which relates to the influence of foreign-language learning on performance in the native language. The discussion of related research includes an analysis of relevant results from elementary-school Latin and modern-language programmes, and research on bilingualism and intellect.

The results of some studies done in Latin FLES programmes show that specially designed Latin curricula appear to improve English language test scores, although results are not always statistically significant. Studies done in bilingual, immersion and language-switch programmes appear to have only marginal relevance, since determining variables in those situations are usually sociological, economic or political, rather than linguistic, in nature. The difference between learning a language in a communicative setting, as opposed to the traditional foreign-language classroom model, is an important one. Learning a foreign language in a communicative setting (such as in the street or in an immersion programme) may have little or no effect on an individual's English language skills as measured by currently available tests. On the other hand, a foreign language learned in an academic environment, because of attention paid to such things as vocabulary and sentence structure, might bring about higher scores in English language tests. Results of studies comparing English language scores of French and Spanish FLES students with scores of non-language learners are not conclusive.

**81-180 Kellerman, Eric.** Transfer and non-transfer: where we are now. *Studies in Second Language Acquisition* (Bloomington, Ind), 2, 1 (1979), 37-57.

Transfer should be regarded as a cognitive process, and the use of the native language (NL) by learners can sometimes be seen as 'creative'. Arguments for this view are adduced from Kellerman, in which it was proposed that a learner could make use of his NL in his TL (target language) production whenever he lacked the necessary knowledge of the TL feature to be communicated. Schachter *et al.* also provide what may be interpreted as evidence of the importance of language distance in transfer: the closer two languages are, the more, in theory, can be transferred successfully, although learners seem to impose constraints on the transferability of items.

The author set up an experiment to see how learners in various stages of proficiency would deal with Dutch idiomatic expressions translated into convincing English. It was found that first-year students tended not to distinguish between expressions congruent with English forms and those which were not congruent, and tended to reject expressions irrespective of their correctness (i.e. treating them as language-specific). Third-year students were more capable, because of their greater knowledge of English, of distinguishing which expressions were possible in English, but they were no better at recognising incorrect expressions.

## LANGUAGE LEARNING AND TEACHING

'Semantic transparency' is one element used by learners in deciding the acceptability of an idiom. Idioms are generally not candidates for transfer, probably because learners recognise that within the NL system they are marked structures. Experiments by Jordens provide evidence that this filtering-out process can be extended to other areas. Non-transfer of potentially useable NL material is the biggest single argument for the existence of a strategy of transfer.

**81-181 Kielhöfer, Bernd.** Probleme der Lernergrammatik und ihrer Systematik. [Problems relating to a learner's grammar and its organisation.] *Der fremdsprachliche Unterricht* (Stuttgart), **54** (1980), 167-80.

Using the relative pronoun in French as an example, the article investigates the kind of organisation demonstrated by a learners' grammar. Individual learners do not systematically adopt particular learning strategies. However, statistical regularities can probably be demonstrated in relation to specific groups of learners. From these patterns, the existence of latent learning strategies can be inferred. The probability structure of a learner's grammar is described in the case of the French relative pronouns *dont*, *duquel*, *de qui*, *que*, and a number of conclusions for the revision of school grammars are drawn.

**81-182 Schneider, Rudolf.** Biologie und Fremdsprachenunterricht. Das Prinzip der Einsprachigkeit im Lichte biologischer Erkenntnisse. [Biology and foreign-language teaching. The principle of monolingualism in the light of biological findings.] *Praxis des neusprachlichen Unterrichts* (Dortmund, FRG), **26**, 3 (1979), 236-46.

The once popular idea that foreign-language teaching should aim at creating a totally monolingual environment within the classroom has met with increasing scepticism. In the schools, a growing discrepancy between theory and practice can be seen. With reference to recent works by both biologists and psychologists, the author seeks to show that the theory of monolingualism is based on unsound physiological and psychological principles and that to a certain extent the use of the first language in the classroom is unavoidable and indeed desirable.

The acquisition of a first language is an entirely different process from the learning of a foreign language and can only take place at a certain stage of biological development. Cases of deaf and feral children are cited as evidence. Once this biological phase has passed, it is no longer possible to learn a first language, and any subsequent foreign-language learning must be built on the bedrock of the first language. The practical implications of this for the teacher are discussed, and suggestions given regarding teaching situations in which use of the first language may be appropriate.

- 81–183 Seliger, Herbert W.** Data sources and the study of L2 speech performance: some theoretical issues. *Interlanguage Studies Bulletin* (Utrecht), 5, 1 (1980), 31–46.

An initial attempt to look at data which much current theory claims is insignificant, trivial or uninteresting: hesitations in the stream of speech, fragmented words or phrases, retracings, the use of intonation contours for non-communicative purposes and so on (performance data). The study aimed to demonstrate that this data, which has been largely ignored either because of current linguistic theory or simply because L2 researchers lack a theory of performance, is relevant if we are to learn how L2 grammars function and are created.

A model is outlined which shows the likely component parts of the utterance-planning chain: topic selection, semantic content, (initial) syntactic plan, lexical selection, phonetic realisation. It demonstrates what covert planning and acquisition strategies may be associated with this component and what the overt language behaviour correlates of these covert processes are. The paper discusses evidence for the existence of the first two components of the model and the processes associated with these components. The data were collected from the spontaneous speech of 48 adult ESL students from different language backgrounds and different levels of proficiency. Future research will be concerned with exploring the relationship among these stages and others postulated in the model.

- 81–184 Van de Craen, Pete.** Developmental communicative competence and attitudes in education. *Bulletin CILA* (Neuchâtel), 31 (1980), 34–48.

A research project in a Belgian school is described which aimed to find out (a) whether sensitiveness to language runs parallel to attitudinal factors; (b) whether this sensitiveness will affect children's verbal output in specific situations, and (c) whether the reaction to this sensitiveness varies according to age. The research is part of a larger project in a working-class community. Questionnaires sought parents' attitudes to language and showed the prestige of standard language together with the denial of any social distinction between dialect and standard language. Pupil's attitudes were examined by the matched-guise technique, in which they judged qualities of readers reading in dialect and the standard. Terms like 'friendly' were applied to the standard speakers and 'severe' to dialect speakers. Results showed the enormous influence of the school on language attitude. To test actual verbal performance, pupils were asked to name objects in the language of their choice. It was found that the spontaneous use of dialect decreased with age, as the child became aware of the social value of dialect (at about age 10). This is a clear case of language deficiency, since the children had greater competence in the dialect but felt constrained not to use it.



## LANGUAGE LEARNING AND TEACHING

**81-185 Zobl, Helmut.** Nominal and pronominal interrogation in the speech of adult francophone ESL learners: some insights into the workings of transfer. *SPEAQ Journal* (Quebec), 3, 1/2 (1979), 69-93.

The Ignorance Hypothesis states that transfer is merely a communication strategy, by which the first language is used as a substitute for an L2 structure which the learner has not yet acquired. It fails to answer why certain theoretically possible structures are never produced. The view stated here is that transfer is induced not by ignorance but by the learner's perception of a structural similarity between L1 and L2. This is supported by data on interrogative constructions provided by francophone ESL students. The elicitation techniques called for spontaneous speech as it was hoped this would tap 'acquired' rather than 'learned' competence. It was found that French main verb-pronoun subject inversion did not transfer to English interrogation. Negative transfer from L1 is highly selective and limited to the inversion of noun subjects in copular and auxiliary verb environments. [Brief comparison of the francophone group with other English L1 and L2 learners.]

## RESEARCH METHODS

**81-186 Abbott, Gerry.** Towards a more rigorous analysis of foreign language errors. *IRAL* (Heidelberg), 18, 2 (1980), 121-34.

A major requirement of analysis such as error analysis is that the process should be verifiable by other researchers. The aim of the research described here was to construct a valid and reliable procedure for describing the errors. The method was (i) to build up a sequence of operations, using such hints as occurred in the literature on EA, and express them as instructions to an analyst; (ii) to issue the corpus of clauses and the instructions to groups of experienced teachers of EFL (postgraduate students in the Department of Education) and to obtain feedback on those points where their results disagreed or where any 'analyst' was uncertain about how to proceed; and (iii) to modify the instructions accordingly and reissue them to another group of teachers the following year, who in turn would go through the modified procedure.

This trial-and-error process was carried out with three successive groups of teachers, the last of which produced results that were so uniform that the instructions could now be regarded as reliable. Since this first stage was to be merely descriptive, no reference was made at any point in the procedure to the possible *cause* of any error.

**81-187 Cooper, Robert L.** Sociolinguistic surveys: the state of the art. *Applied Linguistics* (Oxford), 1, 2 (1980), 113-28.

Survey research is defined in terms of the generalisability of its results to a specified population. Surveys vary widely in the questions they ask, the ways in which they answer them, and the uses for which their results are intended. Some of the main goals and procedures are outlined, with examples. Goals can be analysed by categorising the behaviours being assessed (into proficiency, acquisition or usage) or behaviour towards language (attitudinal or implementational). Purposes include framing language policy, programme planning, evaluating policy, testing hypotheses, language promotion. Data-collection techniques include all the techniques used more generally in social science surveys, but sociolinguistics surveys have contributed most in the areas of interviewing, testing, attitude scales and non-reactive observations.

**81-188 Courchène, Robert and Massey, Michael.** Analysis of teaching acts in teacher- and student-centred second-language pedagogies. *SPEAQ Journal* (Quebec), 3, 1/2 (1979), 105-14.

The aim was to identify and describe the teaching acts characteristic of teacher- and student-centred functional approaches, based on Fanselow's FOCUS system, a grid consisting of operationally defined terms used to analyse the teaching act objectively, such as who communicates, basic pedagogic moves (structuring, soliciting, etc.), media for communicating content, and categories for describing the way in which media are used to communicate the content.

Five teacher-centred lessons and three student-centred ones were videotaped and analysed. The pattern which dominated was 'teacher solicits'; other patterns detected were 'teacher structures', 'student responds', 'teacher reacts'. In the student-centred pedagogy there was also 'student solicits' and more student interaction. Particular attention needs to be made to the structuring move. The method can be used to make teachers aware of what they are doing in the classroom, and of their role as consultant and animator, rather than as determiner of classroom material and procedures.

**ERROR ANALYSIS** See also abstracts 81-185/6.

**81-189 Ghadessy, Mohsen.** Implications of error analysis for second/foreign language acquisition. *IRAL* (Heidelberg), 18, 2 (1980), 93-104.

It seems unlikely, as claimed by proponents of contrastive analysis, that L2 is learned through the structure of L1. The results of an analysis of errors in 100 English compositions written by Iranian university students show that many of the errors recorded are the same as those

## LANGUAGE LEARNING AND TEACHING

made by children learning their mother tongue. It is therefore a question of developmental rather than interference errors. Teaching materials should be organised so that the structures of the target language alone are reflected, and in a coherent way, with the aim of facilitating progress towards the desired level of competence.

**81-190 Sheen, Ronald.** The importance of negative transfer in the speech of near-bilinguals. *IRAL* (Heidelberg), **18**, 2 (1980), 105-19.

The protagonists of error analysis (EA) have rejected much that was associated with contrastive analysis (CA), particularly as regards the importance of negative transfer (NT) (inference by the mother tongue). The four aspects of the work of error analysts which motivated the present research are: (1) the general position of Dulay and Burt and others in rejecting the importance of NT; (2) their specific position on 'syntactic goofs' made by adults (i.e. that the majority of goofs are not due to NT); (3) the decreasing importance of NT in learners' errors as their learning progresses; (4) Hocking's position concerning the persistence of NT error in advanced speakers (i.e. that NT problems are more persistent and more likely to fossilise than other problems). The research undertaken was based on the hypothesis that 1 and 2 are false, that 3 is an oversimplification and is not borne out by the errors of very advanced learners and that 4 is basically valid. It entailed the analysis of the lexical and grammatical errors made by nine non-native speakers of English, all being of near-native proficiency. The data was collected by means of recorded interviews of approximately one half hour with each informant. The interviews were then transcribed and the errors taken out. They were subsequently classified into three categories: mistakes, using Corder's mistake/error dichotomy, errors due to NT and errors due to factors other than NT. For the analysis of the last two categories the definition of NT already specified was used.

The results strikingly validated the four hypotheses. They show that, at least for the type of foreign-language learner concerned here, NT is the single most important factor in the causing of lexical and grammatical errors.

**TESTING** *See abstract 81-209*

## CURRICULUM DEVELOPMENT

**81-191 Breen, Michael P. and Candlin, Christopher N.** The essentials of a communicative curriculum in language teaching. *Applied Linguistics* (Oxford), **1**, 2 (1980), 89-112.

This paper presents the potential characteristics of communicative language teaching in terms of a curriculum framework. It also proposes

## TEACHER TRAINING

a set of principles on which particular curriculum designs can be based for implementation in particular situations and circumstances. In discussing the purposes of language teaching, consideration is given to (1) communication as a general purpose, (2) the underlying demands on the learner that such a purpose may imply, and (3) the initial contributions which learners may bring to the curriculum. Discussion of the potential methodology of a communicative curriculum centres on (4) the process of teaching and learning, (5) the roles of teacher and learners, and (6) the role of content within the teaching and learning. Finally the place of evaluation of learner progress and evaluation of the curriculum itself is considered from a communicative point of view.

**SYLLABUS DESIGN** See abstracts 81-176, -204, -216

**MATERIALS DESIGN** See also abstracts 81-189, -212

**81-192 Kennedy, Graeme D.** Semantic priorities in English language teaching. *RELC Journal* (Singapore), 10, 2 (1979), 14-35.

Semantic factors are important in any method of language teaching, but different methods place different emphasis on the aspects of meaning presented, and on techniques of presentation and practice of the language selected. Propositional meaning should be the most important aspect; the semantic content of language curricula should be based on prior analysis of texts characteristic of the learner's goals. Preliminary analysis of written sources which mature or advanced learners of English may wish to master indicates that certain conceptual categories, especially space, time and quality, are pervasive and should therefore be of pedagogical significance. [Analysis of four texts to illustrate the occurrence of the semantic categories under discussion.]

**81-193 Werlich, Egon.** Texttypologie und Grammatikvermittlung. Zur Auswahl, Inventarisierung und Sequenzierung von Strukturen. [Text typology and the teaching of grammar. On selecting, listing, and ordering structures.] *Der fremdsprachliche Unterricht* (Stuttgart), 54 (1980), 152-66.

A new approach to text analysis, oriented towards the level of text at which sentences are integrated, seeks to provide a means of selecting, listing, and ordering structures which can be used in the analysis of texts with a range of groups of differing abilities.

**TEACHER TRAINING** See also abstracts 81-170, -214/15

**81-194 Brinton, Donna and Gaskill, William.** A language skills orientation programme for foreign teaching assistants and graduate students. *Workpapers in Teaching English as a Second Language* (Los Angeles, Calif.), 13 (1979), 49-61.

## LANGUAGE LEARNING AND TEACHING

An intensive one-week programme which aimed to increase the classroom effectiveness of foreign teaching assistants is described. It included the use of video recordings to improve the students' presentation techniques and to play back university lectures for practice in note-taking and listening; simulated testing situations; communication exercises (role-playing and problem-solving). [Student's evaluations of the programme.]

**TEACHING METHODS** See also abstracts 81-169, -188, -202/3, -208, -211, -216, -218

**81-195 Porquier, Rémy and Frauenfelder, Uli.** Enseignants et apprenants face à l'erreur: ou de l'autre côté du miroir. [Teachers and learners in the face of error: or through the looking-glass.] *Français dans le Monde* (Paris), 154 (1980), 29-36.

Errors have traditionally been regarded in three ways, either as (a) a sign of inadequate teaching, (b) inevitable and ineradicable, or (c) a means to learning.

All these approaches are inadequate. From the point of view of the teacher, it is a matter of some difficulty both to decide when an error has been made, and if so, when, how, and in what context to correct it. Factors such as the characteristics of learner and teacher, the pedagogic context and the nature and frequency of the error have also to be considered. For the learner, mother-tongue interference and the sequence of interlanguages are of importance in the production of errors, which often leave the learner confused and disorientated in the face of problems whose origin and significance he does not comprehend or appreciate. It is necessary to understand the process of learning to be able to discern and evaluate such difficulties.

What is needed is not new teaching techniques or methodologies, but a profound change of attitude to errors and to the teaching and learning of languages. There needs to be a more positive approach to errors, which will simultaneously place them in their proper context in the continuum of the apprenticeship of language learning, while maintaining a global approach which will lead to more equitable relations between teacher and learner.

**81-196 Raue, Helmut.** Die offene Phase im Fremdsprachenunterricht. [The 'open phase' in modern-language teaching.] *Praxis des neusprachlichen Unterrichts* (Dortmund, FRG), 27, 2 (1980), 115-22.

The role and importance of an 'open phase' in work with written and spoken texts is examined, where each pupil has an opportunity to express his or her initial reactions to the text before detailed teacher-led

analysis begins. Particular attention is paid to the 11–13 age-group. Examples are given of the kinds of teacher's questions which will encourage, or tend to stifle, pupil responses. The teacher should resist channelling the discussion towards a more formal analysis until opinions which might otherwise have been suppressed have been aired. Difficulties in the conduct of the 'open phase' as considered; its full utilisation requires that the teacher be very well prepared with ideas on the text in order to be sufficiently flexible in responding to pupil's questions and initiatives. The transition to the analysis phase, problems relating to specific kinds of texts, different age-groups, and mixed-ability groups are discussed. An 'open phase' should play a role at other points in lessons, in the interests of furthering the development of pupil-centred teaching methods.

### **BILINGUAL TEACHING** *See also abstract 81–178*

**81–197 DiPietro, Robert J.** Filling the elementary curriculum with languages: what are the effects? *Foreign Language Annals* (New York), 13, 2 (1980), 115–23.

An evaluation is made of the effects of a language programme for children in grades 1 to 6 at an elementary school in Virginia. The community was a multilingual one; the languages chosen were Spanish, Korean and Vietnamese. All children at the school were given the opportunity to study a language regardless of their home language.

It was found that formal instruction in several languages at the elementary school level has a favourable effect on young children. Considering the short duration of the language classes, the children enrolled in them appear to have acquired a much healthier attitude toward schoolwork in general. Maturation might have contributed to the improved performance of the children, but not to the factors of attendance and tardiness which indicated the children's greater interest in the school's academic programme. These findings are consonant with those of Lambert and Tucker who found no harmful effects on the cognitive development of children enrolled in elementary school where content subject matter is taught via another language. The programme, through its judicious choice of languages, its careful integration of the second-language classes within the overall curriculum, and the support of a Citizen's Advisory Council, has been able to surmount the attitudes of inferiority or disadvantage which are associated stereotypically with minority and bilingual education in the United States. The major factor contributing to the success of the programme was probably the opportunity extended to mainstream and minority children alike to study the languages of the community. In this way, a feeling of social imbalance was averted.

**CLASS METHODS: LANGUAGES FOR SPECIAL PURPOSES** See also abstracts 81–151, –212

- 81–198 Sager, J. C. and Segerman-Peck, L. M.** Foreign languages for English scientists and engineers: why, what, how. *Fachsprache* (Vienna), 2, 1 (1980), 27–37.

The various educational philosophies apparent in the expectations that educational, professional and governmental bodies have of LSP courses are discussed and the different courses offered in response to differing requirements are outlined. Student background and motivation influence not only the content of the courses, but also the teaching strategies involved. The achievement of the courses is assessed in terms of the initial expectations; the introduction of cultural values and comparisons in developing linguistic communicative competence is particularly important. The courses, by thus necessarily exceeding the original remit, play an important part in equipping the technologist for his rôle in modern society.

**VOCABULARY TEACHING**

- 81–199 Gülich, Elisabeth and Henke, Käthe.** Sprachliche Routine in der Alltagskommunikation. Überlegungen zu „pragmatischen Idiomen“ am Beispiel des Englischen und des Französischen (II). [Language routines in everyday communication. Reflections on ‘pragmatic idioms’ in English and French (part II).] *Die neueren Sprachen* (Frankfurt am Main), 29, 1 (1980), 2–33.

A descriptive framework for ‘pragmatic idioms’ or ‘routine formulae’ is advanced, in which the use of different routine formulae is seen as being dependent on the way in which the factors making up an ‘interaction unit’ react with one another (Part I). This view is illustrated by authentic English and French material: examples are drawn from conversational opening and closing sequences with special emphasis on the diverse possibilities for linguistic realisations of routine formulae (part II – this article). The role of routine formulae in foreign-language teaching is discussed in terms of this background, and some English and French textbooks are examined critically with regard to their presentation of them. Routine formulae, as significant elements of social behaviour, should be given special attention in foreign-language teaching (part III). [Parts I and III appeared in 28, 6 (1979).]

- 81–200 McKay, Sandra.** Teaching the syntactic, semantic and pragmatic dimensions of verbs. *TESOL Quarterly* (Washington, DC), 14, 1 (1980), 17–26.

The audiolingual emphasis on teaching structure with a minimum of vocabulary has contributed little to the development of vocabulary

materials. Lexical usage, however, is an area in which ESL students demonstrate a considerable number of errors. In an effort to help develop lexical competence, this paper illustrates one strategy for teaching vocabulary with the use of a computer corpus. Because of their inherent difficulty, verbs are the main focus of the materials, although the technique could be used with other parts of speech. It is assumed here that knowing a word involves knowing how to use the word syntactically, semantically, and pragmatically.

**READING** *See abstract 81-196*

**SPEECH** *See also abstracts 81-154, -177*

**81-201 Davies, Norman F.** Oral fluency training and small groups. *English Teaching Forum* (Washington, DC), **18**, 3 (1980), 36-9.

Training for accuracy and training for fluency are best dealt with separately, as there is a conflict between the two. Accuracy is best trained by discriminatory listening exercises, written work, and drilling of various kinds. Fluency can only be achieved by actual and frequent use of the language in a meaningful context. The performance stage of learning is the hardest to provide for in a conventional classroom setting. Ways of de-activating the teacher and re-activating the pupils are suggested: the language laboratory, group work in pairs, the buzz group, role play, and oral presentation.

**81-202 Murray, Heather.** Practice and communicative competence – too much of a bad thing. *Bulletin CILA* (Neuchâtel), **31** (1980), 49-54.

Though communication is legitimate as a goal of language learning, some of the techniques employed to teach it are not. Practice techniques, and perhaps the whole idea of practice, are insufficient for learning how to communicate. What is necessary is learner-centred analysis and communication activities.

Functional teaching has tended to stress the expression of intentions but practical exercises over-simplify the context of the utterance, compel the learner to be concerned with form rather than with meaning (by telling him what to mean) and ignore the comprehension side of the communication model. Two remedies are suggested: create and/or foster genuine communicative situations in the classroom, and help learners to become more sensitive to linguistic contexts [examples].



WRITING

- 81-203 Fox, Roy F.** Treatment of writing apprehension and its effects on composition. *Research in the Teaching of English* (Urbana, Ill), **14**, 1 (1980), 39-49.

The aim was to investigate the effects two methods of teaching writing had on writing apprehension and on overall quality and length of student writing. The first method (conventional) involved teaching writing primarily through writing exercises, lecture, discussion, and question-answer sessions. Students were generally instructed to adhere to traditional rhetorical modes, and writing was evaluated exclusively by the instructor. The second method (workshop) involved large-group interaction exercises, paired-student and small-group language problem solving activities, free writing, practice responses to writing, structured peer response to writing, and two instructor-student conferences. Also included in this method were specific 'instructor taught' objectives for each essay.

The purpose of the experimental treatment was to provide a safe environment for the apprehensive writer to develop confidence in communication situations (from participating in singular, then paired, then small-group problem-solving tasks); to help him accept critical evaluation of his own writing (from giving and receiving initially positive feedback from peers, to eventually giving and receiving positive-negative feedback from peers); and to provide the specificity and structure that would observably improve selected writing skills (from participating in a structured procedure for response to writing, specific pre-taught skills objectives for each essay, and instructor-student conferences).

Results showed that students' fear and avoidance of writing and of having their writing evaluated can be significantly reduced using either method investigated. The sequential and largely student-centred experimental treatment significantly reduced writing apprehension at a faster rate than conventional instruction. The experimental treatment produced writing at least as proficient in overall quality as the writing produced by conventional composition instruction.

- 81-204 Hauptman, Philip C.** Teaching writing to beginning adult ESL students: a cognitive view. *Canadian Modern Language Review* (Toronto), **36**, 4 (1980), 693-712.

The fundamental concepts of organisation and coherence, although undoubtedly different in ESL from those of the student's native language, must be learned in the second language, irrespective of his proficiency in that language. This learning can be accomplished with a very small inventory of linguistic forms in English. The plan suggested follows a spiral approach. The student begins the spiral at the lowest level with chronological ordering. He is then introduced to

spatial development and contrast and cause and effect, finishing at a low-intermediate level. He then proceeds through the spiral a second time. By the time he begins the spiral for the third and final time, he is at a high-intermediate level of proficiency. As he progresses through the spiral, he learns the appropriate patterns, and each pass allows him to explore each pattern more deeply.

**81-205 Zamel, Vivian.** Re-evaluating sentence-combining practice. *TESOL Quarterly*, (Washington, DC), **14**, 1 (1980), 81-90.

Research on sentence-combining practice indicates that it improves not only syntactic fluency but the overall quality of compositions. A closer examination of the research, however, raises some important questions about the effectiveness of sentence-combining practice. Furthermore, critics are challenging its a-rhetorical orientation. Thus, while sentence-combining practice can be a stimulating and effective way to help students understand the grammar of the sentence, there are doubts about its appropriateness as a total course of instruction, especially in the ESL classroom. ESL students may not possess the linguistic ability that sentence-combining proponents assume students to have and may therefore need focused work on key grammatical concepts. More importantly, they need rhetorically based writing experiences that take into account the difficulty of facing the blank page and the complexity of the composing process itself.

**COMPREHENSION** See abstract 81-196

### LITERATURE TEACHING

**81-206 Bal, Mieke.** Enseigner la littérature – à quoi bon? [Teaching literature – what is the point?] *Français dans le Monde* (Paris), **154** (1980), 59-64.

Two aspects of the teaching of literature are examined: (a) teaching literature for its own sake, and (b) the use of literary texts in language teaching, particularly foreign-language teaching. [Brief survey of the traditional arguments for and against the teaching of literature.] In the choice of texts for teaching, there are several interrelated sets of problems (1) linguistic – the choice of an appropriate text for the linguistic attainment of the group; (2) ideological – the choice of a text which will stimulate a group, and (3) cultural – the choice of suitable texts from the point of view of society, represented by the teacher. Contrasting mother-tongue and foreign-language learning, the problems of the latter are far greater because of the interplay of all three factors; but it is worth using literary texts in all kinds of teaching despite the difficulties involved, simply because one cannot force pupils to learn from texts which do not interest them.

## LANGUAGE LEARNING AND TEACHING

- 81-207 Povey, John** Literature in the ESL classroom. *Workpapers in Teaching English as a Second Language* (Los Angeles, Calif), **13** (1979), 41-8.

Although the main task in ESL teaching is to convey acceptable English usage, the teaching of literature can demonstrate the more varied and subtle uses of the language. The oral/aural technique will not have made students familiar with variations from the norm of standard contemporary speech, let alone contemporary writing. The teacher will have to display the kind of difficulties which will inevitably arise when the language ceases to be controlled (a sudden immersion). This preparation is preferable to using simplified texts, which destroy the individuality of the author's style. The linguistic difficulties are discussed. There will also be problems at the cultural level. A triple sequence of classroom questions for the teacher is outlined for different levels.

**TEXTBOOKS** See abstracts 81-211, -217

### INDIVIDUALISED INSTRUCTION

- 81-208 Nelson, John.** Andragogy and the adult language learner. *SPEAQ Journal* (Quebec), **3**, 1/2 (1979), 51-68.

The basic aim of andragogy as an educational model developed by Knowles (1970) is to enable the learner to achieve individualised learning goals, in contrast to pedagogy which tells the learner what he is expected to know. Four characteristics of the adult learner are important: (a) his self-concept, (b) the importance of his experience of language, (c) his readiness to learn, and (d) his orientation to learning.

Andragogy is based on three assumptions: (i) adults are capable of learning, (ii) learning is internal to the learner, and (iii) there are optimal conditions for learning and optimal principles for teaching. The approach is a six-step process: (1) creation of a productive, educational atmosphere in which the learner can easily interact with his peers and the instructor; (2) identification of the individual student needs in the subject area; (3) determination of the individual learner goals for the course; (4) planning of the course activities, scheduling and deciding on the appropriate resources to use; (5) implementation of the learning programme designed in (4), and (6) evaluation of the learning programme in relation to the goals set in (3) and reidentification of the learner's needs. The instructor is responsible for the first step in this process. Steps (2) to (6) are the primary responsibility of the learner with the instructor taking an advisory role. Instruction in a pedagogical sense does not occur until (5) though the learner's involvement begins at (1).

**IMMIGRANTS** See also abstracts 81–217/18

- 81–209 Cummins, J.** Psychological assessment of immigrant children: logic or intuition? *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), 1, 2 (1980), 97–111.

Current assumptions regarding psychological assessment of immigrant and minority-language children are examined. Immigrant children tend to acquire fluent surface skills in their second language (L2) more rapidly than they develop L2 conceptual and literacy skills. Data are presented which show that immigrant children require, on the average, at least five years of residence in the host country to approach native norms in L2 conceptual and literacy skills. Failure by psychologists to take account of this developmental process, and of the limitations of psychological assessment instruments, can result in incorrect diagnoses of immigrant students' academic difficulties and, consequently, in inappropriate academic placement. Some of the potential pitfalls in current assessment procedures are illustrated by examples from an ongoing study in which the psychological assessments of over 400 immigrant students are being analysed, and suggestions are made for developing more appropriate assessment procedures for immigrant and minority-language children.

- 81–210 Tosi, A.** Una nota sociolinguistica al piano europeo di mantenimento delle lingue nazionali nelle comunità di emigrati. [A sociolinguistic note on the European project for promoting the maintenance of the mother tongue in emigrant communities.] *Rassegna Italiana di Linguistica Applicata* (Rome), 11, 3/12, 1 (1979/80), 243–63.

The objectives of the EEC Directive (according to which the member states should promote the teaching of the mother tongue to children of immigrants) cannot fit within the existing typology and objectives of bilingual education programmes (i.e. first-language maintenance, switch programmes to facilitate second-language acquisition, balanced coordinated bilingualism). Discussions and research on the educational/social impact of such reform show two major problem areas: (1) psycholinguistic: can mother-tongue teaching be realistically incorporated in European curricula and coordinated with the strategy of second-language development, and (2) applied sociolinguistic: what techniques and materials have to be devised to teach the national standard language of the country of origin to second-generation children who speak dialect and have not been exposed to the standard language in the community abroad? After a discussion of the realism of coordinating such 'mother tongue' provision with the techniques of ESL in British multi-ethnic schools, some guidelines are given for a methodology of 'guided transfer', based on materials designed to exploit the structural similarities between the dialect and Standard

## LANGUAGE LEARNING AND TEACHING

Italian. These have proved more effective for developing both oracy and literacy skills than the existing materials and methodology designed to teach Standard Italian either as an L1 or L2.

**ENGLISH** *See also abstracts* 81-151, -154, -185, -192, -198, 200/1, -204/5, -207

**81-211 Abbott, Gerry.** Teaching the learner to ask for information. *TESOL Quarterly* (Washington, DC), **14**, 1 (1980), 5-16.

Although asking for information is a function of first priority in almost all forms of dialogue, it is generally admitted that the teaching of questions is not very successful. A survey of widely used textbooks showed that the techniques most commonly employed were transformational and they failed to satisfy four major criteria when they: (1) provided the learner with no motives for asking questions; (2) inhibited spontaneity in their asking; (3) provided no instructions for following up initial questions with further inquiries; and (4) actively encouraged error by cross-association.

Some alternative exercises which avoid these criticisms are put forward. They provide for practice of all the main types of question using the 'information-gap' technique, which sets a problem which provides an incentive for asking for information until the solution is reached. A visual framework provides a clear context [examples].

**81-212 Cortese, Giuseppina.** English for academic purposes: a blueprint for a modular anthology. *Studi italiani di Linguistica Teorica ed Applicata* (Rome), **8**, 1/2/3 (1979), 253-87.

Medical science students in Italy are increasingly faced with specialised materials in English language. A modular anthology for EAP is a necessary instrument for the teacher who teaches good beginners/intermediate students to transfer their learning abilities from their native language into English. Guidelines for the preparation of such materials can be found in (a) the correspondences between Italian medical terminology derived from Latin/Greek and its anglicised derivatives, (b) parallels and contrasts between the features of scientific writings and those of a discourse of 'popularised science' and (c) graded reading materials. Students experience difficulties with the terminology of academic vocabulary (false cognates, i.e. 'morbid anatomy' = *anatomia patologica*; items of everyday use with a special meaning in a scientific context, i.e. 'disinfectant dressing'), as well as with elements of ordinary English language (viz. verb phrases with a preposition different from that required by the Italian equivalent - 'consist of' = *consistere in*). Passages for practice should be original, rather than simplified or made up by the teacher. [The latter usually leave out some important features of scientific language (connectors, function markers, redundancy),

produce frustration because of the low intellectual content of their materials, and often cause disappointment when it becomes necessary to switch into original and more difficult texts. As the ultimate objective of the course is to guide students to transfer abilities for restructuring and storing information in a second language, this anthology should also include, before each text, a set of guiding questions, both to provide an immediate reading purpose and to readjust comprehension strategies during reading.

**81-213 George, H. V.** Remedial work: what is involved. *RELC Journal* (Singapore), **10**, 2 (1979), 81-6.

In Malaysia, a redundancy-reduced variety of English has prospered, by which students will inevitably be affected. There seems to them no point in learning English functional distinctions which are non-existent in their mother tongue, hence the difficulty of correcting such errors. The priority for FL learning in Asian countries is reading ability, which co-incidentally offers greater rewards.

**81-214 Hirtle, Walter A.** Meaningful grammar teaching. *Bulletin CILA* (Neuchâtel), **31** (1980), 9-20.

If grammar has been badly taught, or not taught at all, one of the reasons is that English teachers do not know enough about it because they do not study it. Linguistics programmes are not conceived in order to prepare future teachers of English grammar. Why has linguistics had so little to offer to grammar teaching? Grammar teaching of the mother tongue is often nothing more than identifying parts of speech and analysing syntax.

The study of grammar provides access to meaning, to an increased awareness of the relations between words and of the words themselves. It should go beyond parsing to link up form with meaning, or morphology. Grammar teaching can be of practical value in making students more sensitive to the expressive effects of the forms and arrangements of words. At a more advanced level, it can be of scientific value in providing a field for the inductive/deductive operations inherent in any scientific discipline.

**FRENCH** See also abstracts 81-181, -195, -206

**81-215 Baumgratz, Gisela.** Fremdsprachenpolitik und Fremdsprachenunterricht im deutsch-französischen Dialog. [The politics of modern languages and modern-language teaching - the Franco-German dialogue.] *Neusprachliche Mitteilungen* (Berlin), **33**, 2 (1980), 114-59.

A report of the proceedings of the colloquium 'The future of French in the FRG and of German in France', held in 1979. Topics discussed

## LANGUAGE LEARNING AND TEACHING

included the development of modern-language teaching in France and in the FRG, the political will to adopt new teaching methods, the need for a more diversified modern languages policy in Europe, and Franco-German co-operation, particularly in making use of the special relationship between France and the FRG to promote innovation. A series of demands and suggested approaches in this field were discussed. These included increasing the opportunities for school exchanges, making education courses at universities more practically oriented, insisting on a period of residence in the partner country for trainee teachers, and more in-service training, with the possibility of further periods of residence abroad. It was urged that a programme of teacher exchanges should be initiated, and more co-operation and exchange of ideas to increase the level of knowledge of the language, life, and culture of the partner country amongst the adult populations. [Verbatim extracts from papers and ensuing discussions; list of participants.]

**81-216 Debyser, Francis.** Exprimer son désaccord (E.D.). [The expression of the negative in French.] *Français dans le Monde* (Paris) 153 (1980), 80-8.

The expression of the negative in French is far more complex than the list of phrases included in *Un Niveau-seuil* (*non, absolument pas*, etc.) would suggest. Any analysis of function must take account of the following factors: sociolinguistic constraints, transactional conditions, the theory of words as action, linguistic categories, stress, stylistic and rhetorical processes, and the devices and strategies of discussion and argument.

The negative should therefore be taught in a syllabus which is communicative rather than structuro-global in approach, in the context of discussion rather than of structured dialogues, where the following exercises could be included: micro-situations, simulations, creative exercises, formal linguistic exercises, and studies of authentic documents.

**GERMAN** See also abstract 81-215

**81-217 Barkowski, Hans and others.** Kriterien zur Beurteilung von Lehrwerken für den Deutschunterricht mit ausländischen Arbeitern. [Criteria for the evaluation of textbooks for teaching German to foreign workers.] *Deutsch Lernen* (Mainz, FRG), 4 (1979), 3-10.

The article examines the criteria by which the suitability of textbooks for teaching German to foreign workers should be judged, and is an extract from a critical survey of all currently available textbooks of German as a foreign language. Of primary importance is the need for language-teaching materials and methods to take into account the social,

linguistic and psychological situation of the foreign worker as a member of German society. The aim of the teacher should be to reduce the foreign worker's cultural isolation and to bridge the gap between him and his German workmates.

Currently available language courses are largely inappropriate for the foreign worker. They are designed for educated, middle-class students and presuppose a grasp of grammatical concepts and an ability to handle dictionaries. Their emphasis is on middle-class speech and the written language. Language courses for foreign workers should be designed to enable the worker to communicate effectively on the factory floor and in everyday situations, where grammatical correctness and a good written style are of less importance than the ability to cope linguistically and socially at work and in the community.

**81-218 Wilms, Heinz.** Sprachvermittlung und Projektarbeit. [The inculcation of language and project work.] *Deutsch Lernen* (Mainz, FRG), 4 (1979), 11-27.

A series of projects were designed to help the children of guest-worker families to learn German. Each project was built around a broad theme, e.g. the generation gap or problems at school, and was intended to provide the children with the language skills appropriate to specific situations without recourse to formal language instruction. The aims and methods of one project, centred on the home and the family, are discussed, and two sections of the project, dealing with measurement and with problems of mixing with the German community, are described in detail. Problems experienced in the course of the projects are highlighted, and a number of criteria for successful project work are detailed, among them relevance to the actual experience of the learners and the importance of motivation stemming from their own needs. The limitations of such work are discussed. The positive results of the projects examined were the acquisition of skills and information learned and of use in meaningful situations, but the lack of a concrete result was a source of disappointment to the pupils. The need for project work to become a fully integrated part of language courses is emphasised. [Samples of teaching materials used.]

**ITALIAN** See abstract 81-210

## SPANISH

**81-219 Pountain, Christopher J.** Theoretical linguistics and the teaching of Spanish. *Nottingham Linguistic Circular* (Nottingham), 9, 1 (1980), 65-79.

There are no automatic benefits for the language teacher from linguistic research. The objectives and interests of the theoretical linguist and the



## LANGUAGE LEARNING AND TEACHING

teacher are too divergent: the former is primarily concerned with the nature of language in general; the latter with one language, or at most with the structural contrasts between two languages. Nevertheless, linguistics has achieved considerable insights into individual languages and it should be possible to make use of these to facilitate language learning. The linguist could clarify the over-simple rules of thumb offered to students for guidance, reveal underlying similarities between languages which are not immediately apparent to the learner, and help students to distinguish between acceptable and non-acceptable forms. In making students aware of structural differences between languages, translation is an appropriate teaching tool. [Illustrated by extracts from the *Nottingham Advanced Spanish Course* (designed for university students).]

**81–220 Terrell, Tracy, D.** A natural approach to the teaching of verb forms and function in Spanish. *Foreign Language Annals* (New York), 13, 2 (1980), 129–36.

A radically different approach to the teaching of verb form and function is proposed. The acquisition of the ability to use verb forms in communicative situations is seen as a gradual process facilitated by involving the student in affective acquisition activities of various sorts rather than through traditional cognitive grammar-focused 'explanation–practice–application' paradigms. One affective acquisition activity model, the Association Model, is proposed to focus the student on verb acquisition. In this model the students learn the meaning of a large number of verbs in a single form before they learn to control a person–number paradigm. In addition, it is proposed that forms be taught according to communicative need, i.e. the substitution of semantic criteria for grammatical ones. In particular, the student will not learn paradigmatic forms, but rather will acquire certain tense forms before other person–number forms. A teaching order is proposed.