Language learning and teaching

THEORY AND PRINCIPLES   *See also abstract* 77–278

77–229   Besse, Henri. Propositions pour une didactique de la grammaire. [Suggestions for a pedagogy of grammar.] *Revue de Phonétique Appliquée* (Mons, Belgium), **39/40** (1976), 231–62.

Terminological distinctions relating to grammar are discussed: (*a*) grammar as a description of language in general, (*b*) of a target language, and (*c*) of a programme for students [examples]. All formulations about grammar are partisan and incomplete; none offers a satisfactory blueprint of appropriate behaviour for a learner [examples]. Their pedagogic value lies not in delineating a system of study but in providing the teacher with a battery of illustrative metaphors. He can draw upon these to deepen the learner's understanding whenever a student seems to be making an inappropriate assumption about how the target language works. [Bibliography.]

77–230   Fillion, Bryant and others. Language 'basics' for language teachers: towards a set of universal considerations. *Language Arts* (Urbana, Ill), **53**, 7 (1976), 740–5 and 757.

A course on language in education was set up to develop and test a set of statements about the nature of language and how it is learned and used. The students came from various subject areas and the statements were distilled from many specialised fields in linguistics, psychology, sociology and educational theory and practice. [Twenty statements, briefly elaborated, under three subheadings: (1) the nature of language; (2) language learning; (3) language in school.] [References.]

77–231   Marks, Christopher T. Policy and attitudes towards the teaching of a standard dialect: Great Britain, France, West Germany. *Comparative Education* (Oxford), **12**, 3 (1976), 199–218.

In Britain, France and the West German *Länder* there have been recent movements towards improving the language skills of all children, but especially those whose idiolect is thought to jeopardise their future learning. Although there exists in these countries general agreement about what the teacher should know concerning the various aspects of child language development there is less agreement as to what features of language should be highlighted and how they

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should be taught. In Britain the pre-school sector caters for a mere 20 per cent of the 3–4 age group. In contrast, the economically more stable countries like France and West Germany are continuing to expand their pre-school provision. In France, expansion has been nothing less than phenomenal, though the staffing ratio in the *Écoles Maternelles* has tended to be extremely low.

In both France and West Germany the recommendations for reforms speak of overcoming the linguistic deficiencies (*déficits de langage*) or barriers (*Sprachbarrieren*) inherent in non-standard dialects. These deficit views form the basis of the language policies in those two countries, where already at pre-school level the child's acquisition of 'correct' language – *le bon usage* or *die Schulsprache* – becomes a principal educational aim. In France the primacy of the goal of producing a literate nation speaking *la vraie langue française* blinds the authorities to the high proportion of educational 'failures' in the school system. In the case of West Germany, where the diglossia phenomenon has always ensured acceptance of the functional validity of dialects with their high and low forms, it would appear that the influence of Bernstein's codes theory has created linguistic tensions where none used to exist. As a result *Dialekt* is now unfortunately equated with the 'restricted' code and *Hochsprache* with the 'elaborated' code in the minds of many teachers. However, there is an increased awareness of the educational problems of the 'strong' dialect speaker. Since this concerns a large percentage of children, the need to modify the traditional objective of acquisition of the *Hochsprache* is widely acknowledged and the formal regional varieties of German are regarded as a more realistic target. In Britain attention is being focused on the linguistic needs of the child; the objective is felt to be to increase the child's range of expression and overall communicative competence. There are calls for planned language activities and individual monitoring of the linguistic performance and progress of children but cutbacks are seriously limiting reform. [References.]

77-232   McNair, John M. French education: II–Modern languages in the schools. *Modern Languages* (London), **57**, 3 (1976), 131–5.

The number of pupils in France learning one foreign language has risen proportionately with the school population, but the number learning a second foreign language has increased from 25 per cent to 36 per cent. English is the language most widely taught, then German, followed a long way behind by Spanish, Italian and Russian [figures]. The objective for the first cycle is practical use, and for the second more attention is given to reading and *explication de texte*. It seems to be assumed that the same objectives are appropriate for all learners, but that the less able will not make so much progress. [Discussion of methods, content, examinations, and of modern-language teaching in the primary school.] Progress in the schools calls for teachers who

are flexible in their outlook, but the present system of teacher recruitment and education requires a rather narrow scholarship and specialisation. [Part I deals with the French education system in general.]

77-233 Strevens, Peter. A theoretical model of the language learning/ teaching process. *Working Papers on Bilingualism* (Toronto), **11** (1976), 129-52.

Attempts have been made in recent years to understand the task or process of language teaching as a whole, and to devise a theoretical model that fits its complexity. One such approach is outlined here. The complexity of the process of language learning and teaching can be reduced to a minimum number of 12 abstract elements: policy and aims; administration and organisation; relevant professional disciplines; choice of LL/LT types; teacher training; approach; pedagogy, methodology, instruction, teaching; syllabus design; materials construction; constraints on LL/LT achievement; the learner; evaluation [discussion]. A diagram shows the interrelationships between the elements of the model.

PSYCHOLOGY OF LEARNING   *See also abstracts* 77-254, -261/2

77-234 Arnold, Drew J. and Brooks, Penelope H. Influence of contextual organising material on children's listening comprehension. *Journal of Educational Psychology* (Washington, DC), **68**, 6 (1976), 711-76.

The effects of verbal and pictorial organising on comprehension of paragraphs was investigated. Second- and fifth-grade subjects were given organising pictures or verbal statements before listening to paragraphs. In the organisers the relationships among the elements in the paragraphs were either presented or absent. Organisers presenting relationships strongly influenced the production of correct inferences and recall responses. The results suggest that knowledge of the interrelationships among elements is important, if not essential, for the comprehension of prose material. Fifth graders made more correct inferences with pictorial organisers than verbal organisers, showed more correct recall than second graders, but made more incorrect inferences given verbal organisers. These results suggested that fifth graders generated alternative inferences concerning the meaning of prose material, sometimes leading to conclusions other than those intended.

77-235   Cancino, Herlinda and others. The acquisition of the English auxiliary by native Spanish speakers. *TESOL Quarterly* (Washington, DC), **9**, 4 (1975), 421–30.

The appearance of English auxiliaries in the speech of five native speakers of Spanish (two children, two adolescents, one adult) is described, as well as these subjects' acquisition of the negative and interrogative transformations. The acquisition of the negative transformation showed the following developmental pattern. The subjects began by negating by using *no+verb* constructions (*He no can play baseball*), then began using *don't+verb* constructions (*I don't can explain*). Next they acquired constructions in which the negative was placed after the auxiliaries *is* and *can* (*He can't go*). Finally, they learned the analysed forms of *don't* (*do not, doesn't, does not, didn't, did not*).

The analysis of the interrogatives indicated that both *Y/N* and *wh-* questions appear in the untransposed form, but there is no stage in which the untransposed form is consistently prior to the transposed. There is also no stage in which transposed *Y/N*-questions precede transposed *wh-* questions or vice versa. In general, however, transposition is more frequent in *wh*-questions. The results of the auxiliary analysis indicate that *is* copula appears first and that *can* and *do* appear shortly afterwards. Beyond these three auxiliaries the order of appearance for each subject is highly variable. This result contrasts with recent work on the acquisition of certain English morphemes which shows an invariant order of acquisition.

77-236   Dickerson, Lonna J. The learner's interlanguage as a system of variable rules. *TESOL Quarterly* (Washington, DC), **9**, 4 (1975), 401–7.

A longitudinal study is reported of the acquisition and use of the English sound system by Japanese learners of English. The central point is that the learner's second-language system must be a system of variable rules if it is to account for the variability (wide assortment of pronunciations) in his production, the fluctuations between his in-class and out-of-class performance, and the regularities in his process of acquisition. The model used in this research is the variability model of sociolinguistics. Both the theoretical and practical values of this study are discussed. First it captures the regular patterning of diversity in the learner's speech, giving the developing theory of interlanguage a firmer grounding. Second, the study provides insights to help the classroom teacher better to understand and evaluate student performance in pronunciation.

77-237   Freeman, Diane E. Larsen. The acquisition of grammatical mor-
phemes by adult ESL students. *TESOL Quarterly* (Washington,
DC), **9**, 4 (1975), 409–19.

This study was designed to determine if the reported sequence of acquisition
of grammatical morphemes for second-language learners (Dulay & Burt, 1973,
1974; Bailey, Madden & Krashen, 1974) would be found to exist in tasks other
than that requiring speech production. A battery of five tasks (reading, writing,
listening, imitating and speaking) was administered to 24 adult ESL learners,
six from each of four native-language backgrounds (Arabic, Japanese, Persian
and Spanish). After scoring for morpheme suppliance in obligatory contexts,
and using the Group Score Method (Dulay & Burt, 1974) to order the mor-
phemes, a high level of concordance was found across language groups with
regards to morpheme ordering within task. However, individual and language-
group variability was apparent. When comparing morpheme sequencing across
tasks for all subjects, the same high degree of relationship was not found.
Speculations are made to account for these findings.

77-238   Holmes, V. M. and Langford, J. Comprehension and recall of
abstract and concrete sentences. *Journal of Verbal Learning and
Verbal Behavior* (New York), **15**, 5 (1976), 559–66.

Performance on abstract and concrete sentences was compared in a sentence-
meaning classification task and in a free recall task. It was found that concrete
sentences were classified significantly faster than abstract sentences. The results
also showed that abstract sentences were completely omitted in recall
significantly more often than were concrete sentences, and that, given a recall
attempt, significantly fewer words were recalled from abstract than from con-
crete sentences. These findings clearly establish the existence of an effect of
concreteness at the stage of initial sentence comprehension, and extend the
generality of previous results on differences in memory storage of abstract and
concrete sentences.

77-239   Krashen, Stephen D. Formal and informal linguistic environments
in language acquisition and language learning. *TESOL Quarterly*
(Washington, DC), **10**, 2 (1976), 157–68.

While some studies indicate that adults can efficiently utilise informal linguistic
environments for second-language acquisition, others suggest that the classroom
is of greater benefit. This conflict is resolved in three ways. (1) Evidence is
presented to support the hypothesis that informal and formal environments
contribute to different aspects of second-language competence, the former
affecting acquired competence and the latter learned competence. (2) A dis-

tinction must be made between informal environments in which active language use occurs regularly and those in which language use is irregular. (3) Data is presented that suggests that the classroom can be used simultaneously as a formal and informal linguistic environment, a result that is consistent with reports of success with language-teaching systems that emphasise active language use.

77–240   Tarone, Elaine and others. Some limitations to the classroom applications of current second language acquisition research. *TESOL Quarterly* (Washington, DC), **10**, 1 (1976), 19–32.

Second-language acquisition research is still in its infancy, and hasty pedagogical applications should not be made on the basis of its findings. Among the limitations of current research are the following: (1) the restricted linguistic scope of studies to date, (2) lack of data on cognitive processes and learning strategies, (3) limited information about the role of individual variables in second-language acquisition, (4) insufficient information about the role of social and environmental variables in second-language acquisition, (5) undeveloped methodology for data collection and (6) for data analysis, and (7) the limited number of replicated studies to date. Suggestions are made for future research.

CONTRASTIVE ANALYSIS

77–241   Ross, Janet. The habit of perception in foreign language learning: insights into error from contrastive analysis. *TESOL Quarterly* (Washington, DC), **10**, 2 (1976), 169–75.

Languages signal different meaning distinctions through their grammatical units as well as through their vocabulary items. Many errors in a foreign language result not merely from inaccurately learned grammatical items or structures formed on the basis of the learner's native language. They may, instead, represent failure to understand the meaning distinctions indicated in the grammar of the new language that are not marked by a specific form in the native language, or failure to choose habitually the correct form to represent the meaning even when the distinction is understood. For example, the native speaker of English may 'know' the concepts expressed by the Spanish subjunctive, yet fail to indicate them in every case by use of a subjunctive form when using Spanish.

The foreign-language learner should therefore perceive the new meaning distinctions marked in the grammar of the language he is learning and then form the habit of indicating such distinctions when using the language. In other words, he must think in terms of new conceptual units. The language teacher should devise material to help the learner do this, so that dis-

tinctions concerning habits of perception and indication of meaning as well as production of new grammatical forms and vocabulary items become automatic.

77-242 Sjatkovskij, S. Основные принципы сопоставительного анализа языков. [Basic principles for the comparative study of languages.] *Русский язык за рубежом* (Moscow), **4** (1976), 69–73, and **5** (1976), 70–3.

Linguistic reality may be divided into three types of phenomena: semantic, formal and semiotic; foreign-language learning is concerned only with the latter two. Comparative analysis must establish correspondences of three possible types between two languages: identity, partial difference, complete difference. The meanings of Russian verbs are taken as the basis for the analysis and the objects of comparison are the forms of government (case or preposition plus case) of these verbs and their semantic equivalents in Polish [examples].

Comparative analysis may take three forms: (1) two-sided, (2) comparison of the foreign language with the native language, or (3) comparison of the native language with the foreign language. One-sided analyses need care in pedagogical use, and stylistic differences must be respected [examples]. Theoretical differences must be overcome and replaced by a single effective theory of comparative analysis.

TESTING

77-243 Neville, Mary H. and Pugh, A. K. Context in reading and listening: variations in approach to cloze tasks. *Reading Research Quarterly* (Newark, Del), **12**, 1 (1976/7), 13–31.

One hundred and thirty English subjects beginning their fifth year of school were tested on cloze tests of reading and on the same tests presented as either cloze listening tests or as restricted cloze reading tests. In the latter total sentence context was not available. When the sample was dichotomised about the median of the normal reading test scores and when results for the three versions of the test were compared for the poorer readers, there were no significant differences; for the better readers, there was a significant difference between the normal cloze scores and either the listening scores or the restricted reading scores. An examination of incorrect responses showed that all subjects seemed to be aware of grammatical and semantic constraints, but the poorer readers tended to make mistakes which were suitable only to preceding context,

on all tests. The better readers did so chiefly on the listening and restricted reading tests. It was concluded that these poorer readers were using strategies inappropriate to silent reading.

SYLLABUS DESIGN *See also abstract* 77-218

77-244   Allen, Patrick. Structural and functional models of language teaching. *TESL Talk* (Toronto), **8**, 1 (1977), 5-15.

Two contrasting models of language are discussed: the structuralist's account of language as a formal system, and the sociologist's account of language as a means of social interaction. Hymes' (1971) notion of 'communicative competence' made allowance for the various sociocultural factors which influence a speech event. The instrumental model of sociological linguistics can aid language teaching by redressing the balance against formal structural grammar. A comparison is made between structural and functional syllabuses, showing how the latter reverses the approach of the former by first defining the contexts of language use, then searching for grammatical patterns. [Discussion of what constitutes a speech act.]

In designing a functional syllabus it is necessary to specify topic, attitude, type of discourse and communicative intent, before determining what selections the learner will need. [An indication is given of the the type of pedagogical approach currently being taken in programmes at the Universities of Birmingham and Edinburgh – examples from materials illustrate exercises for the development of oral communication skills and for reading and writing.]

77-245   Wilkins, David. Notional syllabuses: theory into practice. *Bulletin CILA* (Neuchâtel), **24** (1976), 5-17.

The principal characteristics of notional syllabuses are that they aim to organise language teaching in terms of the purpose of communication rather than the form. The first step in putting them into effect is the development of a set of categories: perceptual and modal categories, and categories of communicative function [brief discussion]. The problems of putting such syllabuses into effect lie in (1) the isolation or integration of language items, and the extent to which an organising principle (hierarchy) can usefully group them; (2) problems of continuity and coherence, sequencing grammatical content or introducing thematic continuity [discussion of the relationship between situations and notional categories]; (3) the best way to introduce conceptual categories. The way these problems were faced in a particular instance, the provision of a two-month intensive English course, is described. The resulting syllabus was a compromise between functional and situational structure.

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MATERIALS DESIGN   *See also abstracts* 77–244, –281

77-246   Cole, Leo R. Relationships between visual presentations and linguistic items in second-language teaching. *IRAL* (Heidelberg), **14**, 4 (1976), 339–50.

Pictures have particular limitations in relation to various kinds of linguistic item, whether word, phrase or sentence. The type of visual representation may relate to type of word or concept; different functions may require different kinds of visual [examples]. Different nouns have differing degrees of 'practicability' (cf. *orange* and *strength*). [Discussion of the means whereby word-meanings are imparted to learners through visual representations of all types.] The analysis of picture-word matchings is a prerequisite for designing, organising and sequencing visuals for language-teaching purposes. Linguistic criteria should more consciously determine the composition and organisation of visuals. [References.]

77-247   Johns, T. F. The communicative approach to language teaching in the framework of a programme of English for academic purposes. *Bulletin CILA* (Neuchâtel), **24** (1976), 94–112.

Materials prepared for the teaching of English for Academic Purposes at the University of Birmingham are described. They illustrate what has come to be called the 'communicative' or 'functional' approach to language teaching, i.e. that teaching should take as its point of departure the use to which the language is to be put rather than the analysis of its formal patterning (as in the traditional course). The communicative needs of overseas postgraduate students studying in the U.K. can to a large extent be characterised in terms of social skills and study skills. As the students come from more than 20 different departments, subject-area cannot be taken as a starting-point as in the classic ESP/EAP strategy, which uses authentic texts from a particular discipline for comprehension and development work. Instead, these materials deal with the 'common-core' of skills, leaving room for relating these to texts later on in the programme. Reading skills are an exception, as it seems more effective to exploit students' own study texts. The approach is flexible and largely elective. [Description of materials: note-taking and note reconstitution, socialisation, academic writing, listening comprehension, and seminar discussion strategies.]

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COURSE DESIGN

77-248   Beatie, Nicholas. Time and the teacher: aspects of the planning and teaching of short examined foreign-language courses in school. *Modern Languages* (London), **57**, 4 (1976), 186–93.

What is the most effective way of teaching a foreign language in a school when the time available is much less than the norm? A two-year course to O-level in a second or third foreign language is taken as an example of the sort of problems which have to be faced. Motivation is crucial; objectives should be clearly defined and pupils informed of progress. Frequent, but brief, testing is essential. Suggestions for teaching are given under the headings: oral work, lexis, reading, writing, composition, grammar, revision, homework, the culture of the foreign country, and sixth-form work. [Ways of supplementing the teacher are included – language labs, assistants, clubs, visits.]

77-249   Trocmé, Hélène. Phonétique, évolution de la pratique pédagogique. [Phonetics, the evolution of teaching style.] *Revue de Phonétique Appliquée* (Mons, Belgium), **39/40** (1976), 205–11.

Foreign-language teaching traditionally appealed to the learner's mind. A forthcoming a–v course of English (called *Yes in deed*) treats pupils as being totally, bodily, involved from the outset; the programme passes from spontaneous reaction at the beginning of phonetic experience, through progressively more conscious organisation of ideas during experience of syntax, and subsequently semantics. The auditory phase (sensory) is greatly extended: contextualisations are multiplied in widely varying situations before verbal responses (motor activity) are called for. Phonetic training effort is not deployed on the course material, but rather on the pupil's own dynamic resources.

TEACHER TRAINING   *See also abstract* 77–230

77-250   Parish, Charles. A basic format for ESL practice-teaching utilizing video-tape. *TESOL Quarterly* (Washington, DC), **10**, 3 (1976), 327–39.

The organisation of a practice class in oral English for training M.A. students in an EFL/ESL programme at university level is described. Their obligations to the foreign students whom they practise with impose important constraints on the procedures, and the co-ordination of both groups with video-taping facilities requires even more attention to management of the needs of both groups. A general philosophy of practice classes is offered, comprising an analysis of the requirements of both groups and a series of solutions for

compatible and productive interaction. A rationale for specific tasks and dialogue-oriented teaching materials is given, as well as a justification of the multiple-variant dialogue-alternatives which form the basis of the course. It is suggested that this model, either in the minimal form presented or in any proportionate expansion of it, could be utilised in any teacher-training programme.

77-251   Planchon, Félicien. Intonation for teachers. *Revue de Phonétique Appliquée* (Mons, Belgium), **39/40** (1976), 213-30.

An experimental programme for a seminar on intonation for intending teachers of English whose mother tongue is not English is described. The aim of the seminar is not to improve the trainees' own command of intonation but to help them to teach their students. The methods used at the seminar are not meant to be used in the classroom. Objections as to the practibility of teaching intonation – intonation is too uncertain and instable a phenomenon, the whole field is too complex, listeners' interpretations of intonation patterns are highly subjective – are answered. Research by Quirk, Crystal and Halliday is used as the basis of the seminar. The course requires a minimum of ten hours. Trainees are presented with taped material (conversations in situations) and through guided listening are trained to hear, recognise, classify and interpret the different types of intonation. Trainees are also introduced to tonetic notation and helped to relate intonation to other linguistic structures. [Annexes include texts of conversations and examples of tonetic notation. References.]

TEACHING METHODS   *See also abstracts* 77-229, -239, -248, -259, -273, -281

77-252   Kohn, James J. and Vajda, Peter G. Peer-mediated instruction and small-group interaction in the ESL classroom. *TESOL Quarterly* (Washington, DC), **9**, 4 (1975), 379-90.

With recent innovations in methods, ESL instructors are continually searching for approaches and techniques which will lead from large-scale drill-oriented lessons, which have long been associated with the audio-lingual behaviourists, to more individualised learning. The search for alternatives has made ESL teachers look for ways to which self-directed learning and individualisation can be more effectively employed in the ESL classroom, such as small-group interaction, and peer-mediation, an approach whereby students take the responsibility for learning from and teaching one another. A rationale for this approach is presented, based on actual classroom situations in which small-group, peer-mediated instruction is utilised. Suggestions for implementation of the approach and a list of expected behaviours on the part of instructors and students are presented, together with an actual sample class module.

77-253   Slobodčikov, V. A. Моделирование – на службу методике. [Model-building as an aid to methodology.] *Иностранные языки в школе* (Moscow), **6** (1976), 26–33.

Model-building in various forms is an integral part of contemporary science. [The form and function of models has gained considerable attention.] In foreign-language teaching, models may be constructed for the educational process and for the subject-language. Models are required to enable students to understand and produce sentences – to grasp the generative process. A 'metamodel' of the French simple sentence is given: GN $\longrightarrow$ GV $\longrightarrow$ GN $\longrightarrow$ GC which when lexically filled gives sentences like: *Pierre appelle Serge dehors*. For teaching purposes more morphological detail is required – a lower level of abstraction.

77-254   Taylor, Barry P. Adult language learning strategies and their pedagogical implications. *TESOL Quarterly* (Washington, DC), **9**, 4 (1975), 391–9.

Recent research has shown that language learners begin by relying on their ability to analogise, systematise and regularise the target-language data to which they are exposed immediately upon beginning to learn a new language. Because of their lack of familiarity with the new linguistic system, however, they also rely extensively on their native languages for support. With increased proficiency in the target language, they rely proportionately less frequently on their native-language grammar, and more on their ever-increasing knowledge of the target language, coping directly with it and overgeneralising its rules. Since student errors are inevitable, regardless of the mode of instruction or the teaching materials employed, a remedial approach involving 'review', 'contrast' and 're-review' seems necessary. It is with students who have already learned some of the target language that this approach can be most profitably undertaken in order to reacquaint the students with the intricacies of the target-language grammar and to help them learn to use the target-language rules which they have already mastered in an appropriate way.

BILINGUAL TEACHING   *See also abstract* 77–258

77-255   Binyon, Michael. Tongue trouble for the minorities. *Times Educational Supplement* (London), **3216** (21 January 1977), 13.

Two and a half million children in the United States, mainly Spanish speakers, speak and write a language other than English. The two main proponents of bilingual education were the linguistic minorities themselves, seeking recogni-

tion of their language and heritage, and educationalists and civil rights activists advocating the use of mother tongues in school to improve the education of such children. Since 1968, $375m have been spent on bilingual demonstration projects, but without sufficient planning or monitoring. Criticism comes from those who find progress too slow, and from those who fear political dangers from the promotion of linguistic enclaves within American society. There is profound disagreement as to whether the aim is assimilation or 'maintenance of culture' (the latter approach has serious implications for teacher training). The need to clarify aims is urgent.

77-256 Cohen, Andrew D. and Swain, Merrill. Bilingual education: the 'immersion' model in the North American context. *TESOL Quarterly* (Washington, DC), **10**, 1 (1976), 45–53.

Although non-English-speaking minority groups have largely attributed school difficulties to an inability to learn both English and subject matter at the same time, recent experiences in North America suggest that it is possible to do so successfully. These apparent contradictions can be accounted for by examining first the characteristics of immersion education for the majority-group child. The possibility of programmes based on the successful model of immersion education for several target groups is then considered. It is suggested that the advent of successful immersion education may motivate bilingual teachers to reconsider their methodology for creating bilinguals.

CLASS METHODS   *See abstracts 77–252, –265, –267, –270, –279*

LANGUAGE FOR SPECIAL PURPOSES   *See abstracts 77–244/5, –247, –274/5*

PRONUNCIATION   *See also abstract 77–236*

77-257 Dickerson, Wayne B. Phonological variability in pronunciation instruction: a principled approach. *TESOL Quarterly* (Washington, DC), **10**, 2 (1976), 177–91.

Variability is in the nature of an ever-changing language. The language teacher cannot responsibly avoid it but must arrive at a realistic strategy for coping with it, such as the one outlined here. Sound change has affected the phonemic inventory, the phonemic word classes, and the phonetic composition of pho-

nemes in every dialect. The teaching strategy developed here acknowledges such sound changes and uses this information to promote the student's language-level goal. This is accomplished by avoiding the dialectal dogmatism which arises out of the phonemic approach to teaching. In place of the phoneme is the language-level concept of contrast unit. In the contrast approach to pronunciation, the teacher eliminates from instructional materials all instances of variability in phonemic inventory and phonemic word classes, that is, all phonological variability. But the teacher does nothing to eliminate or modify his or her allophonic repertoire, or phonetic variability, although tolerance in accepting known variants is encouraged.

VOCABULARY TEACHING *See also abstract 77–274, –277*

77-258   Nilsen, Don L. F. Contrastive semantics in vocabulary instruction. *TESOL Quarterly* (Washington, DC), **10**, 1 (1976), 99–103.

One of the important influences of structural linguistics on the teaching of foreign languages (including English as a foreign language) is the importance of linguistic context, and the resulting development of vocabulary materials in linguistic context exclusively. But the meanings of words are determined not only by how they relate to other words in particular sentences, but also by how they contrast with other words in various types of contrasting systems (hierarchies, cycles, matrices, processes, etc.). Context is viewed not as a way of providing the meaning of a word, but as a way of restricting the meaning to a small number of the total possible senses. Therefore, the development of the paradigmatic approach (vocabulary out of context in contrastive systems) is viewed as a prerequisite to the syntagmatic approach (vocabulary in context). This article attempts to show some of the ways that a paradigmatic approach to vocabulary instruction can be set up and used in bilingual or partially bilingual situations by working with a particular semantic area – English and Spanish clothing terms.

77-259   Richards, Jack C. The role of vocabulary teaching. *TESOL Quarterly* (Washington, DC), **10**, 1 (1976), 77–89.

A consideration of the knowledge that is assumed by lexical competence is offered as a frame of reference for assessing vocabulary teaching. Linguistic, psycholinguistic and sociolinguistic aspects of word knowledge are examined. These include word frequency, vocabulary growth in native speakers, collocation, register, case relations, underlying forms, word association and semantic structure. Vocabulary techniques are discussed according to the way that they attempt to build up these aspects of vocabulary knowledge.

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READING   *See also abstract* 77–243

77–260   Burke, Elizabeth. A developmental study of children's reading strategies. *Educational Review* (Birmingham), **29,** 1 (1976), 30–46.

The decoding strategies used by children in developing their reading skill were studied by probing the relative importance of graphic, syntactic and semantic cues. The oral reading miscues of seven-, eight- and nine-year-old pupils from county primary schools (covering 'formal', 'semi-formal' and 'informal' schools, and of differing emphases on reading) were analysed. The quality of miscues was found to improve with age but not uniformly, the greatest improvement being for the semantic score and the least for graphic. Girls were found to be ahead of boys in the quality of their syntactic and semantic miscues, although the miscues×sex interaction was not significant. The miscue×school type interaction was also insignificant. The results are discussed with respect to the teaching of reading in schools.

77–261   Ehri, Linnea C. Word learning in beginning readers and prereaders: effects of form class and defining contexts. *Journal of Educational Psychology* (Washington, DC), **68,** 6 (1976), 832–42.

In a paired associate task, readers and prereaders were taught five words as oral responses, each word paired with a distinctive nonsense figure. Context-dependent words (i.e. past tense verbs, prepositions, functors, which require verbal contexts to be meaningful) took longer to learn than context-free words (nouns, adjectives). However, providing a sentence context did not make it easier to learn either word class. In contrast to readers, prereaders had sub-stantial difficulty learning the words, particularly context-dependent words. This is attributed to the prereaders' failure to recognise these words as units in their language. In view of their difficulty remembering the words, the results raise doubts about the effectiveness of teaching beginning readers sight vocabulary words printed on flash cards.

77–262   Isakson, Richard L. and Miller, John W. Sensitivity to syntactic and semantic cues in good and poor comprehenders. *Journal of Educational Psychology* (Washington, DC), **68,** 6 (1976), 787–92.

Fourth-grade children equivalent on word recognition skills, but differing in comprehension ability, read sentences manipulated at the verb position to determine whether sensitivity to syntactic and semantic cues differ between good and poor comprehenders. Data in the form of oral reading errors at the verb position support the hypothesis that poor comprehenders are not affected by the disruptive effect of syntactic and semantic violations, while good compre-henders exhibit an increasing number of errors across semantic and syntactic/ semantic violations.

77–263   Moon, Jenny A. Some thoughts on reading skills. *Reading* (Manchester), **10**, 3 (1976), 24–34.

Extending the teaching of the mechanical skills of reading into the higher-level study skills is recommended, instead of, as in Britain at present, stopping at the stage when reading begins most obviously to be used. Learning method has to be a personal discovery but it can be guided by means of feedback on reading comprehension. Experiments with schoolchildren are described which show that subjects with relatively low verbal skills can read for learning more effectively by using either an 'expository organiser' (an introductory summary) or a 'good' reading strategy. The latter was found to be the presence of either a search read or a period of non-reading, thought or note-taking. Those with higher verbal skills are able to learn effectively in any event. [Discussion of reading strategies; description of the use of a reading recorder in the experiments.]

77–264   Tobin, D. and Pumfrey, P. D. Some long-term effects of the remedial teaching of reading. *Educational Review* (Birmingham), **29**, 1 (1976), 1–12.

A sample of 75 second-year secondary-school pupils, all of whom had received remedial teaching in reading for a minimum of 20 months while attending junior schools in socially disadvantaged areas, was compared in terms of reading attainments and attitude to reading with a sample group for whom no remedial provision had been made. Using a three-way ANOVA model, the dependent variables of pupils' reading attainments and attitudes were analysed in relation to the independent variables of treatment (i.e. having experienced remedial teaching of reading in primary schools or not), sex, and type of secondary school (Catholic or secular) at the age of 13–14 years. The short-term effects of the remedial teaching of reading in the primary school were assessed at the time of transfer to secondary school.

The findings indicated that (i) pupils in the treatment group had significantly higher word recognition reading ages than pupils in the control group at the time of transfer to secondary schools; (ii) at follow-up, using tests of word recognition and reading comprehension, significant first- and second-order interactions appeared; (iii) using an attitude to reading scale, a significant interaction between treatment × sex × type of secondary school was again evident. These findings suggest that the quality of remedial provision in secondary schools is a factor which has largely been ignored in the evaluation of the long-term effects of the remedial teaching of reading; future studies should take greater account of this variable.

WRITING

77-265 **Buckingham, Thomas and Pech, William C.** An experience approach to teaching composition. *TESOL Quarterly* (Washington, DC), **10**, 1 (1976), 55–65.

The teaching of intermediate ESL composition presents a problem to the teacher: controlled composition techniques used at the beginning stages of training seem to leave the student unprepared to cope with the problems of free writing. While the usefulness and appropriateness of controlled composition in specific situations is not disputed such techniques intrinsically involve two weaknesses: (1) controlled composition techniques lack a means of determining gradations of control or decontrol which permit a smooth transition from highly manipulated writing practice to free writing; (2) they seem to force students to write for teachers' or textbook writers' purposes, but not their own. An approach to composition for intermediate or better students is proposed which utilises students' own interests and knowledge, prepares them adequately for the writing task, makes smooth transitions from oral to written English, and encourages students to achieve their own purposes in written communication. [Detailed example of the technique in use.]

77-266 **Taylor, Barry P.** Teaching composition to low-level ESL students. *TESOL Quarterly* (Washington, DC), **10**, 3 (1976), 309–19.

The teacher of composition to low-level ESL students is entirely justified in questioning whether the materials he has at his disposal teach anything more than grammar manipulation which happens to be in written form, because he knows that the ability to write a logical paragraph involves more than just the ability to write a grammatical sentence. Because writing topic sentences, supporting statements and conclusions, and making them blend together cohesively, are intellectual and logical skills rather than specifically linguistic, there is no theoretically sound reason to wait for a student to acquire advanced English proficiency before starting composition training. In fact, because learning to write takes practice, the sooner one starts teaching free composition, the sooner the students will be writing well.

This paper outlines a low-level ESL composition programme that can be most effective if co-ordinated with grammar instruction. Sample exercises, written in simple English, are offered to suggest ways to teach students to write a sentence, to organise a paragraph in chronological order, to use chronological order structure words, to write with frequency adverbs, to add additional explanatory information, to write a topic sentence, and to begin to have an appreciation of variety and style.

77-267   Witbeck, Michael C. Peer-correction procedures for intermediate and advanced ESL composition lessons. *TESOL Quarterly* (Washington, DC), **10**, 3 (1976), 321-6.

Four methods of using peer-correction are presented: (1) whole class correction, (2) immediate feedback and re-writing, (3) problem solving, and (4) correction of modified and duplicated essays. These methods have been found to result in more accurate written work and a more constructive classroom atmosphere than conventional procedures. [Appendix gives details of procedures 2, 3 and 4.]

77-268   Zamel, Vivian. Teaching composition in the ESL classroom: what we can learn from research in the teaching of English. *TESOL Quarterly* (Washington, DC), **10**, 1 (1976), 67-76.

Methodologists and teachers have suggested numerous approaches as to how composition should be taught in the ESL classroom. Whether or not these methods are truly effective, however, has not been established, for research in ESL composition is almost totally non-existent. Moreover, the research that has been done is ignored. The ESL student who is ready to compose, i.e. express his or her own thoughts, opinions or ideas, is similar to the student in the regular English composition class. Thus, the results of experimentation in English composition classes have as much to say to the ESL teacher as to the English teacher and underlie many of the assumptions that they both hold in common. Research in the teaching of English has demonstrated not only how oversimplified past approaches have been, but is beginning to suggest the complexities that the writing process entails.

COMPREHENSION   *See also abstract 77-234*

77-269   Wells, Gordon. Comprehension: what it means to understand. *English in Education* (London), **10**, 2 (1976), 24-36.

Much previous research on comprehension has concentrated on the comprehension of isolated sentences or specific structures and vocabulary. Comprehension should instead be seen in a much wider context, both in relation to the range of available information drawn on in comprehending and to the purposeful activity of the comprehender.

Comprehension extends beyond the response to segments of language, whether spoken or written. [A model of the communicative situation is discussed.] Some of the cognitive contributions brought by receivers to the inter-

pretation of an utterance are (1) the receiver's motivation; (2) the social relationship between the sender and the receiver; (3) the information available to the receiver from the situation, and (4) the relevant past experience that the receiver can bring to the task (this is the most important factor). [Suggestions are made as to how the child acquires this complex ability.] [Examples throughout from current research projects. References.]

LITERATURE TEACHING   *See abstract 77–273*

VISUAL AIDS   *See also abstract 77–246*

77-270   Carter, Thomas P. The imaginative use of projected visuals. *Modern Languages in Scotland* (Aberdeen), **12** (1977), 46–56.

Visual materials for the overhead projector are often misused. Suggestions are made for (1) types of material that can be given an immediate visual reference and (2) methods by which the teacher can best present such materials, with reference to oral activity in the classroom. In the discussion of types of materials, it is proposed that materials designed for projection should follow structural rather than purely contextual criteria; the selection of linguistic patterns to be used precedes the choice of specific content. It also seems preferable to design materials according to their degree of visual appropriateness. Various techniques for presenting materials are discussed, for both teacher-controlled and free expression. Standard oral exercises and visually oriented exercises share two important principles: economy and imagination. By economy is understood the generations of many possible sentences from a limited number of images or cues; imagination, especially in its etymological sense, is essential for devising such materials and exploiting them through a variety of techniques. A re-examination of the philosophy and implementation of projected visual aids is needed.

77-271   Parker, Douglas V. Adapting the commercial feature film to the ESOL student. *English Language Teaching Journal* (London), **31**, 1 (1976), 24–9.

The use of the commercial feature film as a teaching device has been thought to be limited to advanced students, but beginners may also benefit. The vocabulary of the film *High Tide at Noon*, about life in a Canadian fishing community, was analysed and its lexical items checked against West's *General service list*. Of 1,198 different items, only 245 did not appear in West, and of these, 172 items occurred only once. A study of vocabulary density (the number of new words encountered per 100 running items) showed that the early part

of the film had the greatest density, indicating that for teaching purposes the early part should be divided into smaller segments than in parts where the load is higher.

INDIVIDUALISED INSTRUCTION   *See abstract* 77–280

ENGLISH   *See also abstracts* 77–231/2, –235/7, –239/41, –244/5, –247, –249/52, –254, –256/7, –265/6, –268/9, –271

77–272   Dommergues, Jean-Yves and others. Où en est l'enseignement de l'anglais dans les universités françaises en 1976? [The place of English language teaching in French universities in 1976.] *Langues Modernes* (Paris), **70**, 3/4 (1976), 295–325.

A survey on the teaching of the English language in French universities was conducted to discover what changes had been made to meet demands made by students in 1968, particularly with regard to the spoken language and the need to communicate. Questions were asked on the number of teaching hours given to language, and on the relative importance of oral as opposed to written English, on language laboratories, and on the role of translation in the first two years at university. Other areas covered included the place of linguistics, research, experimental teaching programmes, aims and purpose of teaching English, and the standard to be attained. It was concluded that the teaching of English was at present in a state of flux, with traditional teaching and innovation existing side by side, and that more research is called for into the needs of the students.

77–273   Fadil, Virginia Ann. More understanding and appreciation: learning for mastery in a literature course. *TESOL Quarterly* (Washington, DC), **9**, 4 (1975), 367–77.

A pilot course in mastery learning in a survey course in English literature at the Beirut University College is described. The course was designed to increase the retention of knowledge and skills of students of another culture, utilising the lecture-discussion method and the mastery learning concepts (Bloom, 1968). Examinations were given to groups a year after they had taken the course. The results revealed that the groups taught by the mastery method did significantly better on multiple-choice, fill-ins and essay questions demanding the techniques of analysis. Also included are the results of student course evaluations which show that students liked the mastery learning method better than traditional lecture-discussion techniques, particularly in courses which cover large amounts of content.

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77–274   Martin, Anne V. Teaching academic vocabulary to foreign graduate students. *TESOL Quarterly* (Washington, DC), **10**, 1 (1976), 91–7.

The foreign graduate student in an American university needs to exhibit a wide range of academic skills. To participate effectively in its research-oriented environment he needs an excellent command of vocabulary – both technical and academic. A method of teaching academic academic vocabulary to the intermediate to advanced EFL graduate student is discussed. The term 'academic vocabulary' is defined and compared to the terms 'technical', 'scientific' and 'sub-technical vocabulary'. Criteria used for selecting academic vocabulary items are explained. The vocabulary is divided into three areas appropriate for teaching: the research process, analysis, and evaluation. [Selected items and sample exercises for each area are given and broader applications in each of the four areas of language use are described.]

77–275   Selinker, Larry and others. Presuppositional rhetorical information in EST discourse. *TESOL Quarterly* (Washington, DC), **10**, 3 (1976), 281–90.

This paper examines from a discourse point of view a well-known difficulty in learning a second language: the inability of a learner to comprehend the total discourse in a paragraph even when he may understand all the words in each sentence and/or all of the sentences in that paragraph. This difficulty became particularly apparent from the authors' observations of non-native learners of scientific and technical subject matter in the U.S. Their EST teaching and research into EST discourse have led them to believe that the ability on the part of the experienced native reader of EST to use a kind of presuppositional, or implicit, information is lacking in these second-language learners. This type of information is discussed in terms of implicit rhetorical functions, specifically the functions of definition and classification.

FRENCH   *See also abstracts* 77–218, –231, –253

77–276   Faure, G. and others. La phonétique corrective dans l'enseignement du français, langue étrangère. [Corrective phonetics in the teaching of French as a foreign language.] *Français dans le Monde* (Paris), **124** (1976), 27–43.

Traditional methods of teaching French phonetics at the early stages are unsatisfactory. Audio-visual methods, with their emphasis on rigour, especially in grading, might be expected to present a phonological sequence in step with the syntactic, but this does not usually occur [examples]. The inference is that audio-visual methods exclude phonetic grading since it is not of primary

importance and cuts across the requirements of syntactic and lexical grading. This seems justified because of the variability of phonemes, their identification by context and place in the system, the function of intonation in carrying the general significance of a message, and the fact that a new item is best learnt in a new context. A phonological system can thus be most quickly taught as a system, and new phonemes in the new context of real speech.

There are two choices for phonetic teaching in this situation: one universalist and the other comparative, directed at the problems arising from the learner's native language. The second is the more efficient, but the first the more commonly adopted. [The comparative method can be combined with a gradation in step with syntactic and lexical grading.] Future progress will come from close association between pure and applied research, a linguistics of speech acts in real situations, a triple grading of lexis, syntax and phonology, and the abandonment of attempts at universalism. [Bibliography.]

77-277   Gros, Nicole and Portine, Henri. Le concept de situation dans l'enseignement du français. [The notion of situation in the teaching of French.] *Français dans le Monde* (Paris), **124** (1976), 6–12.

For each speech act the context and situation is different. But a learner lacks the innumerable experiences of a native speaker which clarify the relationship between situation and meaning. A method is suggested for analysing the concept of the situation of an utterance, starting with pertinent traits, to arrive at situational invariants. Ways of applying these invariants to the planning of direct-method lessons as early as *Niveau I* are discussed. The aim is for students to acquire a 'feeling' for the appropriate use of lexical items. [Examples of lesson procedures using *même/aussi*; *devoir faire/être obligé de faire*.]

77-278   Shute, Gordon. N'oublions pas Montaigne. [Let's not forget Montaigne.] *Modern Languages* (London), **57**, 4 (1976), 161–8.

Statistics show that English has consolidated its position as the major foreign language of France. The developing monopoly of English as a European instrument of communication threatens the position of modern-language teaching in Britain, as it makes it increasingly difficult to motivate pupils to learn French in order to communicate with people in other countries. The general malaise about language teaching is not confined to Europe. The most persuasive arguments for teaching modern languages today are that of furthering mutual co-operation and understanding in Europe, and that of self-fulfilment. It is suggested that a compulsory common core curriculum based on a 'trivium' of English, mathematics and a foreign language, would do much to increase

motivation in the learner. [Possible effects on aims and methods, and discussion of how motivation might be maintained.] [Article is written in English.]

GERMAN   *See also abstract 77–231*

77-279   Nünning, Paul. Using home-made worksheets in teaching German. *Modern Languages in Scotland* (Aberdeen), **12** (1977), 57–65.

The use of worksheets in foreign-language teaching has been found to improve motivation. Three kinds which the teacher can prepare without great difficulty are described: (1) vocabulary practice, using a puzzle format; (2) exploiting a reading text by gap-filling, or correcting factual errors, and (3) checking comprehension by means of multiple-choice tests. [Examples in German.]

77-280   Wipf, Joseph A. Multiple-tracks for individualized foreign language instruction: the Purdue plan. *Foreign Language Annals* (New York), **9**, 2 (1976), 101–7.

Many students are not prepared to cope with the flexibility which a totally self-pacing individualised instruction programme offers. A multiple-track plan is described, devised for first-year German at Purdue University, which does not restrict the learner who is able to proceed at an accelerated pace, and which simultaneously offers a considerable amount of flexibility to other students. Both short-term and long-term goals enhance systematic progress and prevent needless procrastination.

ITALIAN

77-281   Brunet, J. and Jammot, M. T. Compte rendu d'une expérience pédagogique. [Report on a teaching experiment.] *Bulletin CILA* (Neuchâtel), **24** (1976), 77–93.

Three schemes for creating teaching materials in elementary Italian were launched. They eschewed monotonous lesson patterns, artificial situations, stereotype heroes and rigid grammatical progression and exercises. Advantage was taken of numerous semantic parallels between French and Italian to make rapid initial progress. Scheme A used tapes, pictures and exhaustive follow-up exercises, including printed texts. Scheme B sought to improve motivation by a carefully planned use of comic strips. Scheme C made three seven-minute films a core for exploitation work. Although some exercises seemed too easy and the amateurish quality of the artefacts proved a slight disincentive, the users judged the new basic criteria valid.

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