

Language learning and teaching

THEORY AND PRINCIPLES See also abstracts 79–213, –259

79–244 Broughton, Geoffrey. Native-speaker insight. *English Language Teaching Journal* (London), 32, 4 (1978), 253–7.

Native-speaker insight is defined as the intuitive mastery of the features and processes of the native language which results from maximum exposure to it. It is suggested that there may exist an idealised foreign learner who demonstrates a faculty that can be taken as a reduced, adequate and attainable goal for EFL purposes. It implies that the non-native speaker uses English without occasioning offence or misinterpretation or incurring ridicule – a kind of self-effacing conformity which affords honorary membership of a speech community. [The major linguistic parameters are considered: phonology, lexis, conceptual boundaries, collocational restriction, syntax, styles and registers.] The most immediately attractive application is to lexis.

79–245 Corder, S. P. Learner language and teacher talk. *Audio-Visual Language Journal* (Birmingham), 16, 1 (1978), 5–13.

It is through teachers talking to learners that learners learn language. The learner's language must be looked at objectively rather than comparatively or prescriptively. The problems lie in its dynamic nature, and the fact there is no such thing as a community of second-language speakers. Learner language is not a static system but a continuum of more or less smooth change. Learners are 'programmed' by their innate cognitive capacities to seek out the most economical way from mother tongue to target language (the 'built-in syllabus' hypothesis). Certainly in a free learning situation they follow a similar course in their development. The problem is the nature of the built-in syllabus: do learners build on their knowledge of the mother tongue (the restructuring hypothesis) or do they start from nothing all over again? Studies show striking resemblances between infants' utterances in their mother tongue and those of language learners in free learning situations. The mother tongue may nevertheless influence the speed of progress. The learner's starting point is probably somewhere in between – a more basic or universal language system, like that underlying pidgin languages, and simplified registers like 'baby-talk' and 'foreigner-talk'.

A good teacher constantly adapts his talk to the present capacity of his pupils, rather than slavishly following a pre-ordained linguistic syllabus. Functional

syllabuses are based upon an analysis of language in use: new demands are constantly being placed on the learner's communicative ability.

79-246 Croon, Winfried. Ist die Lehrer-Leistung meßbar? [Can the performance of the teacher be measured?] *Praxis* (Dortmund), 3 (1978), 235-43.

Various ways of assessing the performance of modern-language teachers are examined. In order to be able to assess performance it is necessary to investigate three factors which affect a teacher's suitability for the job: theoretical knowledge of, and facility in, the language; knowledge of teaching methods and practical ability; personality, particularly as it affects role relationships. Three evaluation procedures are considered: measuring deviation from a set of given norms, the quantitative and empirical collection of data as in interaction-analysis, and the case study. Absolute reliance on any one of these procedures produces unreal and inadequate results. A practical solution is suggested in the form of a concise assessment sheet which dispenses with the illusion that the teacher's performance is measurable and instead attempts to arrive at an objective presentation of the concrete results of individual lessons.

79-247 Freudenstein, Reinhold and Pürschel, Heiner. Die fremdsprachliche Unterrichtsstunde. Ein Vorschlag zu ihrer Analyse. [The foreign language lesson. A proposal for its analysis.] *Praxis* (Dortmund), 3 (1978), 227-35.

Teachers not only assess the performance of children, they also judge their own performance in the classroom as well as the achievements and shortcomings of their colleagues. As far as foreign-language teaching is concerned, there is little specific literature on the problem of how to assess a teacher's performance during a lesson. In order to minimise the subjective element involved in judging other people's performance, objective criteria of minuting have to be established in the first place.

After a critical discussion of Flander's and Nearhoof's theories of interaction analysis, a minuting scheme which has been developed at Marburg University is described and explained in detail [charts]. This so-called *Marburger Beobachtungsbogen* is intended to provide reliable data which allow for a reconstruction of the interactions occurring during a lesson and thus help to form objective judgements on the performance of teachers.

- 79-248 Krashen, Stephen D. and others.** How important is instruction? *English Language Teaching Journal* (London), 32, 4 (1978), 257-61.

A study is described which compared the effects of instruction and one component of exposure, residence in the country where the target language is spoken. The subjects were 116 ESL students enrolled in the continuing education programme in a New York college. The results indicate that English proficiency is related to years of formal English study, not only for classroom-related measures but also for cloze, a test sometimes claimed to be more related to natural 'integrative' language use. 'Years spent in an English-speaking country' also correlates significantly, though less strongly, with English proficiency. It is therefore apparent that formal instruction is a more efficient way for adults to learn English than trying to learn it 'in the streets'.

- 79-249 Mackey, William F.** Cost-benefit quantification of language-teaching behaviour. *Die Neueren Sprachen* (Frankfurt am Main), 1 (1978), 2-32.

The problem of analysing and measuring the input and corresponding output of formal language teaching and learning is discussed: the syllabus, the method and the lesson analysis. In order to study the relationship between classroom teaching and language learning, it was necessary to develop techniques of analysis and quantification of classroom activities, both for categories of didactic (teaching and learning) behaviour and for types of language behaviour. Accurate quantification of how long and how often types of behaviour occurred was also needed. The polychronometer was the apparatus developed for this computation; it can record 20 variables in a single observation. [Discussion of the categorisation of behaviour; breaking down didactic and language behaviour into sets of hierarchies organised for analysis; sequential and integral computation; integrating the data into lesson profiles; the problem of interpretation.]

Cost-benefit analysis reveals how much language learning is achieved by the teaching in relation to the investment made. When it is possible to establish the relationships between all the factors involved in teaching and learning behaviour, it may be possible to modify the syllabus to bring the language teaching process closer to achieving its aims. [Tables; references.]

- 79-250 Spolsky, B.** The relevance of grammar to second-language pedagogy. *AILA Bulletin* (Madrid), 2, 22 (1978), 5-14.

The different meanings of the term 'grammar' are considered, and the different kinds of 'grammar' that may each have a different relevance to second-language

teaching. The approach is based on that of Francis (1954). There are four distinct meanings of grammar: (1) the native speaker's linguistic (or communicative) competence; (2) a scientific grammar which is an attempt to describe (1); (3) transitional competence, the temporary stage of (1) of a second-language learner; (4) a pedagogical grammar, to be used in an attempt to modify (3) or (1). A goal of second-language teaching is an attempt to make a learner's transitional competence as close as possible (or as necessary) to a native speaker's linguistic competence.

The role of a pedagogical grammar for the learner is to contain statements about, and descriptions of, the language being learned. Its contents will depend on the learner's age, aim, interests, etc. A pedagogical grammar for the teacher should in addition provide information which will help towards understanding students' problems and explaining or dealing with them. It should help the teacher recognise 'errors' (hence the usefulness of a contrastive grammar). A grammar for the curriculum writer should go even further, containing all information relevant to the selection and organisation of material. The form of any of the pedagogical grammars is directly related to its function. The criteria for scientific grammars need have no direct relationship with those for pedagogical grammars; the latter might usefully draw on several different models to illuminate different aspects of language.

79–251 Starosta, Stanley. A place for case. *Language Learning* (Ann Arbor, Mich), **26**, 1 (1976) [published 1978], 1–36.

Chomsky's configurational definition of grammatical functions is incorrect as a representation of surface grammatical relations and inappropriate and clumsy as a means for representing grammatical functions in deep structure. Fillmore's case grammar framework is a vast improvement, but it still requires a deep–surface distinction and thus does not contribute to a solution of the problem of the excessive power of transformational grammars. By representing 'case' as a feature of lexical items, the deep–surface distinction can be eliminated, and the resulting 'lexicase' framework looks promising as a basis for the design of language-teaching materials which is much less abstract than Fillmore's approach, and which avoids the theoretical and practical deficiencies of the other transformational models.

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PSYCHOLOGY OF LEARNING See also abstracts 79-245, -248, -267, -280, -308

79-252 Bennett, Tina L. The speaker-hearer dichotomy in linguistic variation and the linguistic attitudes of second-language learners. *ITL* (Louvain), **39/40** (1978), 5-22.

Language is the result of use, not a self-subsistent entity. Languages are acquired and learned as a result of strategies adopted by individual speakers and hearers. Languages and linguistic variation can be seen therefore as a 'wave' of processes which approach one end or another of the speaker-hearer continuum, one extreme of which has 'speaker-oriented strategies' (SOSs) and the other extreme 'hearer-oriented strategies' (HOSs). A speaker adopts an HOS or an SOS according to socio-cultural factors [table].

Child language, and perhaps all acquisition, proceeds in a direction which is initially the result of SOSs and becomes increasingly hearer-oriented in the course of its development. [Discussion of syntactic and phonological SOSs in children.] Whereas the child must master hearer-orientation, the adult learning L2 must master speaker-orientation in the L2. The so-called 'fossilised learner' may be more speaker-oriented than most adults, and probably was so in his first language also.

79-253 Findley, Charles A. Focus on the learner: security, alienation and risk-taking. *RELC Journal* (Singapore), **9**, 1 (1978), 69-76.

A focus on the learner as a person is beginning to influence language learning and teaching methodology. The investigation of inter- and intra-learner variables is concerned with affective states of the learner and the influence of these states on the learning process. This paper deals with three states: (1) security - loss of identity and thence of security in the class can be partially compensated for if a feeling of community can be established in the class; (2) alienation - the separateness the student feels towards the target society and culture can be reduced if discussion of the negative and positive aspects is encouraged; (3) risk-taking - a supportive learning community gives the student security and encourages him to develop the risk-taking behaviour which is essential to language learning.

79-254 Gillis, Mary and Weber, Rose-Marie. The emergence of sentence modalities in the English of Japanese-speaking children. *Language Learning* (Ann Arbor, Mich), **26**, 1 (1976) [published 1978], 77-94.

An investigation was made of the validity of the hypothesis that second-language learning in school-age children follows the same development as first-language acquisition, specifically with respect to negatives, interrogatives and impera-

tives. The English of two Japanese boys acquiring it in a natural setting was observed over a five-month period. The analysis and comparison of their language to first-language acquisition data (especially Klima & Bellugi, 1966) showed a striking basic similarity between first- and second-language learners. There was no clear evidence of transfer from the children's mother tongue.

79-255 Krashen, Stephen D. and others. Two studies in language acquisition and language learning. *ITL* (Louvain), **39/40** (1978), 73-93.

A progress report on two studies designed to test and clarify aspects of the 'monitor model' for adult second-language performance. The model posits that adult second-language performance is initiated by the acquired system (the subconscious process used by children). The learned system acts only as a monitor, which can alter the syntactic form of the utterance produced by the acquired system, but only when the speaker has sufficient processing time and is concerned about the syntactic well-formedness of the utterance.

The first study examined the extent to which the monitor was used in both free and edited compositions, while the second looked at the basis for grammaticality judgements for particular structures for second-language performers.

79-256 Krashen, Stephen D. and others. Adult performance on the SLOPE test: more evidence for a natural sequence in adult second-language acquisition. *Language Learning* (Ann Arbor, Mich), **26**, 1 (1976) [published 1978], 145-51.

Sixty-six adult speakers of English as a second language were tested on the SLOPE test, a measure of oral production covering 20 structures in English. The difficulty order found was not significantly different from that found in children learning English as a second language in previous studies (Fathman, 1975), and no significant difference was found between speakers of different first languages. These results confirm and extend Bailey, Madden and Krashen's (1974) findings.

79-257 Larsen-Freeman, Diane E. An explanation for the morpheme acquisition order of second-language learners. *Language Learning* (Ann Arbor, Mich), **26**, 1 (1976) [published 1978], 125-34.

Second-language acquisition researchers (Dulay & Burt, 1973, 1974; Bailey, Madden & Krashen, 1974) have claimed there exists an acquisition order of English morphemes to which ESL learners, despite their different ages and language backgrounds, adhere. So far, however, an explanation for the occurrence of such a morpheme acquisition order has eluded researchers.

A study by this author was designed to yield data which would suggest a reason for the reported morpheme sequence. After analysing the data in light of possible explanations, a significant correlation was found between the common morpheme difficulty order of the learners and the frequency of occurrence of these morphemes in native adult speech.

79–258 Ortony, Andrew and others. Interpreting metaphors and idioms: some effects of context on comprehension. *Journal of Verbal Learning and Verbal Behavior* (New York), 17, 4 (1978), 465–77.

Two experiments are described in which reaction times for understanding target sentences or phrases in terms of a preceding context were measured. In experiment 1, the target sentences followed either short or long contexts which induced either literal interpretations or metaphorical ones. Results indicated that only in the short context condition did subjects take significantly longer to understand metaphorical than literal targets. This interaction is explained in terms of the availability of appropriate schemata for interpreting the target. In experiment 2, targets were phrases that could be given either an idiomatic or a literal interpretation. It was found that the comprehension of phrases receiving an idiomatic interpretation took no longer than the comprehension of those same phrases when given a literal interpretation, and there was some evidence that idiomatic interpretations were consistently faster. It is argued that both experiments can be accounted for in terms of contextually generated expectations. The processes required for the comprehension of figurative and literal uses of language seem to be essentially similar.

79–259 Reber, Arthur S. and Allen, Rhianon. Analogic and abstraction strategies in synthetic grammar learning: a functionalist interpretation. *Cognition* (Lausanne), 6, 3 (1978), 189–221.

Subjects learned artificial grammars under two conditions of acquisition: paired-associate learning and observation of exemplars. The former procedure was strongly associated with the establishment of a fairly concrete memorial space consisting of specific items and parts of items and the use of an analogic strategy for making decisions about novel stimuli. The observation procedure was strongly associated with the induction of an abstract representation of the rules of the grammar and the use of a correspondence strategy for decision making. Moreover, this latter procedure led to more robust knowledge and better overall performance. Analyses of both objective response patterns and subjective introspections yielded coordinated data in support of this distinction. The relationships between acquisition condition and cognitive strategy are discussed from a functionalist point of view.

- 79-260 Schachter, Jacquelyn and others.** Learner intuitions of grammaticality. *Language Learning* (Ann Arbor, Mich), **26**, 1 (1976) [published 1978], 67-76.

In order to characterise the transitional competence of learners adequately and to identify particular learning strategies of students learning a second language, both the actual performance of the learners and their intuitions about the target language must be taken into consideration. Grammaticality judgements by adult target-language learners can be a valid means of obtaining the necessary intuitional data. A method was developed for eliciting intuitions of grammaticality and used in a pilot project involving 100 ESL students from the following language groups: Arabic, Chinese, Japanese, Persian, Spanish. The subjects were presented with a set of sentences, some of which were well-formed, while others were malformed in specific ways, and were asked to make a judgement about each sentence. The use of intuitional data forces the researcher to view the learner in a new light. The results of the pilot project indicate that the elicitation of intuitional data is revealing and must be pursued.

- 79-261 Schumann, John H.** Social distance as a factor in second-language acquisition. *Language Learning* (Ann Arbor, Mich), **26**, 1 (1976) [published 1978], 135-43.

This paper examines a series of societal factors that promote either social distance or proximity between two groups and thus affect the degree to which a second-language learning group (2LL group) acquires the language of a particular target-language group (TL group). Social distance, and hence a bad language-learning situation, will exist where the 2LL group is either dominant or subordinate, where both groups desire preservation and high enclosure for the 2LL group, where the 2LL group is both cohesive and large, where the two cultures are not congruent, where the two groups hold negative attitudes toward each other and where the 2LL group intends to remain in the target language area for only a short time.

The inverse produces social solidarity, and hence a good language-learning situation. Examples of both good and bad language-learning situations are drawn from actual contact situations: Americans living in Saudi Arabia, American Indians in the U.S. and American Jewish immigrants in Israel.

- 79-262 Wode, Henning.** The beginnings of non-school-room L2 phonological acquisition. *IRAL* (Heidelberg), **16**, 2 (1978), 109-25.

A study is reported of four German children aged from four to nine years, learning English as L2 without any form of teaching. Data from spontaneous

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language as well as experimental data suggest that the natural acquisition of the L2 phonological system neither completely parallels the acquisition of L1 phonology, nor is it totally different. There are, rather, certain similarities to the taught learning of L2 (i.e. the teaching of a foreign language). The natural acquisition of the L2 phonological system is a complex process and recourse to L1 forms an integral part of it. It appears that children build their L2 phonological system on the base of their L1 system. The systematic character of the recourse to L1, which can be predicted, is not based on the global differences between L1 and L2 but on their similarities as specified in phonetic/phonological terms.

79-263 Woźnicki, Tadeusz. Mechanizmy pamięci a nauczanie języków obcych. [Memory mechanisms and foreign-language teaching.] *Języki obce w szkole* (Warsaw), 5 (1976), 264-8.

Not all external stimuli reach the consciousness, because they encounter a filter which protects the brain against overwork. There are two mechanisms which permit the transit of an increased number of stimuli. The first is the emotional-activating system: stimuli excite the emotions which in turn activate the organism. This is the reason for the importance of motivation in teaching. Secondly, there is a system of optional attention directed by the instructions of reason. Even if something does not involve the emotions, concentration is still possible.

The circumstances of transfer from short-term to long-term memory are not understood, but it is known that the transfer takes time. This is an important point for teachers. Memory may be aided by repetition and intellectual manipulation; hence material which is learned and understood may be better remembered than material which is simply memorised. The crisis in audio-lingual and audio-visual teaching stems perhaps from the fact that they aim at short-term memory.

CONTRASTIVE ANALYSIS See also abstracts 79-230, -287

79-264 Iluk, Jan. Die semantischen Merkmale der Mitspieler in der kontrastiven Analyse von Verben. [The semantic features of accompanying words in the contrastive analysis of verbs.] *Zielsprache Deutsch* (Munich), 1 (1978), 21-31.

The choice of verb determines the choice of the other members of a sentence. This article deals with mistakes foreigners make in the choice of accompanying words to verbs. There is therefore a need in bilingual dictionaries to list both the syntactic and semantic features of verbs. Instead of classification into

transitive and intransitive, verbs must be described according to their valency. The present theory of valency, however, is unsatisfactory in that it does not list all possible combinations of subject and object with a verb, and in fact allows ungrammatical sequences. What is needed is not simply a bundle of syntactic/semantic features but a list of all possible sequences. Foreigners often make mistakes because they do not know the restrictions on the use of certain nouns with verbs. Giving a list of all possible sequences in two languages can help to highlight the differences between two verbs and show that they are not synonymous.

ERROR ANALYSIS

79-265 Cohen, Andrew D. and Robbins, Margaret. Toward assessing interlanguage performance: the relationship between selected errors, learners' characteristics and learners' explanations. *Language Learning* (Ann Arbor, Mich), **26**, 1 (1976) [published 1978], 45-66.

This study dealt empirically with certain aspects of second-language learning among three university students, who all had a relative degree of proficiency in Mandarin and who were in an advanced English-as-a-second-language class at UCLA. An error analysis of written verb forms was undertaken with two purposes in mind: (1) to determine the short-term effects of teacher correction procedures on the eradication of errors and (2) to relate interlanguage background (past language experiences, current language environment, and language-learning strategies) and learners' explanation of errors to the errors themselves. A close look at the effects of correction in written work revealed that correction was neither systematic nor enlightened enough to actually influence the production of errors. Although broad in scope and in some ways rudimentary, the gathering of interlanguage background information and error explanations from the learners provided useful insights concerning the production of errors and what these errors tell us about interlanguage.

79-266 Dommergues, Jean-Yves and Lane, Harlan. On two independent sources of error in learning the syntax of a second language. *Language Learning* (Ann Arbor, Mich), **26**, 1 (1976) [published 1978], 111-23.

The syntactic errors adults make in learning a foreign language are often those native children make as well. These 'analogy' errors are just as important as the adult progresses towards mastery of L2, as 'interference' errors based on his L1. The former errors actually increase as learning progresses while the latter decrease steadily. The two contributions to a syntactic error can be measured

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by asking L2 and L1 speakers, respectively, whether a sample sentence is a plausible native utterance (literally translated for the latter). Judges' ratings of 40 common errors correlated 0.41 and 0.47, respectively, with the probability of actually committing them ($R = 0.59$). With students' L2 proficiency taken into account, along with the two kinds of ratings, syntactic errors were highly predictable ($R = 0.78$).

TESTING *See also abstract 79-256*

76-267 Brodkey, Dean and Shore, Howard. Student personality and success in an English language programme. *Language Learning* (Ann Arbor, Mich), 26, 1 (1976) [published 1978], 153-62.

An original personality test based on Myers-Briggs style statements is used to aid in screening and advisement of applicants to a freshman English tutorial programme for foreign, minority and Anglo-American students. The test gives indications that it is strongly predictive of good and poor language-study behaviour as judged by language teachers.

79-268 Burt, Marina and Dulay, Heidi. Some guidelines for the assessment of oral language proficiency and dominance. *TESOL Quarterly* (Washington, DC), 12, 2 (1978), 177-92.

According to the Survey of Languages Supplement to the July 1975 Current Population Survey, more than 7.6 million school-age students in the United States live in households where languages other than English are spoken. Given these language environments, one's degree of bilingualism may theoretically range from a point approximating to monolingualism to a state of balanced bilingualism. With such a range, there is a pressing need for some general guidelines on the measurement of bilingualism, especially in the light of recent federal and state legislation requiring school districts to assess the language dominance and proficiency of their bilingual children in each of the languages. The authors therefore begin by defining four dimensions of bilingual measurement. Three major topics in the assessment of language proficiency and language dominance are then discussed: (1) selection of the language components to be assessed; (2) appropriateness of certain elicitation tasks used; and (3) general checkpoints that can be used to evaluate instruments for measuring language proficiency and dominance.

- 79–269 Wazel, Gerhard.** Das Problem der pädagogischen Wirksamkeit bei der Bewertung komplexer mündlicher Leistungen. [The problem of pedagogical effectiveness in the assessment of complex oral performances. *Deutsch als Fremdsprache* (Leipzig), 4 (1978), 210–17.

The article examines the problem of achieving an educationally orientated, objective and effective method for assessing pupil performance. The efficiency of the assessment process is greatly increased by the use of a performance assessment sheet [example, with a detailed explanation of its aims and uses].

LANGUAGE PLANNING

- 79–270 Nichols, Patricia C.** Ethnic consciousness in the British Isles: questions for language planning. *Language Problems and Language Planning* (Berlin) [formerly *Monda Lingvo-Problemo*], 1, 1 (1977), 1–64.

A history is given of the development of Irish Gaelic, Lowlands Scots and Welsh. Questions for language planning which are discussed concern the type of language treatment likely to maintain ethnic languages, the proportion of state resources which can be allocated, and the symbolic use of language where it is rapidly becoming extinct.

Immigrant ethnic groups have presented special problems. Official school policy gives no indication of concern for language maintenance of the native language, only of the acquisition of English. Some ethnic groups, such as Moslems and Sikhs, provide language instruction themselves. [Discussion of schools' language policy.] Asian children are most likely to have direct instruction in English, while West Indian children are usually given a 'natural course' programme. Programmes for the Asian group are considered to have been more successful than those for the West Indian group. Language-related cultural differences which should be considered here are the Asians' overt recognition of language distinctions, their tradition of literacy, and positive attitudes towards their native languages. The main questions for language planning concern the apparently beneficial effect which development of the native language has on the acquisition of English, and the extent to which a minority group's patterns of learning can be accommodated by the majority group. [References.]

MATERIALS DEVELOPMENT *See also abstract 79–303*

79–271 Fox, James. TELEFUN: a pragmatic approach to functional learning materials development. *TESOL Quarterly* (Washington, DC), 12, 3 (1978), 297–309.

This paper describes the development of a function-based module, TELEFUN, which the writer produced to teach telephone English to Francophone public servants learning English in the language training programme of the Canadian government. The paper assesses the suitability of a modular curriculum for integrating functional and core language learning.

The development of the module involved *ad hoc* analysis of telephone discourse. This analysis revealed a complicating factor in applying the concept of function to real speech. The literature and taxonomies of the functional approach create the impression that utterances (utterance here defined as everything one person says before someone else begins to speak) have single functions. An examination of telephone discourse shows an interplay of functions within individual utterances. It may not yet be clear if the same functions exist in all languages. What seems clearer is that functional interplay at the utterance level, and the combinations and sequences, may be far from universal. That idea has important implications for the development of functional techniques. A number of techniques, including function frames and function dials, are described.

TEACHER TRAINING

79–272 Bludau, Michael and others. Zur Ausbildung und Fortbildung von Fremdsprachenlehrern. Überlegungen zu einem Curriculum. [The initial and in-service training of modern-language teachers. Considerations for a curriculum.] *Neusprachliche Mitteilungen* (Berlin), 3 (1978), 142–65.

A curriculum for the initial and in-service training of modern-language teachers is outlined, based on a three-phase model of university courses, study seminars during teaching practice and in-service courses. Within this tripartite framework, recommendations are made about the best methods of equipping teachers with professional skills and knowledge in the following areas: competence in the language, the teaching of modern languages, modern languages and politics, the theory of language acquisition, linguistics, the study of literary and non-literary texts, cultural studies, methodology and planning of lessons, grading and assessment, organisation and administration, and the role of the language teacher in the school and in society. Detailed models are given of two curricula, for teachers in grammar schools (*Gymnasien*) and secondary modern

schools (*Realschulen*), covering the three phases of teacher training and giving a detailed breakdown of the subjects to be treated in each of the fields listed above and the number of hours per week to be devoted to each subject per semester.

79-273 Krumm, Hans-Jürgen. Kommunikativer Fremdsprachenunterricht als Gegenstand der Sprachlehrforschung und der Lehreraus- und Lehrerfortbildung. [Communicative language teaching as an object of research and initial and in-service teacher training.] *Der fremdsprachliche Unterricht* (Stuttgart), 47, 3 (1978), 6-19.

Research into language teaching has all too often concerned itself largely with the construction of theories and models and has neglected to come to terms with the actual situation of the teacher in the classroom. A more productive approach would require closer co-operation between teacher and researcher in order to analyse closely the complexities of the linguistic exchanges between teacher and pupil and thereby to develop more effective teaching methods, whilst at the same time bringing about a conscious involvement of teacher and pupil in the research process.

The pupil's competence in his own mother tongue plays an important part in his acquisition of a foreign language. It is his preferred medium of expression and communication and helps him to establish his social identity. Many methods of teaching beginners fail because they do not take seriously the pre-existing linguistic competence of the pupil and therefore reduce him, not only linguistically but also socially, to the level of a small child. The classroom provides an artificial and in many ways unfavourable environment for language learning to take place. In order to develop new methods, the teacher must become aware of the important differences between communication inside and outside the classroom.

Initial and in-service training programmes should concentrate on helping teachers to become more conscious of the realities of the teaching situation, to analyse the precise ways in which language is used in the classroom and to become more aware of the complexities of the linguistic relationship between teacher and pupil.

TEACHING METHODS *See also abstracts 79-296, -307*

79-274 Davies, Norman F. The use of the telephone in distance teaching. *English Language Teaching Journal* (London), 32, 4 (1978), 287-91.

Since 1973, five Swedish universities have engaged in distance teaching as a form of extra-mural instruction for adults, covering many subjects, including

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English. The basis of the courses is correspondence teaching and the use of self-instructional materials: verbal communication is provided by intensive courses, the tape recorder, and the telephone. Tape cassettes are used extensively for assignments and are returned with the teacher's corrections recorded on the tape. The telephone is used for the element of spontaneous discussion – each telephone tutorial lasts 30–45 minutes, and is carefully prepared. The telephone has proved an excellent medium of instruction, though not cheap in cost or teacher time.

79–275 Martin, Marilyn A. The application of spiraling to the teaching of grammar. *TESOL Quarterly* (Washington, DC), 12, 2 (1978), 151–61.

The concept of spiraling – systematic revisiting of the same material with increasingly broader and deeper explanations and practice – could usefully be applied to the teaching of grammar. In a general sense, grammar can be spiraled by 're-cycling' grammatical constructions so as to provide repeated practice in various contexts. In addition, two main classes of items can be given a spiral treatment: (1) the class which is too complex, either syntactically or semantically or both, for easy assimilation, such as the conditionals and the modal auxiliaries; and (2) the class which consists of the integration of syntactic rules and semantic concepts, such as the reporting of speech acts. Evidence from research on verbal behaviour is presented to support a spiral approach, and practical examples are given for spiraling several areas of the grammar.

79–276 Smith, C. N. More to improve the standard of translation. *Modern Languages* (London), 58, 3 (1977), 111–17.

A thorough revision of attitudes towards translation as an academic language exercise is needed, particularly during a time of potential change in the secondary-school curriculum. As well as the aim of training skilled translators, there is the need to teach the reading public to appreciate what translators are doing. Much of the activity that passes for translation in schools merely debases the art; it amounts to something more like a comprehension exercise, and its purpose would be better served by answering questions in English, or, better, by an English *précis* of the foreign text (useful training for commercial and technical translators, and one which encourages the selection of quite long and relatively easier texts). [Methodological alternatives for translation from an earlier article are endorsed – see abstract 78–40, vol. 11, no. 1.]

BILINGUAL TEACHING *See also abstract 79-306*

- 79-277 McDougall, A. and Bruck, M.** English reading within the French immersion programme: a comparison of the effects of the introduction of English reading at different grade levels. *Language Learning* (Ann Arbor, Mich), **26**, 1 (1976) [published 1978], 37-43.

The focus of the study was the French immersion programme in Quebec, in which English reading is introduced in some schools at the grade 2 level, and in some at the grade 3 level. The hypothesis that delaying the introduction of reading in English until grade 3 would improve English reading skills was tested. The stage at which English reading was first taught was found not to affect reading grade level as measured by an individual reading test. Reasons are discussed for the final recommendation that English reading be delayed until grade 3.

- 79-278 Stern, H. H.** French immersion in Canada: achievements and directions. *Canadian Modern Language Review* (Toronto), **34**, 5 (1978), 836-54.

A brief history of immersion education from its beginnings in Quebec in the 1960s is followed by a review of the main findings of research into immersion. Four areas which need attention are (1) the relationship of immersion to other forms of language teaching; (2) monitoring the quality of the second-language development of immersion students; (3) directions for future research and development, and (4) special teacher training for immersion. The opportunities for bilingual education in high schools, higher and adult education need to be explored, as well as wider international implications for other languages.

CLASS METHODS *See abstracts 79-293, -303, -305, -312, -315***PRONUNCIATION** *See also abstracts 79-196, -232*

- 79-279 Dickerson, Wayne B.** English orthography: a guide to word stress and vowel quality. *IRAL* (Heidelberg), **16**, 2 (1978), 127-47.

Chomsky and Halle, in *The sound pattern of English* (1968), claim that native speakers of English can deduce from the spelling of English words the proper phonetic form. Even non-native learners of English can to a great extent use English spelling to predict correct pronunciation. A generative analysis of English accounts for stress rules and phonetic variation; the author shows how these can be used in the classroom teaching of English as a foreign language.

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- 79-280** Snow, Catherine E. and Hoefnagel-Höhle, Marian. Age differences in the pronunciation of foreign sounds. *Language and Speech* (Hampton Hill, Middx), 20, 4 (1977), 357-65.

The hypothesis that the years up to the age of puberty constitute a critical period for language acquisition was tested. Two kinds of data are presented which suggest that younger children are not better than older children and adults at learning a foreign language. In a laboratory study, it was found that the ability to imitate foreign words under controlled input conditions increased linearly with age. In a study of naturalistic second-language acquisition, it was found that the older subjects had an initial advantage in pronunciation, and that age differences in pronunciation ability disappeared by 4-5 months after starting to learn the second language. By 10-11 months after starting to speak the second language, the younger children excelled in pronouncing some sounds, though there was still no overall age difference. These results are impossible to reconcile with the predictions of the critical period hypothesis for language acquisition.

- 79-281** Retman, Roman. L'adaptation phonétique des emprunts à l'anglais en français. [Phonetic adaptation in French borrowings from English.] *Linguistique* (Paris), 14, 1 (1978), 111-24.

The pronunciation of French borrowings from English is compared with that of their English counterparts. The English phonemes are considered one by one, together with their phonetic reflexes in French. Certain general factors in borrowings, such as the role of orthography, and degree of phonetic integration, are briefly considered. [The data on French pronunciation are from Martinet and Walter's *Dictionnaire de la prononciation française dans son usage réel* (1973), and on English from Jones's *English pronouncing dictionary* (1964).]

LANGUAGES FOR SPECIAL PURPOSES *See also* *abstracts* 79-309, -313

- 79-282** Bektaev, K. B. and others. Engineering linguistics. *Linguistics* (The Hague), 200 (1977), 43-52.

The prospects for the use of computers to solve specific linguistic problems is examined, on the basis of programmes actually operational and ignoring all 'paper' algorithms. This limitation is reckoned crucial for the theory and practice of engineering linguistics, namely the business of text processing by means of computer. The speed of information processing by computer far exceeds that of the human brain; a computer, moreover, has greater reliability,

stability and endurance. But there are two essential drawbacks which limit the solution of linguistic problems: (1) the memory of present-day computers is inferior to man by several orders; (2) there are qualitative distinctions stemming from the single-channel sequentiality of current machines in contrast to the brain's systems of neuron rings, which permit goal-directed simultaneous search without the need for scanning by strict order. Nevertheless, the advantage of the computer – its operational speed – has led to important achievements and saved labour in the compilation of frequency lists and glossaries, and the construction of reverse-order dictionaries. The barrier to advances in engineering linguistics is the problematic relation of machine models to linguistic reality. Gödel's results imply that an artificial sign is necessarily poorer than the sign of natural language employing fuzzy sets. Engineering linguistics should rightly concentrate on the easily formalisable aspects of language.

79–283 De Cort, J. and Hessmann, P. Die wissenschaftliche Fachsprache der Wirtschaft. Eine Untersuchung ihrer syntaktischen und syntaktisch-lexikalischen Merkmale. [The specialised language of economics. An investigation of its syntactic and lexicosyntactic characteristics.] *Linguistica Antverpiensia* (Antwerp), **11** (1977), 27–89.

A sample of 2000 sentences selected from books on economics written in German since 1960 by 50 different authors is analysed with the aim of identifying characteristic syntactic structures used in the language of economics. Sentences with a relatively high degree of complexity are a feature of the sample, but this seems to be influenced by individual differences in style rather than a characteristic of the language of economics as such. The high frequency with which the conjunctions *wenn* 'if', *weil* 'because' and *da* 'since, as' occur points to a preference for expressions defining conditions and substantiating arguments, a tendency which is probably typical of academic texts in general. Simple conjunction, contradiction and inference are the semantic relationships most frequently expressed, while there are virtually no examples of the linking of alternatives by *oder* 'or' and *entweder...oder...entweder* 'either...or...'. The large number of passive constructions found in the sample is explained by the tendency of all scientific texts to focus attention away from the agent or initiator (expressed by the subject) and on to the event or process expressed by the verb. [Extensive examples and documentation.] The results of the analysis are intended to help clarify linguistic problems encountered in the teaching of German as a foreign language to students of economics.

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- 79-284 Selinker, Larry and others.** Rhetorical function-shifts in EST discourse. *TESOL Quarterly* (Washington, DC), 12, 3 (1978), 311-20.

This paper is a follow-up to the article 'Presuppositional information in EST discourse', by the same authors (*TESOL Quarterly*, 1976 - see abstract 77-275). Both papers are concerned with what appears to be a serious learning problem for advanced learners attempting to learn to read their subject matter in English: namely, the apparent inability of the learner to gain access to the total meaning of a written piece of EST discourse even when he or she may be able to understand all of the individual words in each sentence of an EST paragraph, and/or all of the sentences in that particular paragraph.

In this paper, two methods of EST paragraph development are briefly described: rhetorical process development and rhetorical function-shift development. A series of hypotheses set up to account for explicit and implicit information in some EST function-shift paragraphs are discussed, which students have had difficulty learning to understand. [Some possible pedagogical and research implications are outlined.]

- 79-285 Weissberg, Robert and Buker, Suzanne.** Strategies for teaching and rhetoric of written English for Science and Technology. *TESOL Quarterly* (Washington, DC), 12, 3 (1978), 321-9.

This article describes teaching strategies employed in a technical writing course for Latin American students at New Mexico State University. This course, which incorporated current knowledge of correspondences between grammatical form and rhetorical function in EST, treats linguistic forms not as ends in themselves but as integral features of written communicative acts. Students learn to perform these acts through contextualised guided writing activities designed to help them identify each rhetorical function in the context of published technical bulletins, analyse its principal linguistic features, and practice it extensively. Contextualised practice of relevant linguistic times is provided through cloze exercises based on published bulletins; carefully selected charts, tables and diagrams are used as writing stimuli.

READING *See also abstract 79-277*

- 79-286 Coste, Daniel.** Lecture et compétence de communication. [Reading and communicative competence.] *Français dans le Monde* (Paris), 141 (1978), 16-24.

Three interpretations of communicative competence and the way they influence approaches to reading are discussed, especially the emphasis on orality. The

components of communicative competence are listed: linguistic factors; discourse patterns; domains of knowledge; intentions of speakers/authors; situational-cultural factors. Ways of reading are compared: semasiological (de-coding strings) and onomasiological (hypothesising content by successive approximations); it is concluded that they are complementary. The characteristics of the good reader are considered; courses to improve reading efficiency have only limited scope. Populations which require training in reading a foreign language tend to come from contrasting social strata: educated professionals and illiterate migrants. Global comprehension is a popular approach which nevertheless calls for essential preliminaries and follow-up. Any printed text is socially marked. Reading ability, even in a foreign language, increases a person's autonomy. Current FL reading texts presuppose L1 reading facility. People who lack it usually lack the other essential skills and knowledge, too.

79-287 Cowan, J. Ronayne. Reading, perceptual strategies and contrastive analysis. *Language Learning* (Ann Arbor, Mich), **26**, 1 (1976) [published 1978], 95-109.

Psycholinguistic research in sentence perception supports a model of the reading process in which the reader matches expectancies set up by sampling previous syntactic clues in a text with the structural signals which follow. Such expectancies are language specific, and when they are applied to reading a second language various confusions and comprehension breakdowns result. Examples from three learning situations, Japanese reading English, Persians reading English, and English speakers reading Hindi, are presented and an analysis is made of the competing syntactic processes which account for the confusions arising in each case - negation, relativisation and co-reference. The evidence lends some support for a model of second-language acquisition like that proposed by Numser (1971) as well as a general *a priori* 'predictive' version of the contrastive analysis hypothesis.

79-288 Downing, John and others. Conceptual and perceptual factors in learning to read. *Educational Research* (London), **21**, 1 (1979), 11-17.

A structured interview was conducted individually with 310 Canadian kindergarten children selected as a representative sample. The interview had four parts: (1) recognition of acts of reading and writing; (2) concepts of the purposes of reading and writing; (3) concepts of features of printed materials; (4) visual perception (similar to one part of the Frostig Test). Most children achieved near perfect scores on Part 4. Part 1 was slightly more difficult. Part 2 was considerably more difficult and Part 3 was the most difficult of all. It is concluded that teachers should be more concerned about the development of these linguistic concepts than visual perception.

- 79-289 Ellis, N. C. and Miles, T. R.** Visual information processing as a determinant of reading speed. *Journal of Research in Reading* (Leeds), 1, 2 (1978), 108-20.

Fifty students were presented tachistoscopically with arrays of five digits, followed by a masking stimulus. They were also tested for speed of reading, for speed of picking out a given digram ('tg') from an arrangement of random letters, and for duration over which material was held in their VIS (visual information store). Similar tests were given to four students who had been diagnosed as dyslexic.

It was found that those needing longer time to respond correctly in the digit task were significantly slower both in the reading tasks and in the digram search tasks. The four dyslexic subjects were the slowest of all. The slower digit processors and readers showed slightly longer VIS duration but these results failed to reach the 5 per cent level of significance.

It is argued that speed of processing from the VID is one determinant of speed of reading. The results are also compatible with the thesis that dyslexic-type difficulties are a manifestation of some general limitation in processing ability.

- 79-290 Pumfrey, P. D. and Naylor, J. G.** The alleviation of psycholinguistic deficits and some effects on the reading attainments of poor readers. *Journal of Research in Reading* (Leeds), 1, 2 (1978), 87-107.

The purposes of the study were (a) to investigate the use of the Illinois Test of Psycholinguistic Abilities (ITPA) in the diagnosis of psycholinguistic deficit in first year junior schoolchildren having reading difficulties and (b) to study some effects of three educational programmes on the modification of the children's psycholinguistic abilities and reading attainments. Sixty children considered by their teachers to be at educational risk because of low reading attainments were tested on the *ITPA*. Marked deficits were found in the areas of auditory closure and visual sequential memory. Three intervention programmes were drawn up. The first was designed to remediate the deficits in the two areas specified above. The second was based on a more general approach to language development. A third group of children acting as a control group received a number programme.

At the end of the experiment both groups receiving language programmes obtained higher composite psycholinguistic ages of the *ITPA* than the control group, but the pattern of psycholinguistic deficits was modified only in the group receiving specific training. Both groups receiving language programmes scored significantly higher on two out of three measures of reading attainment. The results are interpreted as giving qualified support for the use of the *ITPA* in the diagnosis of the psycholinguistic deficits of certain poor readers and in providing suggestions from which remedial programmes can be developed.

- 79-291 Rivers, Wilga M.** La compréhension de l'écrit: apprentissage et enseignement de la lecture. [Understanding written language and the teaching of reading.] *Français dans le Monde* (Paris), 141 (1978), 25-34.

Recent research into reading indicates that: (1) only a small part of the information needed to understand a piece of writing is to be found in what is actually written; (2) understanding of the whole must precede recognition of words or phrases in isolation; and (3) reading does not consist of transposing something written into something spoken. It follows that students should concentrate when reading on content and on grasping the underlying meaning of the text as a whole instead of focusing on linguistic features and attempting to identify 'literal' meanings of items wrenched out of context; and also that the practice of making students read aloud is usually inadvisable. Teachers should encourage their students to read as much as possible and to read for its own sake. [References.]

- 79-292 Ulijn, Jan.** An integrated model for first- and second-language comprehension. *System* (Linköping, Sweden), 5, 3 (1977), 187-99.

An experiment in L2 reading comprehension was carried out to verify the hypothesis that parallel surface and deep structures in L1 and L2 should be processed with fewer errors and in a shorter time than where surface structures are different. Dutch students of electrical engineering read French instructions for use on a display unit and had to perform operations on a specially developed answer panel, SHADOK. The findings were not entirely conclusive: in some cases contrasts with L1 caused L2 reading difficulties; in other cases, parallelism with L1 caused the problems.

SPEECH See also abstracts 79-230, -269, -273, -303

- 79-293 Folland, David and Robertson, David.** The conversation class - its goals and form. *English Language Teaching Journal* (London), 32, 4 (1978), 281-7.

The goals of the conversation lesson are (1) to introduce and practice elements of spoken language; (2) to bring students' passive knowledge of the language into active use and to develop it, and (3) to create a situation in which (1) and (2) can be realised. These goals can be achieved where the situation is defined, the topic controlled by hand-out material of the appropriate level, and conversation controlled by the groups themselves. Careful preparation by the teacher and remedial follow-up teaching are necessary.

- 79–294** Walter, G. Unterhaltungen mit Schülern des 9. Schuljahrs – Studien zur Kommunikationsfähigkeit im Englischen. [Conversations with 14- and 15-year-old pupils – studies of communicative ability in English.] *Die Neueren Sprachen* (Berlin), 2 (1978), 164–76.

The article analyses conversations of both the author and an English Lektor with a group of 14- and 15-year-old grammar-school pupils. Two levels of response in the foreign language are identified: the offering of fragments of information and attempts at freer conversation. Consequences for the teaching of foreign languages are discussed.

WRITING

- 79–295** King, Martha L. Research in composition: a need for theory. *Research in the Teaching of English* (Urbana, Ill), 12, 3 (1978), 193–202.

A report based on a convention held in Chicago in 1976 on the composing process. The main perspectives were (1) the composing process and (2) the context of writing. The aims were to review existing research and to make suggestions as to what still needed to be done. [References.]

- 79–296** Schiff, Peter M. Problem solving and the composition model: reorganisation, manipulation, analysis. *Research in the Teaching of English* (Urbana, Ill), 12, 3 (1978), 203–10.

The use of the composition model, a piece of writing illustrating a particular style or technique, in programmes which aim to teach composition skills, does more to reinforce reading than writing skills. A problem-solving approach is described, in which students are given randomly arranged sentence strips which they have to re-order (analysing their reasons for re-ordering), compare their ordering with that of the original author, and write one or two paragraphs of a similar kind. An experiment was carried out to see whether students who had followed this approach would write better essays than students who had not. It was found that the problem-solving approach helped students to internalise a variety of complex sequencing patterns and hence improved the overall quality of their writing.

COMPREHENSION *See also abstract 79-258*

- 79-297** **Brown, Gillian.** Understanding spoken language. *TESOL Quarterly* (Washington, DC), **12**, 3 (1978), 271-83.

Understanding spontaneous speech as it flashes past is a very difficult task for many foreign students. It is not sufficient to present them with texts taken out of context and followed by a series of questions which test their correct understanding of the text. Rather, they must be taught to use all the ethnographic cues available to enable them to predict what the likely content of a text will be. And they must predict not only the factual content of spoken language but also, crucially, the interactional structuring. Understanding, then, is seen as a process of prediction and sampling rather than a desperate attempt to keep up with the words flashing past. And the notion of the 'correct understanding' of a text is replaced by the more humane and attainable notion of 'reasonable interpretation'.

- 79-298** **Hammer, Petra and Monod, Madeleine.** The role of English-French cognates in listening comprehension. *Audio-Visual Language Journal* (Birmingham), **16**, 1 (1978), 29-32.

A study was conducted in a Canadian secondary school to find out whether or not pupils were able to utilise English-French cognates in listening comprehension of French as a consequence of being taught the phonemic differences influencing such cognates. In this study cognates were defined as words that are similar in form and meaning in two or more languages regardless of origin. Students in the experimental group were asked to distinguish the slight alterations due to French pronunciation of the English cognate so as to detect the corresponding English equivalent. They enjoyed this recognition exercise. This finding is in agreement with Ross's suggestion to use 'international words' to motivate students and to enliven the lesson. The study of the vocalic system was less enjoyed as it was possibly more abstract and more difficult for students than the recognition of cognates. The learning of cognates is seen as a useful vocabulary acquisition device for French to the extent that the student knows the cognate word in English.

- 79-299** **Irvine, D. H.** The intelligibility of English speech to non-native English speakers. *Language and Speech* (Hampton Hill, Middx), **20**, 4 (1977), 308-16.

A series of experiments was carried out on groups of students at the Polytechnic of Central London to investigate their performance on two tests of speech intelligibility: the single word test of Fry and the sentence test of the author.

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The performance on these tests of the non-native English-speaking (nnE) students was significantly below that of their native English-speaking counterparts. It was shown that the nnE groups had a much better understanding of written words than they had of spoken words.

- 79–300 Stanley, John A.** Teaching listening comprehension: an interim report on a project to use uncontrolled language data as a source material for training foreign students in listening comprehension. *TESOL Quarterly* (Washington, DC), **12**, 3 (1978), 285–95.

The report starts with a brief statement of some of the factors that account for students' failure to comprehend everyday spoken language. The presentation of language to the student during the teaching process may be misleading if compared with language as it is actually spoken in everyday situations. Pace of delivery is one feature of everyday language which is an obvious but ignored barrier to comprehension, and does itself contain some aspect of the message. The effect of pace of delivery on the sound system and its implications for presenting uncontrolled language in pedagogic materials is considered. There is a need for a fuller taxonomy of the spoken language.

VISUAL AIDS

- 79–301 Rees, Alun L. W.** Cartoon slides for the language class. *English Language Teaching Journal* (London), **32**, 4 (1978), 274–81.

The uses of cartoons in class and techniques for producing them are described: on blackboard and charts, overhead projector, and hand-drawn slides.

LANGUAGE LABORATORIES *See abstract 79–315*

IMMIGRANTS *See also abstracts 79–270, –286*

- 79–302 Fischer, Gero.** Linguistik und Sprache der Arbeitsemigranten ('Gastarbeiter'). [Linguistics and the language of migrant workers.] *Wiener Linguistische Gazette* (Vienna), **16** (1977), 31–42.

The language of migrant workers is not only of linguistic but also sociological interest. Their lack of knowledge of the language of their host country is only one symptom of their lack of social status. Because they have a low social status, doing menial jobs, there are difficulties in teaching them the language of their host country. They also have no abstract concept of language, only the

knowledge of utterances in action. Many are illiterate or semi-literate. Only about five per cent ever attend language courses. They cannot be taught by traditional methods; alternative courses are being worked out. However, their lack of social status cannot be removed merely by giving them a competence on the linguistic level.

ENGLISH See also abstracts 79-244, -248, -253, -256, -262, -267/8, -271, -274/5, -277, -279, -281, -284/5, -293/7, 299/301

79-303 Black, Colin and Butzkamm, Wolfgang. Classroom language: materials for communicative language teaching. *English Language Teaching Journal* (London), 32, 4 (1978), 270-4.

Materials developed for a class of 11-year-old children beginning English in a German high school are described. They take the form of practice dialogues originating in classroom situations (for example, between teacher and pupil). This is felt to increase motivation because the pupils feel involved. [Table of communicative acts and potential needs, set beside classroom situations where communicative needs are likely to arise. Selection of sample dialogues.]

79-304 Cooper, Stephen. The thesis and dissertation in graduate ESL programmes. *TESOL Quarterly* (Washington, DC), 12, 2 (1978), 131-8.

Listings of over 200 graduate theses and dissertations in ESL completed since 1975 were studied to determine topic areas and methodologies. Classification according to subject matter reveals a wide variety of topics. The favourites are those areas which deal with pedagogy, like methods, techniques and materials. Very few studies treat bilingualism, English-as-a-second-dialect, testing, or the use of language laboratories in ESL. With regard to research methodologies used in the studies, the applied approach dominates, almost to the exclusion of empirical designs. Except at the doctoral level, few experimental studies are found. Most of the theses are either creative-prescriptive or descriptive-analytic. Many combine approaches and most are teacher-centred. Future theses and dissertations might give more attention to neglected areas, select more learner-centred approaches, and engage in more basic research.

79-305 Dickerson, Wayne B. and Finney, Rebecca H. Spelling in TESL: stress cues to vowel quality. *TESOL Quarterly* (Washington, DC), 12, 2 (1978), 163-75.

Spelling is a major pronunciation resource. If shown how to exploit it, learners

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can increase their oral intelligibility and expand their active, speaking vocabulary. Teaching materials should therefore introduce spelling patterns into the curriculum. In order to make vowel quality predictions from spelling, learners must also have word-stress information, which is available in the form of pedagogical translations of generative research. Two such stress generalisations and associated vowel quality patterns are discussed. [Sample lesson materials are also provided.]

79-306 Waggoner, Dorothy. Non-English-language background persons: three U.S. surveys. *TESOL Quarterly* (Washington, DC), **12**, 3 (1978), 247-62.

Preliminary findings from three surveys of the National Center for Education Statistics are discussed: the Survey of Income and Education, the Teachers Language Skills Survey, and the Survey of Institutions of Higher Education. The findings include the following: an estimated 28 million persons (one in eight) in the United States have non-English-language backgrounds; 10.6 million of these have Spanish language backgrounds. An estimated 2.4 million persons in the United States do not speak English at all. An estimated 102,000 teachers were involved in teaching English as a second language in public schools in 1976-77; only three out of ten had taken even one course in teaching ESL. The results of these surveys will become the new basis for programme planning in ESL and bilingual education.

FRENCH See also abstracts 79-276, -281, -286, -291, -298

79-307 Niel, André. Du professeur à l'animateur: les méthodes de créativité appliquées à l'enseignement du français aux étrangers. [From teacher to group-leader; creativity methods applied to the teaching of French to foreigners.] *Français dans le Monde* (Paris), **140** (1978), 51-8.

Eleven volunteers from an advanced class at the *Alliance française* participated in a series of experiments. [Preliminaries, use of music, abstract shapes, simple objects, creating line drawings, making up sentences from given words, search for images, making a poem starting from a single word, collective composition ('Consequences').] At every stage students discussed their reactions, which were enthusiastic, classified and categorised their experiences. Creativity teaching is complementary to traditional teaching, and, for foreign languages, gives best results at advanced level. The teacher needs training to do group work.

- 79-308 Trevisi, Sandra.** L'apprentissage de la relativisation en français par des adolescents de langue italienne. [How Italian adolescents learn to use the relative pronoun in French.] *Bulletin CILA* (Neuchâtel), **28** (1978), 8-32.

In order to analyse the successive stages in the acquisition of the French relative pronoun by Italian speakers, four groups of secondary-school girls in their second, third, fourth and fifth year of learning French respectively, were required to answer two tests [reproduced in the appendix]. The results illustrated the tendency of learners to adopt a simplified system before acceding to mastery of the complete system. Parallels could be detected with the learning strategies adopted by children in the process of acquiring command of their mother tongue. [References.]

- 79-309 Vernier, Gérard.** L'intégration des formes du discours scientifique dans la classe de français; une hypothèse méthodologique. [Integrating the language of scientific discourse into the French lesson; a methodological hypothesis.] *Français dans le Monde* (Paris), **140** (1978), 14-24.

Word-lists compiled from science text-books are useful only to scientists. African secondary pupils are passing from unstructured to organised knowledge as they learn scientific and mathematical vocabulary in French. Their education in scientific language must be education in science. The teacher starts from an everyday situation (entirely verbalised), examines it in progressively more abstract terms (more formalised) and then transposes the newly learned modes of expression into different non-scientific situations. [Diagrams. Examples from *Okapi*, *Ludo-magazine*, Books 1 and 2 of science textbook.] Other possibilities: from logic games via Lewis Carroll to reading fantasy and poetry.

GERMAN See also abstract 79-269

- 79-310 Abdullaev, Sarchan.** Zu den Möglichkeiten der Transposition der Satzarten im Deutschen – Die Grundstrukturen der rhetorischen Frage und des imperativen Ausrufs. [On the possibilities of the transposition of sentence types in German – the basic structures of the rhetorical question and the exclamatory imperative.] *Deutsch als Fremdsprache* (Leipzig), **14**, 5 (1977), 263-70.

There is not always an exact correspondence between the form of a sentence and its meaning. Some sentences, mostly questions, can be transposed and given a different meaning, e.g. they can simply be used to inform in the same way

as statements do. In deciding on the correct meaning the context is all important. Negative sentences can take on a positive meaning. In the transposition of questions the interrogative pronouns take on an expressive, or in some cases negative, meaning. Questions can also be used to issue orders. All these possibilities of transposition show the great flexibility of language at a syntactic level.

79-311 Helmers, Hermann. *Deutschunterricht und Deutschdidaktik im Spätkapitalismus.* [The theory and practice of German teaching in late capitalism.] *Linguistische Berichte* (Brunswick), 54 (1978), 51-68.

Within the German educational system the teaching of German language and literature is of paramount importance, because it contributes to the development of the pupil's personality in a deeper and more universal way than any other subject. The teaching of German serves the emancipation of the individual and thus enables him or her to come to terms with society.

The fulfilment of this indispensable function is increasingly menaced by a pseudo-progressive tendency which tries to eliminate the teaching of standard German and German literature in their formal aspects. Competence in these fields is discredited as the attribute of a privileged class of society. This pseudo-progressiveness, however, is reactionary since it is counterproductive. It leads to a situation in which the emancipation of young people is made dependent on the level of education and culture which happens to be attained in the parental home. In this way, traditional privileges are perpetuated, while the majority of the pupils will never acquire those skills which are a prerequisite of gaining self-confidence and social recognition. Pseudo-progressiveness of the sort described is bound to neutralise the democratising energies of education in general and the emancipatory effect of the teaching of German in particular.

79-312 Klimov N. D. and others. *Фонетический минимум и работа над произношением немецкого языка на начальном этапе обучения.* [Basic German phonetics and the teaching of German pronunciation at the initial stages.] *Иностранные языки в школе* (Moscow), 4 (1978), 63-70.

After a general discussion of the role of sound patterns in language, the article argues that an early grounding in German phonetics should be given greater prominence than is currently the case in Soviet schools. This presupposes the correct identification of the salient phonetic and prosodic features of the language, as well as the teacher's ability to reproduce them in a stimulating way, drawing, where profitable, on the pupils' habits of speech in their native language. The main characteristics of German articulation, stress and intonation

are then described at length from a Russian point of view, and various drills on stress and intonation patterns are exemplified.

- 79-313 Schwarz, Ingrid.** Zu inhaltlichen und strukturellen Merkmalen wissenschaftlicher Diskussionsgespräche im studienbegleitenden Deutschunterricht für Ausländer. [Some characteristics of the content and structure of scientific discussion in ancillary German courses for foreign students.] *Deutsch als Fremdsprache* (Leipzig), 4 (1978), 217-24.

Discussion among scientists forms a type of conversation with characteristics of its own. Discussions are designed to deal with unsolved problems and unanswered questions and thus contribute to the general knowledge of society. Foreign students at German universities who do not study German language and literature should be enabled to participate successfully in scientific discussions where German is spoken. The teacher who is going to devise discussion courses for foreign students should have some knowledge of the characteristic features of scientific discussions as far as their linguistic form is concerned.

The results of the paper are based on tape recordings of eleven discussions among academic teachers, students, and young scientists. A distinction is drawn between sentences expressing the content of what is being discussed and those expressions serving the communicative intention of a speaker (assent, doubt, disbelief, etc.). Expressions of communicative intention amounted to 25 per cent of all the utterances recorded. The fact that they are used independently of the matter discussed is a justification for concentrating on them in the planning of discussion courses.

- 79-314 Vitlin, Ž. L.** Linguostatistik und grammatisches Minimum für den Deutschunterricht in der Erwachsenenbildung. [Linguo-statistics and the grammatical minimum in classes of German for adults.] *Deutsch als Fremdsprache* (Leipzig), 3 (1978), 146-57.

In view of the fact that grammatical exercises in set-books of German for adults differ widely, it seems desirable to determine the minimal grammar of German as a basis on which to construct an elementary grammar. However, sufficient statistical data concerning the frequency and distribution of grammatical features are not available. There is no agreed system of classifying either data or grammatical items. A preliminary requirement for defining a grammatical minimum would be to establish a typology of functional styles (e.g. newspaper style, encyclopedia style, colloquial style) and to compare the frequency of grammatical phenomena across the various styles. On the basis of statistical investigations, minimal grammatical features of German are defined for different functional styles [charts].

SPANISH

79-315 **Bradley, D.** An audio-lingual aid to better prose translation. *Audio-Visual Language Journal* (Birmingham), 16, 1 (1978), 15-18.

The article describes a language-learning activity designed to help students, in addition to grasping the sense of what is said, to examine how it is said. The approach has been developed over the past three years as part of the course in Spanish for first-year students at Heriot-Watt University. The activity, designed for post-A-level language students, is based on two elements: (i) a series of passages in English for translation into Spanish, and (ii) a parallel series of tape-recorded notes in Spanish which discuss the difficulties that it is anticipated students will find in translating certain parts of the texts. Although the passages retain, by and large, the format of the traditional extracts for prose translation, they differ from the traditional passages in that they are a graded and systematic series of exercises especially composed for language-teaching purposes. They incorporate a variety of discourse forms, including talks, letters and conversations.

The notes convey information in the form of contrasted items or analogues, rather than directly; they act as guidance in tackling the translation problems posed by the prose passage, hence they have inbuilt motivation.