

# Language learning and teaching

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## THEORY AND PRINCIPLES

**79–130 Komorowska, Hanna.** Taksonomia celów nauczania języka obcego. [Classifying the aims of foreign-language teaching.] *Języki obce w szkole* (Warsaw), 21, 3 (1977), 146–50.

The aims of language teaching vary according to the characteristics of the learners and the type of course. Therefore language courses should have their aims classified in a hierarchy of skills which the learner must acquire ranging from the most to the least important. One of the consequences of the lack of this type of classification is the widespread popular opinion that the aim of language teaching is to produce a native-like command of the foreign language. The audio-lingual methods used in Poland have suffered from lack of information as to the aims of teacher and pupil, and consequently they, like the grammar-translation method, have come to place more weight on grammaticality than on the communicative function. The lack of a method of classifying the aims of language teaching also affects motivation: the pupil, not having a set of aims, lacks a sense of success. He is merely aware that the acquisition of a native-like command of the foreign language is impossible.

**79–131 Herranen, Maija-Liisa.** Modern languages in the curriculum in Finland. *Modern Languages in Scotland* (Aberdeen), 14 (1977), 51–6. **Cellard, Jacques.** 'L'anglicisation' de la jeunesse française. [The anglicising of French young people]. *Ibid.*, 57–65. **Neumeister, Hermann.** The teaching of modern languages in the schools of the Federal Republic of Germany. *Ibid.*, 66–74. **Oestreicher, Jean-Pierre.** La situation linguistique et l'enseignement des langues vivantes au Grand-duché de Luxembourg [The linguistic situation and the teaching of modern languages in Luxembourg]. *Ibid.*, 74–85. **Schei, Liv Kjörsvik.** Modern language teaching in Norway. *Ibid.*, 85–98. **Holmberg, Gunnar.** Foreign languages in the Swedish school – a survey. *Ibid.*, 99–108. **Raeburn, T. Scott.** Modern languages in the Soviet educational system. *Ibid.*, 108–113.

Reviews of the place of modern languages in the secondary curriculum in various countries, including problems, current developments and progress in teaching the lower ability ranges.

PSYCHOLOGY OF LEARNING *See also abstract 79–150*

**79–132 Dillon, David.** Semantic development of selected lexical items as studied through the process of equivalence formation. *Research in the Teaching of English* (Urbana, Ill), **12**, 1 (1978), 7–19.

This study is designed to investigate growth in the salient features of meanings of individual lexical items in four narrow semantic domains across age levels within the elementary school years and within two language groups, English and Spanish. Semantic development is studied through the process of equivalence formation, which is the ability to group discriminably different things and to treat them as 'the same' or 'alike' in some way. In addition, the developmental trends of elementary schoolchildren are compared with adult models in each language. [Method; discussion of results.] Results show that (1) age is a major factor in semantic development; (2) widely divergent responses (and semantic development) were found with regard to noun items and verb items; (3) two different native-language groups experience highly similar semantic development patterns, indicating that native language is not a factor in the results of this study (probably because the subjects had similar backgrounds and experience).

The implications for language learning in the classroom are that the traditional notion of vocabulary development as the acquisition of new terms must be broadened to include the concept that meanings already acquired will continue to develop and change as various semantic features are acquired and predominate at different times. Instructional materials to aid this semantic growth could be devised. [Suggestions for further research. References.]

**79–133 Eppert, Franz.** Translation and second-language teaching. *Canadian Modern Language Review* (Toronto), **34**, 1 (1978), 50–61.

A basic model of the translation process shows that there might be texts which either in L1 or L2 fall partially or fully outside the language competence of the translator. The decoding competence in L1 must be commensurate with the encoding competence in L2. How to measure the commensurability of the two competencies seems to be an insoluble problem. On this basis, a model for second-language teaching is described which has many similarities with the translation process. Access to the meaning (or semantic code) of L2 requires 'semanticisation', i.e. the result of the process by which the meaning of some hitherto unknown unit of L2 is conveyed and/or conceived. One of the three methods for semanticisation is translating (the other two being demonstrating and using L2). Experiments suggest that translating occurs constantly in class even when the teacher tries to avoid it for some reason.

**79-134 Gould, Philip.** Indonesian learners' attitudes towards speakers of English. *RELC Journal* (Singapore), **8**, 2 (1977), 69-84.

A report is made on part of a research project, the main aim of which was to describe the attitudes Indonesian students had towards speakers of English and to measure the strength of the stereotype attitudes held. The other main aim was to study the nature of this stereotype at different levels in the education system, and to test the hypothesis that increasing mastery of the language would make attitudes towards native speakers more positive. The method used was the 'matched-guise' technique, which uses fluent bilinguals who record a passage in two different languages. Subjects are asked to react to the voices without knowing of the guises, and to mark each speaker on a battery of personality characteristics. Three groups of students (average ages 13, 17 and 20 years) were tested. [Method; results.]

The overall stereotype shows a generally favourable set of attitudes towards English speakers. For those traits where there is a significantly positive evaluation of English speakers, there is a corresponding negative set of attitudes towards Indonesians. The middle group was the most negative towards English speakers perhaps because ethnocentrism is strongest in the late teens. The oldest group showed the most negative evaluation of their own group and the most positive to English speakers; the youngest group were less negative towards English speakers than the middle group but less positive than the oldest group. Attitude research has useful implications for policy making and for teaching materials. [References.]

**79-135 Hyltenstam, Kenneth.** Implicational patterns in interlanguage syntax variation. *Work in Progress* (Edinburgh), **10** (1977), 1-20.

The acquisition of Swedish syntax of negation by adult second-language learners is studied here. Insights into the route of acquisition were gained through a close examination of the learners' variation in their placement of the negative element, i.e. the way in which some learners variably place the negation before and after the finite verb. This type of variation has previously been seen as random and irregular, but through the application of devices for the study of variable data, such as implicational scales, variable rules and linguistic continua, it was possible to discover regular patterns in the variation, of a type previously found in sound system acquisition by second-language learners.

The route of acquisition was found to be highly regular for the group of 160 subjects who were examined in this study; it was independent of differences in background factors such as length of education, knowledge of foreign languages, etc., and, most interestingly, was found to be the same for learners

with different source languages. This suggests that the process of acquisition of grammatical structures is a regular and dynamic one, in that there is a successive and continuous transition from one state to another. The behaviour of a group of backsliders in the same syntactic area was also studied: it was found that what is acquired last is given up first. These findings are in agreement with the Jakobsonian view of a natural sequence in language acquisition and language loss.

**79–136 Kellerman, Eric.** Giving learners a break: native-language intuitions as a source of predictions about transferability. *Working Papers on Bilingualism* (Toronto), **15** (1978), 59–92.

The strategy of 'transfer' of native-language (NL) items into target-language (TL) expressions is considered here to be an active learner strategy dependent on the learner's notion of 'distance' between the NL and the TL. Some NL items will be more liable to transfer than others to the extent that they are believed to be less native-language specific. For example, a polysemous lexical item will have a field of meaning in which the 'core' meaning may be more likely to be transferred than more idiomatic or figurative meanings. This strategy is evidenced by Dutch learners of English (and German) in their judgements of acceptability of expressions using *break* (or *brechen*) where Dutch can use the equivalent *breken*.

**79–137 Levenston, E. and Blum, Sh.** Discourse-completion as a technique for studying lexical features of interlanguage. *Working Papers on Bilingualism* (Toronto), **15** (1978), 1–13.

After a survey of current methods of studying lexical acquisition (none of which are really suitable for studying how specific words are acquired and used by adult learners and how such usage differs from that of native speakers), a method is proposed for the study of such qualitative aspects of second-language lexical acquisition. Learners are required to fill in the blanks in short texts, or discourses, which as far as possible are so constructed that there is only one lexical item which would be judged an appropriate filler by native speakers. The main advantages of this technique are that it can be used (i) to test specific hypotheses about learners' interlanguage, and (ii) to compare different populations, including both learners and native speakers. Certain difficulties that arise in item construction and data analysis are also discussed in detail, particularly the problem of limiting both syntactic and situational possibilities, the significance of inappropriate responses, and the wording of questionnaire instructions.

- 79-138 Melvin, Bernice.** Recent developments in memory research and their implications for foreign-language teaching. *Studies in Language Learning* (Urbana, Ill), **2**, 1 (1977), 89-110.

This article examines the structure of semantic memory models. These are shown to have certain common features: a low capacity buffer which holds acoustic input that has been decoded into morpheme structure, the construction of 'semantic objects', and the storage of these in long-term memory. The decoding and encoding processes embodied in these models are detailed and the specific limitations of models as accurate representations of the structure of memory are indicated. Several implications for the teaching of foreign languages can be drawn from the study of semantic memory models and research in retention: (1) methods for teaching comprehension should be structured so as to promote a learning shift from conscious coding to automatic coding; (2) it is desirable for foreign-language learners to acquire a good listening comprehension ability with little production ability at the outset of their training; (3) new syntax and vocabulary should never be introduced simultaneously in comprehension or production building activities; (4) the use of native-language analogue patterns for the introduction of vocabulary is desirable in the early stages of language instruction; (5) syntax patterns which give direct representations of simple semantic relations should be learned and automatised first, and (6) initial production activities should not depend heavily on pattern practice and substitution drills, since assembly of vocabulary and syntactic relation is largely bypassed by such exercises, their main effect being to smooth out the level of phonetic sequencing and realisation.

- 79-139 Richards, Jack C. and Kennedy, Graeme.** Interlanguage – a review and a preview. *RELC Journal* (Singapore), **8**, 1 (1977), 13-28.

Research in the field of interlanguage studies is reported, with the aim of evaluating its contribution to an understanding of second-language learning. The main issues concern developmental sequences for L1 and L2; the variables which govern their appearance; the influence of L1; the influence of the structure of L2 on developmental sequence; the strategies used to acquire L2.

Much of the research infers the underlying processes of L2 acquisition from observation of speech product data. Evidence shows that the L2 acquisition process is similar to L1 learning. Research could now usefully distinguish between learning the code and observing the way it is used, i.e. the relationships between mode of language, communicative function and semantics. [References.]

- 79-140 Wode, Henning.** The L1 vs. L2 acquisition of English interrogation. *Working Papers on Bilingualism* (Toronto), **15** (1978), 37-57.

Several recent reports on the untutored L2 acquisition of English have suggested that the same developmental sequence holds for the acquisition of the interrogative structures irrespective of whether English is acquired as L1 or L2. These studies have been conducted within the Klima and Bellugi (1966) framework worked out for the L1 acquisition of English. New data from four children with German as L1 and acquiring English as L2 without being tutored, indicate that these results do not hold for every combination in which English is acquired as L2. Furthermore, if the data from the earlier reports are re-analysed within a more detailed framework than that of Klima and Bellugi, differences comparable to those found for L2 English/L1 German become apparent. It is concluded that (a) the L1 acquisition of English questions is different from the L2 acquisition, and that (b) the L2 developmental sequences for any language vary systematically as a function of the L1 acquired previously.

### TESTING

- 79-141 Bialystok, Ellen and Fröhlich, Maria.** The Aural Grammar Test: description and implications. *Working Papers on Bilingualism* (Toronto), **15** (1978), 15-35.

The Aural Grammar Test was designed to assess aural grammatical competence for language presented in a formal situation. The subjects used in this initial development of the test were high-school students learning French as a second language. The test is described and the results are interpreted in terms of both the explicit and intuitive knowledge students have of the grammatical forms tested. Responses indicated both the relative degree of mastery the students had of the target forms and the certainty, or explicitness, with which they were responding. Further, the results of the test are compared to the performance by the same students on a set of standardised I.E.A. Achievement Tests and to a set of predictor scores relating to individual learner characteristics. The implications of the results and some potential uses for the test are discussed.

- 79-142 Chastain, Kenneth D.** Evaluating expressive objectives. *Canadian Modern Language Review* (Toronto), **34**, 1 (1978), 62-70.

Teaching which is concerned with communicative competence as well as linguistic competence needs to evaluate expressive objectives rather than, or as well as, specific performance objectives: the tests which can do this, i.e. global

items, are discussed here, together with the problems of grading and objectivity. [One possible approach to grading is outlined.]

**79-143 Doe, Bob.** Step at a time language tests should replace 'illogical' GCE. *Times Educational Supplement* (London), **3266** (13 January 1978), 4.

A report on a radically different approach to examining in modern languages, which has been tried out with some success. Graded tests in language proficiency, similar to tests used to assess musical skills, are employed. Standards range from below CSE to beyond A-level. An exam related to pupil's achievement levels should help to motivate the less able, as graded tests offer a chance of success after only two or three years of language learning, rather than five years. The tests might also boost languages other than French.

**79-144 Harrison, Andrew.** Test development: theory and practice. *IUT Bulletin Pédagogique* (Nancy), **51** (1977), 19-32.

Current trends in language test development are discussed with the aim of assessing how far practical needs modify the underlying principles. The article is concerned with EFL tests, especially those developed for large-scale use with several thousand candidates.

Theory runs far ahead of practice in this field. The test developer's main problem is providing realistic situations and use of actual language, without losing his grip on reliability and validity. Suggestions are given for promoting more relaxed techniques aimed at finding out how the learner copes with use of language, rather than what he knows of usage.

**79-145 Howell, Thelma M.** The persistent problems of foreign-language testing. *IUT Bulletin Pédagogique* (Nancy), **51** (1977), 40-7.

Objective tests are still not entirely satisfactory, especially as used for placing students on courses of advanced education. The present goal is to match the test task as closely as possible with the demands which will ultimately be made on the student. Criterion-referenced testing has more to do with how test results are interpreted and used than with how the test is constructed. More reliable and objective means of subjective assessment are needed. The cloze technique has some of the ingredients of an ideal test of language performance, but also raises problems of marking, and, if used for diagnostic purposes, of interpretation. Most tests fail to consider adequately the performance factors such as speed and fluency: perhaps recent work in psycholinguistics could be adapted to language tests. In devising test instruments, it must first be decided

## LANGUAGE LEARNING AND TEACHING

who wishes to use the results of the test, and which test characteristics will be of particular importance (i.e. comparability, relevance, economy, acceptability). Testing must not swamp teaching: assessment should be kept to a minimum.

### CURRICULUM PLANNING

**79–146 McNair, John M.** Modern languages in today's curriculum. *Modern Languages* (London), **58**, 4 (1977), 167–74.

Language specialists need to consider what part foreign-language teaching can play in a basic common curriculum, particularly for the early years of the secondary school. Theories such as those of Phenix and Hirst [brief discussion] are based on first principles rather than chance historical pressures.

Learning a foreign language involves (1) acquiring some kind of command of a particular language and (2) learning about language itself. The first is more difficult and all pupils should not pursue it to the same point; the second is important for all pupils, since language is the main instrument of all education. Language learning is a cognitive activity: the learner must carry out operations and learn data and processes – all intensely practical experience on which to base learning about language itself. There is also direct contact with foreign ways of behaving and foreign culture. It therefore follows that all learners should experience a foreign language, though not necessarily all for the same length of time; the exposure should be at an early stage in their secondary education; a wider range of languages should be taught as first languages; collaboration with English-teaching colleagues could be useful in promoting language awareness; 'background' studies do not aid linguistic awareness; terminal objectives (such as graded attainment tests) would motivate the less able.

### TEACHER TRAINING

**79–147 Bandon, Pierre.** Quelques caractéristiques du discours pédagogique français dans les pays en voie de développement. [The French presence in teacher training in the developing countries.] *Français dans le Monde* (Paris), **139** (1978), 24–8.

French teams have been involved in teacher training in the developing countries for over 15 years but there remains a wide gulf between the utopian ideal of the language teacher, which is the officially expressed goal, and the calibre of those actually engaged in teaching languages in these countries. Language teaching cannot be considered in isolation from the educational system as a whole and all too often the type of teacher training advocated is unsuited

to the economic and social conditions prevailing in the developing countries or conflicts with commonly held attitudes and beliefs; the role of the teacher is perceived differently by different cultures. Effective assistance in the field of teacher training is not to be equated with a mere transfer of technology achieved by the inculcation or diffusion of correct techniques. In the future countries will evolve their own national styles and French educational consultants will be called upon to join with their national counterparts in the joint search for solutions, instead of attempting to impose an established orthodoxy as hitherto.

**79-148 Leighton, Brian.** Influences on classroom teaching behaviour: a research design for language teachers in adult education. *Vocational Aspect of Education* (Bolton), 29, 73 (1977), 49-57.

This study is concerned with examining the extent of the influence on classroom teaching behaviour of in-service training courses and other factors, particularly the methods of teaching experienced by teachers when they themselves were pupils. The secondary investigation explores the possible correlation between personal characteristics and teaching behaviour. A research group of 16 teachers was selected and given a one-year course in teaching foreign languages to adults – the teachers were then observed with first-year language students and their behaviour was recorded by means of the Flanders system, which coded the verbal activity every three seconds [details].

The data revealed four primary characteristics of teaching behaviour: (1) participation, (2) indirect influence, (3) product orientation and (4) pace of interaction. High scores on each of these continua represented the more desirable behaviour. The initial analysis indicated a positive correlation between training and behaviour but this was not borne out by a case study carried out at the same time. Type, more than length, of teaching experience, had a significant influence on teaching behaviour.

**79-149 Mackay, Ronald and Bosquet, Maryse.** Appropriacy, efficiency and flexibility in second- or foreign-language teacher training. *RELC Journal* (Singapore), 8, 2 (1977), 63-8.

The SL/FL teacher has a monolithic image as a multi-dimensional, multi-functional entity: in addition to classroom teaching, he/she is expected to perform as a syllabus planner, materials writer, tester, administrator and even teacher-trainer. This has resulted in training courses which are inflexible and, despite the different backgrounds and requirements of the trainees, all remarkably similar.

A more flexible image of the teacher would take into account the situation

## LANGUAGE LEARNING AND TEACHING

in which he would be working, the tasks he would need to perform, and the stage he had reached in his professional development. Courses could then be tailor-made for homogenous groups. [Discussion of an example of a 'minimum skills' course for in-service teachers, aimed at (a) improving the trainees own command of the target language and (b) familiarising them with their new teaching materials.]

### TEACHING METHODS *See also abstracts 79-138, -159*

**79-150 Lepke, Helen S.** Matching cognitive modes and FL teaching methods. *Unterrichtspraxis: for the Teaching of German* (Philadelphia, Pa), **10**, 1 (1977), 11-16.

Hill's Cognitive Preference Inventory is designed to translate a compilation of test data and inventories into a diagnostic profile or 'cognitive style map' of an individual's learning preferences. A typical map is computer-processed and printed out in three sets. The first set reflects the learner's basic cognitive patterns and preferences in dealing with standard stimuli such as words and numbers. The second set examines more specifically the influences which the learner selects to derive meaning from the symbols and stimuli surrounding him. The third set probes into internalised patterns of learning and inferring.

An exploratory study was undertaken to determine whether any demonstrable correlation might exist between individual learning style and the level of achievement in two different modes of German instruction. The subjects were divided into groups following either an individualised, self-paced programme or the conventional, lockstep pattern. Hill's Inventory was administered to all students. [Discussion of results.] It was established that there is a demonstrable and significant correlary between learning style and FL learning achievement. These results, obtained from cognitive-style profiles, in conjunction with supplementary personal interviews, should therefore encourage teachers to experiment and to explore further in order to find out how their students can best learn. Armed with such data, provision can be made for compatible learning activities.

### CLASS METHODS *See also abstracts 79-156, -160, -167*

**79-151 Case, Doug.** Drilling at advanced levels. *English Language Teaching Journal* (London), **32**, 1 (1978), 60-7.

Drilling at advanced levels should be in a lighter style and more a means of practising individual items than a phase of intensive practice in a lesson plan.

Its main uses are (1) quick practice of a new lexical item or to correct its pronunciation, (2) remedial practice with structures, (3) practising stress and intonation. [Ways of using a selection of drill types are suggested.]

**79-152 Zelson, Sidney N. J.** A view of the pattern drill in a rationalist context. *Hispania* (Appleton, Wis), **61**, 2 (1978), 312-17.

The pattern drill is reconsidered after a period of theoretical disfavour. It is useful in the classroom as a brief and handy (rather than a central) device for presenting data. It can be further adapted in a way which does not bore students if several variables have to be controlled at once, a situation which resembles the conditions in which language is used rather more than the behaviourist pattern drill does. A further test is suggested where particular grammatical structures are sought within a framework resembling real language use. It is argued that pattern drill is particularly suited to use within a 'cognitive code' theory of learning. [Notes.]

#### PRONUNCIATION *See also abstract 79-173*

**79-153 Adams, Corinne and Munro, R. R.** In search of the acoustic correlates of stress: fundamental frequency, amplitude, and duration in the connected utterance of some native and non-native speakers of English. *Phonetica* (Basle), **35**, 3 (1978), 125-56.

In this investigation of the correlates of stress, account was taken of both production and perception aspects of the phenomenon in the connected utterance of a group each of native and non-native speakers of English. Measurement of the fundamental frequency, amplitude, and duration of the syllables stressed by these subjects revealed that duration was by far the most frequently used cue and that amplitude was the least used. The two groups differed significantly both in the incidence and placement of stress, although no evidence was found to suggest that native and non-native speakers consistently employ different acoustic parameters to signal this feature at the sentence level.

**79-154 Marchand, James W.** The teaching of pronunciation. *Studies in Language Learning* (Urbana, Ill), **2**, 1 (1977), 67-87.

There are many situations where a rather exact pronunciation of the target language must be aimed at. A survey is given of the many methods of teaching pronunciation in use, together with a discussion of strategies of presentation and some suggestions.

## LANGUAGE LEARNING AND TEACHING

- 79–155 **Mouchet, Erdmuthe.** Der Satzakzent, seine Position und seine Funktion. Untersuchung an 3 Lektionen aus 'Deutsch 2000', Band 1. [The 'sentence accent', its position and function.] *Linguistische Berichte* (Brunswick), 55 (1978), 71–88.

The system of sentence accents represents a highly grammaticised aspect of prosody. The following claims are made: (1) a hierarchy of accents exists within one sentence; (2) accents have a communicative function to fulfil in that they give prominence to those parts of the sentence which contain the information the speaker thinks particularly relevant to the hearer's understanding; (3) accents are freely variable according to which particular content the speaker wants to emphasise; (4) at the phonetic level, the accent appears to be analysable into four phonetic elements – intensity, pitch, duration, and quality.

The author describes the results of an experiment in which he compared two ways of accentuating a textbook lesson. He contrasted (a) the sentence accents which obtain when the sentences are taken in isolation, with (b) the accentuation of the texts on the corresponding tape. The experiment is conducted on the basis of three textbook lessons with a total of 103 sentences. It appears that, owing to the elementary nature of the texts chosen, there is close correspondence between both the accentuation independent of context and the actual sentence accents recorded on the tape.

## VOCABULARY TEACHING

- 79–156 **Honeyfield, John.** Word frequency and the importance of context in vocabulary learning. *RELC Journal* (Singapore), 8, 2 (1977), 35–42.

It is impossible to provide students with anything like the vocabulary they will need when encountering unsimplified reading materials; one solution is to help them to infer unknown meanings from context. This method provides for more meaningful and more efficient learning than looking up words in dictionaries or memorising lists of definitions. Three kinds of exercises for the purpose are described: cloze, words-in-context and context-enrichment exercises. [Details, with discussion of the use of the exercises in class.]

## LANGUAGE FOR SPECIAL PURPOSES *See also abstract* 79–170

- 79–157 **Castaños, Fernando.** The discourse of science and teaching ESP at the elementary level. *EDUtec* (Mexico), [undated], 52–61.

Using examples from three different scientific fields, a comparison of different

forms taken by the act of definition reveals a set of preconditions whose existence seems necessary for an understanding and definition of such communicative acts. The form itself depends on the choice of the precondition(s) to be emphasised. This in turn depends on the context the definition appears in. There are different levels of context relevant to the issue, i.e. local, global (within the science), and general (in the sciences). It is possible, for the sake of 'objective' identification, to characterise definitions in logical terms. (When the referential value lies in the function, the identification is a definition.) The objectivity achieved is not sufficient, and a reconsideration of discourse rules is necessary.

Such insights could usefully be incorporated in systems for the coding of scientific and classroom discourse. By using short fragments of scientific discourse and dealing with too many different topics some ESP courses fail to provide an adequate background for the realisation and full comprehension of functions. [References.]

**READING** See also abstract 79–176

**79–158** **Biemiller, Andrew.** Relationships between oral reading rates for letters, words and simple text in the development of reading achievement. *Reading Research Quarterly* (Newark, Del), 12, 2 (1977/8), 223–53.

Results are discussed from a study of oral reading speeds for letters, words out of context, simple text, and two measures of reading achievement. Younger and less able elementary-school children were found to require more time to read letters, words out of context and text, than did older or abler children and adults. Younger and less able children took longer to read words out of context than they did to read letters, while older or abler readers required the same time to read letters or words out of context. All children and adults read words in context faster than words out of context. No differences in the effects of context were observed as a function of age or achievement level. Results are interpreted in terms of individual differences in general identification speed and individual differences in the use of orthographic or intra-word structure. Problems in the use of orthographic structure are associated with slower general identification speeds. The nature and development of the general identification speed variable and the orthographic structure variable are discussed. Educational implications are noted.

- 79-159 Fink, Karl J.** Learning to read German: a search for relevant models. *Studies in Language Learning* (Urbana, Ill), 2, 1 (1977), 17-44.

Four methodologies which have gained widespread adherence in American foreign-language education are formalism, behaviourism, systematics and socialisation. These methodologies and their assumptions about language and learning are current in most foreign-language programmes, but they have greatly interfered in the improvement of reading instruction. This paper discusses one approach to the development of reading skills in German which distinguishes principles requisite for decoding a foreign language from those necessary for generating or producing a foreign language. This method makes use of a German/English grammar which focuses on the expectancies of a native English speaker learning to read; it displays structural differences of the two languages, German word and root formation processes, rules for semantic and syntactic prediction, and principles of language redundancy.

- 79-160 Okada, Tae.** An experiment in the teaching of advanced reading: the double-deck system. *Modern English Journal* (Ashiya-Shi, Japan), 7 (1977), 5-8.

Materials prepared for an advanced-level reading course are described. A short passage written for educated English speakers is first chosen, then rewritten into a longer paraphrased text which is adjusted to the students' language ability. This second text is presented first; it consolidates the students' ability in various aspects of the written language and at the same time prepares them for the linguistically more complex original text by familiarising them with the subject matter, argument, emphasis, etc.

- 79-161 Richek, Margaret Ann.** Readiness skills that predict initial word learning using two different methods of instruction. *Reading Research Quarterly* (Newark, Del), 12, 2 (1977/8), 200-22.

Eighty-four inner city kindergarten children were administered seven reading readiness tasks and two word-learning tasks. The word-learning tasks paralleled initial instruction in learning to read using both a sight-word and a sound-symbol method of instruction. To assess the readiness skills that predicted performance on the word-learning tasks, regression equations were formed using the word-learning tasks as criterion variables and the readiness tasks as predictor variables. Results showed that the readiness skills which predicted word learning could be conceptualised as (1) one general skill which predicted success for both the sight-word and sound-symbol methods of instruction, and (2) other specific skills, which predicted success for only one method of instruction. The general skill was the subjects' ability to recognise

letters. It had been postulated that the emergence of specific skills in the regression analyses would facilitate a choice among three theoretical positions which related readiness skills to reading: modality, task analysis and inferred strategy. The specific factors predicting success for a sound-symbol method of instruction were the ability to produce letter sounds and the ability to blend words together. These were interpreted as lending support to either the task analysis position or the inferred strategy position, but not to the modality position. The specific skills predicting success for a sight-word method of instruction were visual discrimination and digit span memory. These were interpreted as lending support to the inferred strategy position. A large proportion of the subjects scored higher on the sight-word than on the sound-symbol word-learning task.

**79-162 Vázquez, Carol A. and others.** Integration of clauses in oral reading: the effects of syntactic and semantic constraints on the eye-voice span. *Reading Research Quarterly* (Newark, Del), **12**, 2 (1977/8), 174-87.

The effects of syntactic and semantic constraints on eye-voice span were investigated in relation to several reading models. When people read aloud, their eyes scan several words ahead of the word being pronounced; thus if a printed text is abruptly removed, readers can still report words that have been seen but not yet spoken. The number of such words reported reflects the extent to which the eyes lead the voice (the 'eye-voice span'). This span was used to investigate the extent to which readers use either syntactic or semantic cues to control segmentation during reading. Syntactic constraint was manipulated by varying clause length and by removing texts either within or between clauses. Semantic constraint was manipulated by providing either meaningful or anomalous material following text removal. Eye-voice spans were generally longer for longer clauses and after within-clause interruptions (high syntactic constraints); they were also longer when the material to be reported was meaningful (high semantic constraint). A pure syntactic-decoding hypothesis and an informed guessing model were rejected in favour of a semantic integration model in which skilled readers pace their information intake in order to facilitate integration of that information.

## COMPREHENSION

**79-163 Krupnik, K. I.** Zur Entwicklung des verstehenden Hörens von Dialogen. [The development of aural comprehension of dialogues.] *Deutsch als Fremdsprache* (Leipzig), **15**, 2 (1978), 104-14.

Methodological recommendations are made concerning the selection, organisa-

## LANGUAGE LEARNING AND TEACHING

tion and presentation of dialogues. These are based on theoretical and experimental investigations, the aim of which was to detect regularities in the aural comprehension of dialogues dependent on the communication situation and on a series of other factors (both linguistic and extralinguistic). The development of aural comprehension of dialogue-linked utterances is considered from the point of view of a listener not taking part in the conversation.

**79-164 Taylor, Karl K.** 'People hearing without listening': problems of auditory processing in the classroom. *Research in the Teaching of English* (Urbana, Ill), **12**, 1 (1978), 61-75.

The three main types of auditory difficulties are identified and explained: total or partial hearing loss due mainly to (a) damage or flaws within the ear, (b) damage or flaws within the central nervous system, and (c) inefficient hearing as a result of some problem in auditory processing. The problems of processing are broken down into 13 components, of which the ones which should be of most concern to educationalists are: attention, discrimination, memory, separation and closure.

Auditory specialists define processing as a highly technical problem requiring much more research, detailed diagnosis and long periods of remediation. Some problems, however, may be due to nothing more than poor listening skills, but very little attention has been given to teaching listening, despite evidence that it can be taught. Programmes should be developed, and if students still have difficulties they should then receive careful diagnosis. [References.]

**TEXTBOOKS** See abstracts, 79-168/9

### TELEVISION

**79-165 Klyszejko, Maria.** Telewizja a nauczanie języków obcych w szkołach. [Television and foreign-language teaching in schools.] *Języki obce w szkole* (Warsaw), **1** (1977), 25-31.

The foreign-language courses transmitted by Polish Television have not been suitable for school use, but in the German Democratic Republic courses in Russian and English are transmitted for schools. There have also been some courses of German for foreigners. Great Britain has more experience in this field; since 1957 there have been regular schools broadcasts on television. In the USA too television is used for this purpose. Much use is made in British and American schools of videotape. Since the experience of other countries has shown television programmes to be a valuable auxiliary aid in language

teaching, it would be desirable to provide such programmes in Poland, arranging them to fit in with the school programme.

**IMMIGRANTS** *See abstract 79-171*

**ENGLISH** *See also abstracts 79-132, -134, -140, -144, -149, -151, -153, -156/7, -160, -164.*

**79-166** **Close, R. A.** An analysis and arrangement of verb patterns. *English Language Teaching Journal* (London), **32**, 1 (1978), 23-32.

A discussion of Hornby's work on verb patterns. Hornby lists and grades these patterns according to difficulty. While his method is undoubtedly successful, it produces a pageful of symbols which are unwieldy for the student to handle. This article suggests a way of dividing the list into five meaningful sections and a way of telling from Hornby's labels what kind of structure is being described.

**79-167** **Lacey, Andrew.** Rules in the teaching of the English articles. *English Language Teaching Journal* (London), **32**, 1 (1978), 33-7.

An explicit approach to teaching the use of the article system is described, which is related to the problems students face in selecting articles, and is based on transformational-generative grammar. The apparatus for selecting a particular article consists basically of two sets of questions, about (1) definiteness and (2) number. The usefulness of the technique lies in its simplicity and in the opportunities it offers for consideration of countability and other points of syntax and stylistic features of usage.

**FRENCH** *See also abstracts 79-141, -146/7*

**79-168** **Happ, Heinz.** Théorie de la valence et enseignement du français. [Valency theory and the teaching of French.] *Français Moderne* (Paris), **46**, 2 (1978), 97-134.

The concept of the valency of the verb developed in Tesnière's dependency grammar has an important role to play in the teaching of French, particularly as a foreign language. The syntactic description in currently used grammars shows considerable confusion [examples].

Within the framework of a dependency grammar, tests such as pronominalisation define the valency functions available in the French sentence: subject, object, indirect object and adverbial complement of the verb. They also

distinguish the latter from sentential adverbial complements. Each of these functions is realised by a paradigmatic set of constructions [examples]. Verbs can also be classified (as mono-, bi- and tri-valent) according to the syntagmatic combinations of functions they allow. A text was analysed to discover the relative frequencies of these patterns.

A number of school grammars and textbooks are criticised and it is argued that valency theory leads to a pedagogically more adequate treatment of verbal constructions. There is a need for a monolingual valency dictionary of French verbs. [References.]

**79-169 Holtus, Günter.** 'Code parlé' und 'code écrit' und ihre Berücksichtigung in französischen (Schul-) Grammatiken. [The treatment of 'code parlé' and 'code écrit' in (school) grammars of French.] *Neusprachliche Mitteilungen* (Berlin), 31, 2 (1978), 100-11.

The question is raised as to the extent that the difference between *code écrit* and *code parlé* is reflected and explained in traditional grammar books of French. The inquiry is limited to the case of plural indication. Following a discussion of the results of recent research on the topic, some 50 grammar books are examined as to their treatment of the indication of the plural of nouns and nominal phrases. In the majority of the books consulted the distinction between the two codes is either inadequately dealt with or completely neglected. Most of the accepted grammar books, therefore, are an insufficient guide to the learning of French, since knowledge of both the abstract *code écrit* and the actual spoken *code parlé* with their respective rules is required.

**79-170 Gautherot, Jean-Marie.** Unité et diversité de l'action pédagogique des services français à l'étranger. [French educational services abroad: an appraisal.] *Français dans le Monde* (Paris), 139 (1978), 15-23.

Replies from 17 different countries (Argentina, Australia, Austria, Belgium, Chile, Denmark, Egypt, German Federal Republic, Ireland, Netherlands, Norway, Peru, Portugal, Sudan, Sweden, Tunisia and Uruguay) in reply to a questionnaire on the activities of French educational services abroad are summarised. Topics covered included: teacher training (which absorbed the largest share of money and resources), research and production of textbooks, documentation and provision of teaching aids and materials. A sharp difference of opinion was apparent regarding the type of French to be taught and the purposes for which it was required. From Latin America in particular came a call for more scientific and technical French. The need for the promotion of French culture to be so closely linked to the teaching of the language was challenged. Bilateral cultural exchanges were perhaps a more appropriate

context for educational activities in preference to the one-sided concept of aid, tainted with the notion of cultural expansion.

- 79-171 Zask, Georges.** Trends and issues in teaching French to migrant workers. *Studies in Language Learning* (Urbana, Ill), 2, 1 (1977), 137-54.

The teaching of immigrant workers has developed considerably during the past five years. A first observation is that the methods of teaching French as a foreign language to other clientele are not applicable. It appears that, even with modifications (choice of better dialogue situations), it is the methodology of teaching French as a foreign language itself which is inadequate, mainly because language teaching is merely one of the components of the training of migrant workers: it is not a goal, but rather a means of access to professional preparation. It is therefore necessary to combine language training and professional training, and a 'pedagogy of the technical object' seems to be one of the most productive means of access to this new type of learning.

**GERMAN** See abstracts 79-150, -159, -163

## SPANISH

- 79-172 Bradley, D.** La interpretación consecutiva y la enseñanza avanzada de idiomas. [Consecutive interpreting and advanced language teaching.] *Yelmo* (Madrid), 33 (1977), 21-4.

Techniques of consecutive interpreting can be used with effect in advanced language teaching, exploiting the requirements of a well-developed memory, efficient note-taking, and confident self-expression. Interpreting methods improve aural comprehension and analytic power in the student. [Examples.]

- 79-173 Graham, Rosemary.** Intonation and emphasis in Spanish and English. *Hispania* (Appleton, Wis), 61, 1 (1978), 95-101.

The virtual absence of intonation study from Spanish teaching programmes is regrettable. Differences between Spanish and English intonation are noted, and suggestions are made for pattern drills on this feature. English accent ('emphasis') placement and Spanish lexico-syntactic translation equivalents for it are considered. [Notes.]

## LANGUAGE LEARNING AND TEACHING

- 79-174 Hannum, Tomasina.** Attitudes of bilingual students toward Spanish. *Hispania* (Appleton, Wis), **61**, 1 (1978), 90-4.

An attitudinal test concerning (especially) the Spanish of New Mexico was administered to students. It rated comparably with other varieties of Spanish, and its speakers were reacted to positively. [Details of questionnaire responses; tables and discussion.] The maintenance of Spanish is considered of high importance for personal fulfilment; parents are anxious to transmit it to their children, being also reasonably concerned that their spouses should speak it.

- 79-175 van Rens, M. H.** La traducción desde un punto de vista más lingüístico. [Translation from a more linguistic viewpoint.] *Español Actual* (Madrid), **30** (1975), 13-18.

The teaching of translation should, in teaching foreign languages, follow the student's relative mastery of L2 and his introduction to linguistics. Greater interest and motivation in translation can be achieved by the student who already has a knowledge of the nature of language; and techniques of translation can give him concrete experience to back up theoretical knowledge. A special phase of translation is proposed as an aid to linguistic discovery for the student before putting the text into L2, namely the analysis of tense forms in the L1 text, and a language-independent understanding of the time-relations involved.

## RUSSIAN

- 79-176 Dunatov, Rasio.** Special courses in Russian. *Studies in Language Learning* (Urbana, Ill), **2**, 1 (1977), 1-16.

Several types of special 'reading only' courses developed in the United States are discussed, as well as the special courses developed in the Soviet Union for teaching Russian to foreigners studying at their institutes of higher learning. The Soviet method consists of a preparatory four-skills course for students with a minimum knowledge of Russian, or none at all, followed by special register courses simultaneous with students' subject courses. An important element of these special register courses is a minimum vocabulary in the specific discipline, as well as an emphasis on lexical and syntactic constructions favoured by that discipline. These are compiled by frequency analyses of basic textbooks in each discipline.