Language learning and teaching

81–55 **Besse, Henri.** Enseigner la compétence de communication? [Should we teach communicative competence?] *Français dans le Monde* (Paris), **153** (1980), 41–7.

Two main approaches to the problem of teaching communicative competence in a foreign language are outlined: that which concentrates on the nature of the material taught (structuro-linguistic) and that which concentrates on the needs and abilities of the student, which are seen to be inextricably interwoven with each other.

Recent theories such as the work of Halliday, Widdowson and Wilkins are examined, and it is concluded that, while the theories are broadly in line with the basic approaches, the actual teaching methodologies proposed are not always compatible. Possible further areas for research in the morphosyntactic field are indicated. More attention should be paid to the influence of culture and civilisation in the achievement of communicative competence.

81–56 **Canale, Michael and Swain, Merrill.** Theoretical bases of communicative approaches to second-language teaching and testing. *Applied Linguistics* (Oxford), **1**, 1 (1980), 1–40.

A general background to communicative approaches is provided, distinguishing the notions of communicative competence and communicative performance. Various theories of communicative competence that have been proposed are then examined, discussing the advantages and disadvantages of a communicative approach for general second-language programmes. There seem to be no strong theoretical reasons for emphasising getting one's meaning across over grammatical accuracy in the early stages, but a combination of accuracy and communication is needed. Unless a basic communicative approach is adopted students will probably fail to acquire even basic communication skills. Very little is known yet about rules of language use and about how the semantic aspects of utterances are determined. Factors such as grammatical complexity must be considered in the process of specifying the forms and functions which relate to learners' sociolinguistic needs.

A theoretical framework for communicative competence is proposed which minimally includes grammatical competence, sociolinguistic competence and strategic competence, and the way in which it might be applied is briefly outlined.

81–57   **Coste, Daniel.** Communicatif, fonctionnel, notionnel et quelques autres. [Communicative, functional, notional and a few others.] *Français dans le Monde* (Paris), **153** (1980), 25–34.

It is significant that many of the terms which figure in the current debate on language learning and teaching in France derive from non-linguistic fields (biology, cybernetics, economics, anthropology, philosophy, psychology and sociology) and are used in isolation, divorced from the coherent systems of which they once formed part. Prominent among them and apparently summing up the new trend are: *communicatif*, *fonctionnel* and *notionnel*. *Fonctionnel* appears to be more widely used and to encompass a greater diversity of meanings in France than in Great Britain, Germany or the United States. However the more purely linguistic and technical use of the term – the English word 'functional' used to describe the functions of language – has not caught on in France. *Notionnel*, too, embraces diverse and contradictory interpretations. *Communicatif* has the widest appeal of the three – everyone is for it.

A truly functional approach calls for consideration of how language works and is used in social communication; how an individual interacts with others and the language required for this; how an individual acquires a foreign language and integrates into a foreign culture; the options open to the teacher; the teaching/learning process. All must be defined in terms of goals to be attained and the means for attaining them, the resources available and the constraints in operation, if a basis for a genuinely 'communicative approach' is to be achieved.

81–58   **Coste, Daniel.** Quelle recentration sur quel apprenant? [What refocusing on which learner?] *Studies in Second Language Acquisition* (Bloomington, Ind), **2**, 1 (1979), 1–13.

The emphasis in language teaching today tends to be on the learner and his individual learning processes, rather than on, say, the material or the method, and there are ambiguities in terminology and concepts used which need to be analysed and investigated. As far as the learner is concerned, although the work of Skinner, Crowder and Piaget is important, the most seminal influences are those of Chomsky and the psycholinguists, both because of their central position and because of their usage of certain commonly accepted concepts such as creativity and intuition, which are inherently imprecise and liable to ambiguous interpretation. Two main lines of psycholinguistic thought are (*a*) rationalist and inneist, and (*b*) subjective and spontaneous; both are analysed in some detail.

The place of certain specific contemporary pedagogic work is considered, such as Trim's Council of Europe Group, focusing particularly on problems arising from the concentration on, and definition of, the needs of the individual pupil, which are placed in a psychological and sociological framework. The conclusion, whilst proposing that investi-

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gations should continue along both sociological and functional lines, emphasises the need for a return to methodological and didactic considerations, for the good of the student.

81–59   Karaulov, Ju. I. Лингвистическое конструирования. [Constructional linguistics.] *Серия литературы и языка* (Moscow), **38**, 2 (1979), 96–107.

The term 'constructional linguistics' is coined to refer to a set of techniques aimed at bridging the gap between the concerns of theoretical linguistics and the practical aims set for linguistics by society, such as reform of orthography or construction of dictionaries. The techniques are experimental in orientation; traditional distinctions of categories or linguistic levels do not have to be observed, but computational methods may be made use of to facilitate the testing of these ideas.

Some specific projects using this sort of method are described briefly – a computer thesaurus of standard Russian, and generative accounts of the derivational morphology of Estonian and Russian. A number of theoretical innovations made in connection with these projects are described, and suggestions are made as to interesting directions for further research along these lines.

81–60   Maley, Alan. L'enseignement d'une compétence de communication: illusion du réel et réalité de l'illusion. [The teaching of communicative competence: the illusion of reality and reality of illusion.] *Français dans le Monde* (Paris), **153** (1980), 58–60 and 69–71.

With the caveat that, from the student's point of view, the ability to utilise language learnt is of greater value than a knowledge of linguistic systems, this article questions three assumptions which are commonly made concerning the communicative approach to language teaching: (*a*) that there exists a satisfactory systematic description of communicative situations and linguistic functions: (*b*) that this systematic description may be directly applied to an existing methodology, and (*c*) that there exists a link with reality and that this link is equivalent to that with authenticity.

After touching on such points as the establishment of a satisfactory taxonomy, a discussion follows of areas of possible pedagogic difficulty arising from the above, namely (1) the difficulty of basing a complete study programme on functions/notions; (2) how to maintain the balance between accuracy/fluency and input/output; (3) how to enable a student to control his own learning process. Much may be learnt from some of the more unorthodox modern methods such as Community Language Learning, the Silent Way and Suggestopœdia.

81–61   Newmark, Peter P. The status of foreign languages in some European countries. *Incorporated Linguist* (London), **18**, 4 (1979), 107–12.

A brief sketch is given of the nature and extent of foreign-language teaching in several countries in West and Eastern Europe. The status of languages tends to be bound up with politics. The status of Russian as a world language is declining, probably because of the Soviet attitude to exchanges and visits. French remains the world's second most popular language after English. German is third (second in Europe). Spanish and Italian can offer no challenge. The status of English in Europe and in the world is likely to increase even more.

81–62   Pötschke, Hansjürgen. Einige theoretische Bemerkungen zum Begriff der Kommunikationsaufgabe und zu ihrem Lösungsprozeß. [Some theoretical remarks on the concept of the communication task and the process of its solution.] *Zeitschrift für Phonetik, Sprachwissenschaft und Kommunikationsforschung* (Berlin, GDR), **32**, 5 (1979), 592–601.

The nature of the communication problem and the characteristics it shares with other kinds of problems and problem-solving processes is discussed. A communication problem usually arises in the process of analysing and/or solving some other, higher-level, problem, the solution of which requires communication to take place. Four phases are distinguished in the solution of the communication problem: sorting out the relationship between the elements of the problem, the construction and testing of a hypothesis, and the solution itself, which, in varying degrees depending on the character of the problem, may involve either automatic-stereotyped, or creative-intuitive thought-processes. Solving a new communication problem is always a creative act because it depends on a dialectical process of anticipation and feedback. Problems of comprehension faced by the receiver must also be examined within the context of the higher-level activity, for example, receiving information or discovering the speaker's attitude. Solving receptive communication problems demands a lower degree of action and creativity.

81–63   Primeau, John K. The resurgence of foreign-language study. *Modern Language Journal* (St Louis, Mo), **63**, 3 (1979), 117–22.

The study of foreign languages has been reinstated to some extent in the recent 'back to basics' trend in higher education in the US. Courses have began to put more emphasis on practicality and marketability. Various government and international bodies are quoted to show pressure to halt the declining interest in foreign languages in the US. Students who can combine expertise in a marketable skill with knowledge of a foreign language will be in the strongest position.

81–64   Rosen, Harold. Linguistics and the teaching of a mother tongue: *AILA Bulletin* (Madrid), **2**, 21 (1978), 48–76.

Attitudes of teachers to linguistics vary from active hostility to scepticism. Many are baffled in trying to find any relevance to what they are doing, and linguists are often condescending to teachers. In the multilingual countries of Africa linguists have become involved in providing language surveys and creating new orthographies as a prerequisite to the introduction of mother-tongue education. This is also needed in Britain's multiethnic community. What is needed is for linguists and teachers to work together: unfortunately both sides suffer from identity problems which distract them from working together. Mother-tongue teachers disagree about their aims and methods and linguists form contending schools. Where linguists can probably help most is in the analysis of the written language, which has been neglected in favour of phonology and grammar. Studies of language development beyond the early years would also be useful, as would further work on 'learning how to mean'.

81–65   Rutherford, William. Aspects of pedagogical grammar. *Applied Linguistics* (Oxford), **1**, 1 (1980), 60–72.

The ways in which grammatical considerations have been manifested in formal language learning are (1) the bases upon which pedagogical material may be conceived, (2) the criteria upon which to exercise choices among grammatical exponents for presentation and (3) the manner in which grammatical competence is to be imparted. Under (1), grammars based on entire formal systems have lacked success mainly because they cater exclusively to the learner's monitoring capacity. Rules of low-level syntax can largely take care of themselves. It might be more productive to put more emphasis on the ways in which the target language conceptualises reality and the realisation of those concepts in grammar. It is for the applied linguist to 'pick and choose' among formal statements in the light of his experience as a teacher. Under (2), the selection of features to be taught is influenced by the type of syllabus; in functionally based materials form always has to be subordinate to function. It may be premature to apply research on language acquisition. Under (3), all efforts to convey information on grammar are efforts to influence learning strategies. They tamper with well formed sentences either by grading the input to the learner or by presenting ungrammatical language to exercise the learner's capacity for testing hypothesis.

   The presentation of syntax should derive from the organisation of discourse. The way forward may well be for grammar to play a more hidden role, whereby attention is focused on the reason for using a grammatical construction as much as on how that construction is put together. The choice of grammatical alternatives would have to satisfy the basic principles of information arrangement within discourse.

PSYCHOLOGY OF LEARNING *See also abstracts* 81–29, –32, –96, –121

81–66 Andersen, Roger W. An implicational model for second-language research. *Language Learning* (Ann Arbor, Mich), **28**, 2 (1978), 221–82.

This paper offers a model for dealing with individuals as well as groups, variability as well as systematicity in L2 research. It consists of a revised version of the ordering-theoretic method (Bart & Krus, 1973; Dulay & Burt, 1974) in conjunction with implicational analysis as used in sociolinguistics. After a brief introduction to implicational analysis, the model is described and illustrated with data on the use of 13 grammatical morphemes in English by 89 Spanish-speaking learners. The conclusions support Krashen's (1977) 'natural order' for the acquisition of grammatical morphemes, Larsen-Freeman's (1976) work on frequency as an explanation for morpheme orders, and Rosansky's (1976) work on frequency as an explanation for morpheme orders.

81–67 Bausch, K.-Richard and Kasper, Gabriele. Der Zweit-sprachenerwerb: Möglichkeiten und Grenzen der 'großen' Hypothesen. [Second-language acquisition: possibilities and limits of the 'grand' hypotheses.] *Linguistische Berichte* (Wiesbaden, FRG), **64** (1979), 3–35.

This article deals with second-language acquisition from the learning perspective. Second-language learning is understood as a collective name for several types of second-language acquisition. In the past 30 years there have been many studies of second-language learning but there is still no empirically founded theory of second-language acquisition. The following 'grand' hypotheses were studies, in some cases being divided into smaller ones: (1) the contrastive hypothesis, in which the difference between the native language and the second language result in difficulties of acquisition and in mistakes; (2) the identity hypothesis, in which the acquisition of either a first or second language involves fundamentally the same innate mental processes, and (3) the interlanguage hypothesis, in which a second-language learner creates an interlanguage which conforms to the structures of the first and second languages but also has individual independent features. This interlanguage is variable but progresses towards the norms of the second language. A similar hypothesis to that of interlanguage in natural language learning is the pidginisation hypothesis. These theories are discussed and their shortcomings noted.

A second-language learning hypothesis is formulated especially for class-room learning. Learners develop an interim language during the teaching-controlled learning process. This interim language develops towards the norm of the foreign language on the basis of the whole previous linguistic and communicative experience of the learner. This

interim language is essentially determined by the complex of factors which make up foreign-language teaching.

81–68   Cook, V. J. Aspects of memory in secondary-school language learners. *Interlanguage Studies Bulletin* (Utrecht), **4**, 2 (1979), 161–72.

Memory can be regarded as consisting of different 'levels of processing', depending on the length of time information is to be stored. Research is described which aimed to see whether this applies to second-langage learning as well as to first. The first experiment looked at the learning of French in a comprehensive school, establishing the children's capacity for memorising words and digits in both English and French. The children, like adult natives, had better spans for digits than for words, both in English and in French. This suggests they transfer a substantial amount of their capacity to their new language. The second experiment dealt with short-term memory for sentences. Capacity for sentences was found to increase between class 1 and class 5, but less than might have been expected.

Important aspects of second-language learning are the learner's mental make-up, the situational strategies that he uses in the learning situation, and the teaching techniques used. Particular stages of mental development correlate with particular aspects of language learning. Communication strategies arise out of the learner's experience and expectations. One's ability to speak a foreign language is related to one's ability to speak one's first language. The most successful teaching technique is the one which suits the learner's own learning strategies, and his capacities.

81–69   Corder, S. P. Language distance and the magnitude of the language-learning task. *Studies in Second Language Acquisition* (Bloomington, Ind), **2**, 1 (1979), 27–36.

A model of the learning process is proposed in which the learner starts his learning programme from a basic, possibly universal grammar which he proceeds to elaborate in response to his exposure to the data of the target language and his communicative needs. The elaboration follows a more or less constant sequence for all learners of a particular language but any particular learner's progress along the developmental continuum is significantly affected by the degree to which his existing knowledge of language may facilitate his advance. This facilitation does not manifest itself in the transfer of mother-tongue features to his inter-language grammar but in the more rapid discovery of the mother-tongue-like features of the target language. Where unacceptable mother-tongue-like features appear in his speech they are the result of an unsuccessful communication strategy of 'borrowing'. All of us, in other words, already know the second language to a greater or lesser extent. Part of the task of acquiring a second language is finding out how

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much we already know of it. The more we find we know, the less the magnitude of the learning task.

81–70   Ganguly, S. R. and Ormerod, M. B. The structure and correlates of attitudes to English among pupils of Asian origin. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **1**, 1 (1980), 57–70.

Using a pool of items accumulated from the statements of pupils, their teachers and prominent members of Asian communities in and around London, six factor scales with the following characteristics were constructed: (1) anxiety about performance in English at school and among the peer group; (2) the value of the use of English in the total community; (3) the suitability of the use of English in religious observance; (4) the role of the home in encouraging English; (5) a pro-own-language attitude; (6) a linguistic motivation scale concerned with the usefulness of English for professional and social advancement. The correlates of the above scales among a range of linguistic measures relevant to bilingualism, and the differences between the sexes and between speakers of the three major Indian languages in the sample (Urdu, Gujerati and Panjabi) are discussed.

81–71   Genesee, Fred and Hamayan, Else. Individual differences in second-language learning. *Applied Psycholinguistics* (Cambridge), **1**, 1 (1980), 95–110.

The aim was to investigate individual differences in French language achievement in a group of grade 1 anglophone students attending a total early immersion programme. A number of different predictor factors were used to predict achievement in French language arts, listening comprehension and oral production; achievement in English reading was also assessed. The predictor factors included indices of the students' attitudes, personality traits, non-verbal reasoning ability, degree of field independence and school-related behaviour. Multiple regression techniques were used to analyse the associations between the predictor factors and the results of the achievement tests.

Teachers' ratings of the students' behaviour along with the cognitive factors of field independence and non-verbal reasoning ability were found to be positively correlated with achievement in French language arts and listening comprehension. The cognitive factors were also found to correlate positively with achievement levels in English reading. No significant predictors emerged in the case of oral production. [The pedagogical implications of the findings are discussed.]

81–72   Guiora, Alexander Z. and Acton, William R. Personality and language behaviour: a re-statement. *Language Learning* (Ann Arbor, Mich), **29**, 1 (1979), 193–204.

This restatement of the theoretical framework underlying the research programme of the University of Michigan Personality and Language Behavior Research Group addresses two theoretical issues that are particularly relevant to a theory of second-language acquisition: the status of constructs in the theory that have been transported or transposed from other fields, and the process (and criteria) of theory validation. Defining and assessing the value of 'borrowed' constructs is of course a serious concern of any interdisciplinary applied science. Once that has been accomplished to satisfaction, however, the even more imposing task remains of testing the fit of those constructs within the larger context, in this case, a general theory of second-language acquisition. Using as an example the development of the language ego paradigm (Guiora, 1972), the authors first assess the moorings of its theoretical constructs in psychology and linguistics, then examine the nature of the empirical evidence and argumentation that bears on its validity.

81–73   Hanania, Edith A. S. and Gradman, Harry L. Acquisition of English structures: a case study of an adult native speaker of Arabic in an English-speaking environment. *Language Learning* (Ann Arbor, Mich), **27**, 1 (1977) [publ. 1979], 75–91.

Little is known about second-language acquisition by adults in a natural (non-classroom) setting. The longitudinal case study reported in this paper provides some information about the early stages through which the adult subject of this study (a native speaker of Arabic) progressed in acquiring English and about the factors affecting her language development. Comparison with the developmental sequence in first-language acquisition reveals a striking similarity. This suggests a similarity in underlying processes of adult and child learning. The differences in rate of acquisition may be accounted for in terms of exposure, need, and factors inhibiting practice.

81–74   Kleinmann, Howard H. Avoidance behaviour in adult second-language acquisition. *Language Learning* (Ann Arbor, Mich), **27**, 1 (1977) [publ. 1979], 93–107.

A study was designed to ascertain whether syntactic avoidance behaviour could be demonstrated for two groups of ESL learners – native speakers of Arabic and native speakers of Spanish and Portuguese – in accordance with contrastive analysis (CA) difficulty predictions. The study also investigated the predictability of learners' avoiding the use of various structures. Subjects participated in tasks designed to elicit passive, present progressive, infinitive complement, and direct object pronoun

structures. An avoidance pattern was found, in accordance with CA difficulty predictions, which could not be attributed to differences between the groups' comprehension of the target structures. Further-more, when the frequency of use of the target structures was correlated with various affective measures, the following pattern emerged: for those structures which a particular group avoided, several of the affective variables correlated with use in the predicted direction; for those structures which a particular group did not avoid, the affective variables did not correlate significantly with use. The findings suggest that while CA is a fairly good predictor of avoidance there is an intersection of linguistic and psychological variables in determining learner behaviour in a second language, in that structures which otherwise would be avoided are likely to be produced depending on the affective state of the learner.

81–75 Lamendella, John T. General principles of neurofunctional organisation and their manifestation in primary and non-primary language acquisition. *Language Learning* (Ann Arbor, Mich), **27**, 1 (1977) [publ. 1979], 155–96.

An attempt is made to characterise and contrast aspects of the functional organisation of neuropsychological systems carrying out primary lan-guage acquisition and two distinct types of non-primary language acquisition: secondary language acquisition and foreign-language learning. Foreign-language learning is quite different from primary language acquisition, but between secondary language acquisition and primary language acquisition there seem to be more similarities than differences. One of the most significant differences is that secondary language acquisition is based on neurofunctional systems that are fully operational for children 6–13, but essentially mature for still older learners. While there is no critical period for secondary language acquisition, as there is for primary language acquisition, there is evidence that younger children are in fact better able to achieve communicative competence in a new language than teenagers or older adults. Several explanations have been proposed for the existence of what may be called a sensitive period for secondary language acquisition; in addition to a combination of personality variables, affective variables, social variables, cognitive style and environmental circumstances, there still remains an intrinsic neurofunctional basis for the greater facility with which young children achieve secondary language competence.

81–76 Larsen-Freeman, Diane and Strom, Virginia. The con-struction of a second-language acquisition index of develop-ment. *Language Learning* (Ann Arbor, Mich), **27**, 1 (1977) [publ. 1979], 123–34.

Second-language (L2) acquisition researchers have acknowledged the need for an index of development comparable to the MLU (Mean

Length of Utterance) of first-language acquisition research, with which L2 researchers could compare populations with similar target-language proficiencies. In an attempt to delineate an L2 index of development, 48 compositions written by non-native speakers of English were examined. On an impressionistic basis two researchers independently assigned each composition to one of five levels of proficiency. The compositions at each proficiency level were then analysed in order to identify the features that made each level unique. The features considered included: writing mechanics, clarity, organisation, grammar, lexical choice, number of words, number of T-units, average length of T-units, number of error-free T-units, sentence construction, and content. The measures which seemed most suitable as a basis for an index of development were the average length of the T-unit and the total number of error-free T-units per composition.

Results, though incomplete, are encouraging. If the successful identification of stages in L2 development can be accomplished, much of the controversy resulting from conflicting claims about learning could be resolved, since researchers would be making claims about learners at comparable stages of acquisition of the target language.

81–77   Oller, John W., Jr. and others. Attitudes and attained proficiency in ESL: a sociolinguistic study of native speakers of Chinese in the United States. *Language Learning* (Ann Arbor, Mich), **27**, 1 (1977) [publ. 1979], 1–27.

The relations between various measures of attitudes toward self, the native-language group, the target-language group, reasons for learning English as a second language, reasons for travelling to the US and attained proficiency in ESL were investigated. Subjects were Chinese-speaking foreign students primarily studying at the graduate level in the US. It was hypothesised that positive attitudes, especially positive attitudes toward the target-language group, would correspond to higher attainment in the target language, and similarly negative attitudes, especially toward the target language group would correspond to lower attainment in the target-language. In general, attitudes toward self and the native-language group – as well as attitudes toward the target-language group – were positively correlated with attained proficiency in ESL. Indirect attitude scales of the type used earlier by Spolsky seemed to produce more meaningful variance than direct attitude questions which fit into the Lambert-Gardner paradigm of attitude research. Although the distinction between integrative and instrumental motives seemed helpful in explaining certain patterns in the data, the relation between attained proficiency and attitudes toward the target-language group seemed more complex than the relations between attained proficiency and attitudes toward self, and towards the native-language group. The relation between reasons for studying ESL or travelling to the US and attained proficiency was contrary to previous predictions.

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For instance, there was a significant negative correlation between desire to stay in the US permanently and attained ESL proficiency.

81-78   Palmer, Adrian S. Compartmentalised and integrated control: an assessment of some evidence for two kinds of competence and implications for the classroom. *Language Learning* (Ann Arbor, Mich), **29**, 1 (1979), 169–80.

This paper provides some empirical support for the hypothesis that there are two types of language control: compartmentalised control in which performance on discrete point tests or achievement tests is relatively unrelated to performance on communication tests, and integrated control in which the two types of performance are more highly related. Data is presented from three studies: one, a study of individual differences; the other two, controlled experiments in foreign-language instruction. The evidence tends, in general, to support the posited distinction, and three factors are suggested as accounting for the two types of competence.

The paper considers the hypothesis that integration indicates acquisition in monitory theory terms, and the data is interpreted in terms of this hypothesis. A method of teaching for integration is suggested which incorporates the three factors identified in the empirical studies.

81-79   Schachter, Jacquelyn and Rutherford, William. Discourse function and language transfer. *Working Papers on Bilingualism* (Toronto), **19** (1979), 1–12.

Studies of L1 influence upon L2 learning have drawn their data largely from repositories delimited by the phonology-to-semantics framework of mainstream linguistics. There are, however, other and more subtle influences of L1 upon L2 for which this conventional descriptive framework is inadequate. Inspection of samples of written English produced by Japanese and Chinese learners reveals overproduction and unique error-types for English constructions that have no L1 correlate, namely extraposition (for the Japanese) and existentials (for the Chinese). Satisfactory explanation of these facts has had to take account of the typological organisations of L1 and L2 (i.e. topic prominence v. subject prominence) as well as the discourse functions which the constructions in question were being made to serve by the learner. The research showed (*a*) that English extraposition constructions were being used almost exclusively by Japanese learners to make 'generic' statements destined to serve as settings for future topics, and (*b*) that English existential constructions were being used almost exclusively by Chinese learners to introduce new referents which could then serve as topics. The authors thus call attention to a variety of language transfer which has so far been very little noted – viz. from L1 function to L2 form – and suggest that the general notion of language transfer itself be widened accordingly.

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81–80   Wode, Henning. Operating principles and 'universals' in L1, L2 and FLT. *IRAL* (Heidelberg), **17**, 3 (1979), 217–31.

Differences and parallels between three types of language acquisition are discussed: first-langage learning, naturalistic L2 acquisition, and foreign-language teaching/learning. Slobin's (1973) concept of 'operating principles' and 'acquisitional universals' serves as a basis for analysing and describing the differences and parallels between the different types of acquisition. The acquisition of selected structural areas of two languages, English and German, was traced across various acquisition types: L1 German, L1 English, naturalistic L2 German acquired by children with English as L1, naturalistic L2 English acquired by children with German as L1, FLT-L2 English as taught to German students. There were differences between types, but evidence on the acquisition of free and bound forms showed that the same principles applied to all types, i.e. free forms are acquired before bound forms. Research should be extended to examine universal units in all the types.

RESEARCH METHODS *See abstracts* 81–8, –21, –27, –59, –66, –76, –104, –107

CONTRASTIVE ANALYSIS *See abstracts* 81–19, –36, –74, –118

ERROR ANALYSIS *See also abstracts* 81–79, –89, –111, –119

81–81   Ciliberti, Anna. Errori di condizionamento. [Errors due to conditioning.] *Linga e Stile* (Bologna, Italy), **15**, 1 (1980), 95–113.

Error analysis deals almost exclusively with errors of production rather than of comprehension and tends to emphasise psycholinguistic and linguistic causes rather than pedagogical and sociolinguistic ones. This article analyses errors of translation from a foreign language (English) into the mother tongue (Italian) whose causes can be traced back to educational prejudices and conditioning. These prejudices lead the student to consider the foreign language as an abstract sign system rather than as a communicative system and to see translation as a word-for-word and sentence-for-sentence reproduction of the L2 text.

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81–82   Lapkin, Sharon. An analysis of French verb errors made by second-language learners in a bilingual programme. *Studies in Second Language Acquisition* (Bloomington, Ind), **2**, 2 (1979), 65–84.

Data were gathered using a French cloze test in the context of a longitudinal evaluation of a number of French immersion programmes in Ontario conducted by the Bilingual Education Project of the Ontario Institute for Studies in Education. It was clear from an early stage in the longitudinal study of early French immersion that immersion pupils were attaining a level of second language proficiency far superior to that of the comparison pupils taking core French, and that a more appropriate reference group for measuring French language proficiency would consist of native French-speaking pupils of the same age and grade level. The focus is now on the degree to which immersion students can attain native-like ability in the second language. [Method; results.]

The performance of all groups in the verb category appeared to reflect their performance on the test as a whole: the immersion and Franco-Ontarian groups made similar percentages of incorrect responses, whereas the unilingual French group made considerably fewer errors. The relative frequency of erroneous responses as they are distributed between item errors and part of speech errors is similar, although relatively more non-responses are recorded for the IMM group. The hierarchy of difficulty for each verb is similar for all three groups. Where recurrent errors are noted, the IMM and CI groups tend to make the same errors. Moreover, recurrent errors made by the unilingual francophone group are often among those made by the two bilingual groups. This is consistent with findings for other parts of speech and with the suggestion that cross-lingual interference is not the sole cause of errors among the immersion students. For many of the items examined, a substantial number of recurrent errors can be explained by an overreliance on the immediate phrasal environment which triggers a response that may be both lexically and morphologically appropriate in that immediate context, but not in the larger context of the sentence or the story as a whole. This is a more pronounced tendency in the two bilingual groups; however the fact that it occurs in all three groups suggests that similar strategies are being employed by all students in processing the cloze passage.

81–83   Seliger, Herbert W. On the evolution of error type in high and low interactors. *Indian Journal of Applied Linguistics* (New Delhi), **4**, 1 (1978), 22–30.

This study tested the hypothesis that the errors of high interactors would contain a lower ratio of interference-based errors, while the errors of learners exhibiting low levels of interaction would contain a much higher ratio of interference-based errors. This hypothesis was confirmed for the three matched pairs of subjects studied. These findings are

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interpreted to mean that more intensive interaction leads to the evolution of a more linguistically mature error profile – that is, an error profile containing a lower ratio of interference errors and a greater ratio of errors from other sources such as L2 overgeneralisation.

The cause for the evolution of error type is thought to reside in the increased amounts of language intake and feedback resulting from interaction. The findings of this study should be taken as indicative of learner tendencies. Future studies are indicated with regard to specific kinds of errors within each subtype, studies of populations which border on the extremes studied for this paper, whether interaction levels can be manipulated within the classroom setting, and so on.

81–84 **Sunderman, Paula.** Second-language learning strategies and errors of Arab students. *Indian Journal of Applied Linguistics* (New Delhi), **4**, 1 (1978), 12–21.

The native language is only one of several sources of error in second-language performance, including intralingual confusions and faulty pedagogical procedures. Through error analysis of the compositions of Arab students, an attempt is made to separate errors due to native-language interference from errors due to intra-English confusion, along with a description of the error type.

TESTING *See also abstracts* 81–29, –82

81–85 **Chihara, Teturo and others.** Are cloze items sensitive to constraints across sentences? *Language Learning* (Ann Arbor, Mich), **27**, 1 (1977) [publ. 1979], 63–73.

To determine whether or not cloze items are sensitive to constraints across sentences, two passages of prose were selected and two types of tests were constructed over each passage. In the sequential type, items were inserted in the normal prose by a standard word-deletion procedure. In the scrambled type, the sentences of each passage of prose were systematically shuffled. Each cloze item appeared once in the sequential condition and once in the scrambled. The design was counterbalanced for passage and order of testing. Forty-one native speakers of English and 201 Japanese adults studying English as a foreign language were tested. Each subject took a cloze test over one of the passages in the sequential condition and the other in the scrambled condition. A four-way analysis-of-variance sustained the hypothesis that cloze items embedded in normal prose are sensitive to discourse constraints ranging beyond the immediate limits of a single sentence. There was a significant interaction between level of proficiency and condition indicating that the contrast between the two conditions increases with an increase in proficiency.

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81–86   Price, Eurwen. Monitoring attainment in the Welsh language in schools. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **1**, 1 (1980), 41–7.

The work of developing instruments to assess Welsh language skills is set in the context of current concern with assessment of performance in key areas of the curriculum in the schools of England and Wales. The particular context of the Welsh teaching situation is outlined and a distinction made between the priorities of teaching Welsh as a first and second language in primary schools. Plans are outlined to devise instruments to monitor attainment in listening, speaking, reading and writing. An account is given of the preparation of a set of wide-range tests to assess the Welsh reading standards of both first-language and second-language pupils, and the linking of these tests by means of the Rasch model is described.

81–87   Thomaneck, J. K. A. and Burgess, G. J. A. Testing in the language laboratory: an argument for its efficiency. *British Journal of Language Teaching* [formerly *Audio-Visual Language Journal*] (Birmingham), **18**, 1 (1980), 35–9.

A preliminary report of the findings of an experiment conducted with a group of second-year students of German at the University of Aberdeen. The experiment was designed to ascertain whether the performances of the same students in the same tests improved or deteriorated when those tests were conducted in the language laboratory as opposed to the classroom. At the same time, a number of possibly contributory factors was analysed in order to measure and, if possible, eliminate their influence on the results obtained. The form of tests chosen was that of a dictation and a listening comprehension. A clear indication was obtained that a definite improvement overall resulted from conducting these tests in the language laboratory rather than in the classroom. Further experiments along these lines with other groups of learners are planned.

LANGUAGE PLANNING *See abstract* 81–22

CURRICULUM DEVELOPMENT

81–88   Davies, Norman F. Language acquisition, language learning and the school curriculum. *System* (Oxford), **8**, 2 (1980), 97–102.

Progress in the language-teaching classroom is usually at the pace of learning the most difficult skills, namely speaking and writing. This leads to a loss of motivation in brighter pupils, while the slow learners, especially in short courses, never achieve mastery in any skill. Evidence

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from first- and second-language acquisition studies suggests that the learner acquires language according to an inner structural pattern, and is best served by a rich language environment which allows him to speak when he is ready to do so. It is therefore suggested that in a school language curriculum, the initial emphasis should be on the receptive skills of listening and reading. In communication, the three principal factors are accuracy, appropriateness and fluency. These are discussed, and the need to train fluency, which is also a means to acquisition, is underlined. Different instructional modes should be used to train accuracy and fluency, which are seen as being to some extent mutually opposed.

81–89   Sharp, Derrick. Language and curriculum development: a necessary compromise. *First Language* (Chalfont St Giles, Bucks), **1**, 1 (1980), 33–45.

The emphasis of the Schools Council Project on The Teaching and Learning of English in Wales, 8 to 13, was on curriculum development, and this article is about one part of one aspect – the problem of acquiring the necessary basic knowledge when long-term, rigorous research studies are not possible. About 250 teachers throughout Wales completed surveys by filling in questionnaires on language errors made by pupils, methods of teaching English, language textbooks in use, pupils' interests and popular reading. All information was channelled into the preparation of classroom materials for both pupils and teachers.

The limitations of asking teachers to report their pupils' language errors are obvious, but useful information was gained about, for example, the influence of the Welsh language on English spelling and sentence patterns. Responses were least helpful in those areas which cause confusion amongst teachers, notably idiom and spoken English. The greatest problem for teachers is the question of standards in oral work. Such limited surveys for specific purposes were valuable, not least in indicating the size and complexity of language learning and teaching problems.

SYLLABUS DESIGN

81–90   Brumfit, Christopher J. Notional syllabuses – a reassessment. *System* (Oxford), **7**, 2 (1979), 111–16.

Notional syllabuses have been much discussed in recent years. This paper examines critically the arguments which have been used, particularly in Wilkins (1976), to support a change in attitudes to syllabus design. The claim that substitution of a semantic categorisation for a syntactic one will make syllabuses more appropriate is rejected. Learners need to acquire a generative system; there is, as yet, no way of describing notions, and particularly categories of communicative function, in

generative terms. Long-term syllabuses will need to continue to be syntactically based, but the value of incorporating notions from a checklist, so that all appropriate notions are systematically covered, is accepted.

81-91   McTear, Michael F. Systemic-functional grammar: some implications for language teaching. *IRAL* (Heidelberg), **17**, 2 (1979), 99–122.

Halliday's systemic grammar [outlined] distinguishes three functions of language: ideational (propositional content), interpersonal (speaker/hearer roles) and textual (achieving coherence with co-text and situational context). The design of teaching syllabuses should take such functional notions into account as well as the purely grammatical. The textual role of intonation is one such consideration. With respect to a range of different grammatical phenomena, it is shown how a functional approach could also be of relevance to the language teacher, for instance in imparting the two uses of modal verbs: modality (interpersonal component) and modulation (ideational component), or the parallel functional distinction in the use of *because* (textual component). Syllabus design could also note that the grammatical realisations in English, French and German of these same functions form partly different systems [details].

   Differences in the transitivity systems of English and German are also considered. The concept of ergativity (processes analysed in terms of Medium rather than Actor, as in *The stone moved*) appears to be gaining ground in English. Grammatical realisation in German is not parallel in every instance.

81-92   Thody, P. M. W. Modern languages as a university discipline. *Modern Languages* (London), **61**, 1 (1980), 1–11.

A more rigorously student-based approach to syllabus planning for university courses in modern languages is needed. Graduates' minds should be trained in European history, culture and ideas rather than in historical grammar and the morphology of medieval French. The linguist should derive two advantages from his training: he should be able to communicate and he should be intellectually adaptable. Studying a modern language can throw valuable light on the workings of one's native language and culture. Students could be made into better linguists by more systematic teaching of the language itself, and more practical language work on contemporary texts. The university should be able to provide for more varied study than the polytechnic but could learn from the latter how to combine language and society, or to link general language study with concern for politics or intellectual history.

COURSE DESIGN

81–93   Zimmermann, Günther. Schwierigkeitsfaktoren und Progressionen im Lernbereich Hörverstehen. [Progression and factors affecting difficulty in listening comprehension.] *Praxis des neusprachlichen Unterrichts* (Dortmund, FRG), **27**, 1 (1980), 3–12.

Problems in designing courses to teach listening comprehension skills are discussed, and methods of ensuring that the difficulty gradient is not too steep are suggested. Types of difficulties in listening comprehension are identified, and criteria put forward for assigning texts to particular stages in the progress of the pupils. Planning the progression involves three stages: identifying the most important kinds of texts and situations relevant to the group, deciding how much time can be spent on listening comprehension compared with the other language skills, and arranging the learning goals in order of difficulty.

Learning difficulties in listening comprehension are divided into four types: linguistic and thematic, speaker-determined, problems arising from the transmission process, and those originating in the learner himself. A catalogue, in table form, is offered as an aid to setting learning goals, producing comprehension texts in the initial stages of teaching listening comprehension, and identifying the level of difficulty of existing texts.

MATERIALS DESIGN

81–94   Abe, D. and others. Didactique et authentique: du document à la pédagogie. [Teaching and authenticity: from document to pedagogy.] *Mélanges Pédagogiques* (Nancy), 1979, 1–14.

Authentic documents are a basic tool for the acquisition of communicative competence in a second language: an attempt is made to define what is meant by the word 'authentic' in the didactic practice at CRAPEL. Reasons for the choice of authentic documents are discussed and indications given for their use in learning and teaching. [Example of an English training programme based on documents provided by the learners themselves.]

TEACHING TRAINING *See abstracts* 81–104, –121

TEACHING METHODS *See also abstracts* 81–60, –78, –91, –94, –108, –123

81–95   Berman, Ruth Aronson. Rule of grammar or rule of thumb? *IRAL* (Heidelberg), **17**, 4 (1979), 279–302.

The paper considers the nature of rules in a pedagogic (foreign or second-language) grammar, where by 'rule' is meant an explicit generalisation in the form of a verbal formulation (rather than a diagram or formula) about some aspect or feature of the target language. Investigation of pedagogic grammars typically used for foreign-language teaching shows that they either evade the issue by not stating generalisations or they make pseudo-generalisations which are not true rules: these latter can be subdivided into statements which are either partial or false. Pedagogic grammar rules should not be limited to syntax and morphology but should be made at all levels simultaneously – regarding pronunciation, form, meaning and function. They should also take account of all aspects of language patterning which may be relevant for the learner – distribution, register, level of usage, etc. Statements should evolve from the partial type (X is *generally* true) to true generalisations, by which students at more advanced levels are made aware that a given property applies right across a language or that an isolated rule is a manifestation of a more general feature of the language.

Ways of presenting such rules are considered, mainly with regard to (*a*) wording and (*b*) the interplay between the rules and other components of the teaching material, examples and practice. It should prove possible to lead in this way via rules of thumb to rules of grammar.

81–96   Chaudron, Craig. A descriptive model of discourse in the corrective treatment of learners' errors. *Language Learning* (Ann Arbor, Mich), **27**, 1 (1977) [publ. 1979], 29–46.

The reaction of the target-language speaker to the L2 learner's errors may play an important role in developing awareness of norms of correctness. Corrective feedback functions in different ways to guide the learner towards preferred performance. Based on the corrective portions of classroom interaction in French immersion classes, a model for this kind of discourse has been developed. Different types and features of correcting acts combine into a structural model that can describe actual corrective interactions for a given error or set of errors.

Use of the model in description helps isolate ambiguities; it highlights special features of corrective interaction that are likely to be more effective in eliciting correct performance. The example of various types of 'repetitions', or 'response modelling', is taken to show which types appear to lead to more successful correction. The model may be of use to both teachers and students in learning to identify corrective techniques and to be sensitive to the function of various kinds of feedback.

81–97 Schwerdtfeger, Inge C. Sozialformen im kommunikativen Fremdsprachenunterricht. [Social groupings in communicative foreign-language teaching.] *Der fremdsprachliche Unterricht* (Stuttgart, FRG), **53** (1980), 8–21.

The achievement of good results in foreign-language teaching is dependent to a considerable extent on the creation of a flexible learning environment in which both teacher-centred and group-teaching methods may be used according to their suitability for a particular group of students.

A comparative study is made of teaching methods and social groupings: the teacher-centred approach, small-group teaching, working in pairs, and individual work, and the advantages and disadvantages of each are discussed. Criteria by which each method may be evaluated are put forward, and suggestions for suitable teaching material are offered. Important factors determining the teacher's choice of method include the academic and social strengths and weaknesses of the pupils and the teaching aims of the lesson. [Examples.]

BILINGUAL TEACHING *See also abstracts* 81–82, –86

81–98 Cummins, James. Immersion programmes: the Irish experience. *International Review of Education* (The Hague), **24**, 3 (1978), 273–82.

The continuous decline for over 30 years in the number of Irish immersion schools might suggest that the Irish home/school language switch programme has been less successful than its more recent North American counterpart. In fact the Irish experience has often been used to illustrate the potential dangers of bilingualism in education. This paper examines the evidence for negative effects associated with Irish immersion education and concludes that even in earlier immersion schools, many of which operated with minimal parental support, there is little evidence of detrimental academic effects. Present-day immersion schools are very different from many of the earlier immersion schools in that parents are strongly committed to Irish. The available evidence suggests that in these schools, as in immersion schools elsewhere, children achieve fluent L2 skills at no cost to their L1. Many Irish immersion teachers emphasised the need for a supportive home environment if children were to succeed in an immersion school.

81–99 Hamayan, E. V. and Tucker, G. R. Strategies of communication used by native and non-native speakers of French. *Working Papers on Bilingualism* (Toronto), **17** (1979), 83–96.

Certain communication strategies are described, which are used by Anglophone children learning French as a second language as well as by children whose mother tongue is French. Three groups of children in the third and fifth grades participated in the study: French native

speakers, Anglophone children learning French in an immersion setting, and Anglophone children in a French school with Francophone peers (submersion). The extent to which five syntactic structures were avoided was analysed. Results indicated that the extent in which avoidance occurred differed according to structure, grade level and group. In addition, common strategies of avoidance, such as paraphrasing, could be identified for all children.

81–100 Saifullah Khan, Verity. The 'mother-tongue' of linguistic minorities in multicultural England. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **1**, 1 (1980), 71–88.

A general introduction to the newly emerging debate in Britain which is popularly known as 'bilingualism and mother-tongue teaching'. The paper first considers the general scene, the range of minority populations and the availability of provision for teaching the mother tongue; the historical background to the mainstream teachers' and minority parents' response to the situation; and developments in the thinking and activities of various educational bodies, minority organisations and in particular the impetus of the EEC Directive on the education of migrant workers' children. Secondly, the main components of the 'mother' tongue debate are outlined in terms of four key questions: Who should have responsibility for and/or control over the provision? What types of provision are desirable? How should they be implemented and what are the different reasons and parties behind the support for 'mother-tongue' provision? Thirdly, certain features of the wider context of ethnic relations as a whole are outlined to illustrate the significance of economic, political and social factors in the changing vitality of minority languages. The ongoing patterns of ethnic relations and the processes of ethnicity are key determinants of the patterns of bilingualism emerging among minority populations in Britain.

CLASS METHODS: PRONUNCIATION *See* abstract 81–46

VOCABULARY TEACHING *See also abstract* 81–117

81–101 Weller, Franz-Rudolf. 'Idiomatizität' als didaktisches Problem des Fremdsprachenunterrichts – erläutert am Beispiel des Französischen. ['Idiomaticity' as a didactic problem in foreign-language teaching – illustrated using French as an example.] *Die neueren Sprachen* (Frankfurt am Main, FRG), **28**, 6 (1979), 530–54.

Professional opinion on the usefulness of teaching idioms to foreign language students has been divided over the past two decades. Quoting

extensively from a variety of sources, the author argues that whereas in the 1960s the goal of language ·teaching was to arrive at a totally idiomatic command of a language, this gave way to a lack of interest in idioms in the 1970s. On the basis of findings in modern linguistics renewed attention should be paid to the question of idiomatics, with the aim of developing a more systematic approach to the subject.

Various types of idiomatic expressions are discussed in detail, with numerous examples from French, and the problems these present to the language learner are examined. The question of how and to what extent idioms should be included in foreign-language instruction is discussed and whether an active or a passive mastery should be the goal. Criteria are suggested by which a systematic selection of appropriate idioms may be achieved and indications are given of standards to be aimed at.

LANGUAGES FOR SPECIAL PURPOSES *See also abstract* 81–126

81–102 Inman, Marianne. Foreign languages and the US multi-national corporation. *Modern Language Journal* (St Louis, Mo), **64**, 1 (1980), 64–74.

The results are presented of a questionnaire sent to 267 American firms with business interests overseas, who were concerned with language training. The corporations generally view foreign-language skills as something to be procured as and when the need arises. Training is usually contracted out, and translation and interpreting are handled by employees whose main job is unconnected with languages or by arrangement with an outside source. In the main business world, foreign-language ability is strictly ancillary to the main skill or occupation. One positive response to this situation has been the introduction of special-purpose courses, geared to business and technical requirements.

81–103 Pradeilles, Anne. Le rôle pédagogique des jeux de société dans l'enseignement des langues de specialité. [Using social games to teach English for Special Purposes.] *IUT Bulletin Pédagogique* (Nancy), **61** (1979), 40–53.

Students of science and technology require English in order to read the literature on their subject and to talk with colleagues in other countries. Once they have mastered the common core of structures of the language of science, they need to acquire the vocabulary and terminology of their speciality. It is not sufficient for them to understand the English terms; they must be able to learn, retain and use them with confidence and fluency.

Familiar language teaching games can be adapted for this category of student or new games can be devised based on old ones (e.g. card games based on *Happy Families* or computer *Jabberwocky*). Students

can devise and make their own games and invent their own sets of rules for playing them.

81–104 Selinker, Larry. On the use of informants in discourse analysis and 'language for specialised purposes'. *IRAL* (Heidelberg), **17**, 2 (1979), 189–215.

Research is described which brings together (1) the use of language consultants in linguistics field work, (2) discourse analysis and (3) LSP. ESL teachers themselves, whether native or non-native speakers, need to understand the English language scientific textbooks and professional articles which their students must grapple with. In the research project described here, a genetics specialist at the Hebrew University of Jerusalem acted as an informant, or language consultant, to help ESL teachers understand EST/EAP texts, which they might have to teach. Texts were provided from a reading course for second-year genetics students, which also offered an opportunity to study the learning problems of some of the students on the course. Questions which the ESL teachers wanted answered were analysed into different classes, e.g. technical terms, common words used technically, modal words, and the use of punctuation, connectives, etc. [Qualities of a good informant are briefly outlined.]

READING *See also abstracts* 81–21, –104, –126

81–105 Alexander, Richard. A learning-to-learn perspective on reading in a foreign language. *System* (Oxford), **8**, 2 (1980), 113–19.

Reading in a foreign language can benefit by promoting self-organisation in the foreign-language learner and user. The activity of efficient reading is part of a wide range of study skills. It should be the teacher's task to help the learner to sharpen his awareness of what he engages in when he reads a text; he should be encouraged to learn-to-learn. Both an over-theoretical approach to reading and a too pragmatic orientation should be avoided in the teaching of reading. Examples of problems encountered by German learners of English are detailed against the background of a discussion of reading purposes. Different reading purposes determine different reading needs; the planning of any reading course needs to start with an understanding of the purposes for which students are likely to read foreign-language texts. A few practical suggestions are made from the learning-to-learn point of view.

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81–106 Clarke, Mark A. and Silberstein, Sandra. Towards a realisation of psycholinguistic principles in the ESL reading class. *Language Learning* (Ann Arbor, Mich), **27**, 1 (1977) [publ. 1979], 135–54.

Psycholinguistic research is used to develop a framework for the teaching of reading to second-language (L2) learners. The proficient reader is an active, information-processing individual who uses a minimum number of clues to extract the author's message from the page. It becomes the responsibility of teachers to train students to determine their own goals and strategies for a particular reading, to give them practice and encouragement in using a minimum number of syntactic and semantic clues to obtain the maximum amount of information, and to encourage students to take risks, to guess, and to ignore their impulses to be always correct.

The implications of a psycholinguistic perspective for the learning environment, teacher behaviour, and the preparation and use of L2 reading materials are explored. The optimum learning environment is one in which students and teachers work together: teacher intervention is minimised as students are encouraged to use their developing skills to solve reading problems on their own. Materials development is composed of the development of reading skills exercises (scanning, skimming, reading for thorough comprehension, and critical reading) and language skills exercises (vocabulary, structure, and discourse). Lesson planning is discussed within a psycholinguistic framework [sample lesson plan in ESL which emphasises a skills approach to reading]. Lessons are planned for maximum flexibility.

81–107 Gray, John. Reading progress in English infant schools: some problems emerging from a study of teacher effectiveness. *British Educational Research Journal* (Oxford), **5**, 2 (1979), 141–57.

A number of researchers have emphasised the 'importance of the teacher' in criticising studies of school effectiveness. This position has gained considerable support from practitioners who argue that some teachers are better than others and that experienced practitioners know a good teacher when they see one. Studies of teacher effectiveness are, however, notoriously difficult to design and conduct; they are rarely replicated. The paper presents evidence from one such attempt involving the teaching of reading to top infant children in working-/lower-working-class schools in two outer London boroughs between 1972–74: the final achieved sample was 41 teachers in 21 schools and approximately 1800 children. Results, unexpectedly, showed that when the dimensions of 'good' or 'more effective' teaching are taken to include greater *measured* pupil progress: (*a*) no teachers are better or more effective than others, or at least not consistently so; and (*b*) experienced practitioners are unable to spot 'good' teaching when they see it, at least as measured in the present research.

81–108 Lehmann, Denis and Moirand, Sophie. Une approche communicative de la lecture. [A communicative approach to reading.] *Français dans le Monde* (Paris), **153** (1980), 72–9.

Reading is a communicative act involving an exchange between author and recipient in the same way as writing; the implications of this for general pedagogic practice in French-as-a-foreign-language are considered. The roles of author and reader are examined and compared with the processses of reading in the mother tongue, where three fundamental components are identified – anticipation, identification and verification, reducible in the act of reading to recognising, structuring and interpreting.

Possible teaching strategies are outlined, such as the 'linear' and the 'global', examples of which are analysed in some detail. Difficulties are inherent in the evaluation of the learning processes involved in the act of reading; only the learner is really in a position to be able to evaluate his own competence.

81–109 McConkie, George W. and others. Toward the use of eye movements in the study of language processing. *Discourse Processes* (Norwood, NJ), **2**, 3 (1979), 157–77.

Three problems in the use of eye movement data for the study of language processing are discussed: the perceptual span problem, the data summary problem, and the eye–mind lag problem. Recent research on perception during reading is described which bears on these problems. A general approach to the use of eye movement data for studying language processing is presented, based on present knowledge of perceptual processing and eye movement control during reading.

SPEECH *See abstracts* 81–62, –101, –119, –122

WRITING *See also abstracts* 81–25, –76, –112

81–110 Faerch, Claus. Verbal complementation in Danish English and the interlanguage of Danish learners of English. *Papers in Linguistics* (Champaign, Ill), **12**, 3/4 (1979), 553–68.

This study was based on a part of a corpus of Danish English interlanguage (IL) compiled by the PIF project, which consists of oral and written spontaneous data from a sample of 118 Danish learners of English, representing 10 different levels and types of the educational system. The data comprise written IL texts (essays about a set topic, 'violence') from three groups of learners from different grades, some from mixed ability classes, some from 'streamed' classes with options in modern languages. Each learner also wrote an essay in Danish about 'work', and these were analysed. For comparison, 12 texts produced by native speakers of English were also analysed.

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Results showed that in their native language, all learners used the five major types of verbal complementation in similar ways. Hence differences in IL cannot be caused by native-language differences. The significant differences that were found in the IL texts showed that the more advanced learners had less copula and intransitive verbs and more mono- and ditransitive verbs than did learners at the more elementary level. The IL texts produced by the more advanced learners (grades 10 and 12) contrast with both the Danish texts produced by the same groups and the texts produced by the native speakers of English. The more elementary learners used verbal complementation in similar ways in Danish and IL, and this use of verbal complementation was fairly similar to that of the native English speakers.

81–111 Levenston, E. A. Error analysis of free composition: the theory and the practice. *Indian Journal of Applied Linguistics* (New Delhi), **4**, 1 (1978), 1–11.

Current techniques of error analysis assume that the replacement of the errors by the appropriate target-language features will result in well formed sentences, and no further editing of the text will be required. However, expository prose produced by advanced learners who have not mastered the techniques of formal writing in their mother tongue will need more than mere reconstruction. A further stage of reformulation is necessary in order to eliminate defects attributable to lexical inade- quacy, ambiguity, conceptual confusion, syntactic blends and rhetorical deviance. The successive stages of reconstruction and reformulation are demonstrated and analysed in detail for a single essay. The implications of this analysis are discussed, both for classroom practice in composition writing and for the study of interlanguage.

COMPREHENSION *See also abstracts* 81–62, –93, –125

81–112 Ducroquet, Lucile. The dictation – an outdated exercise? *System* (Oxford), **7**, 2 (1979), 125–9.

The reasons that led to the dismissal of an exercise which was traditionally much favoured by language teachers are first examined, together with the various improvements which were then suggested in order to try and eliminate some of these problems. The value of this improved version of the dictation, both as a written and as an oral exercise, is then assessed.

A modified version is suggested, which should solve two of the main problems, i.e. the systematic teaching of specific points and the use of authentic linguistic samples. It features the recording of the dictation by a native speaker, the use of phonetic transcription by the students, and variation of the material used to include authentic spoken material.

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81–113 Godfrey, Dennis. Listening instruction and practice for advanced second-language students. *Language Learning* (Ann Arbor, Mich), **27**, 1 (1977) [publ. 1979], 109–22.

Advanced second-language students' listening needs call for improvement in processing spoken discourse. Psychological data on memory span shows that advanced second-language students differ from intermediate second-language students and from native speakers in processing capacity of a particular type. Linguistic discourse analysis findings suggest what types of clues and continuities second-language listeners must attend to if they are to comprehend spoken discourse adequately.

A three-phase approach to listening instruction and practice for advanced second-language students is proposed to meet their discourse processing needs; English, as the target language, is discussed as the case in point. Phase I consists of practice aimed at increasing students' familiarity with and accuracy in processing intrasentential items and thus reducing the processing time. Phase II encourages students to expand the time they have left over for processing discourse relations by requiring them to perform operations beyond those necessary for processing individual sentences. Phase III consists of instruction in the types of discourse clues and continuities available to listeners and practice in attending to them.

81–114 Riley, P. Viewing comprehension – 'l'oeil écoute'. *Mélanges Pédagogiques* (Nancy), 1979, 81–95.

The use of video equipment for the teaching of listening comprehension is discussed, beginning with an examination of the role of the visual channel of communication in interaction. The communicative functions of visual, non-verbal features require their own repertoire of categories. Those outlined here, with examples, are (*a*) deictic (referring to things without naming them), (*b*) interactional (address, participation, etc.), (*c*) modal (how the speaker intends to be understood), (*d*) indexical (how information about the speaker is provided), (*e*) linguistic (types of gestures), and (*f*) situational (the spatio-temporal setting, including awareness of social norms). It is important that these phenomena should be included in a learning programme.

LITERATURE TEACHING

81–115 Byram, M. S. Literary studies and language studies. *Modern Languages* (London), **61**, 1 (1980), 11–15.

The language of literature should be studied alongside other varieties of language. The teaching of criticism and literature can help students to (1) understand the text beyond the immediate referential meaning of the words, (2) improve their writing ability so that they can use the conventions and vocabulary of the critical essay, (3) improve their

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judgement and choice of reading, (4) change their thinking about the world and (5) about the relationship between literature and society. The methodology will be dictated by the purpose of the teaching. The subject matter must be suitable for whatever purpose the teacher has in mind, and should allow the student to progress from simple to complex, while also providing variety.

VISUAL AIDS *See abstract* 81–114

SELF-INSTRUCTION

81–116 **Holec, H.** Prise en compte des besoins et apprentissage auto-dirigé. [Analysis of needs and self-directed learning.]*Mélanges Pédagogiques* (Nancy), 1979, 49–64.

Since the 1960s, language-teaching techniques have diversified in three main directions: improvement of content, the development of the oral approach, and a greater concentration on the needs and abilities of the individual learner, the latter being of the greatest importance. It is vital that the learner should be trained to learn, becoming autonomous, able to identify and carry out for himself the various steps in the learning process relevant to him as an individual.

Ways in which a student can be helped to identify his own needs are considered, such as an examination of prejudices and motives and the selection and ordering of priorities, and the problem of their integration into a learning programme, both psychologically and technically, is discussed and compared with a traditional teacher-directed learning programme. No specific direct comparisons are made, but it is recommended that, as a matter of urgency, further research be carried out into the learning, as opposed to the teaching, process.

LANGUAGE LABORATORIES *See abstract* 81–87

IMMIGRANTS *See abstracts* 81–64, –70, –100

ENGLISH *See also abstracts* 81–70, –73/4, –77, –79, –81, –89, –103/4, –106, –110, –113

81–117 Alfes, Leonhard. Lassen sich aus latenten Lernstrategien Ansprüche an ein systematisches 'vocabulary building' ableiten? [Can latent learning strategies form the basis of a systematic approach to vocabulary building?] *Englisch* (Berlin, FRG), **15**, 1 (1980), 1–6.

Drawing on research carried out by the author into the acquisition of vocabulary by German pupils learning English, the article suggests that latent learning strategies enable a pupil to understand a range of words of the foreign language substantially larger than that with which he is actually familiar. Frequently the meaning of a new word is recognised on the basis of orthographic or phonological analogies between the pupil's first language and the foreign language, and by means of morphological and structural parallels between words of each language and between words in the foreign language. Context often leads him or her to the meaning of a word never before encountered. On the other hand, when familiar words appear in unfamiliar constructions such as compounds and derivatives, pupils are often misled by 'superficial' analogies, e.g. unfriendly – *unfreundlich*, unearthly – *unehrlich*, overfat – *zu schnell*.

A knowledge of morphological theory is essential in order to teach vocabulary efficiently and does not involve mechanical learning of lists of related vocabulary items by pupils. Foreign-language textbooks should, without being theoretical, draw the pupil's attention to morphological problems and suggest solutions, e.g. by pointing out common false analogies or by referring back to similar types of word-formations in earlier chapters.

81–118 Iskhakova, F. S. Об интерференции родного языка и сопоставительном изучении иностранного языка. [Native-language interference and the contrastive study of a foreign language.] *Иностранные языки в школе* (Moscow), 6 (1979), 11–14.

Tests were carried out with junior students and secondary-school pupils involving three lexical areas where mistakes commonly occur in the use of English, namely: verbs covering the concept of 'видение', the adjective *грубый* and the choice of prepositions following verbs.

A matrix is presented to relate the words *rude* and *rough* to the five meanings of the Russian *грубый*. The concepts of reception and direction, duration and manner are distinguished in considering verbs of seeing. The need for qualifying phrases to be applied to *смотреть* when translating *to stare*, *to gaze*, *to peep*, etc., is examined. The principles of component analysis are also applied to distinctions in meaning between, for example, *to gaze* and *to stare*.

Some principles are outlined for the compilation of exercises which will take account of the problem of native-language interference.

81–119 Kasper, Gabriele. Pragmatische Defizite im Englischen deutscher Lerner. [Practical deficiencies in the English of German learners.] *Linguistik und Didaktik* (Munich, FRG), **40** (1979), 370–9.

Drawing on examples from a substantial body of taped dialogues, the article discusses some typical cases of inappropriate English responses in face-to-face interactions by advanced German learners of English. Two kinds of mistake are examined, errors in realising intended linguistic responses, and errors in the opening-sequences of dialogues. Special attention is given to the communicative function of intonation and stress, to the kinds of divergencies from normal behaviour the mistakes under discussion involve, and to the undesirable perlocutionary effects produced by these divergencies.

Mistakes in responses are analysed using the concept of 'respon-sivity', the degree to which the propositional and/or illocutionary content of an utterance is understood. Errors in initiating exchanges are regarded as being of particular importance, since they affect the relationship between the two speakers throughout the whole of the ensuing conversation. In many of the examples discussed, the learner was faced with communicative tasks which he could not adequately perform; more effort should be made to teach learners of a foreign language to recognise sequences of phatic dialogue for what they are and to select appropriate responses and 'opening gambits'. Communicative strategies cannot simply be adopted from one language into the foreign language. The selection of strategies appropriate to the situation and to the intention of the communication partner, and their correct linguistic realisation, must become a distinct and consciously pursued goal in foreign language teaching.

81–120 Shaw, Willard D. English and the Indian student. *CIEFL Bulletin* (Hyderabad, India), **15**, 1 (1979), 1–15.

The results of a survey of college students in Hyderabad and Andhra Pradesh are given. The survey covered (1) the English language background of the respondents; (2) the pattern of their present and future use of English; (3) their reasons for studying English; (4) the English skills they desired, and (5) their general attitude towards English. The students were studying either English, Engineering or Commerce.

The English majors ranked the highest in all measures of English language background, the commerce majors second and the engineers last. Most rated reading their best skill, but would have preferred to excel in speaking (a possible point of conflict with the aims of those educating them). English is mainly studied for instrumental purposes: to advance in the system and to get a good job and social recognition. All groups recognised the importance of English as a link language in India. A large majority in each group were unwilling to say that they

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were learning English solely for its utilitarian value. They had a sanguine view of the future of English as a world language. They were well aware of the existence of 'Indian English'. There was disagreement about which variety of English should serve as the model; the English majors preferring British English, but Engineering and Commerce majors preferring Indian English.

81–121 Solmecke, Gert. Nationalsprache, lingua franca oder Pidgin: Untersuchungen zur Finstellung deutscher Sprachlernender gegenüber Englisch. [National language, lingua franca or pidgin: a study of the attitudes of German language students to English.] *Der fremdsprachliche Unterricht* (Stuttgart), **13**, 4 (1979), 16–27.

The existence of a vast number of variants of English as spoken by native and non-native speakers means that there is no one norm which can be labelled 'The English Language'. On the contrary, the concept of 'English' may have a variety of meanings.

A survey conducted among German students of English reveals that for the majority the most important motive for learning English is its usefulness as a lingua franca, a universal means of communication with speakers of different mother tongues. This aspect of English is generally thought to be a greater incentive for learning the language than the possibility of being able to communicate specifically with Englishmen or Americans or of travelling to an English-speaking country.

A comparison of advanced students training to be English teachers reveals a strong correlation between linguistic achievement and attitude toward the target language. The able student becomes involved in the cultural life of the country whose language he is studying, exploits every opportunity for contact with native speakers and thereby constantly improves his performance. At the other extreme, students who experience little contact with native speakers may tend to develop a variety of pidgin English, which, though it may be understood in the classroom, deviates substantially from any natural form of English.

FRENCH *See also abstracts* 81–55, –68, –71, –82, –101, –108

81–122 Calvet, Louis-Jean. Rire en français, parler français... [Laugh in French, speak French...] *Français dans le Monde* (Paris), **151** (1980), 27–30.

The relationship between language learning, laughter, amusement and language games is explored, ranging from baby talk through tongue twisters and puns to scrabble and crosswords. These activities are only too frequently discounted as inconsequential and trivial, whereas they should be seen as valuable teaching aids in the development of communicative competence. Some possible approaches to teaching are sug-

gested; there should be greater flexibility in the relationship between formal and informal pedagogic methods.

81-123 Kamenew, Valentin V. De la grammaire orale. [On oral grammar.] *Canadian Modern Language Review* (Toronto), **36**, 2 (1980), 247–56.

In the early '50s, the author was commissioned to set up a French programme to enable the personnel of NATO HQ in Europe to learn to speak the language without having to go through the grind of the traditional academic approach. He realised that spoken French was governed by very precise rules which often differed from those of the conventional grammar. He tried out his oral approach in Great Britain, Canada, and the United States and found that students of all ages benefited from learning the rules of oral grammar before studying those of its written counterpart. In this article, a few examples illustrating oral grammar are given and ways of teaching it are suggested. Traditional grammar should take more into account the trends of modern spoken French and oral grammar should be allowed to enter the classroom.

81-124 Marchand, Frank. L'enseignement de la langue maternelle dans les écoles françaises aujourd'hui. [Mother-tongue teaching in French schools today.] *AILA Bulletin* (Madrid), **2**, 21 (1978) [publ. 1980], 1–23.

A closely argued overview of current trends in mother-tongue teaching in French schools set within the context of historical changes since the introduction of free compulsory primary education in the 1880s. The first two sections examine the traditional approach and contrast it with the reforms of the Freinet movement, emphasising the linguistic and sociological aspects and implications. The third section concentrates on current thought, and includes a detailed historical analysis of the genesis of the 1970 *Plan de Rénovation*, the role of the Ministry of Education and of INRP. The conclusion draws together what are seen as the positive elements in the current position, and tries to relate the whole to linguistic, sociological and pedagogic developments of the last decade.

81-125 Walling, J. J. The language of the majority: a contribution to the analysis of popular French. *Modern Languages* (London), **61**, 1 (1980), 16–21.

Good students of French are often unable to understand ordinary, unedited, spoken French. A method of remedying this situation is outlined, by which tapes of suitably authentic material are studied in groups, exploited orally, transcribed and analysed.

Several aspects of popular French are briefly illustrated with reference to one such text, including repetition of vocabulary, frequency of abbreviated noun forms, and aspects of verb and vocabulary usage. Divergence from syntactical norms is comparatively rare.

GERMAN

81–126 Beattie, Bruce A. A minimal grammar approach to reading technical German. *Modern Language Journal* (St Louis, Mo), **63**, 8 (1979), 448–51.

A junior-level one-year course in 'Scientific German' developed at Cleveland State University is described. Students begin by 'decoding', i.e. laborious translation of a text with a dictionary. Each term the translation load is increased, but gradually paraphrase is required instead of close translation. Lecture-demonstrations provide the only formal teaching, and cover points of grammar and hints to help with decoding and summarising. The course has proved enjoyable and effective, and the method could be used for other languages.

81–127 Dietrich, R. and others. Beobachtungen zum gesteuerten Fremdsprachenerwerb. [Observations on guided foreign-language acquisition.] *Linguistische Berichte* (Wiesbaden, FRG), **64** (1979), 56–81.

Some linguists have said that second-language learners simply learn a language and that one cannot say in what order and how regularities are learned. Others say that second-language learners learn to produce certain structures in the classroom without necessarily being able to produce them in spontaneous speech. The authors tried to produce a longitudinal study over a term of six foreign students learning German at Heidelberg. The procedure was to examine certain features in their speech during informal interviews, e.g. the structure of relative clauses, the infinitive with (*um*) *zu*, the transformation of conditional and temporal subordinate clauses into adverbial prepositional phrases, the position of *nicht*, the repetition of subordinate clauses, the form and inflexion of relative pronouns, the accusative form of the articles. These features were then explicitly drilled in the classroom and afterwards their use was once more tested in an interview. The preliminary results showed differences from student to student and from structure to structure. This was probably due to two reasons. The students had in fact two 'varieties' of German, one for the classroom and another for conversations outside it. Secondly, the analysis was too undifferentiated. Some of the structures involved several linguistic steps and each of these had to be reviewed separately for each student. In most cases the correct usage of the structures did not increase after their treatment in the classroom.

81–128 Steinmüller, Ulrich. Lernziele des Deutschunterrichts. Ein historischer Überblick über ihre Entwicklung. [The goals of German teaching. A historical survey of their development.] *Linguistik und Didaktik* (Munich, FRG), **40** (1979), 269–85.

A survey of the development of German as a subject in German schools from the late Middle Ages to the 1950s, focusing on changing perceptions

of its function. Up until the end of the eighteenth century the main goals of the subject were to teach the spoken and written language, in particular a knowledge of grammar, to aspiring merchants and artisans, educating 'useful citizens', and transmitting moral values and principles. In the second half of the eighteenth century, under the influence of Gottsched, the study of literature became part of the curriculum, although the emphasis remained on developing the ability of the pupil to communicate. At the beginning of the nineteenth century, the teaching of logical thought became an important goal. The century saw the subject become a vehicle for developing a national German consciousness, and this continued to be an important function right up to the time of the Weimar Republic, so that during the Nazi period this dimension had merely to be intensified to transform it into the propagation of the cult of the German *Volk*. The extent to which German teaching during this period represented a reversal of the progress made during previous centuries is discussed. Reasons are advanced for the slow rate at which fascist ideology was eliminated from the teaching material used in the 1950s.

SPANISH

81–129 Goulden, Roger. Spanish teachers: what do they do? *Vida Hispánica* (Rayleigh, Essex), **27**, 3 (1979), 15–19.

A survey of 28 schools which teach Spanish is discussed. All teachers of Spanish were required to spend more time teaching other subjects. The largest school had reduced the status of Spanish and in three others it was under threat. In only one school was Spanish the first foreign language. The schools had exceptionally well qualified teachers of Spanish but the teachers had insufficient opportunity to teach the subject for which they had been trained.