

ELT-23

# ***Index to English Language Teaching Journal, 1972–1977***

Milestones in ELT

## **Milestones in ELT**

The British Council was established in 1934 and one of our main aims has always been to promote a wider knowledge of the English language. Over the years we have issued many important publications that have set the agenda for ELT professionals, often in partnership with other organisations and institutions.

As part of our 75th anniversary celebrations, we re-launched a selection of these publications online, and more have now been added in connection with our 80th anniversary. Many of the messages and ideas are just as relevant today as they were when first published. We believe they are also useful historical sources through which colleagues can see how our profession has developed over the years.

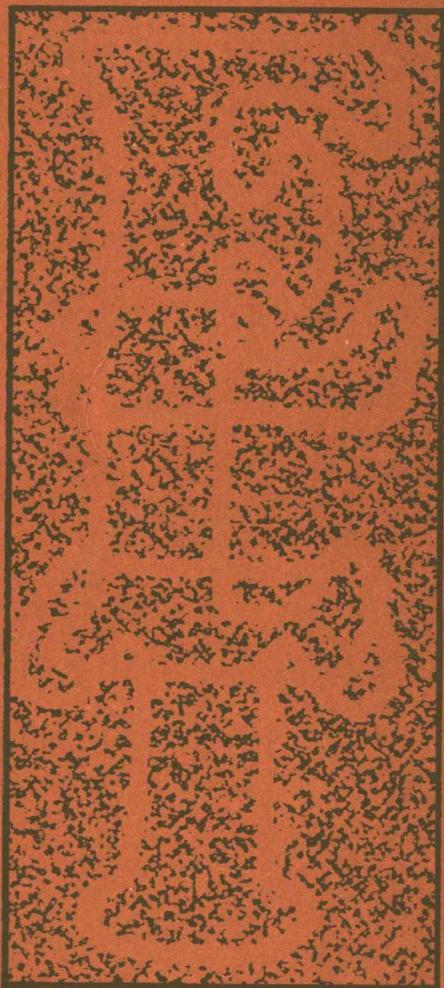
### **Index to *English Language Teaching Journal*, 1972–1977**

This 1977 publication supplements the Index to *Twenty-Five Years of English Language Teaching*, which covered the years from the launch of the journal in 1946 to 1971. This follow-up volume contains 14 index sections, covering the same subject areas as the first volume, from spoken English to language learning, plus an author index. The index provides readers with volume, year and page number references, along with short glosses indicating content covered and the author's argument or position where relevant.

INDEX TO  
ENGLISH LANGUAGE  
TEACHING JOURNAL

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1972 - 1977



The British Council ENGLISH TEACHING INFORMATION CENTRE



INDEX TO  
ENGLISH LANGUAGE  
TEACHING JOURNAL

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1972 - 1977

Designed to be of help to practising teachers of English  
as a foreign or second language as well as to other  
language-teaching specialists

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## FOREWORD

This booklet supplements the *Index to Twenty-Five Years of English Language Teaching* published in 1972, and in covering the years 1972 to 1977 (Vols. XXVII-XXXII) brings the Index up to date. The entries are classified under the same headings as before and useful notes have been provided on each article.

Since October 1973 (Vol. XXVIII, No. 1) the word *Journal* has been added to the title; thus there is a clearer distinction between the journal itself and what it deals with.

We should again be very grateful to the English Teaching Information Centre of the British Council for the care with which this task has been carried out. Taking the two booklets together, readers should now have no difficulty in finding what they need.

W.R. LEE  
Editor

July 1977

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## 1. SPOKEN ENGLISH

Andresen, B.S.

*Vowel No 10 /ʌ/: A teaching problem* — 26 3 (1972) 295-9 (L-TA 73-64)

The use of the Norwegian Ø for the English /ʌ/ should be seen in the light of the great influx of English loan-words into Norwegian in the last two centuries, there being a tendency to maintain, within the group of loan-words, a phonemic distinction existing in English itself.

As-Safi, A.B.

*A note of the teaching of English in Iraq* — 26 2 (1972) 167-8

Mispronunciation caused by misplacing stress, pronouncing 'silent' letters, substituting the wrong sounds, and incorrect intonation result from exposing the learner to the letters before the sounds of the foreign language. The author briefly investigates difficulties resulting from neglect of the oral aspect.

Aziz, Y.Y.

*Some problems of English consonant sounds for the Iraqi learner* — 28 2 (1974) 166-8

LINGUISTICS — COMPARATIVE AND CONTRASTIVE (abstract)

Aziz, Y.Y.

*Some problems of the English diphthongs for the Iraqi learner* — 29 1 (1974) 68-71

LINGUISTICS — COMPARATIVE AND CONTRASTIVE (abstract)

Collins, B.; Rodd, J.

*English pronunciation problems of francophonic West Africans* — 27 1 (1972) 79-82 (L-TA 73-178)

The students concerned were, with four exceptions, either trained teachers of English or students who said they intended to teach English as a career. All had previous knowledge of the language, but their standard of performance varied considerably. The most frequent problems arising among a number of students are outlined here.

LINGUISTICS — COMPARATIVE AND CONTRASTIVE

Court, C.

*Word-linking and unstressed words in English: A problem for speakers of Thai* — 26 3 (1972) 284-8 (L-TA 73-65)

LINGUISTICS — COMPARATIVE AND CONTRASTIVE (abstract)

Davison, W.F.

*Preliminary considerations in writing pronunciation drills* — 27

SPOKEN ENGLISH (continued)

2 (1973) 150-7) (*L-TA* 73-274)

Little in the literature on teaching English to speakers of other languages is concerned with the production of teaching-materials. The author briefly discusses problems to be considered before one can seriously begin to write materials for pronunciation teaching (in particular, materials for teaching segmental phonemes).

MATERIALS

Dent-Young, J.

*Lightening the play* — 28 2 (1974) 226-32

The author agrees that acting can be a useful means of contextualising language material in the classroom. He denies, however, that a play is the most useful form of language communication or the sole means of providing extracurricular practice (in spite of its admitted special advantage, built-in purpose among them).

Deyes, A.F.

*Learning from dictation* — 26 2 (1972) 149-54 (*L-TA* 72-315)

WRITTEN ENGLISH (abstract)

LANGUAGE LEARNING

Deyes, A.F.

*Speech activity in the language class* — 28 2 (1974) 222-6

A lesson-plan, giving theme and direction to a language class, ensures that a structure is presented and practised in various ways. When all language skills are regarded as of equal importance, the efficient use of lesson-time entails devotion of a fair amount of it to listening and speaking.

TEACHING METHODS

Deyes, A.F.

*The use of regionalisms in the teaching of pronunciation* — 27 3 (1973) 270-1 (*L-TA* 74-49)

The recording of regional as well as of Received Pronunciation speakers provided students with identical sentences (apart from different allophones for particular phonemes); they then heard, in isolation, the word in which the phoneme variants occur, whereupon they were requested to repeat both the Received Pronunciation and certain regional forms, having identified these.

Dobbyn, M.

*An objective test of pronunciation for large classes* — 30 3 (1976)

SPOKEN ENGLISH (continued)

242-4

TESTING (abstract)

Farid, A.

*Relevant listening comprehension exercises* — 29 3 (1975) 309-11

The first stage in preparing such material is for the teacher to record from five to ten minutes of news in English. The next stage occurs in the classroom, the teacher asking the students to listen carefully as the tape is played for the first time. A news-item can often be the context for structure practice, composition, or discussion practice.

Folland, D.; Robertson, D.

*Towards objectivity in oral group testing* — 30 2 (1976) 156-67  
(L-TA 76-193)

TESTING (abstract)

Higgins, J.J.

*Vowel comparison* — 26 2 (1972) 132-6 (L-TA 72-337)

Describes a set of language-laboratory exercises made for the Institute of Education at Dar-es-Salaam. There are seven sections: 1) minimal pairs; 2) conversation; 3) a second conversation; 4) numbering; 5) finishing the sentence; 6) choosing the sentence; and 7) reading.

LINGUISTICS — THEORETICAL AND GENERAL

Hill, G.

*Making a Noise in English* — 31 2 (1977) 130-155

The conversation class is the most difficult to conduct successfully and it is impossible to lay down rigid rules for it. The aims of the teacher should be to make sure that every student says something in English, what is actually said is not particularly important, and he should realise that fluency is more important than correctness. The teacher should give his students a clear explanation of his aims, he should know them all by name, he should have an informal seating arrangement, and he must plan his classes carefully and provide suitable material. Finally he should keep in mind the three main needs of the conversation class: flexibility, variety and enthusiasm.

LANGUAGE LEARNING

TEACHING METHODS

James, A.R.

*Dialect and English Language Teaching* — 31 2 (1977) 146-149

The article suggests that more work should be done on the

## SPOKEN ENGLISH (continued)

influence of local dialects on the acquisition of English pronunciation, for it is on the phonetic-phonological level that such influence will be mainly manifested. The possibility of a negative influence should not be ignored. Examples of this negative influence are given from the German Dialects particularly Swabian.

### LINGUISTICS — COMPARATIVE AND CONTRASTIVE

James, K.; Mullen, L.

*'English as she is heard': Aural difficulties experienced by foreign learners* — 28 1 (1973) 15-22 (L-TA - 131)

Even the comparatively able students from overseas complain about the difficulty of understanding English people. The author explores some of the snags for the listener and explains why they are often so formidable. Efficient listening is considered to consist in mentally checking, supporting, challenging and extrapolating items of information in discourse as well as in recognition and passive absorption.

Lindsay, P.

*The use of drama in TEFL* — 29 1 (1974) 55-9

TEACHING METHODS (abstract)

Keyvani, M.

*Sound patterning in English and Persian* — 31 4 (1977) 319-320

LINGUISTICS — COMPARATIVE AND CONTRASTIVE

McGregor, E.

*Advanced English conversation classes* — 28 3 (1974) 349-52

The basic aims of a conversation course are to give students the chance to use the English they have acquired in the classroom in a comparatively unrestricted atmosphere. No more than twelve students should talk to each other in a reasonably informed way over a period of, say, one hour.

Mahandru, V.K.

*The problem of word stress in English* — 29 2 (1975) 96-100

Whether the speaker is Asian or African, unless fully trained he is very likely to make serious mistakes in the use of stress; and a faultily stressed syllable may easily result in an utterance not even remotely resembling the intended word.

Mendelsohn, D.; Klein, M.

*An experiment in the teaching of listening comprehension to advanced students* — 28 (1974) 343-9

## SPOKEN ENGLISH (continued)

The basic conception of this course is that students should work on intensive listening, then on preparation for note-taking. The ultimate aim is to prepare a large number of lessons at each of three levels, from which the teacher will construct the curriculum for his class.

### SYLLABUSES AND CURRICULUM DEVELOPMENT

Morris, T.

*The simple present tense and its relation to time in spoken English* — 26 2 (1972) 116-22 (L-TA 72-343)

Suggests, by closely examining one tense in action in the living language, how necessary some knowledge of context is to a full appreciation of all the possibilities of time-reference. The simple present tense was chosen because of its versatility.

### LINGUISTICS — DESCRIPTIVE

Mowat, J.

*Oral English in the primary schools of the Gilbert and Ellice Islands* — 27 1 (1972) 94-9 (L-TA 73-144)

On occasion, English is the sole means of communication between the Gilbert Islanders and the Ellice Islanders. A very high standard in English is recommended — for that and other reasons. When the author visited the islands, English was taught as a dead language in the primary schools.

Oller, J.W., jr.; Streiff, V.

*Dictation: A test of grammar-based experience* — 30 1 (1975) 25-36 (L-TA 73-106)

Presents a new look at data given in Volume 25, Number 3, June 1971, pages 254 to 259. The grammar of expectancy is assumed to be the central component of the learner's competence in language.

### WRITTEN ENGLISH

#### TESTING

Remsbury, A.

*Oral methods through puppetry* — 26 2 (1972) 252-6 (L-TA 73-74)  
AIDS (abstract)

Roy, M.

*Bengali difficulties with the sounds of English* — 30 1 (1975) 66-72 (L-TA 76-139)

### LINGUISTICS — COMPARATIVE AND CONTRASTIVE (abstract)

Salama, Nancy

*An analysis of the occurrence of the statement question form in*

SPOKEN ENGLISH (continued)

*spoken English* — 27 3 (1973) 261-5

The context of this analysis is the Egyptian speaker's understanding of the language. The author first of all sets out the problem as a whole; next come the procedural steps and results of data analysis; finally come the conclusions drawn, with their implications for teaching.

Salama, Nancy

*Let them speak* — 28 1 (1973) 23-9

The author maintains that no one can pretend that when nothing but pattern practice is provided the learners are communicating their own ideas or responding to natural cues, and recommends a proved procedure to be used as a necessary sequel to any lesson in structure.

TEACHING METHODS

Seward, B.H.

*Measuring oral production in EFL* — 28 1 (1973) 76-80

The purpose here was to determine the results of objective pencil-and-paper tests of general language proficiency in English as a foreign language. Testing speaking proficiency of this kind is a problem of long standing, no completely satisfactory test having yet been devised. A procedure is discussed and its results assessed.

Smith, M.S.

*A note on 'writing versus speech'* — 31 1 (1976) 17-19

WRITTEN ENGLISH (abstract)

Sopher, H.

*The Problem of Punctuation* — 31 4 (1977) 304-313

The author proposes the view that speech rhythm, adapted to the needs of the written language should in fact constitute the basis of sound punctuation; also shows that it is the failure to recognise this principle that has led some writers to recommend a system of punctuation which tends to be convention bound and mechanical, rather than natural and meaningful. He examines in detail: embedded adverbial clauses, the comma between subject and verb, medial adverbs, restrictive and non-restrictive clauses, the comma splice, punctuation and notional relations, punctuation and speech rhythm. Examples from Partridge and Fowler are quoted and it is noted that modern writers appear to recognise the need for correspondence between punctuation and speech rhythm.

Sorhus, H.B.

*To Hear Ourselves — Implications for Teaching English as A Second Language* — 31 3 (1977) 211-221

An analysis of English as it is actually spoken including clichés, frozen expressions, conventions (greetings, leave-takings etc), hesitations, pauses and non-verbal sounds used by the native speaker. The author's aim is to make language teachers develop a more tolerant attitude to learners, to help the learner to comprehend that not everything that is said has deep meaning, and to reduce his embarrassment at his own hesitations. If the student is introduced to frozen expressions early in his course he will realise that they help rather than hinder communication. Charts and tables accompany the article.

LANGUAGE LEARNING

Southern, K.R.

*The long or the short of it?* — 27 1 (1972) (L-TA 73-146)

The view that short forms are taught in preference to long was challenged by the decision of the English Medium Centre in Lusaka to teach long forms rather than short early in the New Zambia Primary Course. Children had to be taught to speak and understand acceptable English, which in turn had to serve as the tool for reading and writing skills as well as for work in other primary-school subjects.

TEACHING METHODS

Srebot, T.

*Overcoming Slovene difficulties with English pronunciation* — 28 1 (1973) 73-5

LINGUISTICS — COMPARATIVE AND CONTRASTIVE (abstract)

Stokes, P.M.

*Debating in the ESL classroom* — 31 1 (1976) 15-17

The point is made that different language-learning propensities are to be taken into account when course-sequences are decided on, the teacher being advised not to rely entirely on material selected and graded only by such criteria as frequency, usefulness and productiveness.

LANGUAGE LEARNING

MATERIALS

SYLLABUSES AND CURRICULUM DEVELOPMENT

SPOKEN ENGLISH (continued)

Strevens, P.

*A rationale for teaching pronunciation: The rival virtues of innocence and sophistication* — 28 3 (1974) 182-9

How far the learning of pronunciation is the result of its teaching is sometimes difficult to determine. The author argues that one teaches *parole* rather than *langue* — performance rather than competence. He believes that all organised language instruction should have its aims clearly stated in advance and that learners differ in their ability to master pronunciation because the profile of variables is not the same for each individual.

Taylor, C.V.

*Ambiguities in spoken Australian English* — 28 1 (1973) 59-64  
LINGUISTICS — THEORETICAL AND GENERAL (abstract)

Taylor, C.V.

*The writing vocalisation in English* — 29 3 (1975) 290-4  
WRITTEN ENGLISH (abstract)

Taylor, H.J.S.

*Teach your pupils to gossip* — 31 3 (1977) 222-226  
TEACHING METHODS

Townson, M.

*Testing oral skills at university level* — 27 2 (1973) 199-205  
(L-TA 73-267)

Reports on efforts at the University of Erlangen to improve oral language examinations. The account is based mainly on a paper which led to certain changes in the manner in which an oral examination was held and scored. The author hopes that the Erlangen experience will prove of some value to colleagues at other universities.

Utley, D.

*Goose morning* — 27 2 (1973) 157-8  
LINGUISTICS — COMPARATIVE AND CONTRASTIVE (abstract)

Utley, D.

*Minimal sentences* — 30 1 (1975) 19-21

Questions the value of minimal pairs, recommending an alternative, in the form of minimal sentences, which gives contrast and meaning to the essential sounds.

Vidović, V.

*The difficulties of English pronunciation for speakers of Serbo-*

SPOKEN ENGLISH (continued)

*Croat, and vice-versa: 1* — 26 3 (1972) 288-92

LINGUISTICS — COMPARATIVE AND CONTRASTIVE (abstract)

Vidović, V.

*The difficulties of English pronunciation for speakers of Serbo-Croat, and vice versa: 2* — 27 1 (1972) 88-94

LINGUISTICS — COMPARATIVE AND CONTRASTIVE (abstract)

Watanabe, K.

*Teaching Stress and Intonation at University Level in Japan* — 31 2 (1977) 158-163

After a period of neglect, teachers of English in Japan have begun to realise the importance of teaching the prosodic features of spoken English. Strong recommendation is given for a systematic method of teaching sentence stress and intonation at all levels. The author describes how he has taught tones and sentence stress, giving abundant exercises in oral reading from texts with tonetic stress marks ranging from simple conversations to passages from literature. Reading material accompanied by tapes is desirable especially if the teacher is a non-native speaker.

TEACHING METHODS

Wingfield, R.J.

*Conversational responses to statements* — 27 1 (1972) 24-7 (L-TA 73-149)

A simple drill-method, believed to be suitable for third and fourth forms (English as a second language), has been devised. The emphasis is on conventional responses. The class will be familiarised with categories which may be abbreviated when they appear on the blackboard.

## 2. WRITTEN ENGLISH

Cave, G.N.

*From controlled to free composition* — 26 3 (1972) 262-9 (L-TA 73-52)

The author favours a method involving a mixture of quality and quantity — with the emphasis on one or the other to depend on the way in which the particular group of learners responds. He argues that any language programme is contingent on the general intelligence of learners, their general health, their opportunities for learning, and the adequacy with which the material is presented. As for the teacher's presentation of his material, that may derive from the psychological theory of language acquisition in which he believes, the theory of grammar to which he subscribes, and his pedagogical planning.

Clarke, M.A.

*Individualising instruction in the composition class* — 28 1 (1973) 43-6 (L-TA 74-130)

Most teachers have to struggle with large classes of students whose disparate language skills demand long evenings of frustrated labour devoted to devising tasks for good and poor students alike. The middle course, popular with teachers, is to interest the advanced student without discouraging the laggard. An approach is presented in which the teacher can individualise his teaching without preparing, say, 25 different lessons to 25 students.

Curran, P.

*Strange anniversary* — 28 2 (1974) 168-9

Presents a story illustrating some of the commonest English proverbs in contextualised form.

Deyes, A.F.

*Learning from dictation* — 26 2 (1972) 149-54 (L-TA 72-315)

The value of dictation is emphasised by considering what a pupil can learn — and what a teacher can learn about the pupil's weaknesses — from errors made in dictation. The author wishes to show how dictation can be used as a starting-point for almost any type of language exercise.

SPOKEN ENGLISH

LANGUAGE LEARNING

Donley, M.

*The paragraph in advanced composition* — 30 3 (1976) 224-35

The teacher of composition is concerned not with content but

## WRITTEN ENGLISH (continued)

with form. The paragraph has been seized on as a ready-made teaching unit — with reasons; but too often it is taken to pieces in such a way, the author believes, that the student never comes to realise that the whole is more important than the sum of its parts.

Donley, M.

*Précis writing: A rehabilitation* — 29 3 (1975) 213-21

Such writing has been neglected and its usefulness and importance underrated. The connexion with composition is direct: in the manipulation of syntax and the organisation of ideas. Points to consider in planning précis courses are enumerated.

Edwards, W.J.

*A guided composition programme for Form I children in Guyana* — 29 3 (1975) 197-206 (*L-TA* 75-284)

The main aims are to acquire control over enough patterns in standard English to enable one to speak and write a coherent and reasonably long composition and to learn the principles of selection, presentation and cohesion. The programme outlined here is recommended to last the full academic year.

Horn, V.

*Using connectives in elementary composition* — 26 2 (1972) 154-9 (*L-TA* 72-338)

Written sentences in combination are considered to involve a complex of structural, lexical, semantic and logical relations. The author's intention is to point out some basic connexions the student needs to learn about as soon as he begins to use sentences in sequence.

James, C.

*Judgements of Error Gravities* — 31 2 (1977) 116-124

This paper sets out to explain what is involved in marking written work in EFL. The attitude of native speakers and non-native speakers is compared, and the author concludes that non-native speaking teachers most resent errors of case and lexis, whereas native speaking teachers most resent errors in tense and concord. Generally speaking though, the error-types EFL teachers consider most serious are, in descending order: transformations, tense, concord, case, negation, articles, order. It is an empirical approach to a problem that besets every EFL teacher judging students' written work; how serious is such-and-such a grammatical error?

TEACHING METHODS

WRITTEN ENGLISH (continued)

Oller, J.W.; Streiff, V.

*Dictation: A test of grammar-based experience* — 30 1 (1975) 25-36 (L-TA 76-106)

SPOKEN ENGLISH (abstract)

TESTING

Pain, M.J.

*Variation in the use of written exercises* — 30 4 (1976) 326-32

Consideration of some difficulties incurred when pupils do written exercises from the coursebook introduce means by which those difficulties might be surmounted. The exercises in question appear uncontextualised in numbered lists which are often brought into use too early in otherwise good courses.

Sally, O.

*The teaching of spelling* — 30 3 (1976) 219-24

The author concludes that English spelling cannot be tackled by the student alone but must be taught. To regard a lesson in spelling as a means of filling the time when the teacher is at a loose end is a mistake. Lessons must be systematic and carefully prepared.

Seliger, H.W.

*Improved reading speed and comprehension in English as a second language* — 27 1 (1972) 48-55 (L-TA 73-198)

READING (abstract)

Seward, B.H.

*Teaching cursive writing to EFL students* — 26 2 (1972) 169-78 (L-TA 72-349)

The author presents an approach to such writing which simplifies the pupil's task of learning to write by making use of common features to be found in the forms of letters, thereby reducing the total to be learnt. The method presented is directed towards pupils whose native language is not written in Roman script.

Smith, M.S.

*A note on 'writing versus speech'* — 31 1 (1976) 17-19

The natural and apparently logical consequence of assuming that speaking a foreign language matters more than writing it is that in a typical course precedence is given to speech; but the importance of writing is coming more and more to be recognised.

SPOKEN ENGLISH

WRITTEN ENGLISH (continued)

Taylor, C.V.

*The writing of vocalisation in English* — 29 3 (1975) 290-4

The phonetic symbol /ə/ is used for representing hesitation in linguists' recording of pause-filling. Generally, the noises made in conversation are extremely variable, difficult to classify, and inconsistently spelt.

SPOKEN ENGLISH

Wingfield, R.J.

*Five ways of dealing with errors in written composition* — 29 3 (1976) 311-13

Techniques for coping with mistakes are enumerated: presentation of enough clues to result in selfcorrection; correction, on the teacher's part, either of text directly or through notes; oral explanation to individual students; and use of particular errors as illustrations for explanation delivered to the class.

Wyatt, V.

*An analysis of errors in composition writing* — 27 2 (1973) 177-86

TESTING (abstract)

### 3. READING

Al-Rufai, M.H.

*Ability transfer and the teaching of reading* — 30 3 (1976) 236-41  
The first aim here is to demonstrate the transfer of the skills in question from the second to the first language — and the other way round; the second is to suggest a practicable means of increasing facility in reading a foreign language. What had been statistically established by investigation between 1967 and 1969 is amplified.

Corbluth, J.

*A functional analysis of multiple-choice questions for reading comprehension* — 29 2 (1975) 164-73

Categorises 'distractors' whose function in teaching and testing reading comprehension is considered valid. Some consideration of the teaching purpose involved and some comments on types of text appropriate to the questions follow, concluding with guidance in devising such questions.

Dimitrijević, N.; Gunton, D.

*A survey of the reading habits and interests of learners of English in Belgrade* — 30 1 (1975) 36-45

The authors' aim was to discover what books young people were reading and what sort of young person was reading them. Although there is a great deal of research information on reading patterns, habits and attitudes, it varies considerably in scope and quality, and the yardsticks of one country are hardly ever those of another.

Ferguson, N.

*Some aspects of the reading process* — 28 1 (1973) 29-34

The typical native reader of English tends to read everything at a homogeneous speed of two to three hundred words a minute irrespective of the comprehension sought or the difficulty of the material: high comprehension of simple material and low comprehension of complex material is the result. Three criteria suggested for a good reader are: purposeful reading; good comprehension; and flexibility of speed.

Moody, H.L.B.

*Technique and art in reading aloud* — 28 3 (1974) 315-24

Considers a skill which seems to have been seriously neglected. One would expect a competent language-teacher to be able to read aloud in public, to a class or other gathering, with considerable accuracy and fluency. The author pleads for the

## READING (continued)

rehabilitation of reading aloud as a necessary social and pedagogic accomplishment.

Morris, J.

*Creative reading* — 26 3 (1972) 257-61 (*L-TA* 73-48)

Such reading is considered to consist in literal comprehension, critical insight and emotional involvement, each of which aspects is discussed in turn. Creative reading is presented as describing accurately the kind of reading of prose-fiction required of the student (including the secondary pupil). The teaching of reading is thought to appeal to each pupil's creative power, whatever its intensity.

Morris, J.

*Intensive reading* — 27 1 (1972) 38-47 (*L-TA* 73-125)

This, in essence, is reading in depth (usually done in class, each pupil having the same text). Extensive reading is briefly considered first, then the intensive kind. Half the lessons should be reading if English is given up to nine periods on the timetable weekly. Of the four-and-a-half reading lessons, one-and-a-half (about sixty minutes) should be devoted to comprehension. The author is in favour of calling the three other lessons reading lessons as such.

Narayanaswamy, K.R.

*An experiment in reading comprehension at college level* — 26 3 (1972) 300-9

Predicts a probable shift in language-teaching from emphasis on expression to comprehension — especially reading comprehension. An account of an experiment is included.

Narayanaswamy, K.R.

*The measurement of reading ability* — 29 2 (1975) 143-50 (*L-TA* 73-70)

Faster-reading courses provide for the measurement both of speed and of comprehension, but separately. Thus the reader is asked to prepare two progress-charts, one for speed and the other for comprehension, on which to enter his score each time he undergoes a test.

### TESTING

Nevile, M.H.; Pugh, A.K.

*An exploratory study of the application of time-compressed and time-expanded speech in the development of the English reading*

READING (continued)

*proficiency of foreign students* — 29 3 (1975) 320-9 (L-TA 76-54)  
Examines a method by which foreign students with limited English are given the chance to read fluently in the language. The pilot investigation appears to show that various pacing of silent reading could be useful with non-native speakers.

Paine, M.J.

*The variation of classroom reading techniques: 1 and 2* — 27 3 (1973) 276-81; 28 1 (1973) 35-43 (L-TA 74-122)

Aims to give teachers a practical list of techniques for teaching reading in the first year of learning English. The methods described have been used with pupils in Bahrain. Phonics should be delayed till pupils have a sight-vocabulary of a hundred words or more. If there is phonics from the outset, pupils tend to become overanalytical.

Porter, D.

*Modified cloze procedure: A more valid reading comprehension test* — 30 2 (1976) 151-5 (L-TA 76-198)

TESTING (abstract)

Seliger, H.W.

*Improved reading speed and comprehension in English as a second language* — 27 1 (1972) 48-55 (L-TA 73-198)

A direct relation between comprehension and speed of reading has been established, for the student who reads too slowly will comprehend relatively little. The author assumes that it is desirable to increase the reading speed of English as a second language.

WRITTEN ENGLISH

#### 4. TEACHING METHODS

Allwright, R.L.

*Motivation — the Teacher's Responsibility* — 31 4 (1977) 267-274

This article lists 13 sources of motivation and 11 sorts of motivation. It suggests that the teacher accepts a major responsibility for motivating his learners but success depends largely on collaboration between the major sources, for if the teacher finds himself in conflict with any of the other potentially powerful influences on motivation he cannot be expected necessarily to succeed. Motivational problems can involve teachers in conflicts of value systems and in ethical considerations and teachers ultimately may not be sure they have the right to motivate students under these circumstances.

TEACHER TRAINING

Antier, M.

*Language teaching as a form of witchcraft* — 31 1 (1976) 1-10

Language teachers try to change students' behaviour and even to alter their personalities, but such teachers are warned to practise their 'magic' with care.

Ball, W.J.

*Discipline in the English class* — 27 2 (1973) 125-32

This is easily underestimated and even taken for granted, but progress in learning can be at the mercy of pupils, who can make or break a programme; only a few trouble-makers are able to reduce a lesson to a shambles. As for relief-lessons, they present special problems.

Bartolić, L.

*Technical English: A method of teaching the cause-effect relation as applied to a diagram* — 29 2 (1975) 156-63

ENGLISH FOR SPECIFIC PURPOSES (abstract)

Bolitho, A.R.

*Translation: An end but not a means* — 30 2 (1976) 110-115

Attacks the doctrine of compromise (the popular solution to the problem of the use of the mother-tongue in foreign-language teaching) on the grounds that a young teacher may be unable to choose the right moment at which to use the mother-tongue and that the importance of tension during learning is unquestionable.

Byrne, D.

*An English methods programme* — 28 2 (1974) 112

Such a programme, in many institutions, consists largely of

## TEACHING METHODS (continued)

lectures supported at some stage by a few lessons by way of demonstration — often set pieces. The lectures ought to show teachers in training more than what language learning results from the application of those techniques.

### TEACHER TRAINING

Carver, D.; Wallace, M.J.

*Some applications of micro-teaching to TESL* — 29 3 (1975)  
184-90 (*L-TA* 75-272)

The greatest advantage of such teaching is considered to be that it concentrates the attention both of the trainee and of the supervisor on a specific skill, thus making discussion and evaluation so much the more manageable.

Case, D.

*Zap! Bam! Flop!* — 30 2 (1976) 115-22

Half understanding leads the teacher, at first, either to be too sure of himself or to go through the motions of applying techniques. He can become so intent on being dynamic that he becomes insensitive to what is really happening in the class; he comes to overvalue technique itself; he scorns traditional approaches; he takes too much for granted; he allows himself to be dominated by the oral approach; he does not look before he leaps; and he fails to respect the demands of different students in different circumstances.

Close, R.A.

*Banners and Bandwagons* — 31 3 (1977) 175-183

A review of fashions in Linguistics and their effects for better or worse on language teaching. The author discusses the Direct Method, the Play Way, Basic English, Pattern Practice, Structures, Situational Approach, Grammatical Syllabuses versus Notional Syllabuses, and advocates a more cautious approach to linguistic dogma and a greater respect for the evidence.

### SYLLABUS AND CURRICULUM DEVELOPMENT

Connolly, P.G.

*How to teach families of words by comparison* — 27 2 (1973)  
171-6 (*L-TA* 73-282)

Pit Corder's *An intermediate English practice book* provides, among many other sets of words, 'a list of words which all have the meaning of moving objects from one place to another'

## TEACHING METHODS (continued)

(thirteen verbs). Experiment revealed that not all the relevant verbs fall into the 'moving' class. The author refers the interested reader to Lyons's *An introduction to theoretical linguistics* for a further account of factor analysis.

Corbluth, J.D.

*Remediation or development? Some thoughts for English-language teachers* — 28 2 (1974) 118-25

The teacher has to ask himself at every step whether he is really advancing his students' mastery of the language or merely relieving his own feelings of incompleteness in the face of their mistakes. The author offers three criteria of error distinction: the possibility of misunderstanding, or lack of intelligibility; the principle of the universality of English, or the maintenance of the language as an international medium; and rejection of forms we cannot persuade ourselves to accept in spite of their intelligibility.

Cortez, E.G.

*Lip-reading: A viable approach to language teaching in the EFL classroom* — 28 2 (1974)

For initial adjustment to a new environment (the classroom), the non-English-speaking child benefits when befriended by a bilingual classmate; but, as time goes on, the new arrival sees no reason to tax himself with the effort to understand the strange sounds uttered by the teacher when his neighbour will provide him with a ready translation.

Cuyer, A.

*The Saint-Cloud method: What it can and cannot achieve* — 27 1 (1972) 19-24 (*L-TA* 73-204)

Whether Saint-Cloud students will be able to speak and understand the spoken language sooner than those who have been taught by conventional means is a subject for controversy — at least as far as comprehension is concerned. Spelling and writing, as well as reading, will leave more to be desired with Saint-Cloud readers than with others. The knowledge they gain of grammar and vocabulary will be only sporadic.

Deyes, A.F.

*Language games for advanced students* — 27 2 (1973) 160-5

Activities discussed include sustained speech-exercises, testing-games, reinforcement games, and scoring. The games suggested are all considered relevant to particular areas of language learning.

TEACHING METHODS (continued)

Deyes, A.F.

*Speech activity in the language class* — 28 2 (1974) 222-6  
SPOKEN ENGLISH (abstract)

Douglas-Brown, H.

*The English Teacher as Researcher* — 31 4 (1977) 274-279

The author encourages L2 teachers to do research and his article gives a set of guidelines for such research. These guidelines are: natural language acquisition, small scale intervention, large scale methodology. There is also a discussion of basic research principles, such as asking the right questions, formulating researchable ideas, constructing a research hypothesis and design, involving a choice of subject, experimentation, the use of various materials and a careful analysis of results and implications. The author emphasizes that such research is urgently needed at this time when a host of questions about second language learning remain unanswered.

LINGUISTICS — DESCRIPTIVE

Dungworth, D.

*Teaching numbers* — 28 2 (1974) 245-6

The very simplicity of this feature of the language may lead some teachers to pay too little attention to it; but because of the function of numbers in everyday activity, and because the system for English is quite simple, a good case can be made for introducing numbers right at the beginning of a course.

SYLLABUSES AND CURRICULUM DEVELOPMENT

Elliott, A.V.P.

*Aims and aids in learning and teaching* — 28 2 (1974) 189-97  
AIDS (abstract)

LANGUAGE LEARNING

Franks, J.

*English teaching by telephone* — 28 2 (1974) 240-4  
AIDS (abstract)

Garvie, E.N.

*'Field and focus' in English as a second language: A construct for learning, teaching and teacher training* — 29 3 (1975) 313-19  
LANGUAGE LEARNING (abstract)

TEACHER TRAINING

Gewirtz, A.

*Some observations on testing and motivation* — 31 3 (1977)

TEACHING METHODS (continued)

240-244

TESTING

Ghadessy, M.

*Error analysis: a criterion for the development of materials in foreign language education* — 31 3 (1977) 244-248

LANGUAGE LEARNING

LINGUISTICS — COMPARATIVE AND CONTRASTIVE

Girard, D.

*Motivation: the Responsibility of the Teacher* — 31 2 (1977) 97-102

It is the teacher's responsibility to encourage and foster motivation by making his course interesting, by showing the same interest in all his pupils irrespective of ability, making them all participate in lessons, and by showing patience and understanding. The author believes that it is important for teachers to know what pupils expect of them, both as a person and as a model for the language he is teaching.

TEACHER TRAINING

Hepworth, J.C.

*The importance and implications of the 'critical period' for second-language learning* — 28 3 (1974) 272-82

LANGUAGE LEARNING (abstract)

Hill, G.

*Making a noise in English* 31 2 (1977) 130-

LANGUAGE LEARNING (abstract)

SPOKEN ENGLISH

Hoadley-Maidment, E.

*The motivation of students studying EFL in London* — 31 3 (1977) 203-207

LANGUAGE LEARNING

Hocking, B.D.W.

*Tense, 'sequence of tenses', and 'indirect speech' in English* — 28 2 (1974) 202-19

The author's aim is to show that part of the problem presented by the supposedly complex English sentences can be simplified to the point where it virtually disappears as a hindrance — at least for much of the field that the rules cover.

LINGUISTICS — THEORETICAL AND GENERAL

Hornsey, A.W.

*Mr Best's ladder: Question-and-answer work in foreign-language teaching* — 26 2 (1972) 124-32 (L-TA 72-339)

New emphasis is laid on the proposition that language and experience progress is parallel in real life — while the language is new but the experience old in the foreign-language classroom; therefore classroom communication exists for the acquisition of new language rather than new experience.

James, C.

*Judgements of error gravities* — 31 2 (1977) 116-124

WRITTEN ENGLISH (abstract)

Kharmā, N.

*Motivation and the Young Foreign-Language Learner* — 31 2 (1977) 103-111

It is important to specify the particular situation when considering motivation. The complexity of the problem involves: the age of the student, his linguistic and cultural background, his attitude to school, his parents' and community's attitude to speakers of the language and their country, the parents' educational background, the local and international prestige of the language, and the need to learn the language. The teacher must choose his materials accordingly. Individual differences in general intelligence, interests, and language aptitude are decisive factors in foreign-language learning. The article uses the author's experience with primary schools in Kuwait for illustration.

TEACHER TRAINING

King, A.H.

*Notes on remedial English at higher-education level* — 27 3 (1973) 245-50 (L-TA 74-51)

Remedial English is defined here as 'instruction intended to correct bad habits, but above all . . . instruction intended to bring students up to the level they are supposed to have reached in order to carry out requisite tasks of understanding the spoken and written word, of speaking and of writing'..

Kitchin, M.V.

*Some thoughts on situationalised English* — 28 3 (1974) 292-6

Predicts that the main area of future development will probably be the student's involvement (with the emphasis on personal

TEACHING METHODS (continued)

participation in activities conducive to learning the 'target' language rather than on formal classroom-teaching).

Lee, W.R.

*Does the 'what' determine the 'how'? Reflections on practical issues* — 26 2 (1972) 107-16 (L-TA 72-313)

Finds a great deal in common between spoken and printed English; for example: the basic syntactic structures, practice in the use of which, as well as the testing of comprehension, can more quickly and thoroughly be given by oral means than by written exercises. What the learner absorbs from his reading is almost certain to reinforce his conversational skill. The author disagrees with those who argue that their pupils, needing to be conversationalists, can do without reading.

LANGUAGE LEARNING

Levenston, E.A.

*Teaching indirect object structures in English: A case study in applied linguistics* — 28 3 (1974) 299-305

LINGUISTICS — DESCRIPTIVE (abstract)

Lindsay, P.

*Resistances to learning EFL* — 31 3 (1977) 184-190

LANGUAGE LEARNING

Lindsay, P.

*The use of drama in TEFL* — 29 1 (1974) 55-9

Such use reminds both the teacher and the learner that speaking another language entails acting in that language and not merely another game to disguise drilling. Students are recommended to be given the opportunity to use language through role-playing in controlled as well as improvised situations.

SPOKEN ENGLISH

Long, M.H.

*Group work in the teaching and learning of English as a Foreign Language — problems and potential* — 31 4 (1977) 285-292

Whereas the author feels that the lockstep method of teaching is appropriate some of the time, he also advocates organising classes into groups for a large part of the time. This considerably reduces the time spent by pupils listening to each other practising. The article discusses how to organise and utilise group teaching. To use group teaching, the role of the teacher

## TEACHING METHODS (continued)

must change from a central dominant position to an unobtrusive circulation between groups offering guidance when it is needed. The author feels that if the teacher can adapt to this then both he and his pupils will benefit from group teaching.

Morrow, K.E.; Shaw, M.

*L1 techniques in EFL teaching* — 28 2 (1974) 197-202 (*L-TA* 74-279)

Recent work both on the nature of language and on the psychology of language production and acquisition has largely discredited earlier theories. The authors have found that foreign learners of English respond very well to the demands on their ingenuity inseparable from project-work.

Mugglestone, P.

*The Primary Curiosity Motive* — 31 2 (1977) 111-116

The curiosity motive is innate, not human specific, and is universal, although its strength varies among individuals. It finds expression in the need for environmental conditions affording variety, the need for physical activity, the need to be mentally alert. The author examines the teaching situation showing how, by careful selection of materials and good organisation the teacher can avoid gimmickry and provide an atmosphere that will foster the curiosity of his pupils.

Murrell, M.

*The planning stage: Preliminaries to selection* — 27 3 (1973) 257-61 (*L-TA* 74-32)

The problem noted here is that the speaker-teacher is not fully aware, usually, of the total intricate network of conceptual contrasts in which a given language item is located. The task of providing explicit descriptions devolves rather on the applied linguist, textbook-writer and course-designer rather than on the teacher in the classroom, who should, however, know something of what lies behind the course-materials and the reasons for the recommended methods. If he lacks this knowledge, he cannot take full advantage of the selected approach, and the adaptability and usefulness of the course is to that extent diminished.

Nation, I.S.P.

*Motivation, repetition and language-teaching techniques* — 29 2 (1975) 115-20

Primary motivation is presented as the strongest type, and

## TEACHING METHODS (continued)

secondary motivation as coming from outside the learner. One of the strongest motives is the desire to understand the meaning of something. The teacher can make use of this by keeping the meaning away from the learner for as long as possible.

Nation, I.S.P.

*Teaching vocabulary in difficult circumstances* — 30 1 (1975) 21-4

Such material as needs to be developed to deal with the difficult circumstances in which the teaching of English is carried out in many parts of the world should be economical and at the same time selfmotivating. Guidance from the teacher, supervision and marking should be minimal, and absenteeism should be taken into account.

MATERIALS

Olsson, M.

*Learning grammar: An experiment* — 27 3 (1973) 266-9 (L-TA 74-69)

LANGUAGE LEARNING (abstract)

Paine, M.J.

*Using numbers to indicate choice* — 28 2 (1974) 133-5

Numbers may be used informally for practising the sounds of English as problems arise during the lesson; secondly, they can consolidate finer structural points; thirdly, they may be used in formal testing. Use of some of the procedures as the basis of a game is also suggested.

Pearce, R.A.

*Teaching conditional and related clauses* — 29 3 (1975) 206-13  
Describes a method of teaching such clauses. Students taught by it have been adult — with as many as fourteen different mother-tongues to a class. Too often, possible conditional clauses and contrary-to-fact conditional clauses have been taught as one unit, with related constructions treated separately.

LINGUISTICS — THEORETICAL AND GENERAL

Perren, G.E.

*New languages and younger children* — 26 2 (1972) 229-38 (L-TA 73-32)

'New languages' here covers both foreign languages (from the standpoint of the school) and second languages. The author criticises attempts merely to 'lay secure foundations' for future

## TEACHING METHODS (continued)

development if all that that implies is that a progression is to be based first on establishing the structures oftenest in use among adults. Young children are not expected to be interested in first learning the 'most useful' or 'most common' words according to some frequency-count of their projected (or expected) use of the language ten years later. 'The immediate surrender value of what they learn must be as high as possible.'

Rees, A.L.W.

*Games and question practice* — 29 2 (1975) 137-43  
LANGUAGE LEARNING (abstract)

Rees, A.L.W.

*Getting questions asked* — 30 4 (1976) 303-10  
LINGUISTICS — THEORETICAL AND GENERAL

Remsbury, A.

*Oral method through puppetry* — 26 3 (1972) 252-6  
AIDS (abstract)

Richards, J.C.

*Answers to yes/no questions* — 31 2 (1977) 136-141  
LANGUAGE LEARNING  
MATERIALS (abstract)

Roberts, R.

*Aims and objectives in language teaching* — 26 3 (1972) 224-9  
(L-TA 73-33)

Distinguishes between such aims and objectives, suggesting that 'aims' should be reserved for such relatively remote goals as justify teaching second languages and that 'objectives' should refer only to such short-term goals as a lesson or sequence of lessons in a classroom may achieve.

Salama, Nancy

*Let them speak* — 28 1 (1973) 23-9  
SPOKEN ENGLISH (abstract)

Sally, O.

*Teaching the passive voice to G.C.E. (Advanced level) students in Ceylon* — 27 2 (1973) 187-90

The lesson was planned in two parts: introduction; and practice and revision. Students had to absorb the forms of the passive-voice verb in the different tenses, each tense taken separately. Each student was given a cyclostyled sheet of sentences to be

## TEACHING METHODS (continued)

practised. The teacher continued with 'partly complete' sentences. In the second part of the teaching scheme the aims were: to practise normal English sentences; to extend vocabulary; and to revise the passive voice.

Seward, B.H.

*A situational technique for teaching expressions of small quantity* — 27 1 (1972) 31-4 (L-TA 73-145)

The distribution of such expressions is regarded as presenting little difficulty to the student and is readily mastered through drills, but the difficulty arises with meaning and use. Vocabulary items rather than concepts of small quantity are considered here, the concepts themselves being determined by presuppositions in the speaker's mind.

LINGUISTICS — THEORETICAL AND GENERAL

Singh, B.

*Some points about teaching English in India* — 28 2 (1974) 148-50

Covers such subjects as the number of teachers who should teach in a classroom, the teacher's role as organiser, the meaning of discipline in the classrooms, the teacher's use of the vernacular, and the decision whether to use objects or pictures as aids.

Southern, K.R.

*The long or the short of it?* — 27 1 (1972) 35-7 (L-TA 73-146)

SPOKEN ENGLISH (abstract)

Tarigan, T.E.

*Teaching English in Indonesia* — 30 1 (1975) 61-6

The discussion is supplemented by reference to the quality of the teachers of the language and to methods of teaching it, with the background (English in the secondary-school system, the standard of English, the secondary school (or SMP), the teacher of English, universities (and IKIPs), in-service training, foreign help, and the outlook) covered.

MATERIALS

TEACHER TRAINING

SYLLABUSES AND CURRICULUM DEVELOPMENT

Taylor, C.V.

*Sources of error in foreign language teaching* — 30 3 (1976) 190-5

Many catalysts are found to have produced deviant forms. The standpoint here is that of mentalism owing much to the

## TEACHING METHODS (continued)

insights of transformational grammar, though the notion of grammaticality in the sentence is admitted to incur difficulties as soon as the speakers' intuitions are compared.

LINGUISTICS — THEORETICAL AND GENERAL

Taylor, C.V.

*Why throw out translation?* — 27 1 (1972) 56-5

Teachers may translate sentences when they see that pupils are not following them. Why it should often come down to dumb show at all is that pupils do not 'hear' the language taught. Three principles proposed are: that the teacher's translation be preferred to the pupils'; that teachers who use translation should translate at the level of the utterance; and that any use of translation entails a decision about the occasion for its use.

Taylor, H.J.S.

*Teach your Pupils to Gossip* — 31 3 (1977) 222-226

An article concerned with schools in which the English lesson is the only occasion where English is heard and used. Pupils can spend years in a classroom learning English and still be unable to express their feelings about very ordinary experiences. To remedy this pupils should have total exposure to English from the teacher. A stream of everyday exchanges in English should be encouraged, involving relatively simple language. Classes should be split up and groups given something concrete to do and talk about. Prepared dialogues should also be used. Pupils can then acquire the skills to pass examinations and also a means of real communication.

SPOKEN ENGLISH

Templeton, H.

*A new technique for measuring listening comprehension* — 31 4 (1977) 292-299

This article gives evidence supporting cloze procedure techniques as a reliable way of assessing the listening proficiency of foreign students of English. The cloze procedure itself is discussed, then the author explains and gives examples of his own enquiries with cloze testing which suggest that it has a high validity on both theoretical and practical grounds. He concludes by stressing the need for wider research to discover whether the cloze procedure does in fact test the skill known as aural comprehension.

TEACHING METHODS (continued)

Titone, R.

*Some factors underlying second-language learning* — 27 2 (1973)  
110-20

LANGUAGE LEARNING (abstract)

Walker, T.A.

*Language through Drama* — 31 2 (1977) 141-145

LANGUAGE LEARNING (abstract)

Watanabe, K.

*Teaching Stress and Intonation at University level in Japan* —  
31 2 (1977) 158-163

SPOKEN ENGLISH (abstract)

Widdowson, H.G.

*The teaching of English as communication* — 27 1 (1972) 15-19  
(L-TA 73-213)

Considers the difficult fact that students, especially those in developing countries who have received several years' formal English teaching, often remain deficient in the ability actually to use the language — and understand its use — in normal communication, spoken or written. Contextualisation is considered and an English course for students of science hypothesised.

ENGLISH FOR SPECIFIC PURPOSES

Wingard, P.

*Teaching practice* — 29 1 (1974) 46-51 (L-TA 75-127)

TEACHER TRAINING (abstract)

## 5. MATERIALS

Baird, A.

*Varieties of English: Some factors influencing text selection* — 27  
3 (1973) 250-7

LINGUISTICS — THEORETICAL AND GENERAL (abstract)

Daum, D.A.

*A 'role' for teaching materials* — 27 2 (1973) 12-5

Suggests that great importance should be attached to the design of such materials. Techniques in primary schools can change for the better through the use of specially designed materials: such experience appears to indicate that training colleges would do better if they trained teachers to teach a specific course, to get to know that course thoroughly, and to rely on the techniques and aids prescribed for it.

AIDS

Davison, W.F.

*Factors in evaluating and selecting texts for the foreign-language classroom* — 30 4 (1976) 310-14

The author considers the textbook should come second only to the teacher in the foreign-language classroom and attempts to concentrate on factors to be taken into account when a text is selected.

Davison, W.F.

*Preliminary considerations in writing pronunciation drills* — 27  
2 (1973) 150-7

SPOKEN ENGLISH (abstract)

Kressel, R.H.

*The textbook family and the culturally deprived pupil* — 28 3  
(1974) 312-15

The author has examined a number of modern textbooks on English as a foreign language which show that 'textbook families' are similar, whatever the method or country of publication concerned. Such 'families' come into the category of typical white urban middle-class families.

Lott, B.

*Preparing structural tables* — 26 3 (1972) 249-51 (L-TA 73-68)

Reviews problems of structural analysis (how such analysis can be presented in the classroom and how learning can be helped along). The point at which original and remedial learning appear to merge is examined. Examples are given. Marked columns in structural tables are recommended to show

MATERIALS (continued)

the structural regularity clearly.

Mead, R.; Lilley, A.D.

*The use of visual materials in teaching English to economics students* — 29 2 (1975) 151-6 (L-TA 75-197)

The change from general English to English for specific purposes has brought certain advantages to the teacher: his teaching can emphasise communicative competence rather than grammatical competence, but there are particular problems; namely: to decide on the order in which linguistic items should be taught; and to coordinate the teaching of linguistic items with communicative acts.

ENGLISH FOR SPECIFIC PURPOSES

Nation, I.S.P.

*Teaching vocabulary in different circumstances* — 30 1 (1975) 21-4

TEACHING METHODS (abstract)

Rees, A.L.W.

*Techniques for presenting Songs* — 31 3 (1977) 226-233

LANGUAGE LEARNING

Rees, A.L.W.

*Organising a visual aids workshop* — 30 1 (1975) 12-18

AIDS (abstract)

Richards, J.C.

*Answers to yes/no questions* — 31 2 (1977) 136-141

LANGUAGE LEARNING

TEACHING METHODS (abstract)

Roux, E.

*Easy English for Africans* — 26 2 (1972) 178-90 (L-TA 72-348)

The author, having used Basic English for teaching in an adult African night-school, abandoned that vocabulary and set to work to make his own list of useful words. He devised an experimental technique which he used in the night-school on pupils who had passed Standard III (but not Standard IV) at school. The list was later published (in 1944).

Salama, Nancy

*Use the newspaper!* — 28 3 (1974) 336-43

Describes various procedures used for developing different skills: reading; writing; speaking; listening; and structure. The author believes that the use of the newspaper on a regular

## MATERIALS (continued)

planned basis in the classroom helps the student to see how what he learns there bears on the real world outside.

Sanders, Carol

*Improvisations and Oral Competence* — 31 4 (1977) 280-284

The language teacher must be able to produce materials and devise methods which prove empirically that they contribute to the development of authentic communication and native speaker competence. This article makes many suggestions for aids and methods of improving pupils oral competence. If pupils are able to make "natural" utterances their motivation will be increased and they will more quickly overcome their fear of appearing ridiculous when uttering ideas unfamiliar in their own culture but commonplace in the second language culture.

Sopher, E.

*An introductory approach to the teaching of scientific English to foreign students* — 28 3 (1974) 353-9

ENGLISH FOR SPECIFIC PURPOSES (abstract)  
SYLLABUSES AND CURRICULUM DEVELOPMENT

Tarigan, T.E.

*Teaching English in Indonesia* — 30 1 (1975) 61-6

TEACHING METHODS (abstract)  
TEACHER TRAINING  
SYLLABUSES AND CURRICULUM DEVELOPMENT

White, P.F.

*Rewriting fables* — 29 2 (1975) 129-34

LITERATURE TEACHING (abstract)

Williams, R.

*The local English-medium newspaper in English teaching* — 28 1 (1973) 47-52

Suggests a way to supplement the usual written English material. The newspaper in question will almost certainly be written in the kind of English students understand — because written for them and their elders — and the content will reflect the students' lives.

## 6. TEACHER TRAINING

Alatis, J.E.

*Towards a LAPSE theory of teacher preparation in English as a second language* — 29 1 (1974) 8-18

The author applies an 'organising' acronym to the kind of course that, in his opinion, should be included in any teacher-education programme in English for speakers of other languages: linguistics, anthropology, psychology, sociolinguistics, and both English and education.

Allwright, R.L.

*Motivation — the teacher's responsibility* — 31 4 (1977) 267-274

TEACHING METHODS

Breitenstein, P.H.

*About teacher training* — 29 1 (1974) 42-6

Any teacher must be able to look back into the history of his own job and forward to what education in general and his own work in particular are going to be like in the near future. The author denies that the direct method is an invention of the last ten or twenty years and that there is only one form of it.

de Diaz, I.

*Remedial teaching for Colombian teachers of English* — 26 3 (1972) 278-84

That almost every Colombian teacher of the language cannot make oral use of it is a serious matter. The author presents a personal approach to the problem which involves the description of objects, questioning, discussion and debate.

Edmundson, W.

*An approach to the short language-teaching course* — 28 2 (1974) 112-17

Describes what the author has learnt from preparing and teaching a course on methods of teaching English as a foreign language, designed as a short in-service course for recent graduates (later expanded into a single-semester course for teachers in training at a faculty of education).

Forrester, J.

*Demonstration lessons* — 29 1 (1974) 52-5

A demonstration by a lecturer in methodology is considered more as a demonstration of specific techniques and methods than as a demonstration of a lesson. The student should not imagine that the lecturer is demonstrating how he expects forty minutes to be filled.

TEACHER TRAINING (continued)

Garvie, E.N.

*'Field and focus' in English as a second language: A construct for learning, teaching and teacher training* — 29 3 (1975) 313-19

LANGUAGE LEARNING (abstract)

TEACHING METHODS

Girard, D.

*Motivation: the responsibility of the teacher* — 31 2 (1977) 97-102

TEACHING METHODS (abstract)

Greer, L.

*Teacher Training Projects* — 31 2 (1977) 89-96

The article makes special reference to the author's experience in Brazil. He suggests using micro-teaching sessions as practice before giving a full lesson. It is essential that each member of the course should choose some strictly limited aspect of teaching about which he wishes to think and write, and draw or paint, make tape-recordings or collect visual aids in support of the lesson he'd like to give. The author felt that the micro-lessons helped both experienced teachers and new teachers to increase their expertise and develop their particular skills. The educational value of a project is considerably increased if the trainee and a staff member discuss it while it is being done.

Hartig, P.

*New directions in the training of teachers of English as a foreign language* — 29 1 (1974) 2-8

The author asks us to remember how teachers of the language have been trained up to the present and are still largely trained today. He reviews reforms to be introduced during the first phase of such training (academic study), seeing didactics and methodology synthesised in a steady process of mutual enrichment.

Kharma, N.

*Motivation and the young foreign-language learner* — 31 2 (1977) 103-111

TEACHING METHODS (abstract)

Lee, W.R.

*On getting down to grass roots in EFL teacher training* — 29 1 (1974) 35-42

Maintains that appropriate training cannot be planned or carried out in ignorance of the trainees' ideas about language

## TEACHER TRAINING (continued)

teaching or of the degree of skill with which they can teach. The importance of obtaining detailed knowledge of the trainees' ability to handle specific techniques is emphasised.

Macarthy, P.

*Auditory and articulatory training for the language teacher and learner* — 30 3 (1976) 212-19

Such time as is devoted to the teaching of pronunciation should be usefully spent, though the author maintains that at present any teaching of pronunciation is ineffective, an inevitable consequence of the fact that each learner needs, beforehand, to find out how to listen.

McGrath, I.

*Language skills and language teachers* — 28 3 (1974) 296-9  
LANGUAGE LEARNING (abstract)

Martin, M.H.C.

*The training situation of the non-native EFL teacher in London* — 29 2 (1975) 101-7

Make learners and trainees travel great distances and make considerable sacrifices in order to be able to pursue their studies in London. Care has to be taken to see that there is no disappointment or disenchantment on the way.

Moore, A.C.

*Teacher Training: the Demonstration Lesson* — 31 3 (1977) 208-211

This article deals with the trainee teacher and seeks to show that the demonstration lesson can be extremely useful as a device for encouraging them to observe intelligently and to analyse at once critically and self-critically. Trainees have the opportunity to play an evaluative role and also the faculty of appraisal of their own and others' performances in the classroom situation.

Moorwood, H.

*Participation techniques in teacher training* — 30 4 (1976) 293-301

The transition from the presentation of aims and methods (in the form of lectures) to microteaching is regarded as crucial. The author believes that what is needed is a step-by-step transition from aims and principles to methods — and thence to techniques.

## TEACHER TRAINING (continued)

Paine, M.J.

*Blackboard practice for teachers in training* — 28 2 (1974) 232-40  
Covers handwriting, exercises to accompany the removal of lines, drawing, writing and drawing in combination, and the value of integrating board-practice.

Pasanen, L.

*In-service training by radio and television* — 29 3 (1975) 221-9  
Deals with the exploitation of mass-communication in foreign-language teachers' in-service training in Finland, covering the background, the organisation, 1970 and 1972 courses, and evaluation. The integration of this new instrument in a course was found to be both economical and efficacious.

AIDS

Phillips, E.T.J.

*Micro-teaching: A tool of in-service training* — 29 2 (1975) 120-9  
(L-TA 75-185)

Deals with the scaling-down of practice-teaching situations as far as time, size of class, and goals are concerned. The Stanford programme of training is discussed as well as work at Edge Hill College of Education, apart from experimentation at Moray House, Edinburgh, and the Institute of Education, Leeds.

Scarborough, D.R.

*Practical theory in the training of teachers of EFL* — 30 2 (1976) 103-9

The author believes that theory matters in training teachers of English as a foreign language. He regards it as of practical value to the teacher. Without some such basis as that which is presented here, the whole methodological fabric is considered to be devoid of any foundation whatever.

Stevens, P.

*Some basic principles of teacher training* — 29 1 (1974) 19-27  
Summarises the nature of the task and outlines some underlying principles, dealing with: the elements of the situation; characteristics of the 'ideal' language-teacher; a scheme for training teachers towards the ideal; varieties of course; and response to shortcomings.

Szentiványi, A.

*Communicative situations in the training of teachers of EFL* — 30 3 (1976) 179-84

Recommends that teacher-training programmes be divided into

## TEACHER TRAINING (continued)

those for: teachers of English language and literature; English teachers of technical sciences; and English teachers of natural sciences — with subjects such as economics and medicine allowed for under any of the four main headings. Disciplines common to all four programmes would be: linguistics; logic; psychology; sociology; and communication theory.

### SYLLABUSES AND CURRICULUM DEVELOPMENT

Whitaker, S.F.

*Simulation and stimulation?* — 30 1 (1975) 1-6

Teacher-training is found to conceal an obscurity one is usually prepared to recognise. A fashionable view is that one cannot teach but only place the pupil in a situation where he can learn. The author concludes that students discover theory in their own practice.

Williams, W.E.

*The training of teachers of English as a foreign language: A balance between knowledge and skill* — 29 2 (1975) 107-15

Knowledge of the language of his pupils is of great advantage to such a teacher, enabling him to approach the foreign language from standpoints either partly or wholly unknown to colleagues born and bred in the country whose language they teach. The knowledge should include grammar, phonetics, vocabulary and usage.

Wingard, P.

*Teaching practice* — 29 1 (1974) 45-32 (L-TA 75-127)

Covers its importance, modern techniques, and an actual programme. Coordination with theoretical classes is suggested, theory being constantly tested against practice and practice constantly being considered in the light of theory.

### TEACHING METHODS

## 7. ENGLISH FOR SPECIFIC PURPOSES

Bartolić, L.

*Technical English: A method of teaching the cause-effect relation as applied to a diagram* — 29 2 (1975) 156-63 (L-TA 75-196)

Concerns one aspect of technical reasoning in which two or more quantities are causally connected (to some extent and in certain circumstances). A free description of the process (based on the diagram) is an important stage in the teaching.

TEACHING METHODS

Chromecka, J.

*The teaching of English in factory institutes* — 28 2 (1974) 130-2

An intensive English course at a Czechoslovak factory institute of education is designed to improve the participants' command of the language in understanding, speaking, reading and writing. Prerequisites taken into account are the time spent on instruction and diversity of level, profession and background.

Edwards, P.J.

*Teaching specialist English: With special reference to English for nurses and midwives in Nigeria* — 28 2 (1974) 247-52

Maintains that the content and range of any course in such English depends, first, on the time available for that kind of course, secondly on the level of understanding or use, thirdly on the necessary language skills, fourthly on the vocabulary considered necessary, fifthly on specific linguistic difficulties, and sixthly on the cultural and educational background.

Elliott, C.R.

*Must scientific English be dull?* — 31 1 (1976) 29-34

Nothing in the theory of language prescribes that communication skills have to be acquired through any specialised context in order to be used in that context; therefore a whole range of motivational stimuli are tappable through teaching scientific English; but scientific topics need not be relied on exclusively.

Ewer, J.R.; Hughes-Davies, E.

*Further notes on developing an English programme for students of science and technology: 2* — 26 3 (1972) 269-73 (L-TA 73-66)

Covers 'instructional' English and the specialised training of teachers, drawing the conclusion that the gathering of quantitative data (how and to what extent the language functions as a professional tool in science and technology) has three applications of primary importance to the educational adminis-

ENGLISH FOR SPECIFIC PURPOSES (continued)

trator: first, it enables the value of an English-language-teaching programme in this field to be estimated in a way that can, reasonably, be translated into resource-allocation terms; secondly, legitimate projections can be used for indicating future needs; and thirdly, it helps to determine the kind of programme to be developed.

Mehrotra, R.R.

*Some registral features of matrimonial advertisement in Indian English* — 30 1 (1975) 9-12

Data for this investigation came from advertisements appearing in *The Hindustan Times* and *The Hindu* between October and December 1974. The most notable feature of the advertising was a tendency to mix up incongruous pieces in a single sentence without regard to grammatical norms.

Mosback, G.P.

*Service Courses in ESL at University Level — How effective are they?* — 31 4 (1977) 313-319

Written with reference to Ethiopia, the article describes courses intended to improve the students' skills in following textbooks and lectures in other subjects and to encourage thoughtful and logical expression in their own languages. Experiments prove that existing 35-40 hours English Language instruction per term is not enough. Experiments in various parts of the world are described and the conclusion is reached that improvement of proficiency in the higher levels of language learning is a very expensive business an artificial uni-cultural situation. The conclusion is that "back-up" courses in service English are a waste of resources and in Ethiopia concentration will be on English for specific needs.

Pittman, G.A.

*A suggested strategy for 'vocational' courses in English for adults* — 28 2 (0000) 125-30 (L-TA 74-280)

SYLLABUSES AND CURRICULUM DEVELOPMENT (abstract)

Selinker, L.; Trimble, L.; Vroman, R.

*Presupposition and technical rhetoric* — 29 1 (1974) 59-65

Discusses in brief what is meant by presupposition and outlines ways in which it could interact with rhetorical notions. If the initial hypothesis is correct, the traditional limitation (a basis of sentence-oriented grammar) is in itself the cause of many non-native errors in reading and writing scientific English.

ENGLISH FOR SPECIFIC PURPOSES (continued)

Sopher, H.

*An introductory approach to the teaching of scientific English to foreign students* — 28 3 (1974) 353-9

Maintains that the aim of such a course should be to enable the student to comprehend scientific material with which he is familiar. The various factors involved and the points thought worth bringing to the student's attention at the outset of the course are considered.

MATERIALS

Strevens, P.

*Technical, technological and scientific English* — 27 3 (1973) 223-24 (L-TA 74-33)

Concentration on English as a general educational and cultural subject taught within the framework of the school system is still regarded as very important; but there is now a growing demand for English-language teaching to be provided specifically to meet the needs of a particular subject, profession or occupation.

Widdowson, H.G.

*Literary and scientific uses of English* — 28 3 (1974) 282-92

Notes that both the poet and the nuclear physicist are interested in inquiring into the nature of a reality hidden by the conventional picture (a projection of the language). They connect concepts others have learnt to consider discrete.

Widdowson, H.G.

*The teaching of English as communication* — 27 1 (1972) 15-19

TEACHING METHODS (abstract)

## 8. LINGUISTICS — THEORETICAL AND GENERAL

Baird, A.

*Varieties of English: Some factors influencing text selection* — 27 3 (1973) 250-7

The author maintains that the learner cannot be exposed to the diversity of language in its spoken and written forms without some attempt to regulate the material concerned. The trouble is that there are very many special forms of the language: some of them we all need to know; others some of us can well do without.

MATERIALS

Daum, D.A.

*The language teacher and language choice* — 30 3 (1976) 184-9

Teachers interested in the problems of national integration in a multilingual society and in examining the implications of that situation for language-teaching programmes are recommended to study recent work in sociolinguistics. The development of cross-tabulation between linguistic and other characteristics is considered a good starting-point for understanding the conditions in which linguistic diversity occurs and changes in the situation can be allowed for.

Elliott, A.V.P.

*The end of an epoch* — 26 3 (1972) 216-24 (*L-TA* 73-26)

Refers to the period during which behaviourism influenced linguistics and the teaching of foreign languages to children and adults, the author regarding behaviourism as a kind of negative psychology and as a retreat from any real attempt to examine human behaviour and its causation. He predicts inevitable changes and believes that they ought to occur.

Haig, L.

*What's wrong?* — 29 3 (1975) 286-90

Teachers of both the foreign speaker's and the native speaker's variants of English tend to be rigid in their classification of 'wrong', but any decision on the subject should be correlated with two facts: that language in the course of its history does change; and that the notion of guarding, maintaining or improving the quality of a language is now considered invalid. The author suggests that local African or Asian versions of English can no longer be stamped out.

Higgins, J.J.

*Vowel comparison* — 26 2 (1972) 132-6 (*L-TA* 72-337)

SPOKEN ENGLISH (abstract)

Hocking, B.D.W.

*Tense, 'sequence of tenses', and 'indirect speech' in English teaching* — 28 2 (1974) 213-19

TEACHING METHODS (abstract)

Lott, B.

*Sociolinguistics and the teaching of English* — 29 3 (1975) 271-7

Sociolinguistics is understood here to signify the shift of interest away from the study of language as mechanistic behaviour and towards that of linguistic expression of social and cultural meaning, helping one to appreciate — and put to practical use — the notion that language study needs to match the scope and character of the user's intuitions over the nature of meaning.

Macmillan, M.

*In defence of English* — 27 3 (1973) 215-23 (L-TA 74-68)

Three main dangers envisaged from the use of English internationally are: misguided chauvinism on the part of those whose mother-tongue it happens to be; resentment on the part of those who are forced by circumstances to acquire a knowledge of the language; and deviation from the standard arising from the use of the language worldwide.

Matthews-Bresky, R.J.H.

*Correct and incorrect* — 29 2 (1974) 90-7

What is called descriptive grammar remains prescriptive for the foreign student at least up to an extremely advanced stage; nor can the normative rule be totally replaced by the norm of usage. To refer to correct usage is not to indulge in a platitude but to provide a criterion for what is correct in general.

Murrell, M.

*The planning stage: Preliminaries to selection* — 27 3 (1973) 257-61 (L-TA 74-32)

TEACHING METHODS (abstract)

Parkinson, F.C.

*Transformational grammar and the practical teacher* — 27 1 (1972) 2-8

Whether such grammar is of use to the teacher of English as a second language is often asked, but academic journals have tended to ignore the question; and whether the reason for the comparative neglect of the problem is that few practical teachers have had the necessary training, or are at leisure, to

LINGUISTICS — THEORETICAL AND GENERAL (continued)

assess a grammatical system as revolutionary as Chomsky's, is also worth discussing.

Pearce, R.A.

*Teaching conditional and related clauses* — 29 3 (1975) 206-13  
TEACHING METHODS (abstract)

Rees, A.L.W.

*Getting questions asked* — 30 4 (1976) 303-10

Without mastery of the question-forms, progress in language-learning is critically delayed. There is no single solution to the problem: various techniques (from systematic, somewhat mechanical drill to realistic, uncontrolled practice) must be applied. The author describes a system devised for use with a group of intermediate young adults familiar with question-patterns but unpractised in the oral use of their knowledge.

TEACHING METHODS

Romero, J.C.

*The twenty-fifth anomalous finite* — 31 3 (1977) 253-255

LINGUISTICS — DESCRIPTIVE

Seward, B.H.

*A situational technique for teaching expressions of small quantity* — 27 1 (1972) 31-4 (L-TA 73-145)

TEACHING METHODS (abstract)

Sopher, H.

*Coordinate and subordinate clauses: A formal analysis of the traditional classification* — 28 2 (1974) 202-13

Such clauses are defined in terms of the conjunction introducing the clause and the criterion provided by traditional grammarians to distinguish between coordinating and subordinating conjunctions is that the former introduce independent clauses and that the latter introduce dependent clauses.

Taylor, C.V.

*Ambiguities in spoken Australian English* — 28 1 (1973) 59-64

Two ambiguities akin to those which concern the central vowel ('villages' mistaken for 'villagers' and the reverse, and what happens when /ə/ combines with other elements) are discussed as well as features in phonology leading to great explicitness in the description of the English language as used by the educated Australian.

SPOKEN ENGLISH

LINGUISTICS—THEORETICAL AND GENERAL (continued)

Taylor, C.V.

*Sources of error in foreign language teaching* — 30 3 (1976) 190-5  
TEACHING METHODS (abstract)

## 8a. LINGUISTICS — COMPARATIVE AND CONTRASTIVE

Aziz, Y.Y.

*Some problems of English consonant sounds for the Iraqi learner* — 28 2 (1974)

A basic knowledge of English and Arabic sounds is regarded as of help to the teacher in detecting the cause of mispronunciation and in preparing oral drills and appropriate models for the student to imitate.

SPOKEN ENGLISH

Aziz, Y.Y.

*Some problems of the English diphthongs for the Iraqi learner* — 29 1 (1974) 68-71

Includes practical suggestions: that the similarity of English /ou/ and /ei/ to certain Arabic sounds be pointed out; that the problem of inserting /r/ after a centring diphthong should precede the difficulty presented by the diphthong itself; that the similarity of English /ie/ to a certain Arabic sound should be pointed out; that /ee/ be recognised to be the most difficult English diphthong for the Iraqi student; that the teacher need not teach /ec/ at all if the student finds it difficult to produce; and that the similarity of English /en/ to a certain Arabic sound be pointed out.

SPOKEN ENGLISH

Aziz, Y.Y.

*Some problems of the English vowels for Iraqi learners* — 30 3 (1976) 254-7

Four major difficulties encountered by the Iraqi learner when he pronounces English vowels concern: the vowels /i:/, /æ/, /ɔ:/ and /u:/; Vowel Number Five; Vowel Number Eleven; and Vowel Number Twelve.

SPOKEN ENGLISH

Collins, B.; Rodd, J.

*English pronunciation problems of francophonic West Africans* — 27 1 (1972) 79-88

SPOKEN ENGLISH (abstract)

Court, C.

*Word-linking and unstressed vowels in English: A problem for speakers of Thai* 26 — (1972) 284-8

Concentrates on the method of making the transition from one word to another and of pronouncing unstressed words in the sentence. The method combines Hill's 'teaching dictations'

with the techniques of teaching pronunciation described in *Situational English*.

SPOKEN ENGLISH

Efstathiadis, S.; King, P.

*Some lexical and structural errors made by Greek learners of English* — 26 2 (1972) 159-67 (L-TA 72-334)

This analysis suggests that such errors are classifiable in the main either as mistakes involving faulty selection of lexical items or as structural errors (further subdivided according to feature). Some errors overlap those categories. The author selectively examines the most frequently recurring mistakes.

Ghadessy, M.

*Error analysis: a criterion for the development of materials in foreign language education* — 31 3 (1977) 244-248

LANGUAGE LEARNING

TEACHING METHODS

James, A.R.

*Dialect and English Language Teaching* — 31 2 (1977) 146-149

SPOKEN ENGLISH (abstract)

Johansson, S.

*The uses of error analysis and contrastive analysis: 1* — 29 2 (1975) 246-53

TESTING (abstract)

Johansson, S.

*The uses of error analysis and contrastive analysis: 2* — 29 3 (1975) 330-6

TESTING (abstract)

Keyvani, M.

*Sound Patterning in English and Persian* — 31 4 (1977) 319-320

The reason Iranians can usually pronounce the individual sounds of English but have difficulty distinguishing them in speech is the mutual incompatibility of the speech patterns of English and Persian. The Persian speaker who utters English sentences haltingly may have in his own language sounds almost identical with those found in these sentences but he is held up by his unfamiliarity with English sound patterns. The article provides a comparison of sound clusters in English and Persian.

SPOKEN ENGLISH

Khafaji, A.R.

*A formal-functional approach for contrastive linguistics* — 29 2 (1975) 90-6

Covers the structural approach, the transformational approach, the formal-functional contrastive approach, and the formal-functional contrastive technique. Two kinds of interference from Arabic have been identified: positive and negative.

Mehrotra, R.R.

*English in India: the Current Scene* — 31 2 (1977) 163-170

In spite of political declarations and honest efforts at government level English continues to dominate Higher Education in India. The article gives statistical evidence showing this dominance. The regional languages are not capable of bearing the burden of higher education, particularly in science and technology, and they also cannot claim parity with English for research in the humanities. English is used by speakers of one region to another and if a book is written in one regional language it has to be translated into English before it can be rendered into another regional language. A policy of peaceful co-existence between the two is recommended with English and the regional languages regarded as complementary and not as rivals.

LANGUAGE LEARNING

Miller, M.

*Comparative language tests in the bilingual school in Cameroon* — 31 1 (1976) 42-52

TESTING (abstract)

Péter, J.

*Pitfalls for Hungarians* — 28 2 (1974) 159-65

Shows that, in the same way that teaching is graded by difficulty and vocabulary by frequency-counts, so should common mistakes be assessed in the light of their effect on the meaning to be conveyed.

Roy, M.

*Bengali difficulties with the sounds of English* — 30 1 (1975) 66-72 (L-TA 76-139)

Mistakes in English pronunciation on the part of Bengali learners are categorised and shown to be entirely typical of those learners' pronunciation of the language, though the standard of pronunciation may differ from individual to

individual. A list is presented that was compiled on the basis of common errors.

SPOKEN ENGLISH

Scovel, T.

*'I am interesting in English'* — 28 3 (1974) 305-12

Covers problems of contrastive analysis, '-ing' forms as transitive and intransitive verbs, and includes a table summarising the similarities and differences between '-ing' and '-ed', both in syntactic usage and in semantic categorisation.

Setian, R.

*Grammatical interference in the teaching of English to Egyptian students* — 28 3 (1974) 254-7

The morphology of Arabic is built on a system of triconsonantal stems: a word, to whatever part of speech it belongs, is conceived as a sequence of three consonants (the common pattern) to which vowels and affixes are attached.

Setian, S.

*Problems in teaching concepts of time to Egyptian students* — 26 3 (1972) 292-4

The linguistic difference (manifesting the cultural difference between Arabs' concepts of time and those of other peoples) expressed in the structure of verb-tenses means that such a distinction as that between 'in time' and 'on time' in English is grasped only with difficulty by the Arabs. Awareness of such distinctions ensures that English is taught with proper comprehension.

Soudek, L.I.

*Error Analysis and the System of English Consonants* — 31 2 (1977) 125-130

With the system of his source language firmly established, the adult learner of another language apparently interprets the new phonological patterns through those of his native language. The learner of English is not an abstract and generalised 'foreigner' but a native speaker of Czech, Spanish, German, or Chinese whose particular phonological patterns are the main cause of systematic errors in the target language. It is the pressures of the source system which is responsible for distortions in consonantal areas. It also causes interference in the vocal, diphthongal and suprasegmental spheres.

Srebot, T.

*Overcoming Slovene difficulties with English pronunciation* — 28 1 (1973) 73-5

In learning the pronunciation of a second language, one tends to pronounce foreign sounds according to the phonology of the mother-tongue (because in listening to the target language one hears the foreign sounds as if they were native). The author concentrates on the teaching of pronunciation to mature learners rather than to children.

SPOKEN ENGLISH

Utley, D.

*Goose morning* — 27 2 (1973) 157-9

Interference from the phonemes of the mother-tongue is not responsible for all pronunciation errors.

SPOKEN ENGLISH

Vidović, V.

*The difficulties of English pronunciation for speakers of Serbo-Croat, and vice versa: 1* — 26 3 (1973) (1972) 288-92

The aim of the analysis is to discover the chief difference between the sound-system of Serbo-Croat and that of English in order to predict or correct mistakes by Serbo-Croat speakers of English and the reverse.

Vidović, V.

*The difficulties of English pronunciation for speakers of Serbo-Croat and vice versa: 2* — 27 1 (1972) 88-94

Covers plosives, fricatives, nasals, laterals, affricates and semi-vowels. Serbo-Croat front-vowels are shown to come further forward than English front-vowels. Diphthongs are assumed to appear in the speech of most Serbo-Croat speakers when they speak rapidly — and are sometimes carried over into their pronunciation of English. Serbo-Croat consonants' places of articulation and strength are, again, different from those of English.

SPOKEN ENGLISH

## 8b. LINGUISTICS — DESCRIPTIVE

Bennett, T.J.A.

*The segmented relative construction* — 30 2 (1976) 123-7

The construction is examined with particular reference to suprasegmental features and its relation to defining and non-defining clauses demonstrated.

Candler, W.J.

*Teaching English as a Second Dialect in Liberia* — 31 4 (1977) 321-325

The article describes the Liberian use of English, referring to phonology, syntax, morphology, lexicology and semantics, also written English. The author feels that it is essential to ignore the customary speech/writing dichotomy and tie in the spoken word with the written word as much as possible. To do this he would use lesson tactics which allow new spoken and written habits to develop together.

Coe, N.

*A suggestion for the teaching of the past continuous* — 27 1 (1972) 28-30 (*L-TA* 73-139)

Two principles (that presentation and practice of an item should be as three-dimensional as is appropriate for the item and that each new structure should be presented on its own without reference to structures already learnt) are invoked.

Coe, N.

*'Come', 'go', 'bring' and 'take'* — 27 2 (1973) 137-42 (*L-TA* 73-209)

Problems concerning these words seem to be dealt with only seldom in the literature. For Scandinavian learners, the learning problem depends on the fact that words of similar form share only some of their meaning with the English words. The author suspects that similar difficulties are to be found with learners of other language backgrounds.

Connolly, P.G.

*Man and models* — 29 3 (1975) 180-3

Discusses the model auxiliaries and the basic ideas contained in them. Although these special forms have apparent redundancy on the one hand, they carry a tremendous semantic load on the other.

Douglas-Brown, H.

*The English teacher as researcher* — 31 4 (1977) 274-279

TEACHING METHODS

Higgins, J.

*The answer's an adjective* — 30 4 (1976) 301-3

Concentrates on questions-eliciting from the learner of English an adjective or description ('What's X like?'), the notion to be expressed being regarded as one that the student needs at an early stage.

Jarvis, R.A.

*A pedagogical grammar of the modal auxiliaries* — 26 3 (1972) 238-48 (L-TA 73-57)

Provides a definition of such a grammar, followed by an attempt to outline a pedagogical statement about the modal auxiliaries. Attention is drawn to misplaced emphasis, inadequate treatment of meaning, lack of an organisational matrix, and disregard of function, in previous pedagogical recommendations. Other aspects covered are: scientific grammars; speakers' attitudes and purposes; negation; and speakers' grammar. A two-page summary chart is appended.

Levenston, E.A.

*Teaching indirect object structures in English: A case study in applied linguistics* — 28 3 (1974) 299-305

Puts the case for eclecticism. The author takes a specific set of structures in English and sees what different kinds of linguistic description for the language may communicate to the teacher about these. A table displays the full range of constructions covered in teaching 'indirect objects'.

Morris, T.

*The simple present tense and its relation to time in spoken English* — 26 2 (1972) 116-2 (L-TA 72-343)

SPOKEN ENGLISH (abstract)

Pearce, B.

*A note on 'since'* — 26 2 (1972) 123-4 (L-TA 72-345)

Foreign students, in the belief that 'since', as a time-word, must always be followed by a perfect tense, are led to produce un-English statements. Whether the tense of the verb immediately following 'since' is perfect or past will be determined by the speaker's reference, or otherwise, to the event which began the period in question.

Perez, A.

*Adnominal propositional phrases* — 27 2 (1973) 143-9 (L-TA 73-241)

Covers structures in which the verb is deleted with the prepositions 'in', 'at' and 'on', nominalisation patterns, and structures with an adjectival equivalent.

Romero, J.C.

*The Twenty-fifth Anomalous Finite* — 31 3 (1977) 253-255

The article puts the case for the verb 'to Dare' being added to Harold Palmer's list of anomalous finites. Examples of its use in literature are given.

LINGUISTICS — THEORETICAL

Stokes, P.M.

*A note on grammatical description and EFL teaching* — 30 1 (1975) 7-9

The function of language considered here is that of conveying ideas of patterns of experience; and which idea the speaker means to convey before the structure of the clause he is to use is drilled has to be established.

TEACHING METHODS

Tregidgo, P.S.

*English tense-usage: A Bull's eye view* — 28 2 (1974) 97-107 (L-TA 74-164)

Discusses a system proposed by W.E. Bull in 1960, its value attributed to the fact that he treats tenses as concepts rather than as forms. One is left free to decide which forms realise which concepts in which circumstances. The author regards Strang's claim that 'pure futurity is probably rather rare' as simply incorrect, while admitting the truth that, on the broadest analysis, there are only two sets of tenses in English.

Whitaker, S.F.

*'Since': A point or more* — 30 3 (1976) 205-11

The concern here is with the temporal rather than the causal 'since'. Such examples as are presented of exploitation of the verbal system may be regarded as representing 'double focus'.

## 9. TESTING

Anderson, J.

*The application of cloze procedure to English learned as a foreign language in Papua and New Guinea* — 27 1 (1972) 66-72 (L-TA 73-108)

The procedure was tested as a measure of readability and reading comprehension. The chief aim was to test the use of the procedure with primary-school subjects learning English as a foreign language. Two hypotheses in particular were tested: that cloze procedure orders passages in terms of reading difficulty; and that it discriminates between the reading abilities of subjects.

Celece-Murcia, M., and others

*Goal: Good multiple-choice language-test items* — 28 2 (1974) 257-62

Proposes that one necessary component in constructing test-items should be an explicit set of guidelines by which the acceptability of any multiple-choice English-language test-item could be assessed. The author maintains that if the procedures outlined here are applied by those who are experienced in writing language-test items, much better items are produced than when such writers work alone.

Clarke, M.A.

*Arabic distractors for English vocabulary tests* — 27 1 (1972) 77-9 (L-TA 73-138)

Cavanaugh's series of vocabulary items (using both English distractors and words resembling Arabic words) was devised for students whose native language was Arabic. In terms of efficacy and ease of preparation, the most practical type of distractor consists of an Arabic translation of the correct answer expressed by an English word resembling the translation.

Denham, P.A.

*Design and three-item paradigms* — 28 2 (1974) 138-45 (L-TA 74-183)

The author reports on an investigation undertaken to discover whether paradigm design is as important for advanced learners of a foreign language as for children. The subjects of the investigation were 120 indigenous students at the University of Papua and New Guinea.

De Jong, W.N.

*On Validating a Pronunciation Test* — 31 3 (1977) 233-240

Describes a phoneme elicitation test set up in Nijmegen Teacher Training Institute. Two types of elicitation used: a picture stimulus test and a quiz. For a quiz questions should be phrased in such a way that there is only one simple and correct answer. With a picture test simple straightforward pictures should be presented. It is also important not to assume too much knowledge of idioms or cultural background. Words which are similar in the native language should be avoided.

Dobbyn, M.

*An objective test of pronunciation for large classes* — 30 3 (1976) 242-4

The difficulty at present is whether testing spoken English is really feasible with large classes in the time available. Most of the tests, which are simple to administer, either do not test exactly what one is looking for or are subjective in the scoring.

SPOKEN ENGLISH

Evans, G.; Haastrup, K.

*Experiments with cloze procedure* — 31 1 (1976) 35-41

The procedure has been widely used as a testing technique. Here it is considered in the light of communication theory. Continued experimentation with the techniques described here is envisaged.

Folland, D.; Robertson, D.

*Towards objectivity in group oral testing* — 30 2 (1976) 15-67 (L-TA 76-194)

Suggests a possible way to solve the problem of testing spoken English, taking into account the students' needs, the courses, the form of the test, and the marking system. The solution proposed is presented as a possible stimulus to further research.

Forrest, R.

*Objective examinations and the teaching of English* — 29 3 (1975) 240-6 (L-TA 75-263)

The method used for collecting material for the present article was to distribute a detailed questionnaire to teachers in some two hundred schools in Ghana, Nigeria and Ethiopia, 86 replies being received, 46 of which concluded that objective examinations' effect on teaching was a good one.

## TESTING (continued)

Fowler, W.S.

*Experimenting with multiple choice* — 28 2 (1974) 145-8

The author was asked to prepare an examination for intermediate students whose level immediately preceded that of the class attempting the Cambridge Lower examination. There was opposition to tests taking the form of isolated sentences with the blanks to be filled in, given the infinitive of the verb, in that it often occasioned doubtful answers. At the same time, multiple choice was considered as an alternative to blank-filling.

Gewirtz, A.

*Some Observations on Testing and Motivation* — 31 3 (1977) 240-244

This paper is primarily concerned with the progress test, which measures the extent to which a student has mastered the specific material taught, rather than with the kind of test which measures the students' level of proficiency. While testing has been recognised as a stimulus to motivation, it has been relatively neglected as an actual teaching instrument. Tests should be used as an integral part of a teaching programme so that the student sees a real nexus between his ultimate goal of language proficiency and his immediate aim of passing the exam at hand.

TEACHING METHODS

Johansson, S.

*The uses of error analysis and contrastive analysis: 1* — 29 3 (1975) 246-53

Covers errors in the native language, error linguistics, errors in foreign languages, and error analysis in general.

LINGUISTICS — COMPARATIVE AND CONTRASTIVE

Johansson, S.

*The uses of error analysis and contrastive analysis: 2* — 29 3 (1975) 246-53

Covers contrastive analysis (statements about the similarity and difference of two languages), the limitations of error analysis, and practical applications. The reader is warned that linguists can provide only part of the information which must be taken into account and that he must be careful not to overrate error analysis and contrastive analysis.

LINGUISTICS — COMPARATIVE AND CONTRASTIVE

## TESTING (continued)

Jones, H.

*Language testing: A strategy for teaching* — 30 1 (1975) 56-61  
Discusses a remedial programme whose initial stages need to be tackled as quickly and efficiently as possible. Three tests are considered. The author denies that a 'multigrade' variety of correct English exists.

Levine, J.

*An outline proposal for testing communicative competence* — 30 2 (1976) 128-35 (L-TA 76-195)

The proposal in question does not discard objectivity or discount the need to think in terms of separate skills when occasion demands. The students for whom the proposal is made belong to the middle-school age-range in multiracial classes in British schools.

ENGLISH FOR IMMIGRANTS

Madsen, H.S.

*New alternatives in EFL exams; or, 'How to avoid selling English short'* — 30 2 (1976) 135-44 (L-TA 76-197)

The author favours continuance of the objective examination in a shortened form, adding an integrative section followed by a dictation or essay. A 'banding' technique should then be applied. He believes that the combination of integrative and discrete-point tests provides the broad scope and analytical features of the all-objective test as well as a natural synthesis of language.

Matthews-Bresky, R.J.H.

*Translation as a testing device* — 27 1 (1972) 58-65 (L-TA 73-110)

The author maintains that whereas translation as a means of teaching has little to recommend itself, significant use can be made of translation from the mother-tongue into English as a device for testing particular linguistic items.

Miller, M.

*Comparative language tests in the bilingual school in Cameroon* — 31 1 (1976) 42-52

A Cameroonian child entering secondary school has had, at most, eight years' experience of his first European language before he is introduced to a second (in some cases even a third). The bilingual school has reached its full complement of classes and a total of some 650 pupils.

LINGUISTICS — COMPARATIVE AND CONTRASTIVE

TESTING (continued)

Narayanaswamy, K.R.

*The measurement of reading ability* — 29 2 (1975) 143-50

READING (abstract)

Oller, J.W., jr.; Streiff, V.

*Dictation: A test of grammar-based experience* — 30 1 (1975)

25-36 (L-TA 76-106)

SPOKEN ENGLISH (abstract)

WRITTEN ENGLISH

Porter, D.

*Modified cloze procedure: A more valid reading comprehension test* — 30 2 (1976) 151-5 (L-TA 76-198)

Expatriates on the virtues of the procedure's reading comprehension test without overlooking the weaknesses, and goes on to discuss the modified cloze procedure, again noting its advantages and disadvantages.

READING

Robinson, P.

*Testing the second-language competence of children and adults* — 27 2 (1973) 190-9

Testing is considered to be a fundamental and indispensable part of the act of teaching. Problems of form, error analysis, norms, expressiveness, representativeness and competence are raised by assessment of the pupil's language performance. In an objective test the learner's performance is assessed by the extent to which he selects or completes the items of correct discourse; but in the subjective test the learner uses his own norms of correct discourse to produce language.

Seward, B.H.

*Measuring oral production in EFL* — 28 1 (1973) 76-80

SPOKEN ENGLISH (abstract)

Smithies, M.

*Two methods of testing comprehension* — 30 2 (1976) 144-51 (L-TA 76-200)

Briefly describes two approaches to comprehension which investigate the student's understanding of a prepared passage. The first approach entailed the asking of a series of multiple-choice questions about a passage of some four hundred words; the second arose from the first, either completely mixing the components or dividing questions into a 'comprehension' section and a phrase/vocabulary/locator section.

TESTING (continued)

Sopher, H.

*Multiple-choice comprehension tests* — 27 3 (1973) 281-8  
READING (abstract)

Townson, M.

*Testing oral skills at university level* — 27 2 (1973) 199-205  
SPOKEN ENGLISH (abstract)

Wyatt, V.

*An analysis of errors in composition writing* — 27 2 (1973) 177-86  
Errors were classified as: vowel errors; double versus single consonants; omission of one letter; addition of one letter; other spelling errors; omission of commas; unnecessary commas; single words written as two words; two words written as one word; other punctuation errors; concord errors; sentences linked by commas; conjunctive adverbs versus conjunctions; subordinate clauses treated as sentences; omission of essential components; other errors in sentence structure; wrong choice of tense; wrong verb constructions; infinitive for past participle; past participle for infinitive; wrong conjugation of irregular verbs; other verb-group errors; articles omitted or wrongly used; errors with other determinatives; countables versus uncountables; other noun-group errors; pronoun errors; adjective errors; preposition errors; intensifier errors; confusion or misuse of words and idioms; contractions; repetition and circumlocution; clumsy or virtually meaningless expressions; and errors owing to mere carelessness.

WRITTEN ENGLISH

Yarmohammadi, L.

*Universal versus language-specific tests* — 29 1 (1974) 65-8  
This preliminary report on an experiment aimed at discovering the significance of two sorts of test in terms of difficulty and discrimination discusses a source of error built into the first of the tests which appears to affect good and poor students almost equally and therefore does not enhance the test's discriminativeness.

## 10. LITERATURE TEACHING

Baird, A.

*The study and teaching of literature* — 30 4 (1976) 281-6

Aristotle regarded literature not only as an outlet for the emotions but as directing those emotions towards worthy objects. The examination of literary texts in exclusively linguistic terms is at least as old as Aristotle, but that very few modern teachers have taken the trouble to examine the *Poetics* attentively is regarded as a misfortune.

Donen, E.

*Poetry as an aspect of foreign-language teaching to children* — 28 3 (1974) 331-6

Maintains that poetry should be taught to pupils studying English as their second language — how much depending on the particular class taught and on the teacher's personal preference and judgement. Poetry should be introduced when intuition is dominant in the child's make-up.

Fowler, W.S.

*Literature for adult students of English as a foreign language: 2: Proficiency and beyond* — 26 2 (1972) 191-7 (L-TA 72-335)

The author considers the selection of set books for Proficiency, the teacher's task in Proficiency literature classes, ways of helping the student, the place of poetry and poetic drama, and Diploma and beyond.

Grant, N.J.H.

*From rocking-horse to Pegasus: The class reader in the lower secondary school* — 29 3 (1975) 190-7

Reviews the role of literature teaching in junior secondary-school classes in situations where English is taught as a second language. That literature and language appear as separate entries on the timetable is considered regrettable in that this very often results in two different teachers handling the two subjects.

Haynes, J.

*Polysemy and association in poetry* — 31 1 (1976) 56-63

The aim is mainly pedagogical, the best way to introduce the ability to read poetry to the student being sought. Polysemy and association are assumed to be fundamental to that ability.

Manvell, R.

*Literature and teaching become film* — 27 3 (1973) 292-301  
AIDS (abstract)

Mohmed, A.

*What? How? How much? Thoughts on university English in Nigeria* — 31 1 (1976) 52-6

LANGUAGE LEARNING (abstract)

Obanya, P.

*Assessing Second Language Achievement Economically* — 31 4 (1977) 299-303

Written with Yoruba speaking Nigerians in mind the article describes a test called Rating Scale of Student English Language Ability (RASELA) which is designed to test listening, speaking, reading and writing ability. It is based on teachers' records of observed behaviour and records of performance in English. Tables are given demonstrating that RASELA is a highly reliable instrument, useful to teachers, administrators and researchers.

Smith, M.S.

*Some thoughts on the place of literature in a practical English syllabus* — 26 3 (1972) 274-8 (L-TA 73-54)

The aim was to design a reading/speaking course in practical English for intermediate/advanced foreign language learners and based on a modern work of literature. By the end of the course, pupils were presumed to be familiar with the characters and plot and able to talk about them. The course material was meant to connect the first aim with the second. Each unit of the course was based on a chapter. Clues were provided.

SYLLABUS AND CURRICULUM DEVELOPMENT

Sopher, H.

*Tense and time in Rupert Brooks's 'The Soldier'* — 27 2 (1973) 205-8

Tense-shift is used here to create a sense of movement and vividness; but the contrastive pattern of verb-forms and tenses is by no means inevitable. The dramatic time-scheme of the poem is regarded as part of its meaning-content.

Sopher, H.

*Stylistic analysis of literary material* — 31 1 (1976) 63-71

Literary communication operating through language, all literary analysis has been found to rest ultimately on linguistic analysis. The author proposes to use the method of analysis expounded by Crystal and Davy. A text is analysed under:

## LITERATURE TEACHING (continued)

content and organisation; lexis; grammatical structure; and typographical features.

White, R.F.

*Rewriting fables* — 29 2 (1975) 129-34

Four criteria are proposed for adapting and rewriting fables; vocabulary level; structural and phonological level; cultural level; and the introduction of the conclusion by a set formula. Fables are regarded as examples of supplementary material.

MATERIALS

## 11. SYLLABUSES AND CURRICULUM DEVELOPMENT

Alexander, L.G.

*Where do we go from here? A reconsideration of some basic assumptions affecting course design* — 30 2 (1976) 89-103 (L-TA 76-201)

With the present approach, the teacher does not superimpose the language to be used, for the language is provided by the student himself and can cover a wide range. The author isolates and discusses the basic elements of course-design.

Anderman, G.M.

*The teaching of English within the comprehensive school system in Sweden* — 28 2 (1974) 150-9 (L-TA 74-190)

The ultimate aim of Sweden's ambitious programme of educational reform is the creation of a nation bilingual in Swedish and English, which has, in common with other modern languages, been integrated in the comprehensive school. Subjects covered include: teaching material; audio-visual aids; methods; study of texts; and the teaching of English and other modern languages at the senior secondary level.

Bending, H.B.

*Motivation for English in an examination-gearred system* — 30 4 (1976) 315-20

LANGUAGE LEARNING (abstract)

MATERIALS

Close, R.A.

*Banners & Bandwaggon*s — 31 3 (1977) 175-183

TEACHING METHODS

Constable, D.

*Bilingualism in the United Republic of Cameroon* — 31 3 (1977) 249-253

In the final analysis bilingualism is a political problem. The fundamental difference in Cameroon from other biligual countries is that neither French nor English is a 'mother tongue'; both are foreign or second languages. The author feels that Cameroon is aiming at the bilingual individual rather than bilingual institutions. If the aim of Cameroon's primary education system is first to provide the agricultural community with a basic education, and secondly an introduction to secondary education, the author suggests that an intensive course in the second foreign language at the beginning of the secondary school phase would correspond to

## SYLLABUS AND CURRICULUM DEVELOPMENT (continued)

the real situation where the educated elite need to handle both official languages, rather than the mass of primary school leavers.

Copeland, S.

*A communication skills course for administrators in Papua New Guinea* — 30 3 (1976) 245-54

Describes the development of an advanced English course for adult students at the Administrative College of Papua New Guinea. The situation has been complicated by such factors as rapid change and 'localisation', vagueness of aim, high turnover of staff, and lack of rigorous assessment of the efficacy of courses.

Corbluth, J.D.

*English? or 'special English'?* — 29 3 (1975) 277-86 (*L-TA* 76-62)

According to one fundamental theory of foreign-language teaching, there is an unalterably correct procedure; according to another, perhaps older, a course should be directed at a specific goal and omit anything irrelevant to reaching it. Most teachers, in practice, would place themselves somewhere between those two poles.

Dow, M.R.

*The influence of the cultural revolution on the teaching of English in the People's Republic of China* — 29 3 (1975) 253-63

Foreign language seemed to offer the only alternative course-selections in the middle-school curriculum, where they were first introduced, that choice being confined to English and Russian. China's educational programmes for the study of English have, on the whole, proved successful.

Dungworth, D.

*Teaching numbers* — 28 2 (1974) 245-6

TEACHING METHODS (abstract)

Forbes, D.

*Selling English short* — 27 2 (1973) 132-7

The author does not expect the examination system to be changed in any fruitful way. No responsible administrator, having tested the simplicity of a machine-marked examination system, will suggest spending money and time on returning to a marking scheme involving the human hand and an error factor of ten per cent or more. Most students nowadays

SYLLABUS AND CURRICULUM DEVELOPMENT (continued)

consider the examination (School-Leaving Certificate) to be a lottery: they have no faith in its reflection of their true ability.

Franks, J.; Ring, J.; Stacy, G.

*A residential course in Sweden* — 28 (1973) 64-8

Describes a course for adults in August 1971 at a people's high school at Hola in northern Sweden attended by nearly forty students and four teachers. Few of the students who spoke English reasonably well had the opportunity to speak it out of school. Teaching approaches were affected by the teachers' interest and experience. Students were exposed to native idiom in a milieu where English was spoken as a matter of course; thus the language was treated as a cultural phenomenon. Teachers tried to see it and help students to see it in relation to its history and to modern usage.

Harasawa, M.

*A critical survey of English language teaching in Japan* — 29 1 (1974) 71-9

Concludes that the time and energy devoted by Japanese students to the language is largely wasted. As for surface structure, there is, at least theoretically, some hope for the future that entrance examinations for universities will be fifty per cent oral/aural.

Isaksson, A.

*Innovation in foreign-language teaching in Iceland* — 27 3 (1973) 288-92 (L-TA 74-28)

Danish is to be taught in Iceland from the age of ten and English from eleven. As for English, there have been in-service courses every other year or so; textbooks from the State Textbook Publishing House (in sets); and a number of primary schools have begun to teach the language on their own initiative.

King, P.B.

*Translation in the English language course* — 28 1 (1973) 53-9

Translation still forms part of many language courses, its principal justification being a mixture of tradition, examination requirements, and the feeling that it tests performance and/or understanding; but it seems to have been left out of consideration in the construction of English courses generally.

Mendelsohn, D.; Klein, M.

*An experiment in the teaching of listening comprehension to*

SYLLABUS AND CURRICULUM DEVELOPMENT (continued)

*advanced students* — 28 3 (1974) 343-9

SPOKEN ENGLISH (abstract)

Pittman, G.A.

*A suggested strategy for 'vocational' courses in English for adults* — 28 2 (1974) 125-30 (L-TA 74-280)

The Territory of Papua and New Guinea organises within each government department special courses in English for its employees. The author criticises these, recommending that the teacher who is called on to give special courses to nurses, clerks, technicians and the like should have 'blanket' material at hand to meet both employees' and employers' requests.

ENGLISH FOR SPECIFIC PURPOSES

Smith, M.S.

*Some thoughts on the place of literature in a practical English syllabus* — 26 3 (1972) 274-8

LITERATURE TEACHING (abstract)

Sopher, E.

*An introductory approach to the teaching of scientific English to foreign students* — 28 3 (1974) 353-9

ENGLISH FOR SPECIFIC PURPOSES (abstract)

MATERIALS

Stokes, P.M.

*Debating in the ESL classroom* — 31 1 (1976) 15-17

SPOKEN ENGLISH (abstract)

MATERIALS

LANGUAGE LEARNING

Szentiványi, A.

*Communicative situations in the training of teachers of EFL* — 30 3 (1976) 170-84

TEACHER TRAINING (abstract)

Tarigan, T.E.

*Teaching English in Indonesia* — 30 1 (1975) 61-6

TEACHING METHODS (abstract)

MATERIALS

TEACHER TRAINING

Trivedi, H.C.

*Teaching of English to postgraduate students in South Gujarat* — 27 1 (1972) 99-103 (L-TA 73-147)

Discusses a controversy about English as a medium of instruc-

## SYLLABUS AND CURRICULUM DEVELOPMENT (continued)

tion at the university stage. A 'library language' is defined, the ambiguity of the formula being regarded as its chief merit. Examples of items from word-lists are given. The regional languages are not thought to have developed to a point where they can replace English as a tool of knowledge and medium of communication.

Ure, J.

*Education in a second language: Planning a remedial service for advanced students* — 29 3 (1975) 229-39

The suggestions offered are intended to help teachers to help students coming from mixed classes and backgrounds who are pursuing advanced studies with English as a second-language medium and experience difficulty with the language of instruction.

Weatherhead, J.R.

*Notes on a remedial course on entry to Form One* — 28 1 (1973) 68-72

The need for such courses is regarded as occasioned by the low standard of English shown by pupils on entrance. The difficulty is aggravated by the fact that most secondary-school teachers in the country concerned, Zambia, are expatriates. A remedial course has not only to be aimed at the pupils but should also influence the teachers' behaviour.

White, R.V.

*Some social factors in planning the ESL syllabus* — 27 1 (1972) 8-15

English is the second language in countries with one vernacular — at least — that is the mother-tongue of most people. Data on English should be considered which are available in such publications as census reports. Functional literacy in English is examined. Other questions considered include: How much English? What kind of English? A local English? What of our objectives in English teaching?

## 12. AIDS

Breitkreuz, H.

*Picture stories in English language teaching* — 26 2 (1972) 145-9  
(L-TA 72-332)

Such stories, introduced as exercises out of context and separated from preceding reading-matter, are criticised, the author maintaining that nearly all progressive textbooks have been integrating a few picture stories into their pattern as an additional exercise (rather than integrating them in the lesson). Aspects of the stories are reviewed: oral presentation; forming dialogues; guided language practice; acting the picture story; and guided composition. Six connected illustrations are included.

Daum, D.A.

*A 'role' for teaching materials* — 27 2 (1973) 120-5  
MATERIALS (abstract)

Elliott, A.V.P.

*Aims and aids in learning and teaching* — 28 2 (1974) 189-97

The author believes that anyone who regards the learner as an organism responsive to stimulus and open to conditioning will inevitably concentrate on the teacher and the stimuli he can provide.

TEACHING METHODS  
LANGUAGE LEARNING

Forrest, R.

*Five uses of the language laboratory with advanced students* —  
30 4 (1976) 332-9

Such laboratories are oftener found in universities and training colleges than in schools, especially in developing countries. Hundreds, in various parts of the world, are not being used to the best advantage and in some cases are simply gathering dust. The author emphasises the laboratory's function in assisting the subconscious acquisition of language.

Franks, J.

*English teaching by telephone* — 28 2 (1974) 240-4

The author began such teaching by chance — when trying out an internal loudspeaker telephone with a class in listening comprehension at a large Swedish firm. The administrative aspects as well as the pedagogical aspects of the method are discussed.

TEACHING METHODS

Girard, D.

*Audio-visual methods and the training of teachers* — 29 1 (1974) 27-35

Some form of training in the use of such methods is thought to be necessary. Private courses have partly met the need, but two objections not to be ignored are that the courses are held when teachers are on holiday and that the teachers have to pay to attend them.

TEACHER TRAINING

Hall, V.P.

*Applications of the overhead projector (OHP) to the teaching of English as a foreign or second language* — 27 2 (1973) 165-70 (L-TA 73-277)

Covers oral practice, the teaching of reading, the introduction of new words, the introduction of the past conditional, and oral and written composition.

Kennedy, C.J.

*Story-telling wall-pictures* — 29 3 (1975) 294-303

Although the comments refer to wall-pictures, what is said could, it is argued, bear on illustrations in many English coursebooks. Such drawings should be no smaller than fifty centimetres by seventy. The different stages of teaching from the pictures are described.

Khurma, N.

*Children and the language lab: An experiment in Kuwait* — 26 2 (1972) 136-45 (L-TA 72-341)

The author studied the use of these aids for teaching foreign languages in Britain. Such laboratories were relatively few at the time (1962), but the author had the opportunity of visiting those which had been set up at the Shell Company and at Ealing Technical School. Some of those who worked there were enthusiastic about the laboratories, others dubious. A small experimental laboratory was therefore recommended to be installed in a Kuwaiti school: it consisted of twenty booths. The author reviews the English-teaching situation as a whole in Kuwait, subsequently concentrating on the two schools with language laboratories.

Kraus-Srebic, E.

*Classroom games in the compulsory school* — 31 1 (1976) 19-23

Such a school's class in Yugoslavia typically consists of forty

## AIDS (continued)

pupils. If there are only three periods a week in which to teach them, the problem of maintaining their interest becomes formidable. Three or four suggestions for classroom games are included.

Latorre, G.; Baeza, G.

*The construction and use of EFL crossword puzzles* — 30 1 (1975) 45-55 (L-TA 76-137)

Consideration of games as an outlet for superfluous energy accumulated over a period of attention-fixing work is relevant to such an activity as a class in English as a foreign language. The well-designed crossword puzzle is credited with bringing most of the so-called major abilities into operation in the classroom.

Lee, W.R.

*Language laboratories and the learning of foreign languages* — 30 3 (1976) 195-205

The language laboratory, for some people, is nothing more than a collection of tape-recorders in one place; for others, it is an elaborate block of equipment offering intercommunication (between booth and console). One of the author's assumptions is that the language laboratory is a place — or *in* a place. Very diverse language material can be taped: exercises; dialogues; conversations; reading passages; songs; plays; material to listen to; material to imitate; material to write about; and material to change. The language laboratory's possibilities have not yet been thoroughly explored.

Lindsay, P.

*Language labs: Some reflections after ten years* — 28 1 (1973) 5-10 (L-TA 74-136)

The author believes that we ought to consider with great care the kind of language laboratory we wish to see developed in the immediate future. (The review is confined principally to the hardware; the language laboratories are considered here to be, in essence, aids to practice.)

McLean, A.C.

*TV comedy and the teaching of English* — 31 1 (1976) 10-14

The conventions of such comedy have a function in English as a foreign language, offering situations where the normal language is both natural and repetitious and where emotions bearing on interpersonal communication may be exemplified.

AIDS (continued)

McLean, A.C.

*The uses of follow-up: Television in the classroom* — 29 3 (1975) 303-9 (L-TA 76-59)

Switching the set on at the start of a programme and switching it off at the end is not enough: some classroom activity before and after the programme is necessary.

Manvell, R.

*Literature and drama become film* — 27 3 (1973) 292-301

The past halfdecade has been distinguished by adaptations from the novels of Dickens, Joyce, Hardy, Conan Doyle and Lawrence as well as from plays by Pinter, Thomas, Whiting and others, apart from adaptations from as many as nine plays of Shakespeare.

Moody, K.W.

*Costless aids for language teaching* — 28 1 (1973) 10-15

Three reasons are given for the distress caused by recent discussions and exhibitions of aids: bemusement with electronics and projection; little thought given to writing programmes for the machines; and apparently little interest on the part of manufacturers in any but consumer societies of the western type.

Paine, M.J.

*Blackboard practice for teachers in training* — 28 2 (1974) 232-40  
TEACHER TRAINING (abstract)

Parker D.V.

*Adapting the commercial feature film to the ESOL student* — 31 1 (1976) 23-9

In 1923 *Modern Languages* carried a report conducted in France at the national deaf-and-dumb institute, where specially prepared films were used for teaching language. By 1934 a doctoral dissertation ('A Study of Verbal Accompaniments to Educational Motion Pictures') had come out. Later, Decock and Bordwell offered useful suggestions for film as a teaching device. Grundstrom, in a report on the use of moving pictures in teaching modern languages, suggests that one reason for reluctance to use the medium may result from the fact that 'commercial and educational films prepared for native speakers . . . are most useful at an advanced level . . .'

Pasanen, L.

*In-service training by radio and television* — 29 3 (1975) 221-9  
TEACHER TRAINING (abstract)

AIDS (continued)

Radice, F.

*Using board games* — 27 3 (1973) 271-6

The advantages of such games are most clearly discernible when the teaching of culturally deprived children is in question. The author has based his paper on experience with immigrant children in working-class London. Examples of drills arising effortlessly from a board game are given. Whether the paucity of the lexical items is disadvantageous is considered debatable.

Rees, A.L.W.

*Organising a visual aids workshop* — 30 1 (1975) 12-18

Materials must be ordered in advance, some of which will be used up much faster than the inexperienced instructor can predict. White cartridge paper, in particular, should be plentifully available. As soon as a routine is established, practical sessions should proceed smoothly.

MATERIALS

Rees, A.L.W.

*Tape and slide: A case for caution* — 28 3 (1974) 325-30

Recounts problems experienced by the author and some of his colleagues in trying to devise a programme in which a set of slides in conjunction with a tape-recorder or language laboratory would provide a group of intermediate students with additional practice in forming questions correctly and fluently in English.

Remsbury, A.

*Oral method through puppetry* — 26 3 (1972) 252-6 (L-TA 73-47)

Concentrates on the application of puppetry to language-teaching by oral methods. The puppets are easily made in the classroom, and the theatre can be improvised. The medium is considered very useful in the training of the teacher. There are two illustrations.

SPOKEN ENGLISH

### 13. ENGLISH FOR IMMIGRANTS

Ashworth, M.

*The Education of Immigrant Children in Canada* — 31 4 (1977)  
261-266

This article emphasises the number of immigrant children and discusses reception classes, half-day classes, withdrawal classes for itinerant teachers, withdrawal classes for school-based teachers and programmes aimed at total integration. It mentions alternatives to these five programmes and says that the barrier to many children becoming linguistically assimilated is financial. Most Canadians feel that cultural problems exceed the language problems. The new concept of multiculturalism should help to increase the awareness of Canadians that if the immigrant child is to have equality of opportunity in the Canadian school system, he must be given the help he needs to master the language of instruction and to become comfortable in the new culture.

Levine, J.

*An outline proposal for testing communicative competence* — 31  
2 (1976) 128-35 (L-TA 76-195)

TESTING (abstract)

## 14. LANGUAGE LEARNING

Alatis, J.E.

*The urge to communicate vs. resistance to learning in English as a second language* — 30 4 (1976) 265-81

There was so much absorption in developing techniques in the early days of 'audiolingualism' that resistance (feelings of social uncertainty or dissatisfaction and a distinction drawn between second-dialect motivation and second-language motivation) tended to be overlooked. The author believes, with others, that the greatest contribution linguistics has made to English as a second language has been the notion of contrastive analysis. A bibliography which includes anthologies, special issues and articles is appended.

Ball, W.J.

*Discipline in the English class* — 27 2 (1973) 125-32

TEACHING METHODS (abstract)

Bending, H.B.

*Motivation for English in an examination-gearred system* — 30 4 (1976) 315-20

Discusses the educational system in Egypt, where English is not taught in the six years of primary schooling but is introduced at the preparatory stage. The 'Living English' series on audiolingual principles, is used in the first four years of learning English as well as, with pupils in the literary sections of schools, in the fifth year.

SYLLABUSES AND CURRICULUM DEVELOPMENT

MATERIALS

*Common errors in Ceylon schools research group* — 27 1 (1972) 73-6

The errors were of a type considered worthy of analysis and comment. The schools concerned were classified as those dealing with a) upper- and middle-class children in the main: exposed to English outside school; b) upper- and middle-class children in the main: less exposed to the language; c) mostly lower-middle-class and working-class children: even less exposed to the language; and d) mostly lower-middle-class and working-class children: hardly exposed at all to the language.

Deyes, A.F.

*Learning from dictation* — 26 2 (1972) 149-54 (L-TA 72-315)

WRITTEN ENGLISH (abstract)

SPOKEN ENGLISH

LANGUAGE LEARNING (continued)

Dry, D.P.L.

*Whose Motivation and to What End?* — 31 3 (1977) 190-203

The distinction between incentive and motivation is discussed. The author deals with the effect of the teacher's motivation on the students and vice versa. Teachers are subjected to tensions between the fees of the institution, the salaries and the nature of the work. Low fee systems seem to have a deleterious effect on motivation, whereas high fees mean pressures on the teacher for quick and high quality results. In turn the motivation of students may be affected by the fact that he is surprised at the difficulty of the particular language, or that he may find certain linguistic conventions in the language culturally or emotionally repellent.

Elliott, A.V.P.

*Aims and aids in learning and teaching* — 28 2 (1974) 189-97

AIDS (abstract)

TEACHING METHODS

Garvie, E.M.

*'Field and focus' in English as a second language: A construct for learning, teaching and teacher training* — 29 3 (1975) 313-19

The author suggests a balance between teaching all learners through situations and 'osmosis' for the five-year-old preceding structured teaching for the fourteen-year-old, and hopes that what is described here will illustrate the usefulness of an overall framework.

TEACHER TRAINING

TEACHING METHODS

Ghadessy, M.

*Error Analysis: A Criterion for the Development of Materials in Foreign Language Education* — 31 3 (1977) 244-248

Error analysis is an important criterion for the preparation of teaching materials, but it is important to note that the *how* and *when* of such analysis are of equal significance. Errors may vary according to cultural and linguistic background, the intelligence, motivation and attitudes of students. Materials used for one group may be unsuitable for another. Error analysis is most appropriate for those students with a similar background and who have acquired a limited competence in the foreign language. The author also suggests a refinement of the techniques suggested by linguists for correction of errors,

## LANGUAGE LEARNING (continued)

in order to make them more efficient.

LINGUISTICS — COMPARATIVE AND CONTRASTIVE  
TEACHING METHODS

Hepworth, J.C.

*The importance and implications of the 'critical period' for second-language learning* — 28 3 (1974) 272-82

Examines bilingual studies, most of which concern second-language learning overlapping primary-language learning (with some reference to adult second-language learning). The first part of the paper emphasises the sequence of primary-language acquisition and second-language teaching methods. The second part emphasises second-language learning as a cognitive task.

TEACHING METHODS

Hill, G.

*Making a noise in English* — 31 2 (1977) 130-1

TEACHING METHODS (abstract)

WRITTEN ENGLISH

Hoadley-Maidment, E.

*The Motivation of Students Studying EFL in London* — 31 3 (1977) 203-207

Overseas students in London often reach a "plateau" in their language learning from which the tendency is often to give up and leave. The reasons for this are often cultural shock and emotional problems such as loneliness. The article describes an experiment designed to help teachers to reduce this 'plateau' effect. The questionnaires that were used were the integrative-instrumental motivation scale and the adjective checklist. The results of the test were inconclusive, because being aware of the reasons for the test the students improved their performance. The author concludes that the experiment should be done in future without the students knowledge and that it is wrong to assume that research tools developed in mono-cultural settings can be used wholesale with multi-national groups.

TEACHING METHODS

Lee, W.R.

*Does the 'what' determine the 'how'? Reflections on practical issues* — 26 2 (1972) 107-16 (L-TA 72-313)

TEACHING METHODS (abstract)

LANGUAGE LEARNING (continued)

Lee, W.R.

*Language, experience and the language learner* — 27 3 (1975)  
234-45

However stupid one is, one does master, at least in oral form, one's native language. By the time one is going regularly to school one is making use in communication with others of a vocabulary of several thousand words and of a range of syntax which it takes the most determined foreign learner many years to acquire. The conclusion is drawn that the teacher should keep his eyes on his class and remain on the whole non-committal as to theories about the nature of language.

Lindsay, P.

*Resistances to Learning EFL* — 31 3 (1977) 184-190

Many students, despite strong motivation, make slow and disappointing progress in learning English. The author discusses the reasons for this which he feels is due to both conscious and unconscious obstacles. The three main reasons are a) preconceived ideas of learning and teaching and previous learning experience; b) attitudes to the 'culture' of the language being learnt; c) the effect of the teacher and of certain teaching techniques. Teachers can do much to ameliorate these difficulties by choosing their material carefully, adopting a more flexible attitude, and by making a careful study of their students.

TEACHING METHODS

McGrath, I.

*Language skills and language teachers* — 28 3 (1974) 296-9

That there are too many teachers of languages who are unable to speak the language they are supposed to be teaching is a common assumption. Teacher-training courses running for three years usually require of the third-year student a sustained conversation with the examiner, essay-writing and translation, *inter alia*. Criticism of a student's English at the end of such a course amounts to criticism of the system that has failed to give him the necessary skills to function efficiently.

TEACHER TRAINING

Mehrotra, R.E.

*English in India: the Current scene* — 31 2 (1977) 163-170

LINGUISTICS — COMPARATIVE AND CONTRASTIVE (abstract)

## LANGUAGE LEARNING (continued)

Mohmed, A.

*What? How? How much? Thoughts on university English in Nigeria* — 31 1 (1976) 52-6

Adheres to the position taken by Quirk: '... in the study of language, literature should be there as a handmaiden ...'. Whereas it can be said that the literature belongs to or derives from the language, it cannot be said that the language is simply the byproduct of its literature.

LITERATURE TEACHING

Olsson, M.

*Learning grammar: An experiment* — 27 3 (1973) 266-9 (L-TA 74-69)

Reports on the design and result of an experiment to assess the relative efficacy of three methods of teaching English as a foreign language. The experiment described is part of the Göteborg Undervisnings Metod i Engelska, originated in 1968 to test two theories about acquiring a foreign language.

TEACHING METHODS

Paine, M.J.

*Using numbers to indicate choice* — 28 2 (1974) 133-5

TEACHING METHODS (abstract)

Pattison, B.

*Originating motivation* — 30 (1976) 286-93

The author recognises that language learning is not an isolated activity and that educational systems are slow to respond to social pressure. The young, predominantly, flock to English-speaking countries whenever they get the chance and pay for courses in the language. The essential activity is found to be talk. Actions and pictures are recommended to be complementary and controlling what can be uttered.

Rees, A.L.W.

*Techniques for Presenting Songs* — 31 3 (1977) 226-233

Songs reinforce teaching by helping to practise and revise vocabulary, idioms, sentence patterns, pronunciation, stress, rhythm and intonation in a variety of language styles, and by offering background cultural information. However it must be emphasised that the language of songs, like that of poetry has conventions of its own which separate it from everyday spoken language. A tape recorder is recommended for teaching the songs.

MATERIALS

## LANGUAGE LEARNING (continued)

Rees, A.L.W.

*Games and question practice* — 29 2 (1975) 137-43

Many teachers may well be thwarted preachers, politicians, public speakers and rhetoricians at heart. Questions enable one to increase one's knowledge and allow one a degree of independence one would not otherwise possess. Some form of conversation may even be carried on merely by bombarding the listener with a series of questions. The teacher can employ a number of devices to evoke a variety of questions systematically from the learner in the form of situational (or non-situational) drillwork, supplemented by verbal cues or flashcards.

TEACHING METHODS

Richards, J.C.

*Answers to Yes/No Questions* — 31 2 (1977) 136-141

Using a Table the article shows that there is a marked difference between the structures of answers to yes/no questions in normal English and that found in course books. Teachers and course books usually demand that such questions be answered with yes/no plus verb or auxiliary repetition. This is not typical of normal English nor is it of any real value to the learner. At elementary stages a simple yes/no answer is sufficient, and when sufficient vocabulary has been acquired, coursebooks should gradually introduce more complex answers closely related to normal English.

MATERIALS

TEACHING METHODS

Saitz, R.L.

*Remember the pupils* — 28 2 (1974) 220-2

The author describes several successful activities observed very recently in classes on English as a second language. Teachers were especially aware of the learners' attitudes to the language and culture with which they were acquainting themselves. The success of the activities was the effect of sensitivity on the teacher's part.

Silva, C.

*Recent theories of language acquisition in relation to a semantic approach in foreign-language teaching* — 29 3 (1975) 337-46

Begins with a survey of some recent theories of language acquisition in relation to a semantic approach in foreign-language teaching, and continues with a review of implications

## LANGUAGE LEARNING (continued)

for such teaching as well as a semantic approach — with the possibility of its translation into classroom principles.

Sorhus, H.B.

*To Hear ourselves — Implications for teaching English as a second language* — 31 3 (1977) 211-221

SPOKEN ENGLISH

Stokes, P.M.

*Debating in the ESL classroom* — 31 1 (1976) 15-17

SPOKEN ENGLISH (abstract)

SYLLABUSES AND CURRICULUM DEVELOPMENT

MATERIALS

Titone, R.

*Some factors underlying second-language learning* — 27 2 (1973) 110-20 (L-TA 73-261)

Discusses the language-aptitude problem, personality factors, recent work, cautions and prospects. The author maintains that quantum advances in experimental equipment and techniques make it feasible to tackle ever more complex functions (a reciprocal process).

TEACHING METHODS

Tomori, S.H.O.

*A Diachronic and Synchronic Study of the Motivation for Learning English in Nigeria* — 31 2 (1977) 149-163

A history of Nigerian motivation to learn English. Illustrations from personal diaries and government papers are used. Historically the motivating factors were: practical necessity (ability to read and write letters, read street names, signatures), economic advantages (trade purposes), status symbol, religious motives (Christians wished to read the Bible in English), Civic responsibility (read ballot cards). Apart from these historic motives, Nigerians still have strong motivation to learn English, largely because it provides a functional literacy which is internationally useful. Literacy in Yoruba aids the learning of English.

Walker, T.A.

*Language through Drama* — 31 2 (1977) 141-145

The article describes an experimental approach to Language Through Drama (LTD). Strictly improvisational, it involves no written work, but is aimed at the spontaneous use of whatever body of language is available to the student at the moment of

## LANGUAGE LEARNING (continued)

involvement. The sessions were recorded so the students were able to hear their own mistakes in their own accents. This prompted valuable discussion on incidental vocabulary, idiom, and syntax. The author feels that even comparative beginners could benefit from using LTD.

### TEACHING METHODS

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