

ENGLISH-TEACHING ABSTRACTS

1. Studies related to English as a second or foreign language frequently appear in various educational and linguistic periodicals which individual teachers and students rarely have time to scrutinise. It is therefore proposed to issue a quarterly review, ENGLISH-TEACHING ABSTRACTS, containing abstracts of articles of interest to those concerned with this subject. It is hoped that in this way useful material will be brought to their notice without loss of time and energy. The first number of this review, compiled at the English-Teaching Information Centre, is attached. Comments and suggestions for future issues would be greatly appreciated.
2. A list of the periodicals surveyed in compiling this review is appended. Not all the articles appearing in these periodicals have been abstracted. No value judgment is implied in this. The principle of selecting articles for abstracting has been that of relevance to the subject of English as a second or foreign language. Some articles have been excluded, however, because they were thought to duplicate the substance of others already included.

For the present, no attempt has been made to survey articles in back numbers of the periodicals listed (although later it may be possible to do this also). Abstracts have been made from only the most recent issues of periodicals received by the English-Teaching Information Centre library. All subsequent numbers of these periodicals will however be surveyed in compiling further issues of this review, and suggestions for additions to our list will be especially welcome.

3. Correspondence concerning ENGLISH-TEACHING ABSTRACTS should be sent to:-

The British Council,
English-Teaching Information Centre,
Albion House,
59, New Oxford Street,
London, W. C. 1.

It would be appreciated if comments and suggestions could be sent not later than 1st September 1961, so that they can be considered before the issue of the next number of the review.

ENGLISH-TEACHING ABSTRACTS

A quarterly review of studies
related to English language teaching appearing
in current periodicals

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ENGLISH LANGUAGE

1. FRIEDRICH, W. Word-division. English Language Teaching (UK), 15, 2, January-March 1961, 68-73.

In British (contrasted with American) English, there are no formal rules for word-division. A complete set of rules can nevertheless be deduced from printers' handbooks and the practice observed in dictionaries and newspapers.

ENGLISH LANGUAGE OVERSEAS

2. DALTON, R.H.F. The position of English as a medium of instruction in emergent territories in tropical Africa. Educational Review (UK), 13, 2, February 1961, 111-5.

Newly-independent countries in Africa need English (a) for higher education, (b) for communication between different African language groups. The failure to teach English in primary schools and upwards makes the proper understanding of English impossible. This in turn cripples higher education since existing textbooks are in English and will not be translated into the vernacular for many years to come.

3. DE LANEROLLE, Kenneth. The decline and fall of English. Journal of the National Education Society of Ceylon (Ceylon), 10, 1, March 1961, 26-33.

The standard of English has fallen badly in Ceylon since independence was achieved. There are nationalistic, political, social and economic reasons for this. In particular the state has not realized that since English is the lingua franca of half the world, the Ceylonese must learn English if they are to acquire the knowledge and skills of the advanced Western countries. Money, experts and specialised institutions for the study and teaching of English in Ceylon must be made available at once if the situation is to be saved.

4. GOPALKRISHNAN, G.S. Some observations on the South Indian pronunciation of English. Teaching English (India), 6, 2, April 1960, 62-7.

Some common deviations from standard pronunciation, classified under the categories of stress, syllabication, consonants and vowels.

LANGUAGE AND LINGUISTICS

5. AVRAM, Andrei. Neutralization and phonological alternations. Revue de Linguistique (Rumania), 5, 2, 1960, 273-8.

The phonological nature of sounds appearing in neutralising positions is a problem on the solution of which depends the description of phonological alternations. A common attempt to solve this problem involves resorting to morphology. But this may not be necessary if attention is paid to the fact that the distinctive features of the phoneme by definition do not depend on the context in which it appears.

6. HILL, Archibald A. Grammaticality. *Word (USA)*, 17, 1, April 1961, 1-10.

Transformational analysts, here represented by Chomsky, often maintain that naive expert speakers agree in rejecting certain sentences as ungrammatical. But experiments suggest this is not so when the sentence is presented in isolation, because the hearer frequently tries to "read" grammaticality into an awkward sentence. When a sentence is "fixed" in a transformational framework, however, the hearer has terms of reference from which to judge its grammaticality. In that case, a convergence of judgment does occur frequently.

7. PODBORNY, J.G. Die Rückübertragung nichtrussischer Namen aus der russischen in die lateinische Schrift. *Babel (W. Berlin)*, 7, 1, 1961, 13-23.

An explanation, with tables, of the transcription of foreign (German, English, French, Dutch, Japanese, Chinese) phonemes and words into Russian script.

8. LONG, Ralph B. Linguistics and language teaching: caveats from English. *Modern Language Journal (USA)*, 45, 4, April 1961, 149-55.

The "new linguists" in America have not succeeded in producing a teaching English grammar better than the traditional grammars, despite the large claims made for their methods. Sometimes their analysis even misrepresents language in order to make it fit their preconceived terms. By laying too much stress on oral sentence patterns, they have oversimplified language and neglected the practical difficulties of teaching foreign students vocabulary and how to write intelligently in English.

PSYCHOLOGY

9. PIMSLEUR, Paul and Robert J. Bonkowski. Transfer of verbal material across sense modalities. *Journal of Educational Psychology (USA)*, 52, 2, April 1961, 104-7.

A controlled experiment on foreign language students in their second semester. The subjects were divided into two groups. One group was required to learn a series of nonsense words, first aurally, then visually. The other group learned the same series first visually then aurally. The group learning the words aurally first learned them (both visually and aurally) more quickly than the group learning them visually first. This appears to show that (a) aural learning of a language does not delay or impede the student's capacity to learn to read the language. (b) hearing a foreign language helps the student, in both reading and hearing, more than reading it does.

TEACHING

10. UNIVERSITY GRANTS COMMISSION. Problems of teaching English. *Teaching English (India)*, 6, 2, April 1960, 43-54. X

Report by a Committee of the University Grants Commission on the problems of teaching English in India. Recommendations are made on the teaching of both language and literature at pre-university, undergraduate and postgraduate levels.

11. SRIVASTRA, Indra Swarup. Research needs in English teaching. Teaching English (India), 6, 2, April 1960, 54-61.

A number of researches should be carried out in order to improve the standards of English teaching in India. Possible subjects include a structural syllabus, a corpus of textbooks, graded vocabularies, composition, spelling, language skills and errors, contemporary English usage, the effects of correction, classroom methods and testing.

12. HILL, L. A. The teaching of English in India. English Language Teaching (UK), 15, 2, January-March 1961, 50-6.

Nationalism in India, both before and after independence, raised the status of regional languages and lowered that of English. School-children now come to higher secondary and university education with much less comprehension of English than the syllabus, drawn up in earlier, different circumstances, presupposes. Universities must adapt themselves to the altered situation by stressing the importance of English language teaching, instead of clinging to out-of-date syllabuses.

13. BRUTON, J. G. English with a purpose. English Language Teaching (UK), 15, 2, January-March 1961, 56-63.

Impressions from a six-weeks' course for Indian school children, designed to improve their English so that they could go on to follow lectures in which the medium of instruction would be English. The materials used were pre-university course textbooks, the existing English textbooks being unsatisfactory. There were five subjects - two on passages, one on structures, one on comprehension, one on dictation. A comprehension of oral and written English suited to the students' immediate needs was thereby achieved.

14. HICKS, D. J. Types of spoken English drills. English Language Teaching (UK), 15, 2, January-March 1961, 63-8.

Spoken drills may become boring to the class, and so less useful, if not used with caution and subtlety. The best results are achieved by introducing question and answer drills and teaching the pupils to "converse" with each other by means of them.

15. SUCKLING, N. J. Writing a book. Oversea Education (UK), 33, 1, April 1961, 12-4.

This was an exercise intended to increase the students' command of written English. Each student was allowed to choose a subject which interested him, and given a period of three months in which to write a "book" (half an exercise book) on it. Subjects, chapters and development were discussed with, and approved by, the teacher at each stage.

16. BROSNAHAN, L. F. On grammar and formal grammar. West African Journal of Education (UK), 4, 3, October 1960, 99-103.

Traditional formal grammar is sometimes confused by teachers with grammar. Formal grammar derives from classical, medieval and renaissance culture; it attempts to describe in classical (Greek and Roman) terms the rules governing the use of written European languages. "Grammar", on the other hand, applies to any language whatsoever,

whether written or spoken. It refers to the set of permissible uses of the expressions in any particular language. Grammar is, therefore, clearly an inseparable part of teaching English as a foreign language. But traditional formal grammar is not the only, and may not be the best, way of teaching it.

17. MATHIEU, G. Choral pattern drills. Modern Language Journal (USA), 45, 5, May 1961, 215-6.

In teaching linguistic patterns by means of drills, the teacher should remember that repetition by the class is less effective than response. Since most pupils in choral drills merely echo the lead given by the brighter pupils, choral drills are almost inevitably repetitions for most students, whether the teacher intends them to be so or not.

18. KLEE, J. Effective practices in secondary modern language teaching. Modern Language Journal (USA), 45, 5, May 1961, 207-10.

Twenty-one teaching practices which were found useful in teaching foreign languages in America and abroad. All of these can be used in the classroom or a modestly equipped language laboratory.

19. JOHNSON, C. E., F. P. Ellison and J. S. Flores. The effect of foreign language teaching on basic learning in elementary schools. Modern Language Journal (USA), 45, 5, May 1961, 200-3.

An experiment carried out in the public schools of Champaign, Illinois, suggests that the addition of foreign language study to elementary school curricula has not affected the pupils' performance in the other subjects taught.

20. LAREW, L. A. The optimum age for beginning a foreign language. Modern Language Journal (USA), 45, 5, May 1961, 203-6.

Psychological, physiological and linguistic opinion inclines to the view that foreign languages are most effectively learned at an early age. Experiments support this, and suggest that they are most easily learned in the first grade of elementary schools. Performance from that point in selected areas of language learning was seen to vary inversely with advance in age.

21. GUNTER, Richard. Proportional drill as a technique for teaching grammar. Language Learning (USA), 10, 3 and 4, 1960, 123-34.

The best way to teach grammar is to drill the student in correct grammatical patterns. "Proportional" drill is a technique of drilling grammatical patterns by giving a cue in one pattern which is balanced by a response in another (John's singing - John's singing?). These "proportions" however must be carefully worked out so that the student can progress logically from simple to more complex grammatical patterns. There is a logical progression from:

(i) John's singing - John's singing?

to (ii) John is singing - Is John singing?

which should not be altered. At the same time as grammatical patterns

are being drilled, the other two aspects of foreign language learning - pronunciation and vocabulary - should also receive attention. The advantage of proportional drills over other drills is that while inducing correct grammatical habits in the student, it also illustrates the relationships which exist between the grammatical patterns as he learns them.

22. HILL, Leslie A. The sequence of tenses with "if" -clauses. Language Learning (USA), 10, 3 and 4, 1960. 165-78.

Most books on English grammar either mislead or gloss over the problem of the sequence of tenses in sentences with "if"-clauses. Examples can however be found of any combination of 18 tenses in sentences of the pattern "If I see him, I'll tell you". Each of these possible combinations (18 x 18 = 324) is listed, with an example.

23. ROBBINS, Frank E. A ten day program of preparation for language learning. Language Learning (USA), 10, 3 and 4, 1960, 157-63.

Report of a course designed to promote the mental and psychological attitudes necessary for language learning. The language taught was Kiowa, and there was great emphasis on the need for drills and practice in conversation. The medium of instruction was, as far as possible, Kiowa. The rationale of the course was that the student should realise that language learning is mainly acquiring a set of habits, and that it was better to learn this practically than theoretically.

24. INGRAM, S.R. and J.C. Mace. Audio-Visual French: 2nd year. Modern Languages (UK), 41, 4, December 1960, 128-34.

Report on the second year of an introductory course in French intended to lead to G.C.E. "O" level in the 5th year. The course consists of films and a sound track provided by tape-recorded native French voices. At the end of the second year it appears that the pupils' command of spoken French is both more comprehensive and more fluent than that of similar classes not using audio-visual methods.

25. TURNER, J.D. Teaching machines and language laboratories. Teacher Education (UK), 2, 1, May 1961, 25-36.

(i) Recent experiments with teaching machines in USA have shown that graded and programmed instruction can be given by a machine operated by the pupil. Machines select the material and stages of progress for each pupil, and the supervising teacher can observe progress as it is recorded. Machines are cheap, easy to produce and especially useful in areas where there are not enough teachers. Although still in the experimental stage, results so far have been encouraging.

(ii) Language laboratories are now used widely in USA. The main component is a tape-recorder for each pupil. The pupil records answers to the recorded question, can play back his own answers to hear the mistakes, can practice pronunciation, and receive individual instruction over a closed circuit from the teacher.

26. POPHAM, W. James. Tape-recorded lectures in the college classroom. Audio-Visual Communication Review (USA), 9, 2, March-April 1961, 109-18.

Report on an experiment at a summer session at Kansas State College of Pittsburgh in 1960. Two groups of students enrolled in an educational research course were the subjects. One group was taught by means of tape-recorded lectures followed by discussion, the other group by means of live lectures as well as discussion. The groups were selected by tests beforehand, to ensure their capabilities were approximately equal. Tests held at the end of the course showed no significant variation between the two groups' performances.

27. KLAUS, David J. The art of auto-instructional programming. Audio-Visual Communication Review (USA), 9, 2, March-April 1961, 130-42.

The auto-instructional method, used in machine teaching, is based upon a careful consideration of the psychology of learning and of the specific results and achievements which are the objectives of a particular teaching programme. The devising of a programme (in this case high school physics) is the most difficult and important part of machine teaching, and reveals many defects in the methods of ordinary classroom teaching. Twelve rules for programming are given, being derived from empirical tests. Probably the most important results of present researches into machine teaching will be great improvements in our understanding of the instructional process and the rethinking of traditional teaching methods which this will entail.

LIST OF PERIODICALS

The following periodicals were surveyed in compiling this review. The dates given indicate the latest issue available when going to press; all subsequent issues will be surveyed. Periodicals from which articles have been abstracted in this number of ENGLISH-TEACHING ABSTRACTS are underlined.

Abstracts of English Studies	(USA)	March 1961
ACLS Newsletter (American Council of Learned Societies)	(USA)	May 1961
Africa: Journal of the International African Institute	(UK)	January 1961
African Studies	(S. Africa)	19, 3, 1960
Archivum Linguisticum	(UK)	12, 1, 1960
<u>Audio-Visual Communication Review</u>	(USA)	March-April 1961
<u>Babel</u>	(W. Berlin)	7, 1, 1961
British Journal of Educational Psychology	(UK)	June 1961
British Journal of Educational Studies	(UK)	May 1961
Documents pour la Classe: Moyens Audiovisuels	(France)	8 June 1961
Durham University: Journal of the Institute of Education	(UK)	March 1961
Education Quarterly	(India)	Winter 1960
Education Research	(UK)	November 1960
Education Review	(Burma)	19 January 1961
<u>Educational Review</u> (University of Birmingham)	(UK)	February 1961
English Bulletin	(Hong Kong)	December 1960
<u>English Language Teaching</u>	(UK)	January-March 1961
English Studies	(Holland)	June 1961
Ghana Teachers' Journal	(Ghana)	January 1961

Indiana University, School of Education Bulletin	(USA)	September 1960
International Journal of American Linguistics	(USA)	April 1961
Journal of Education, Kairankudi, S. India	(India)	March 1961
<u>Journal of Educational Psychology</u>	(USA)	April 1961
<u>Journal of the National Education Society of Ceylon</u>	(Ceylon)	March 1961
Language (Linguistic Society of America)	(USA)	July-September 1960
<u>Language Learning: a Journal of Applied Linguistics</u>	(USA)	10, 3-4, 1960
Language and Speech	(UK)	October-December 1960
Lebende Sprachen	(W. Berlin)	January-February 1961
Lingua	(Holland)	9, 4, 1960
Linguistic Reporter	(USA)	April 1961
<u>Modern Language Journal</u>	(USA)	May 1961
<u>Modern Language</u>	(UK)	December 1960
Moderna Språk	(Sweden)	55, 2, 1961
NAFSA Newsletter (National Association of Foreign Student Advisers)	(USA)	15 September 1960
<u>Oversea Education</u>	(UK)	April 1961
OVAC Bulletin (Oversea Visual Aids Centre)	(UK)	October 1960
Philologica Pragensia	(Czechoslovakia)	4, 1, 1961
PMLA (Publications of the Modern Language Association of America)	(USA)	September 1960
Praxis	(W. Germany)	7, 4, 1960.

Quarterly Journal of Speech	(USA)	December 1960
<u>Revue de Linguistique</u>	(Rumania)	5, 2, 1960
Shiksha (Journal of the Education Department, U.P.)	(India)	January 1961
Soviet News (USSR Embassy)	(UK)	9 June 1961
<u>Teacher Education</u>	(UK)	May 1961
<u>Teaching English</u> (British Council)	(India)	April 1960
Times Educational Supplement	(UK)	16 June 1961
Use of English	(UK)	Autumn 1960
<u>West African Journal of Education</u>	(UK)	October 1960
<u>Word</u> (Linguistic Circle of New York)	(USA)	April 1961
Zeitschrift für Anglistik und Amerikanistik.	(E. Berlin)	8, 3, 1960