Teaching particular languages

English

95-211 Boyle, Ron (U. Brunei Darussalam). ESP and distance learning. *English for Specific Purposes* (New York), **13,** 2 (1994), 115–28.

Much effort and ingenuity has been devoted to helping non-native-speaking post-graduate students at English-medium institutions to cope with the varied demands made of them. However, those students most in need of assistance often have the greatest difficulty in attending in-sessional language classes, because their coursework takes them so long. Although a presessional course could provide the preparation such students need, attendance is not possible in many cases. One solution to this problem might be distance learning (DL), a neglected mode of instruction in ESP. This article describes a DL preparatory language programme at the Asian Institute of Technology in Bangkok, and it argues that DL can make a valuable contribution to ESP.

95-212 Chick, J. Keith (U. of Natal, Durban). English as a medium and as a subject in a post-apartheid South Africa. *Southern African Journal of Applied Language Studies* (Cape Town), **1,** 1 (1992), 29–40.

There is emerging consensus that English will be chosen to serve a key role in facilitating equality of opportunity, national unity and the participation of all South Africans in the life of the nation. The achievement of these goals depends vitally on instruction in English as a medium and as a subject being of high quality. The problems associated with the use of English as a medium and the teacher education necessary if these problems are to be overcome are outlined. Finally, a case is made for the teaching of English grammar, and the implications for teacher education are examined.

95-213 Holliday, Adrian (Canterbury Christ Church Coll.). Student culture and English language education: an international perspective. *Language, Culture and Curriculum* (Clevedon, Avon), **7,** 2 (1994), 125–43.

Much of the emphasis in the literature on the influence of culture on English as a foreign or second language education has been on the profiling of regional traits. This is flawed in two respects. First, such profiling is far too generalised, given the complexity of the societies concerned. Secondly, it helps to perpetuate a 'learning group ideal' to which these cultural influences are seen as constraints, and inhibits the development of both classroom teaching and teacher education methodologies which might be appropriate to other types of scenario. These scenarios are marked by cultural differences, but as much by education, institution and student cultures, which often have international or universal dimensions, as by national or regional cultural traits. In both cases, regional culture profiling strengthens the possibility of a 'micro cultural imperialism' at the level of classroom methodology.

95-214 MacLennan, Carol H. G. Metaphors and prototypes in the learning/teaching of grammar and vocabulary. *IRAL* (Heidelberg, Germany), **32,** 2 (1994), 97–110.

Grammar and vocabulary are essential components of all language courses yet they are difficult to teach and time-consuming to learn. This paper discusses the metaphoric and prototypical aspects of prepositions, adjectives and other word forms and considers how these may contribute to improved grammar and vocabulary learning. The central position of metaphor in the structure of language, its role in the development of new concepts and its cognitive functions provide associative networks which link phrasal verbs, prepositions and adjectives on the basis of semantic categories. These could be activated to simplify and accelerate the learning tasks of ESL/EFL students.

95–215 Markee, Numa (U. of Illinois). Using electronical mail to manage the implementation of educational innovations. *System* (Oxford), **22,** 3 (1994), 379–89.

The use of electronic mail is not limited to setting up opportunities for ESL students to find pen-pals to practise their English, but represents an important new resource for managing the implementation of educational innovations. The author reports on how electronic mail is used to promote com- munication about curricular developments in the ESL courses by setting up an electronic list, to which all ESL TAs and supervisors subscribe. More specifically, e-mail is not only an innovation in its own right, it is a potentially important management tool for promoting educational change.

95–216 Morrison, Andrew (U. of Zimbabwe). Study arts: from critical communication skills to subject specific study in a Faculty of Arts. *Language, Culture and Curriculum* (Clevedon, Avon), **7,** 1 (1994), 55–78.

English for Specific Purposes (ESP) has seen relatively little attention paid to the design of courses and the development of materials for specific subjects taught in a Faculty of Arts. The needs of the undergraduate Arts student studying for a general Arts degree (e.g. Philosophy, History, or French) are not catered for in published materials. This is particularly so where ESL students are studying in a new academic cultural context and where there is also exposure to the demands of different and sometimes entirely new disciplinary cultures. This paper outlines the design and development of a course at the University of Zimbabwe aimed to meet the needs of ESL students studying in the Faculty of Arts. The development of Critical Language Awareness in relation to general and subject specific study skills is discussed. The term 'Critical Communication Skills' (CCS) is intro- duced and defined. An outline is given of a two- part course. In Part One students work through materials which address CCS in relation to subject of common interest – the media in South Africa. In Part Two the demands of studying specific subjects are presented (e.g. Philosophy). The course is discussed in relation to ESP and critical skills development for use beyond university study.

95–217 Pennycook, Alastair (U. of Hong Kong). Beyond (F)utilitarianism: English *as* academic purpose. *Hongkong Papers in Linguistics and Language Teaching* (Hong Kong), **17** (1994), 13–23.

To avoid the criticism that English for Academic Purposes (EAP) is 'futilitarian' – the content of courses may be pedagogically thin and it may operate as little more than a service industry to other disciplines – it may be useful to question the stress on English for academic communication (with its assumption that language can be a neutral medium through which meanings pass) and instead to develop a focus on English itself. This focus on English would challenge both the language/content divide and the political quietism of EAP by looking at the worldliness of English, at the ways in which English is embedded in social, cultural and political relationships.

95–218 Reves, Thea (Bar-Ilan U., Israel) **and Medgyes, Peter** (U. of Budapest, Hungary). The non-native English-speaking EFL/ESL teacher's self-image: an international survey. *System* (Oxford), **22,** 3 (1994), 353–67.

A questionnaire was administered to 216 ESL/EFL teachers in 10 countries, both native-speakers (NS) and non-native speakers (NNS), on their self-image and attitudes to teaching. Results suggest that many NNS teachers, especially in less privileged situations (large classes, less training, no daily contact with NS), perceive deficiencies in their own English, tend to speak slowly and hesitantly, and lack self- confidence. But NNS also have advantages, in- cluding better insights into the target language, and the balance of opinion is that NS and NNS are likely to be equally successful as teachers and that ideally a school should have a mixture of both types. The weaknesses of NNS should be acknowledged as obvious and natural, and their strengths should also be stressed to foster self-confidence; they should be helped by frequent exposure to an authentic native- language environment and proficiency-oriented in- service training.

95-219 Sobkowiak, Włodzimierz (Adam Mickiewicz U., Poznań, Poland). Beyond the year 2000: phonetic-access dictionaries (with word-frequency information) in EFL. *System* (Oxford), **22,** 4 (1994), 509-23.

Looking up in a dictionary in EFL invariably proceeds in terms of spelling. In listening comprehension tasks a learner must first convert the sound of an unknown word to its graphemic form, a far from trivial and thoroughly frustrating hit-and-miss procedure to beginners and lower-inter-

mediates. The idea of a phonetic-access dictionary is developed, whereby the isolated spoken word is looked up directly in a phonetically transcribed lexicon of either the traditional hard-copy or the more flexible magnetic-media form. Typical applications and benefits to the EFL learner are presented.

95-220 Stoller, Fredricka L. (Northern Arizona U.). The diffusion of innovations in intensive ESL programmes. *Applied Linguistics* (Oxford), **15,** 3 (1994), 300-27.

The process of successful innovation diffusion in English language teaching (ELT) programmes is poorly understood. The research reported here contributes to the small but growing ELT innovation literature, shedding new light on components of the diffusion process in one ELT context: the US intensive English programme (IEP). The study examines the facilitative and inhibitory roles of 13 frequently cited perceived attributes of innovations (e.g. complexity, originality, feasibility). An analysis of survey data from 43 IEPs and case-study data from three IEPs reveals that certain attributes are perceived to have a stronger facilitative effect on the

implementation of innovations than others. Because the 13 attributes were not perceived to be mutually exclusive by study respondents, a factor analysis was run in order to clarify the interrelationships among them. In the final factor solution, three factors were extracted: a Balanced Divergence Factor, a Dissatisfaction Factor, and a Viability Factor. The three factors suggest a 'zone of innovation' phenomenon and three 'paths-to-innovation'. These distinct paths, each associated with different types of innovations, highlight a new set of perspectives on the role of perceived attributes of ELT innovations.

95-221 Wennerstrom, Ann (U. of Washington). Intonational meaning in English discourse: a study of non-native speakers. *Applied Linguistics* (Oxford), **15,** 4 (1994), 399-420.

This paper reports the findings of a study on the intonation of second-language speakers of English from three language groups: Spanish, Japanese and Thai. The investigation focused on how non-native speakers use intonation to signal meaning in the structure of their discourse. Thirty adult speakers of English as a second language at the intermediate level and ten native speaker controls were tape recorded in both oral reading and free speech tasks. The speech data were analysed on a Visipitch machine to measure how pitch and intensity were

used contrastively to show relationships in discourse. Following a model of intonational meaning developed by Pierrehumbert and Hirschberg, pitch accents, phrase accents, boundary tones, and paratones were measured. The study revealed that while the native speakers made significant use of pitch contrasts to signal meaning on the items measured, the non-native speakers did not consistently use pitch to signal meaningful contrasts in many of the same environments.

French

95-222 Hamilton, Judith (Heriot Watt U., Edinburgh). Using the target language: from Pilton to Tokyo: a journey through the earth's crust. *Language Learning Journal* (Rugby), **10** (1994), 16-18.

Little encouragement has been given in Britain to the teaching of other subjects through the foreign language, yet much education is conducted this way for learners whose mother tongue is not English, both in Britain and overseas. There are real problems

associated with language medium teaching, but it is an option worth considering as more pupils continue with a foreign language and over a longer period of time. Moray House Institute of Education set up a project with an Edinburgh high school in an area

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of high unemployment, but with staff committed to co-operation and pupils' overall educational experience. The school's principal teacher of Geography was fluent in French, and collaborated with the modern languages department and a visiting student teacher of French to produce activity-based learning projects in Geography, using drama techniques. The title of the article refers to a lesson in which teacher and pupils made a journey through the earth's crust. In the Scottish Primary Pilot at a high school and its feeder primaries, teachers were encouraged to work to promote initial rapid comprehension of French, followed by use of the language to teach parts of the primary syllabus. Attitudes were all-important, and confidence building through games and drama played a crucial part. French was also later used as a means of promoting better English, and learning how to learn was a conspicuous feature of the work.

95–223 Harley, Birgit (Ontario Inst. for Studies in Ed., Toronto). After immersion: maintaining the momentum. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15,** 2/3 (1994), 229–44.

Relatively few graduates of French immersion programmes in Canada have been found to make substantial use of French in the years immediately following their schooling, either by taking courses in French at post-secondary level, or beyond the classroom. While immersion students are found to have outstanding comprehension in listening and reading, they lag behind native-speaker norms in production, especially speaking. This discrepancy has led researchers to talk of language attrition rather than language loss, with the discovery that renewed exposure to French can lead to a rapid recovery of language skills. The finding that lack of opportunity for using French seems to be the main cause of such attrition, with lack of confidence on the part of subjects a significant contributing factor, leads to a number of proposals for successful maintenance of second language skills. These stress the importance of motivation and of the enjoyment of using French, as well as regular use of French in contact with francophones. They also emphasise the need for increased use of oral French both inside and outside immersion classrooms and, within immersion programmes, the necessity of developing learner autonomy.

95–224 Lyster, Roy (McGill U.). The effect of functional–analytic teaching on aspects of French immersion students' sociolinguistic competence. *Applied Linguistics* (Oxford), **15,** 3 (1994), 263–87.

This study investigated the effect of functional–analytic teaching on aspects of French immersion (FI) students sociolinguistic competence at the Grade 8 level. A set of functional–analytic materials, entailing the study and practice of sociostylistic variation, was implemented in three FI classrooms by their respective teachers during French language arts classes over an average period of five weeks. A pre-test, an immediate post-test, and a delayed post-test were administered to the experimental group as well as to a comparison group in order to compare classes on three measures of sociolinguistic competence (defined as the ability to recognise and produce socially appropriate language in context). The study demonstrated that functional–analytic teaching substantially improved aspects of FI students' sociolinguistic competence in at least three ways: (1) by significantly increasing their ability in oral production to appropriately and accurately use *vous* in formal situations; (2) by significantly increasing their ability in written production to appropriately use *vous* in formal letters, and, in the short run, to use polite closings in formal letters; and (3) by significantly increasing their ability to recognise contextually appropriate French.

95–225 Ehlers, Swantje. Hermeneutik des Raumes: kognitives Kartieren als curriculares Planungskriterium. [Hermeneutics of space: cognitive map-making as curriculum planning criterion.] *Deutsch als Fremdsprache* (Leipzig, Germany), **30,** 4 (1993), 211–18.

A cognitive map is defined as a mental picture of a spatial environment including information needed to function there, e.g. to find and use a food shop in a Moscow suburb, to meet relatives at an airport, to cope with a restaurant visit. This requires a variety of linguistic and cultural knowledge and skills. The teaching of German in the former USSR faces problems because it is based on a cognitive map

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which is no longer valid (if indeed it ever was): the aim was always to reflect the ideology of the home country rather than the reality of the foreign culture. New maps need to be taught, based on the compound question 'What do I do, when, where, why?', and asking learners to discuss their 'personal experience space' in present life ('Where do you go when you feel sad?') and in past, future and fantasy worlds. In literature, classes can discuss how innovations such as balloon travel changed our perceptions of space.

95-226 Luchtenberg, Sigrid (U. of Essen). Zur Bedeutung von Language Awareness-Konzeptionen für die Didaktik des Deutschen als Fremd- und als Zweitsprache. [The relevance of language awareness in the teaching of German as a foreign or second language. *ZFF: Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **5,** 1 (1994), 1–25.

The relevance of language awareness in the field of German as a foreign or second language is discussed. Main topics are: language awareness and holistic teaching, language comparison as a method within language awareness and cultural awareness. Differences between German as a foreign language and German as a second language are described with regard to language awareness. The second section concerns language awareness as part of intercultural education and stresses again the differences between learning situations in Germany and in the country of origin. Language varieties are given as an example of language awareness. The relevance of language awareness for teacher training is discussed.

95-227 Watzinger-Tharp, Johanna (U. of Utah). An empirical base for teaching the past tense in German as a foreign language. *Foreign Language Annals* (New York), **27,** 3 (1994), 391–404.

The selection and sequence of grammar remains an unresolved issue for foreign language teachers. A survey of three leading German textbooks revealed little coherence and lack of authenticity in the presentation of the different German past tense forms. This study offers an empirical analysis of native speech data as a base for teaching the past tense in German as a foreign language. Interviews with 75 native speakers showed that: (1) the present perfect serves as the dominant past tense form for main verbs in the German colloquial standard; (2) modal verbs, the copula *sein* 'be,' *haben* 'have,' and certain formulaic expression occur in the preterite; and (3) the use of the past tense forms is linked to contextual and social factors. A German syllabus, then, must include a discussion of verb type when presenting the everyday use of the German preterite and present perfect. The study points to the situational and social contexts influencing the use of grammatical structures rather than merely presenting contextless rules governing their use.

Japanese

95-228 Donato, Richard (U. of Pittsburgh) **and others.** A multiple perspectives analysis of a Japanese FLES programme. *Foreign Language Annals* (New York), **27,** 3 (1994), 365–78.

This paper describes the development, implementation and evaluation of the first year of a three-year pilot project to teach Japanese to all students in grades K through 5 at a Pittsburgh elementary school. Curriculum development followed ACTFL recommendations for proficiency-based instruction. End-of-year information was collected from learners, parents, the Japanese teacher, and other school teachers. Results of student oral interviews indicated the development of a range of proficiency along the novice continuum. Data from prochievement interviews, teacher, and independent observer ratings indicated that an earlier start may result in more uniform gains for the majority of learners. In addition, a strong positive correlation was found between children's awareness of parental encouragement for language study and their Japanese attainment. All parents sampled cited specific examples of what their children had learned and a majority expressed strong positive feelings about the class. Within this positive context, the authors noted nonetheless an indication by the teacher of perceived programme marginalisation within the larger framework of the school's offerings. This and other factors associated with programme implementation and the children's attainment are topics for continuing investigation and documentation.

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Portuguese

95–229 Cook, Manuela (U. of Wolverhampton). Pitfalls in the teaching of a lesser taught language. *Language Learning Journal* (Rugby), **9** (1994), 66–7.

In order to facilitate the learning task, language teachers tend to seek out similarities between the learner's mother tongue and the language to be learned, or, in the case of the less commonly taught languages, between the target language and a previously acquired foreign language. In the case of Portuguese, a knowledge of French is assumed. However, when such strategies by-pass the need to conceptualise in the target language they are likely to be self-defeating, to confuse the students and to hinder their progress.

The gap between the learners' inbuilt linguistic patterns and those of the new language is more effectively bridged by presenting and practising new language features as serving a functional or communicative purpose. The students are made aware of their new language as a coherent system in its own right and are equipped with the necessary grounding to proceed to more advanced work [examples from Portugese].

Russian

95–230 Mayer, Gerald L. (Fordham U.). Teaching Russian verb conjugation: a reappraisal. *Slavic and East European Journal* (Madison, Wis), **37,** 1 (1993), 85–97.

The debate about Jakobsen's one-stem system for teaching Russian verb conjugation centres on (1) whether the system is theoretically valid and (2) whether it is appropriate for teaching, particularly for beginners. The article shows that the one-stem system is inappropriate for teaching, and that for non-productive verb types even the presentation of the infinitive and third person plural is less successful than the more traditional presentation of infinitive, first person singular and second person singular. By

presenting underlying rather than surface forms of language, by using transcription systems and other often complex notational symbols instead of actual orthographic forms of the living language and by requiring the memorisation of complex linguistic rules, the one-stem system is confusing even for advanced students. The three-form system, on the other hand, is helpful for students of all levels of ability, and is ideal for drilling.

Spanish

95–231 Alley, David C. (Georgia Southern U.). Trends in the use of illustrations in university Spanish textbooks. *Hispania* (Worcester, MA), **77,** 3 (1994), 489–95.

This study examines the role of illustrations in language learning and presents an analysis of the illustration content of 18 texts for teaching introductory Spanish published between 1960

and 1989. It also discusses the appropriate use of illustrations in teaching and considers future prospects.

95–232 Ortuño, Marian Mikaylo (Baylor U.). Teaching language skills and cultural awareness with Spanish paintings. *Hispania* (Worcester, MA), **77,** 3 (1994), 500–11.

Recent studies show that the use of visually engaging, authentic materials in the classroom has a positive effect on acquiring language and forming cultural attitudes. With the trend toward developing more creative ways of using class time to achieve linguistic and cultural proficiency, cross-disciplinary approaches that combine language, literature, his-

tory, and art emerge as particularly effective means of reaching those ends. This study outlines the benefits of using slides or other reproductions of Spanish paintings from the 16th to 20th centuries to promote language and cultural learning and offers practical suggestions on how to incorporate these resources into the curriculum.

95–233 **Risk, Vanessa** (Alexandra Coll., Dublin). Learning a European Romance language from an Asian perspective. *Language Learning Journal* (Rugby), **10** (1994), 55–7.

In secondary schools in the Republic of Ireland Spanish is commonly taught as a second or third foreign language. Pupils are assumed to have a good grounding in French and Latin and to be capable of taking the Leaving Certificate in Spanish after only two or three years study. However, for the student from Malaysia without knowledge of, or familiarity with, either French or Latin, Spanish presents a number of difficulties.

The idea that past, present and future can be expressed within the confines of a single word with changes in the endings of the verb to specify the time of the action is completely alien to Malay speakers. In Malay agreement of adjectives according to gender and number does not exist; nouns are classified in a completely different way which leads to problems in the use of the indefinite article; subject pronouns and possessive adjectives are not separately distinguished; and though Malay, like Spanish, has two verbs *to be*, they are used quite differently.

Teachers of Spanish can no longer be content to teach their subject according to a Latin-based blueprint, but should instead exploit the potential linguistic contribution of their Asian students.

95–234 **Schrade, Arlene** (U. of Mississippi). Gamesplay in Spanish teaching. *Hispania* (Worcester, MA), **77,** 3 (1994), 519–23.

This article sets forth reasons for teaching Spanish through games that have come down through the centuries from Spain and Mexico. It describes such games and gives specific instructions for playing *alquerque, pelele, tlachtli, Indian kickball* and the *piñata.*

95–235 **Waldman, Lila** (Murray State U.). Bilingual administrative support personnel in United States corporations. *Modern Language Journal* (Madison, Wis), **78,** 3 (1994), 327–38.

The expansion of the Hispanic population in the US, resulting in more Spanish-speaking consumers, and the increase of business with Latin American countries has led to an expanding need for bilingual oral and written communication among business employees. By means of a telephone survey, a study was conducted to gather information about bilingual administrative support personnel, in order to help with the planning of foreign language and business education. Eight states were selected for the survey, on the basis of whether or not they had a large number of recent immigrants and Hispanic or Asian people, and whether or not they had a large number of international corporations. Findings indicated that there were sufficient bilingual personnel to meet the needs of US corporations at the time of the study. After English, Spanish was by far the most widely used language. In states where bilingual people were in greater supply, language skills were not a great consideration when hiring staff, but in areas where the supply of bilingual people was not as great, these skills were more highly valued. Many companies in states with diverse populations listed contact with other employees as a primary reason for using the language other than English, reflecting the diversity of the workforce.