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# Teaching particular languages

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## English

**88-470 Baumgardner, Robert J.** (Asia Foundation, Islamabad). Utilising Pakistani newspaper English to teach grammar. *World Englishes* (Oxford), **6**, 3, (1987), 241–52.

This paper examines the use of local English-language newspapers as pedagogical aids in the English language teaching classroom. Various advantages and disadvantages of using newspapers in the classroom are discussed with focus on the often-cited objection by teachers in Pakistan that local newspapers contain too many errors and should therefore not be used pedagogically. Data on adjective, verb and noun complementation are presented from Pakistani newspapers to show that

many of the so-called ‘errors’ found in local newspapers are in reality part of a nativised Pakistani linguistic system. This paper then discusses language-focused classroom activities with newspapers which would serve to make students aware of differences between their own nativised varieties of English and native Englishes. Finally, this paper calls for more linguistic tolerance on the part of teachers in both the East and West in the acceptance of local varieties of English.

**88-471 Buyschaert, Joost.** The position of English adverbials. *IRAL* (Heidelberg, FRG), **25**, 2 (1987), 103–17.

The traditional rules on adverbial position and on adverbial complements in English are not always adequate, because essential criteria are overlooked. In this article, more exact rules on position have been formulated. Among other things, it is important to know if adverbial complements modify a verb or a preposition. The structure of the information contained in the utterance is also important.

In order to get round the problems of traditional adverbial position rules, EFL students should be made familiar with the following ideas and rules: (1) some adverbials function very much like objects, and are normally placed straight after the (lexical) verb; (2) the other adverbials (free modifiers) can generally appear in Front Position (FP), Middle

Position (MP) and End Position (EP) if they modify the sentence as a whole, and in MP and EP if they modify only the verb; (3) MP is not normally suitable, however, for ‘long’ (complex, heavy) constituents; (4) in choosing between FP, MP and EP, keep in mind that topics tend to come early in the utterance, comments late. Some adverbials are topic-response comment-prone and will therefore be most commonly placed in FP response EP. Unmarked short adverbials will prefer MP. (5) Postverbal adverbials are ordered in such a way that each is placed to the right of its head; this order is reflected in the traditional Manner–Place–Time rule, which breaks down, however, if the Place or Time adverbial is of the kind described in (1), when it should come first after the verb.

**88-472 Greenbaum, Sidney** Reference grammars and pedagogical grammars. *World Englishes* (Oxford), **6**, 3 (1987), 191–7.

Four types of grammar are distinguished according to mode of use: reference grammars, pedagogical grammars, theoretical grammars, and teach-yourself grammars. Four factors are shown to enter into a typology of grammars: the mode of use, the language of the user, the level of the user, and the

aims of use. Reference grammars and pedagogical grammars are characterised, the former with particular respect to *A comprehensive grammar of the English language*. In general it is not desirable to attempt to combine in one book the functions of these two types of grammars.

**88-473 Koh Moy Yin** (Nanyang Tech. Inst., Singapore). ESP for engineers: a reassessment. *ELT Journal* (London), **42**, 2 (1988), 102–8.

This article suggests that some engineering undergraduates already have adequate English for the technical part of their academic and professional

purposes, and that their problems are more to do with communication and with their management of appropriate interactive, interpersonal skills in

English. The article suggests that conventional ESP courses do not meet the needs of such students. It examines the implications of this suggestion, with special reference to the development of communication skills courses for engineering students at Nanyang Technological Institute, Singapore.

The oral communication activities which form the basis of these courses take up about 50% of the lectures and tutorials. The context of each activity is a simulation exercise, giving the students experience in the real world, in career-related settings. Case studies reported in engineering journals are an invaluable source of materials; for each there is a technical or semi-technical goal, a decision to make. Students are also asked to collect their own genuine data and draw up case studies. The teaching

programme is taught in modules, building up from a limited communication task to more demanding or complex ones. In each module, 'input' lectures aimed at providing basic knowledge of communicative events (role of participants, non-verbal behaviour, etc.), are followed by activity-based tutorials. Video material made from the students' own experience offers genuine behavioural data to analyse.

This approach is skill-based rather than language-based; it stresses communication as a two-way or interactive process; and through video it presents a 'total' communication event. These communication skills courses have proved effective in improving the students' communicative awareness and performance in spoken English.

**88-474 Leach, Patrick** (U. of Leeds). Passive resistance. *Journal of Applied Linguistics* (Thessaloniki, Greece), **3** (1987), 51-65.

Performance analysis of 35 Hong Kong intermediate students' essays reveals a progression in mastery of passive verbal forms relating to (a) the systematic use of the passive auxiliary, followed by its use with one or more further verbal auxiliaries, and (b) the correct use of affixes according to the preceding verbal constituent. It also reveals the fact that passive forms are less frequent in all students' scripts than in comparable native-speaker texts. This is imputed in part to an avoidance strategy (noted elsewhere among students of different language backgrounds) on the part of students who realise the inherent difficulty of English verbal groups, especially those involving the passive auxiliary. Interlingual factors may, however, also contribute to the

paucity of passive forms: a formal equivalent may be lacking in the students' first language or – where a canonical passive does exist – it is formally or functionally restricted compared with English. [Examples from several languages.] Students may be unaware of the larger discourse factors involved because their reading is restricted to narrative-descriptive texts. Teachers must be patient as students struggle to master the verbal system but must set tasks that encourage the use of the passive. Students must be exposed to a suitable range and quantity of texts using the passive, and the reasons for such use must be brought to the students' attention.

**88-475 Murray, Denise E.** (San José State U., Ca). Computer-mediated communication: implications for ESP. *English for Specific Purposes* (New York), **7**, 1 (1988), 3-18.

This article is based on a longitudinal study of communication in a technical business environment. It describes a new medium of communication, the computer, comparing and contrasting the characteristics of this medium with those of more familiar media, such as pen-and-ink and face-to-face. The study focuses on the salient features of computer-mediated communication (CmC): the organisation of conversation (opening, closing and turn-taking); surface discourse features such as paralinguistic cues

and simplification; choice of medium and medium-switching; and the acquisition of CmC. While certain modes of computer-mediated communication (CmC) share characteristics usually attributed to the oral mode, they also make use of characteristics of the written mode. Novices learn how to use CmC appropriately through strategies such as modelling. This enterprise provides us with another facet of ESP, the relationship between medium and language.

**88-476 Prodromou, Luke** (British Council, Thessaloniki, Greece). English as cultural action. *ELT Journal* (London), **42**, 2 (1988), 73-83.

This article considers the role of English in its broader social and political context. English is called

upon to serve a wide variety of educational functions: broadening the learners' horizons, de-

veloping their personalities and potentials, in addition to improving their communicative skills. Yet there is the risk of cultural domination, with the host country being at the end of a one-way flow of information and having its own culture submerged in the process. The author considers this problem with reference to the role of English in Greece. Increased integration with Western industry and commerce came from joining the EEC; English is more prominent in Greece than ever before ('Granglais'). It is seen as the language of power, progress and prestige, yet at the same time it is the

language of intervention in Greek cultural and political affairs.

Most Greek learners will never make substantial use of the English they learn. Their textbooks are meaninglessly Anglo-centric, unreal and alienating. Yet the product can be re-cycled and turned to the students' advantage. The author uses 'Granglais' in the classroom (a) to improve the learners' competence in English and (b) to increase their awareness of what happens when cultures come into contact (methods include class discussion of graffiti, shop names, brand names, advertisements, etc.).

**88-477 Singh, Frances B.** Power and politics in the content of grammar books: the example of India. *World Englishes* (Oxford), **6**, 3 (1987), 253-61.

This paper examines the various connections four grammar books [J. Nesfield, *Idiom, grammar, and synthesis for High Schools* (1985); L. Tipping, *Matriculation High School English grammar of modern English usage* (1933); P. C. Wren and H. Martin, *High School English grammar and composition* (1954); C. D. Sidhu, *An intensive course in English* (1976)] posit between the English language and Indian society. The sentences of Nesfield's text propagate the notion of British supremacy and impose a view of history which justifies colonial rule. It is a view which corresponds to the contemporary conception of English as an imposed foreign language, the language of political domination and a synonym for

it. Tipping's position is that English is to be assimilated to the Indian context. The revised edition of Wren and Martin's grammar follows in the Tipping tradition. English is no longer seen as something imposed, but as something in the process of being Indianised. Sidhu's text is radically different from the others. It reveals a familiarity with way life is experienced in India. Sidhu's grammar proves that English language teaching in India can be taught through and express Indian experiences. In so doing, the English language becomes the opposite of its historical role: a mode of communication which expresses Indians' consciousness of themselves as citizens of an independent country.

**88-479 Zhou Zhi Pei and Feng Wen Chi.** The two faces of English in China: Englishisation of Chinese and nativisation of English. *World Englishes* (Oxford), **6**, 2 (1987), 111-25.

In the interest of finding ways to help their students succeed in university studies, college-level L2 writing researchers and teachers have endeavoured for years to define the nature of academic writing tasks. The effort to determine what academic writing is and what ESL students need to know in order to produce it has led to the development of a number of different approaches to the teaching of writing. Most recently, this effort has led to a problematic trend toward having teachers of English, including teachers of freshman composition, teach students to write in other disciplines. This trend has emerged in

response to criticism of previous writing programmes, analyses of surveys of academic writing tasks, and movements such as Writing Across the Curriculum and English for Specific Purposes. This article reviews studies of L1 writing programmes in which students learn to write in various disciplines, discusses the implications of the researchers' findings, and argues that (a) the teaching of writing in the disciplines should be left to the teachers of those disciplines, and (b) L2 English composition teachers should focus on general principles of inquiry and rhetoric, with emphasis on writing from sources.

**88-479 Zhou Zhi Pei and Feng Wen Chi.** The two faces of English in China: Englishisation of Chinese and nativisation of English. *World Englishes* (Oxford), **6**, 2 (1987), 111-25.

China has had a long history of contact with speakers of English, beginning in the seventeenth century. Since 1974, English has become the most

widely studied language in China. With language contact comes linguistic interinfluence. Two manifestations of English-Chinese interinfluence are the

Englishisation of Chinese and the nativisation of English, which can both be perceived at the phonological, morphological, semantic and syntactic levels. It is important to note that the Englishisation of Chinese seems most evident at the phonological and semantic levels, and that it also occurs, to an extent, at the syntactic level. In

addition, the nativisation of English appears to be most evident at the phonological level; however, the various accents and dialects of Chinese make this a difficult generalisation to support. Therefore, this article discusses primarily the nativisation of English and the Englishisation of Chinese with regard to the morphological, semantic and syntactic levels.

## French

**88-480 Bonnot, Jean-François P. and Spa, Jaap J.** De la structure théorique de l'interlangue à l'apprentissage du français langue étrangère. [From the theoretical structure of interlanguage to the learning of French as a foreign language.] *IRAL* (Heidelberg, FRG), **26**, 1 (1988), 19–34.

This article describes certain phonetic deviations occurring in the French acquired by Dutch-speaking learners at university level. The explanations put forward to account for such deviations make reference to both phonetic and phonological encoding processes. The data are described within the framework of Zonneveld's (1978) theory, according to which every new rule entering the learner's linguistic competence produces a hypercorrective

correlate. Eight rules of this kind are discussed. The authors emphasise the complexity of the interlinguistic systems involved. Their theory, which is to a large extent verified by work in experimental phonetics, permits predictions to the effect that there will be differences in timing between foreign learners of French and native speakers of the language.

**88-481 Petitjean, André** (U. of Metz). Pratiques de l'écriture et théories du texte. [Writing practices and text theories.] *Français dans le Monde* (Paris), **215** (1988), 53–8.

This article advocates the use of project work in the teaching of writing, and advances theoretical reasons why it is more satisfactory than traditional methods. Traditionally, learners produce artificial, 'mutilated' texts for the sole purpose of having them marked by the teacher, but in project work a wide variety of authentic production occurs, from functional writing (asking for an interview with a local councillor) to fictional (working together to write a short story). Oral text production in project work involves varied situations and functions – negotia-

tion, peer correction, elaborating and transmitting knowledge – and this can help learners to meet the different communicative needs of writing, putting themselves in the place of the absent reader.

The imbalance of knowledge and power between teacher and pupils is reduced (although not eliminated) and the teacher's role in guidance and correction can emphasise informational rather than formal aspects of writing, e.g. pointing out to pupils that they have not properly introduced unknown people and places in their science-fiction story.

**88-482 Porquier, Rémy** (U. of Paris X) and **Bernard, André** (Lycée Jacques Decour). Processus d'acquisition et interactions sociales chez des adultes migrants en milieu naturel et chez des adolescents migrants en milieu scolaire. [Language acquisition and social interaction among adult migrants in a natural setting and adolescent migrants in school.] *Bulletin CILA* (Neuchâtel), **47** (1988), 43–51.

Recent research into how adult migrants learn a language is reviewed and the factors influencing their success or lack of it are summarised. The family unit plays an important role since it is here that both groups, adults and adolescents, interact. Research conducted by the author at a *lycée* in Paris

between 1984 and 1986 among 12- to 16-year-old migrants revealed seventeen social or familial factors which influenced their success in learning French in school – attitudes to France and the French being particularly important.

Researchers concerned with both adult and child

language learning should join forces and pool their results. Their work is complementary and interdependent and together they can throw light on

how a language is acquired by learners resident in the host country and on the role played by educational institutions.

**88–483 Pottier, Patricia and Communeau, Pascal.** Cinq–douze ans, l'éveil à une langue étrangère. [Awakening to a foreign language – teaching 5–12 year-olds.] *Français dans le Monde* (Paris), **215** (1988), 50–2.

French classes organised by the Alliance Française in Saltillo for Mexican children aged 5 to 12 emphasise real-life activities, children's interests, active learning methods and joint projects conducted by correspondence with children of the same age at two primary schools in France. While the younger age group (5 to 7) do mainly oral work, the written

language becomes more important for the older children, who, once they have passed the age of 12, can proceed to a transitional course which draws together what they have already learned and prepares them for more advanced work and for joining classes for adults.

**88–484 Rufer, Christiane** (Ecole secondaire de Neuchâtel) **and Alber, Jean-Luc** (Centre de Linguistique Appliquée, Neuchâtel). Enseignement du français en classe d'accueil: expérience création et exploitation du matériel 'Vous di' comment?' [Teaching French in the reception class: experience creation and exploitation of 'Vous di' comment?' (What did you say?)] *Bulletin CILA* (Neuchâtel), **47** (1988), 73–81.

All too often the French learned by young migrants in reception class remains school French, even though they live in a French-speaking environment. In order to motivate these young learners and assist them in benefiting from their environment a dozen brief video recordings were made of actual situations in which the main protagonists were not native speakers as in most language teaching films but

other young migrants. By identifying with their peers, adolescent migrants became aware of what was involved in the process of communicative competence and were able to analyse the strategies used to achieve it and to correct misunderstandings. A further set of recordings using native speakers in parallel situations, without the cross-cultural element, provided illuminating comparisons.

## German

**88–485 Engel, Ursula and Hartl, Barbara.** Zur Zusammenfassung eines Lehrtextes unter dem Einfluss von Strategien aus psychologischer Sicht. [The influence of psychological strategies on summarising instructional texts.] *Deutsch als Fremdsprache* (Leipzig, GDR), **25**, 1 (1988), 33–9.

For both overseas students and native speakers the ability to précis lengthy technical material is essential. Means of reducing text length using strategies of compression and omission are discussed [examples]. An effective précis is one which contains a maximum number of 'macropropositions' (essential points) of the original text and a minimum number of 'micropropositions' (units of meaning) without losing the cohesion of the text.

An experiment is described in which the effectiveness of a 30-hour training programme was evaluated. An experimental group of trained FL learners and control groups of untrained FL learners and native

German speakers were compared. Performance on summarising a 1000-word technical report was measured by counting the number of 'micropropositions' and 'macropropositions' from the original text in each student's précis. Results showed that trained FL learners performed better than the untrained FL group on both these measures. Trained FL learners also included a higher proportion of 'macropropositions' than the native speakers, but introduced more inessential information. It was found that the experimental group took significantly longer to complete the task, while the native speakers needed least time.

**88-486 Hosford, Helga** (U. of Montana). Common sense and language history. *Die Unterrichtspraxis* (Philadelphia, Pa), **20**, 2 (1987), 278–87.

This article advocates giving learners of German certain kinds of information on historical linguistics and related areas, for example, that 'difficult' sounds in modern German were once a feature of English too, and leave traces in modern English spelling (*right*) or morphology (*foot–feet*); that there are systematic correspondences between the two consonant systems (*open–offen*); that there is in German continuous diachronic change, and related dialect variation, the latter far more than in American English; that some features of modern German, e.g.

the *-en* in *Wochenende*, can be explained by appeal to older forms of the language, whilst others, such as the use of *Mittwoch* instead of *Wodanestag*, have historical explanations. Consideration of German and other borrowings into English is also advocated.

The main justification for this approach is that it accords with the present movement in FL teaching away from habit formation, or 'mindless parroting', towards intellectually challenging activities in which students are encouraged to reason and analyse.

**88-487 Luchtenberg, Sigrid**. Varietäten des Deutschen und ihre Bedeutung für ausländische Deutschlerner und -lernerinnen. [Varieties of German and their significance for learners of German as a second or foreign language.] *Zielsprache Deutsch* (Munich, FRG), **19**, 1 (1988), 19–26.

Both adult and child native speakers of German come into daily contact with a wide range of different language varieties. This article considers the relevance of these varieties for foreigners living in German-speaking countries. Difficulties of description and classification of language varieties are discussed with reference to overlapping variables such as occupation, situation, age and sex [examples]. The range of varieties of German encountered by foreigners depends on their degree of social integra-

tion, but, as for native speakers, the most frequent will be dialects, regional colloquial German, and written varieties such as official texts, advertising, and newspaper articles. Employment and the educational system bring foreigners and their families into contact with further varieties. Barriers to communication and the nature of the competence needed by foreign and second-language learners are discussed. Implications for classroom practice are outlined.

**88-488 Steinig, Wolfgang**. Perspektiven für einen Deutschunterricht in Griechenland. [The future of German teaching in Greece.] *Zielsprache Deutsch* (Munich, FRG), **19**, 1 (1988), 11–18.

This article considers educational provision for children of Greek migrant workers (*Remigrantenkinder*) returning from the Federal Republic of Germany. Their integration can be regarded as successful in as far as the child comes to terms with the different values and curricular content of an unfamiliar educational system, develops good relationships with the peer group and maintains and extends competence in the German language. However, German is extremely rare in state schools in Greece and, where it is available, the prevailing FL methodology is inappropriate.

Three possible models of schooling are outlined and evaluated. Models likely to increase the isolation of *Remigrantenkinder* are rejected in favour of a

system of mainstream provision in all subjects except German. Separate German classes for *Remigrantenkinder* and FL learners would be provided, but with additional time allocated for pairing *Remigrantenkinder* with FL learners. In each pair, tuition in German would be given by the *Remigrantenkind*. In return, remedial support in weaker subjects could be provided by the partner.

The potential of such a model to benefit the social climate of the classroom, children's motivation and confidence, and the content of language lessons is discussed. Possible advantages for the grammatical development of both sets of learners are related to Krashen's Monitor Hypothesis.

**88–489 Wolff, Jürgen.** Zwei Minderheitensprachen treffen sich – Baskisch und Deutsch im Tandem. [Two minority languages meet – Basque and German in tandem.] *Zielsprache Deutsch* (Munich, FRG), **19**, 1 (1988), 2–10.

Native speakers of German wishing to learn Basque were introduced (on the basis of a questionnaire) to Basque partners wishing to learn German, and encouraged to interact and teach each other. Support material was provided and professional advice available if required.

After a selective look at the linguistic structure of Basque (case system, verb agreements) and its present social position (recent increased acceptance in certain areas), the author summarises the information available on the outcome of the project. The motivation of the German learners seems to have been social/political (admiration for the Basques)

rather than strictly practical. It is too early to make definite claims about the extent of learning, but feelings were generally positive; in particular, anecdotal evidence suggests that features common to the two languages, notably the case system, were quickly grasped, and the absence of the intervening Spanish (Castilian) dimension normally encountered by Basque learners was an advantage. Generalising from this, the author stresses the importance, when teaching German in a foreign country with more than one native language, of using each learner's L1 for explanations.

## Russian

**88–490 Perkins, Ann Weiler and Chvany, Catherine V.** (Massachusetts Inst. of Tech.). Language pedagogy: the teaching of Russian. *Slavic and East European Journal* (Madison, Wis), **31** (1987), 196–225.

The *Slavic and East European Journal* (*SEEJ*), has, for 30 years, published articles and reviews on Russian teaching. Although there are inevitable omissions, these articles provide a record of many issues which have preoccupied teachers of Russian. The articles' chronological distribution reflects the upsurge in teaching in the early 1960s and 1975, and the subsequent general decline. One underlying factor which has formed the basis of much pedagogical discussion has been that of the difficulty of the Russian language compared with Spanish, French or German. Educators have therefore emphasised either reducing teaching objectives, or developing more effective approaches. In practice, this has often

entailed combining both approaches. The main areas discussed in detail are: general issues in theory and method; curriculum; vocabulary; computers; grammar and linguistics; and surveys. There is still no comprehensive history of pedagogy given in *SEEJ*, or anywhere else. Newer teaching trends are less often reported in *SEEJ*, so more recent perceptions are necessarily tentative. Much progress has been made in teaching spoken Russian. *SEEJ* can play a valuable role in the current needs of Russian teaching by welcoming articles, by seeking research studies and by expanding its subject area to include literature.