
Teaching particular languages

English

92-191 Barron, Colin (Papua New Guinea U. of Tech.). Material thoughts: ESP and culture. *English for Specific Purposes* (New York), **10**, 3 (1991), 173-87.

ESP has so far totally ignored the traditional cultures of students. A review of all the articles that have appeared in *English for Specific Purposes* since its inception ten years ago found none that considers the students' culture. There are several reasons for this trend, including general English teaching's fear and embarrassment in introducing culture into the classroom and a widely held view that science and technology are culturally neutral and a secondary culture system. Whereas major elements of the teaching of technology in the West stress its abstract and instrumental aspects, in non-literate societies

such as those in Papua New Guinea (PNG) technology is concrete and integrative. Artefacts are the technological texts of PNG societies, with social, economic, and religious meanings. ESP's role of effecting a smooth transition from textualisation in PNG societies to textualisation in English requires more than a linguistic input. ESP in this situation should break away from its parasitic role and look outwards to include the students' culture. In so doing it may satisfy the Piagetian notions of assimilation and accommodation as well as the expectations and aspirations of the students.

92-192 Benson, Malcolm J. (Hiroshima Shudo U., Japan). Attitudes and motivation towards English: a survey of Japanese freshmen. *RELC Journal* (Singapore), **22**, 1 (1991), 34-48.

Over 300 freshmen in a Japanese university were surveyed to assess their attitudes towards English. In addition to a background profile addressing the student's amount of informal exposure to English, the survey asked for a self-assessment of English skills, the motivation for studying English, and the functions for which English was felt to be most useful.

The results showed students who have had little exposure to English, and whose self-rating of their own skills showed extremely low morale. Surpris-

ingly, integrative and personal reasons for learning English were preferred over instrumental ones. English was seen as being useful for a selection of modern functions, but not useful for domestic and local ones. Such findings pose problems concerning the role of English language teaching at university level in Japan. It remains unclear what precise combination of regulatory control, curriculum, methods, faculty, and texts would best achieve higher levels of motivation and achievement.

92-193 Bhatia, Vijay K. (National U. of Singapore). A genre-based approach to ESP materials. *World Englishes* (Oxford), **10**, 2 (1991), 153-66.

A genre-based approach to discourse analysis has great potential for the teaching of English for specific purposes (ESP), particularly for the teaching of business writing, where communicative intentions and strategies used to realise such intentions, in the context of complex interpersonal relations between the participants involved in the communication process, are considered very crucial. This paper takes the communicative intentions of the writer of a particular type of business letter as the basis for its analysis as a genre and claims that

this perspective will allow ESP practitioners to teach business writing more effectively and economically. This paper demonstrates the process by taking examples from the *UNDP-Government of Singapore Project in Meeting the Needs of Business and Technology*, where an attempt has been made to analyse authentic business letters as a genre to derive pedagogically utilisable insights and use them in the design of self-access English for business and technology materials for tertiary levels in Singapore.

92-194 Johns, Ann M. (San Diego State U.) and **Dudley-Evans, Tony** (U. of Birmingham). English for specific purposes: international in scope, specific in purpose. *TESOL Quarterly* (Washington, DC), **25**, 2 (1991), 297-314.

English for Specific Purposes has grown considerably in recent years, most noticeably in three areas:

internally as a local standard for development purposes in countries such as India and Nigeria; for

technical purposes at conferences and especially in journals, as 65% of maths and physical science journals are now in English; and among groups such as aeroplane pilots and maritime workers (SEASPEAK). The authors list various approaches to discourse analysis for ESP, including tense/aspect/mood function approaches, communicative notions, computer concordancing, and more global analyses. Other research approaches are more learner-centred, looking for example at the efforts of Spanish scientists to produce publishable discourse in English.

92-195 Pennington, Martha C. (City Polytechnic of Hong Kong). Work satisfaction and the ESL profession. *Language, Culture and Curriculum* (Clevedon, Avon), **4**, 1 (1991), 59-86.

This paper reviews the topic of work satisfaction with particular reference to the ESL field. An overview of the literature indicates that work satisfaction is a complex response which incorporates many influences inside and outside of the work environment. The available survey data, primarily from members of the TESOL organisation, suggest

The main controversy addressed is how specific ESP should be. Hutchinson and Waters argued for a wide-angle approach to make students aware of the 'lack of specificity' of their needs; the present authors accept this for pre-study courses, but claim that professionals need teaching more closely tailored to their day-to-day problems. Similarly, Hutchinson and Waters advocate work on all the skills, but the present authors point out that monoskill reading courses have been popular and successful in many countries.

that ESL practitioners are basically satisfied with their work, though they experience dissatisfactions in certain areas such as promotions, pay, and some administrative aspects. It is maintained that the key to ensuring work satisfaction and the positive career conditions which educators in ESL desire and deserve is professional recognition.

92-196 Thompson, Geoff (U. of Liverpool) and **Ye Yiyun** (Tongji U., Shanghai). Evaluation in the reporting verbs used in academic papers. *Applied Linguistics* (Oxford), **12**, 4 (1991), 365-82.

This paper discusses the results of a project to identify the kinds of verbs used in citations in academic papers, as a basis for developing teaching materials for non-native-speaker students who need to read or write academic papers. Categories are suggested for classifying the verbs both in terms of their denotation and of their evaluative potential, in order to illuminate the role that they play in the evaluation that their presence entails. The ways in which denotation and evaluative potential interact and some of the effects of the immediate context

(for example, negation) are examined. Particular attention is paid to the ways in which the writer commits herself to or detaches herself from the reported proposition to varying degrees. Finally, an idealised model of the 'layers of report' that may be involved in citations is presented as a means of drawing together the various choices available. The model may serve as a pedagogic image to help the students in understanding or choosing reporting verbs and, beyond that, in interpreting or conveying evaluation in academic papers.

French

92-197 Boixareu, M. and others (National U. of Distance Learning, Madrid). 'Cher Ami': une approche SGAV pour l'apprentissage du français langue étrangère. ['Dear Friend': a SGAV (*Structural-global, audio-visual*) approach to the learning of French as a foreign language.] *Revue de Phonétique Appliquée* (Mons, Belgium), **95/7** (1990), 97-106.

This is a description of the rationale and main elements of a distance learning course in French for Spanish speakers. The aim of the course is direct communication and reading comprehension of scientific texts, though its application could be broader. The methodology is based on structurally-graded situational dialogues (on cassettes) accom-

panied by pictures which aim to create the situation and to help understanding of the message. Details are given of the syllabus of some of the teaching units, and of a lesson plan. There is some discussion of the educational needs of the (adult) students. A study guide is provided with the course.

92-198 Bronckart, Jean-Paul (U. of Geneva). Perspectives et limites d'une diversification de l'enseignement du français. [Perspectives and limits of a diversification of French teaching.] *Etudes de Linguistique Appliquée* (Paris), **83** (1991) 63-74.

Recently developed approaches to teaching French as mother tongue entail: (i) abolishing the dichotomy between school and non-school text-types, to prepare learners for real life; (ii) democratisation and differentiation to make texts and activities relevant to pupils of all levels and backgrounds; (iii) recognition that all pupils already have productive and receptive competence in dealing with a variety of text-types, albeit sometimes only oral, and use of such competence as a starting point. Underpinning all this is the belief that sociolinguistic variation is not, as once thought, the direct result of social,

cultural, intellectual, regional or other differences, but reflects competing strategies: every human being has a repertoire of linguistic sub-systems, and deploys those judged most relevant to the communicative situation.

As regards text choice, the author stresses the importance of motivation and hence negotiation with the pupils; for receptive activities, he stresses inferring context from text; for production, tasks should sometimes be open-ended, and not necessarily wholly authentic – the artificiality of the classroom can be exploited.

92-199 Oriol-Boyer, Claudette (U. Stendhal, Grenoble). Pour une didactique du français langue et littérature étrangères. [Towards a method of teaching French as a foreign language and literature.] *Français dans le Monde* (Paris), **237** (1990), 56-63.

The use of literature in the teaching of French as a foreign language is not exploited nearly enough, especially at lower levels. Even at advanced levels there is no overt link between reading and writing. A methodology is described which always starts from a reading text and integrates reading and writing at every stage.

The reasons for the teaching of literature are that it raises awareness of language; that it improves

communication by encouraging tolerance of alternative style; that it allows freedom for experimentation with language; that it encourages an awareness of structure that can be utilised in other areas. It allows for the use of humour.

A review is included of research theories of writing, (a) as product, (b) as process, and (c) as an interaction between the first two, which is the position favoured by the author.

92-200 Towell, Richard (U. of Salford). Experimenting with an integrated syllabus design in modern languages. *Language, Culture and Curriculum* (Clevedon, Avon), **4**, 1 (1991), 1-15.

The paper describes an experimental French programme for undergraduates introduced at the University of Salford in 1989. Its objective was to integrate the learning of a foreign language more fully with the learning of interpersonal skills (e.g. working in groups) and the learning of non-linguistic content (e.g. learning about French politics). The programme was based on current models of second-language acquisition. In Stern's (1990) terms it was to be experiential rather than analytic, and it tried to exploit the advantages of communicative language teaching. The syllabus was strictly task-based. Students had to devise an

election campaign for a French election. The paper describes the design and implementation of the programme, and presents an evaluation based on diaries, questionnaires and examination results. The programme was successful in integrating non-linguistic skills and content knowledge with language learning. But some language skills appeared to suffer, especially those needed for advanced written language and translation. The author concludes by stressing the advantages of the experiential, task-based approach but warns that it will not solve all language learning problems.



Italian

92-201 Frescura, Marina. Listening comprehension and the development of sociopragmatic competence: a proposal for Italian as a second language. *Canadian Modern Language Review* (Toronto), **48**, 1 (1991), 118–34.

Listening comprehension ought to have a more prominent position in the second-language classroom, particularly at the intermediate/advanced levels. Emphasis should be placed on the development of sociopragmatic competence to enable the L2 learner to interpret the illocutionary force of incoming discourse. Samples of pedagogical

materials focusing on the speech act of *disagreement* are proposed for Italian as a Second Language university students. The listening texts introduced expose the learner to a variety of registers and strategies while integrating listening with reading, speaking and writing.

Japanese

92-202 Burt, Susan Meredith (Illinois State U.). Word choice in indirect quotation in Japanese: some considerations for teaching. *IRAL* (Heidelberg, Germany), **29**, 3 (1991), 197–212.

Should language teachers attempt to incorporate specific pragmatic rules or strategies into their teaching? They can be very helpful when teaching indirect quotation and verbs of giving in Japanese. Gift-giving is an important and highly elaborated social activity in Japan, and the Japanese vocabulary reflects this. The verbs *ageru* and *kureru* both mean 'give', but the verb a speaker uses depends on whether her point of view is that of giver or receiver. The choice a speaker makes is indicative of her allegiance, empathy or point of view, and Japanese native speakers are adept at calculating likely relationships between individuals as revealed by vocabulary choice. Japanese linguists have claimed the existence of a Speech-Act Participant Empathy Hierarchy: 'It is not possible for the speaker to empathise more with someone else than with him/herself'. Indirect quotation in Japanese represents a problem in this regard. The words in the quoted sentence can represent either the choice of words of the speaker herself, or the choice of words of the person she is quoting. Do Japanese speakers have the same flexibility English speakers enjoy in choosing a point of view to present an indirect quotation? In the transformational approach

to this problem, sentences are linked by explicit grammatical rules, or transformations, to their source sentences. This still leaves no clear way to predict how a sentence is derived, and there are also grounds for rejecting the transformational approach in the light of recent work on direct quotation (Tannen, 1989) which claims that even seemingly 'direct' quotation is really primarily the creation of the speaker rather than the party quoted. The pragmatic approach to the transformations approach is that rules of conversation indicate what we most expect speakers to do, i.e. express their own points of view and not anyone else's. The addressee must, however, be allowed her options. Japanese speakers do not have their words chosen for them by a principle of grammar. Rather, they use and compare principles of conversation and choose their own words. Teachers of Japanese can use the loose parallels with *come* and *go* to render the notion of viewpoint somewhat familiar to English-speaking learners. Extended role play in groups or 'families' can offer students the opportunity to learn pragmatic principles and make them aware of the stylistic flexibility available to speakers.

Russian

92-203 Keller, Howard H. (Indiana U.) Word frequency and pedagogical value: contrasting textbook vocabulary lists with word frequency counts. *Slavic and East European Journal* (Madison, Wis), **35**, 2 (1991), 228–44.

The author compares the five 'core' texts of elementary Russian to show where they depart from a definitive frequency list of 1500 Russian words. The data (nouns only) is presented in 46

semantic fields. The two major points of comparison are (1) a listing of all the nouns from Morkovkin not found in any of the core texts, and (2) a list of nouns from the core texts that are not found in the full

3500 word list of Morkovkin. The list of high-frequency words included and excluded in the core texts reveals the range of the vocabulary 'universe' of the core texts, and throws light on the pedagogical process itself. Russian, the 'commonly taught' language with the smallest number of learners, is ideal for such a comparison, as the number of usable introductory Russian textbooks is small. The 46 semantic fields or topical categories are somewhat arbitrary, but the checklist attempts to include both major categories found in texts (school, culture, travel, house, food, person, reading, time) and topical concentrations found in the much lower

frequency ranges of advanced reading (e.g. animal, bird, fish, insect, tree). The disparity between the core texts' vocabulary and that of the frequency list provides a vivid illustration of the difference between 'lexical importance' and 'pedagogical importance'. Some of the disparity in category size is due to the needs of the language classroom. The data suggest the need for authors of introductory texts to provide topical summaries of the active vocabulary every five chapters or so. Such topical recapitulation will make periodic student vocabulary reviews more efficient.

Welsh

92–204 Jones, Christine M. (St David's University Coll., Lampeter, Wales). The Ulpan in Wales: a study in motivation. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **12**, 3 (1991), 183–93.

The Ulpan method of learning, devised originally to teach Hebrew to immigrants to the State of Israel, is used extensively in Wales in the teaching of Welsh to adults. An eight-week four-hundred-hour intensive Welsh language course based on this method is held annually at St David's University College, Lampeter. During the summer of 1989 a questionnaire was distributed to all participants of the course to try and discover their motivation for learning Welsh and their reasons for choosing such

an intensive course. In this paper the results of the questionnaire are discussed in detail and participants' comments quoted at length. The motives associated with integration are shown to be of prime importance. Intensive instruction in an immersion setting was felt by the course participants to result in superior language proficiency, thus easing integration into the Welsh community. It is concluded that one cannot learn Welsh without entering in a significant way into the culture of Welsh-Wales.