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# Teaching particular languages

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## English

**91-466 Goldstein, Lynn M.** (Monterey Inst. of International Studies) **and Conrad, Susan M.** (Central Washington U.). Student input and negotiation of meaning in ESL writing conferences. *TESOL Quarterly* (Washington, DC), **24**, 3, (1990), 443-60.

Research and practice in composition pedagogy suggest that student-teacher conferences play an important role in helping students become more effective writers. Many students, teachers, and researchers believe that conferences are valuable because they allow students to control the interaction, actively participate, and clarify their teachers' responses. This paper reports the results of a study that examined the degree to which these characteristics were present in conferences between one teacher and each of three students enrolled in an advanced ESL composition course. In addition, the study looked at the students' texts to determine how students dealt with the revisions discussed in the

conferences and the role negotiation of meaning played in the success of such revisions. There were large differences in the degree to which students participated in the conferences and negotiated meaning. In addition, students who negotiated meaning made revisions in the following draft that improved the text. In contrast, when students did not negotiate meaning, even when they actively participated in the conference, they tended either not to make revisions or to make mechanical, sentence-level changes that often resulted in texts that were not qualitatively better than previous drafts.

**91-467 Kachru, Braj B.** (U. of Illinois). Liberation linguistics and the Quirk concern. A reply to 'Language varieties and standard language' by Sir Randolph Quirk. *English Today* (Cambridge), **7**, 1 (1991), 3-13.

The vital concerns expressed by Quirk about the global spread of English and its varieties are not peculiar to English. Very similar concerns have been expressed with reference to other languages of wider communication. Quirk's position is not much different from what in another context has been termed 'deficit linguistics', a term used for language learners with inadequate competence in anything from vocabulary to discourse and style strategies. His deficit linguistics entails rejection of the underlying linguistic motivations for range of variation, rejection of sociolinguistics and cultural motivations for innovations, rejection of the possibility of institutionalisation of language used as a second language, rejection of the cline of varieties within a non-native variety, and rejection of the distinction between users of ESL and EFL. Quirk is motivated by a concern for maintenance of 'standards' for international English and the world's need for a functionally successful international language, but recognition of the sociolinguistic realities does not imply what he calls 'an encouragement of the anti-standard ethos'. While supporting the deficit ap-

proach, Quirk does not identify the methods one might use in controlling codification around the world. The codification for English is primarily sociological, educational and attitudinal. The deficit approach fails because it is based on false assumptions about the users and uses of English: that English is essentially learnt to interact with native speakers of the language; that English is learnt as a tool to understand and teach American or British cultural values; that the international non-native varieties of English are 'interlanguages' striving to achieve 'native-like' character; and that native English speakers as teachers, academic administrators and material developers are involved in policy formulation on a global scale. Codification can be a means of linguistic control, providing immense power to those who can 'define'. EFL teaching is a profitable business, and the economics of determining language policies has never been so vital before. Can international codification be applied to a language with over 700 million users? If so, then pragmatically viable proposals for such a codification have yet to be made.

**91-468 McKay, Sandra Lee** (San Francisco State U.) **and Freedman, Sarah Warshauer** (U. of California, Berkeley). Language minority education in Great Britain: a challenge to current US policy. *TESOL Quarterly* (Washington, DC), **24**, 3 (1990), 385-405.

British educational policies advocate placing language minority students in mainstream classes where their regular teacher receives ongoing support from a TESOL specialist. By contrast, in the United States, the policies favor placing non-native speakers in separate programmes such as ESL pull-out classes, sheltered English, or bilingual education, where they are taught solely by the TESOL or bilingual education specialist. The same rationale – protecting equality of opportunity – is offered for both approaches. This article compares the events that led to the contrasting solutions and the institutional structures that support those solutions; it gives an example of the British mainstream system at work

and shows how the different approaches to educating non-native speakers reflect different assumptions about language development and definitions of equality of opportunity. The article concludes by asking language teachers three questions about programmes for language minorities that are raised by the contrastive examination: (a) What are the consequences of social segregation in educational programmes? (b) What are the effects of varied instructional contexts on language learning? (c) What are the most helpful roles ESL teachers can play with respect to teaching subject matter and linguistic competency?

**91-469 Master, Peter** (California State U., Fresno). Teaching the English articles as a binary system. *TESOL Quarterly* (Washington, DC), **24**, 3 (1990), 461-78.

The English article system can be taught as a binary division between classification (*a* and  $\emptyset$ ) and identification (*the*). All the other elements of article usage can be understood within this framework, allowing a one form/one function correspondence for *a* and *the*. Furthermore, the notions of classific-

ation and identification can be introduced as distinct concepts before the various rules for article usage are taught. This simplified schema is presented as a pedagogical tool for selecting the appropriate article, a universally acknowledged difficulty for non-native speakers of English.

**91-470 Parkinson, Brian** (U. of Edinburgh). What, if anything, is English for Literary Studies? Native/non-native comparisons in responses to poetic deviance. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **1** (1990), 25-34.

This article considers what needs to be learned by non-native students of English literature, and advocates an approach based on the concepts of deviance, regularity and mimesis, the first of which is explored in detail. Data is considered from a questionnaire asking native and non-native speakers

to locate, categorise, 'translate' and explain deviance in six extracts from poems. Only in the locating task could a satisfactory native-speaker norm be established for evaluating non-native responses. Preliminary non-native responses show a sharp division between specialists and non-specialists.

**91-471 Pugsley, Jenny**. Language and gender in the EFL classroom. *Teacher Trainer* (Canterbury, Kent), **5**, 1 (1991), 27-9.

Many coursebooks promulgate sexist language and their illustrations almost always favour males rather than females. In this area, standard British English is found wanting: supposedly inclusive terms like *man*, *men* and *mankind* evoke male rather than female images in people's minds. But grammarians have noted feminists' dislike of such sexual bias, and now suggest the use of the plural *they* instead of *he*. Teachers in training should be encouraged to check coursebooks and materials for use of masculine pronouns, references to women, stereotypes of

women in occupations such as nurse, secretary, cleaner, etc. Students can contrast English usage with that of their mother tongue to see how their own terminology is 'gender-loaded', and compare their systems of inflection and choice of vocabulary to indicate sex of speaker. Students can rewrite contentious phrases and sentences to avoid masculine terminology, and list derogatory/flattering terms for men and women (*hero/heroine*, *bachelor/spinster*). Trainees could analyse a range of authentic texts for anaphoric and cataphoric reference. Teachers should

consider the issue of class management in this connection: are female and male students treated equally? The Women in TEFL Conference is an

informal organisation which has a materials subgroup proposing guidelines on non-sexist language for publishers, teachers, etc.

**91-472 Puhl, Carol A.** Up from under: a study of English training on the mines. *Per Linguam* (Stellenbosch, South Africa), **6**, 2 (1990), 31-51.

A study was done over six months at the training centre of a large mining house, Gold Fields of South Africa. Four instructors taught English courses to experimental groups using an approach integrating suggestopedic language teaching and thinking skills (called henceforth 'the integrated approach'). The same four instructors taught English to control groups using traditional methods. English language skills and thinking skills were measured before and after each course. Qualitative data were gathered from learners, instructors and supervisors.

Results clearly showed that black workers with low educational levels can gain an appreciable amount of English in a three-week intensive course. All of the qualitative data and one of the two qualitative measures support this statement. Further, support was found for greater benefits to the learners of the integrated approach over traditional approaches to language teaching, especially in ability to think and in positive attitudes including self-confidence.

**91-473 Quirk, Randolph.** Language varieties and standard language. *English Today* (Cambridge), **6**, 1 (1990), 3-10.

The Kingman Report on the teaching of English in Britain (1988) inclines to the view that interest in varieties of English has got out of hand and has started blinding both teachers and taught to the central linguistic structure from which the varieties vary. There is a profusion of types of linguistic variety. The first distinction to make is between varieties that are use-related, e.g. legal English, and those that are user-related, e.g. American English. Within the latter group, a distinction must be made between varieties identified on ethnopolitical grounds and those identified on linguistic grounds. In the linguistic group, there is a distinction between native and non-native varieties of English. Among the native varieties, some are institutionalised, i.e. fully described with defined standards observed by the institutions of state. These are British English and American English, and varieties like Australian English with standards less formally established. Most native varieties are not, however, institutionalised.

Teachers in Britain, often with the best of motives, have turned away from concentration on Standard English to explore the variety of languages that students bring to their classrooms. This 'liberation linguistics' has tended to overvalue regional and

ethnic varieties of English, trapping students in their present social and ethnic sectors and creating a barrier to their educational progress, career prospects and social and geographical mobility. In non-English-speaking countries, the trend can be seen on a much wider scale. No one should underestimate the problem of teaching English in such countries as India and Nigeria, where the English of the teachers inevitably bears the stamp of locally acquired deviation from the standard language. The temptation is great to accept the situation, but it is neither liberal nor liberating to permit learners to settle for lower standards than the best, and it is a travesty of liberalism to tolerate low standards which will lock the least fortunate into the least rewarding careers. Students permitted to think their 'new variety' of English was acceptable would be defenceless before the harsher but more realistic judgement of those with authority to employ them. The mass of ordinary native-English speakers have never lost their respect for Standard English. Its existence and value are clearly recognised, and this needs to be understood in foreign capitals, by education ministries and media authorities, and by those who teach English abroad.

**91-474 Schneider, Melanie** (Monterey Inst. of International Studies) and **Connor, Ulla** (Indiana U., Indianapolis). Analysing topical structure in ESL essays: not all topics are equal. *Studies in Second Language Acquisition* (Bloomington, Ind), **12**, 4 (1990), 411-27.

Topical structure analysis (TSA), a text-based approach to the study of topic in discourse, has been useful in identifying text-based features of co-

herence. It has also been used to distinguish between essays written by groups of native English speakers with varying degrees of writing proficiency. More

recently, TSA has distinguished between higher and lower rated ESL essays, but with different results from those found with native speakers of English. The present study replicated the previous ESL study of two groups of essays written for the TOEFL Test of Written English with three groups of essays. Findings indicate that two topical structure variables,

proportions of sequential and parallel topics in the essays, differentiate the highest rated group from the two lower rated groups. Explanations are offered for the results and it is proposed that all occurrences of a particular type of topic progression do not contribute equally to the coherence of a text.

**91-475 Zydroń, Janusz** (Adam Mickiewicz U., Poznan). Sita learning system: Auswertung eines Lerneffizienztestes. [Sita learning system: evaluation of an experiment on efficient learning.] *Glottodidactica* (Posnan, Poland), **20** (1990), 83-90.

An experiment was carried out into the learning efficiency and didactic usefulness of a suggestopedic approach represented by cassettes from the English Basic Course of the West German firm, Sita. The participants were eight people aged between 10 and 62 with little or no knowledge of English. The test was designed to measure ability to make oral reproduction of vocables and sentences introduced in the first five lessons of the course. The results

obtained at the sentence level varied between 18 and 95 points, the average being 60. The knowledge of the vocabulary items averaged 73 points. Dispensing with the learning mask resulted in a reduction of efficiency, wavering between 17 and 0, on average 8.5 points. Particularly good results were obtained by those participants who possessed a limited basic knowledge of English.

## French

**91-476 Besse, H.** (Crédif, ENS de Fontenay Saint-Cloud). Pour une pédagogie des calembours. [Puns in language teaching.] *Revue de Phonétique Appliquée* (Mons, Belgium), **95/7**, (1990), 73-81.

Jokes, puns, allusions and plays on words can all be used in language teaching, and their exploitation need not be restricted to the more advanced students. Some suggestions are made, including making use of phonetic similarities between mother tongue and target language to assist memorisation, taking

advantage of students' mistakes when they confuse or misuse words, language games, workshops, together with study of the way puns and plays on words are actually used in the press, the media, and in advertising, especially in satirical journals and cartoons.

**91-477 Boyer, H.** (U. of Montpellier III, France). Mises en scène télévisuelles et acquisitions des représentations ethno/socio-culturelles en FLE. [Television and the socio-cultural component of French as a Foreign Language.] *Revue de Phonétique Appliquée* (Mons, Belgium), **95/7** (1990), 115-22.

Prime-time television broadcasts afford invaluable evidence as to the underlying collective assumptions of the dominant majority culture. The *Journal télévisé* (television news), in particular, by filtering the ideological atmosphere of French society, reflects and reinforces the *status quo*. The television commercial, moreover, aiming as it does to persuade and convince, is bound by commercial constraints to target the social context accurately.

In spite of the valuable contribution of television to socio-cultural studies in the language classroom, it should not be used to the exclusion of all else. It would be regrettable if all such studies were to be built around cultural stereotypes and conformity, thus leading to disregard of minority or peripheral aspects of the target society.

**91-478 Franklin, Carole E. M.** (U. of Edinburgh). The effect of co-operative teaching on the quantity and quality of teacher foreign language discourse in the French classroom. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **1** (1990), 79–90.

The findings of empirical studies into foreign language learning suggest that, to provide sufficient foreign language input in the context of secondary school language classrooms, learners must be taught through the medium of the target language. New data (gathered by means of a postal survey during session 1987–88) show that non-native secondary school teachers of French in the Strathclyde Region of Scotland believe that this is very difficult to achieve. In an attempt to find a solution to the

problem, this paper investigates claims made by practising teachers in Strathclyde that teaching co-operatively with a second fluent language speaker helps them maintain the use of French as the medium of instruction. Using survey and observational data the paper concludes that co-operative teaching can both increase the quantity and improve the quality of foreign language input to which learners are exposed.

**91-479 Koop, Marie-Christine Weidmann.** Survey on the teaching of contemporary French culture in American colleges and universities, part 2: the students' perspective. *French Review* (Baltimore, Md), **64**, 4 (1991), 571–87.

Some 228 questionnaires containing 28 questions were completed by undergraduates on French culture courses at American colleges and universities. The questions related to reasons for studying French, images of and opinions about France, general knowledge questions on France, topics of French culture in order of preference and opinions about teaching methodology. Nine recommendations are made. Courses should be lengthened to two

seminars, students should have minimal proficiency levels in French and take part in more campus-based cultural activities as well as summer courses in Francophone countries. Instructors should update course books and try to combat the tendency to cliché formation. More resources should be devoted to the courses and a commission set up to research practical ways of developing and testing cultural proficiency. [For Pt. 1 see abstract 91-350.]

## German

**91-480 Luchtenberg, Sigrid.** Zur Einbeziehung ungesteuerten Sprachlernens in den Deutschunterricht mit ausländischen Schülern und Schülerinnen. [Towards an integrated approach for the learning of German across the full curriculum for migrant schoolchildren.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **90**, 1 (1991), 66–79.

Migrant children in West Germany learn their second language – German – not only in German classes at school, but also, quite naturally, in lessons devoted to other subjects as well as in daily conversation, by watching television and reading. Up until now, however, there has been a lack of methods which would effectively integrate natural language acquisition into German lessons. This article discusses a number of ideas which could serve

as the basis for such an integrative approach as well as the need to develop methods which facilitate such an approach in the teaching of German and of German as a second language. The author then examines some of the difficulties which arise in natural language acquisition (especially with the written language) and describes a number of learning aids, focusing in particular on varieties, modal particles and sociocultural content as examples.

## Japanese

**91-481 Hiyoshi, H.** (Sophia U., Tokyo). A way to write Chinese characters through movements and rhythmic breathing. *Revue de Phonétique Appliquée* (Mons, Belgium), **95/7** (1990), 225–9.

Japanese texts use mainly *hiragana* and Chinese characters; both Japanese children and foreigners have difficulty mastering them. The current method is for learners to copy models. But it is found to be more effective if the characters are taught through breathing exercises involving tension and relaxation, because movements of the arm and hand seem to be closely related to memorisation. The method involves breathing in, drawing a part of the character and then breathing out again. The method has been tried with success in a Tokyo elementary school and is used by a German institute of Japanese studies.

**91-482 Schulte-Pelkum, R.** (Landesinstitut für Arabische, Chinesische und Japanische Sprache Nordrhein-Westfalen, Bochum.) Learning the Japanese syllable alphabets with a structural-global approach. *Revue de Phonétique Appliquée* (Mons, Belgium), **95/7** (1990), 343–8.

A method is described for teaching the syllable alphabets of Japanese to German learners. The symbols are presented on cards with dotted lines added to make a picture which connects with a key word in German or English: for example, the symbol for 'lu' is made into an electric razor and labelled 'luminöser Luxusrasierapparat' [luminous luxury razor]. German words are used for one alphabet (*hiragana*), English for the other (*katakana*). In accordance with the theory of Neuro-Linguistic Programming, information is processed visually (card), auditorily (tape) and kinaesthetically (learners rotate the cards), all at the same time, and the teacher observes and uses the different learner eye movements believed to be associated with different mental operations. It is claimed that two to three hours will suffice to learn all *hiragana* permanently.

## Russian

**91-483 Barley, J. and Uvarov, A. U.** Изучение русского языка как иностранного и проект «Школьная электронная почта». [The study of Russian as a foreign language and the project on school electronic post.] *Русский язык за рубежом* (Moscow), **6** (1990), 115–24.

The organisers of an international research project on 'school electronic post' discuss its aims and methods. The aim of the project was to enable frequent communication to take place between speakers from two very different languages and cultures. Modern methods of communication were used, such as videotelephones and computers, as well as more usual methods, such as the postal service.

Twenty six schools participated – 13 in Moscow and 13 in New York State; all were typical of local schools. The preparatory stage took place in the 1988–9 educational year and involved the fostering of friendship between the teachers and students of the two countries and the setting up of equipment in the schools.

Computers formed an important daily link. Conferences were often held between schools, using videotelephone equipment, and were an effective supplement to the sending of information by electronic post. The Russian language was often used as well as English. As a result of the project there was a growth in popularity of the study of Russian and an improvement in students' linguistic skills. The students enjoyed being actively involved and benefited from the experience of receiving 'living', authentic material. In conclusion, new methods of telecommunication mean that teachers are on the threshold of revolutionary changes in the teaching of Russian.

## Spanish

**91–484 Wieczorek, Joseph A.** (Loyola Coll. in Maryland). Spanish dialects and the foreign language textbook: a sound perspective. *Hispania* (Worcester, Ma), **74**, 1 (1991), 175–8.

Learners need to be exposed to a variety of forms of real Spanish, and not just to an idealised supposed standard.

Fifteen textbooks were examined to discover whether they gave phonetic information relating to more than one type of Spanish. In most cases the information supplied was inadequate; many failed to introduce the concept of variants or dialects, and were not even clear as to the variety of Spanish

being taught. Two representative examples of accompanying media materials (videos) were also examined: one used Castilian pronunciation only, even in Latin American contexts, while the other not only covered Spain and several Latin American countries, but also gave examples of United States Spanish. Ways in which teachers can improve or adapt existing courses are suggested. Further research into teaching dialectal variants is needed.