
Teaching particular languages

English

93-473 Auerbach, Elsa Roberts (U. of Massachusetts at Boston). Re-examining English Only in the ESL classroom. *TESOL Quarterly* (Washington, DC), **27**, 1 (1993), 9-32.

Despite widespread opposition to the English Only movement, support for bilingual education, and advocacy for language rights, many U.S. ESL educators continue to uphold the notion that English is the only acceptable medium of communication within the confines of the ESL classroom. Although the exclusive use of English in teaching ESL has come to be seen as a natural and commonsense practice which can be justified on pedagogical grounds, this article argues that it is rooted in a particular ideological perspective, rests on unexamined assumptions, and serves to reinforce inequities in the broader social order. Evidence from research and practice is presented which suggests that the rationale used to justify English only in the classroom is neither conclusive nor pedagogically

sound. Further, the article details a growing body of evidence indicating that L1 and/or bilingual options are not only effective but necessary for adult ESL students with limited L1 literacy or schooling and that use of students' linguistic resources can be beneficial at all levels of ESL. Accounts from a number of projects, including two with which the author has been involved, document a range of uses for the native language in both initial literacy and ESL instruction for adults. Finally, because the issue of language choice is so intimately linked with issues of power, the article calls for reconceptualising the notion of expertise to legitimate the knowledge and experience of nontraditional experts from the communities off the learners.

93-474 Bahns, Jens (Pädagogische Hochschule Kiel, Germany) **and Eldaw, Moira** (U. of Kiel, Germany). Should we teach EFL students collocations? *System* (Oxford), **21**, 1 (1993), 101-114.

German advanced EFL students' productive knowledge of English collocations consisting of a verb and a noun were investigated in a translation task and a cloze task. In the translation task, it was found that, although collocates made up less than a quarter of the total number of lexical words, more than half of the unacceptably translated lexical words were collocates. Thus, for advanced students collocations present a major problem in the production of correct English. Furthermore, since subjects did not express the collocational phrases significantly better

in the translation task, where it was possible to paraphrase, than in the cloze task, it was concluded that one cannot easily paraphrase one's way around collocations in order to avoid the problem which they present. It was found that some collocations in the translation task were successfully paraphrased by many students while others were rarely successfully paraphrased. It was concluded that EFL teaching should concentrate on those collocations which cannot readily be paraphrased.

93-475 Kellerman, Susan (U. of York). Survey review: recent materials for the teaching of listening. *ELT Journal* (Oxford), **46**, 1 (1992), 100-12.

The article reviews eight courses for teaching listening, all intended as supplementary materials at intermediate, upper-intermediate and advanced levels. All are suitable for adults or young adults, and are designed for use with general English courses. All recent listening courses are preoccupied with 'authenticity', but the use of a genuine text cannot guarantee that the conditions of 'real-life listening' are recreated. A welcome development in recent courses is to educate the learner in the listening process. One of the strategies they are

encouraged to develop is that of prediction. Much of the material provided is challenging, though perhaps greater diversity is needed in the varieties of English to which learners are exposed. The courses reviewed here are: *Listening: intermediate/upper intermediate/advanced* (Supplementary Skills series, OUP); *How to Listen* (BBC English by Radio and TV, 1988); *Soundings* (Longman, 1989); *Soundtracks* (Longman, 1989); *The Listening File* (Longman, 1989); and *Progressive Listening* (Nelson, 1990).

93-476 Kidd, Richard (U. of Manitoba). Teaching ESL grammar through dictation. *TESL Canada Journal* (Montreal), **10**, 1 (1992), 49-61.

For a variety of theoretical and practical reasons, dictation is a promising general procedure for promoting both conscious learning and subconscious acquisition of L2 grammatical structures. Although traditional dictation tends to be rather boring, the method allows a number of interesting and motivating variant techniques. This article

describes four such variants, useful and effective dictation activities specifically designed for the teaching of grammar, that ESL teachers might easily add to their instructional repertoires: (1) clicker-gap passages, (2) split dictation, (3) dicto-comp and (4) dictogloss.

93-477 Strange, Joanna (Bell Language Institute, London) **and Strange, Derek**. Survey: video materials. *ELT Journal* (Oxford), **45**, 4 (1991), 335-59.

Video materials have now made a considerable impact in the teaching of English at junior level and for business purposes. English language television programmes are becoming increasingly accessible through the expansion of satellite broadcasting and the World Service Television News Service. Video interest groups are widely active at international ELT conferences. There are potential problems in using TV materials not originally produced for ELT purposes: mismatch of aural and visual channels, distracting on-screen movement, over-dense (visually and linguistically) sequences, unclear para-

linguistic features, too much passive viewing, and over-long programmes. Those using such materials in the ELT classroom must have clear aims and bear in mind the potential problems. Activities need to be very carefully designed. Five categories of video are reviewed: (1) those relating to specific course books, but which could be used to supplement other materials, (2) 'free-standing' videos, (3) videos on British life and culture, (4) videos for Business English, and (5) videos for juniors (8-9, 8-13, 13-15). [Table; annotated reference list of sources for 'authentic' videos.]

French

93-478 Abrate, Jayne E. (U. of Missouri-Rolla). French cuisine in the classroom: using culture to enhance language proficiency. *Foreign Language Annals* (New York), **26**, 1 (1993), 31-7.

French cuisine offers a valuable resource for creating culture-based contexts for language use in the classroom. Situating a food in its historical and social context prior to tasting, following up the experience with a detailed discussion of student reactions, and comparing the situation to other

aspects of French or American eating habits permit learners to appreciate more fully the important sensory differences between cultures. This article presents numerous suggestions and ideas for exercises incorporating food-related activities in the French class.

93-479 Calaque, Elizabeth (U. Stendhal, Grenoble). Problématique du passage à l'écrit en langue étrangère: initiation au français écrit pour des enfants de huit à dix ans. [Problems of starting the written foreign language: introducing 8-to-10-year-olds to written French.] *Études de Linguistique Appliquée* (Paris), **89** (1993), 85-96.

Moving from oral to written French as a foreign language is not just a matter of acquiring the graphic and orthographic codes. The mastery of a written (first or foreign) language pre-supposes complex mental operations and skills, and also a certain level of psychological maturity. For children aged 8-10, the approach to written forms of a foreign language rests on competencies, knowledge and skills which they already possess in spoken or

written forms of their first language, and it is important to take account of this in teaching. For the selection and sequencing of syllabus content, the teacher also needs a description of the foreign language on different levels (phonological/graphitic, syntactic, morphological, lexical). A general methodological approach can be suggested, but there is no one correct teaching method, given the variety of learners and teaching situations.

93-480 Chartrand, Suzanne-G. (U. of Montreal). La 'doxa' en guise de formation: l'enseignement de l'argumentation dans la classe de français. [A repetitive formula instead of genuine learning and development: teaching the language of argument and debate in French classes.] *Bulletin of the CAAL* (Montreal), **14**, 1 (1992), 47-58.

Since 1980, the Quebec Ministry of Education has stressed the importance of discourse and functional mastery of the language in the teaching of the mother tongue (French). Textbooks used in French classes follow Ministry curricula very closely. Four coursebooks, all Ministry-approved, are examined and their shortcomings are shown to reflect deficiencies in the Ministry's own guidelines. They reveal a narrow, reductionist and erroneous concept of what the language of argument and debate really

is, and one which often goes against most recent research.

Coursebook writers should follow the spirit of the Ministry's curriculum guidelines and not cling slavishly to the letter. A new approach is needed which, while retaining what is communicative and pragmatic in the old, will lay emphasis on dialogue, argumentative strategies and real communication, instead of the mechanical application of stereotyped rhetorical formulae.

93-481 Esch, Edith and King, Anny. Monsieur Dumas, qui c'est? Documents authentiques et appropriation du rôle de destinataire par les apprenants. [Who is M. Dumas? Authentic materials and the taking of the recipient role by learners.] *Mélanges CRAPEL* (Nancy, France), **21** (1993), 83-97.

French television news broadcasts often assume background knowledge which foreigners do not have, so that when they are used as language learning materials, specific strategies have to be devised to help learners 'fill in the gaps'. In a course run at the Cambridge University Language Centre, this problem was dealt with by (i) giving priority to

'international' rather than 'local' items (ii) pooling the knowledge of the individual members of the group and (iii) making use of resources in the self-access centre. The methodology and techniques are described and examples of tasks and instructions are given.

93-482 Evans, Michael (U. of Cambridge). 'Nicolas': using 'HyperCard' with intermediate-level French learners. *System* (Oxford), **21**, 2 (1993), 213-29.

This paper explores the potential of hypermedia for foreign language learning at intermediate level. It focuses on the results and experiences of a research project which led to the trialling of a *HyperCard* program entitled *Nicolas* incorporating text, graphics and sound, for use mainly with 14-16-year-old students of French. The aim of the research was to investigate the extent to which extensive reading skills might be supported and developed by the use of such applications. Can hypermedia provide a

useful bridge between the communicative diet of the early stages of foreign language learning and the interpretive skills required at advanced level? The discussion tackles the issue of the apparent contradiction between the serial nature of the reading process and the non-sequential navigational structure of hypertexts, and looks in particular at the role of glossaries, and interactive tasks which are interspersed throughout the program.

93-483 Hagen, L. Kirk and DeWitt, Jean. Teaching French cleft constructions to English-speakers: what syntactic theory has to say. *Canadian Modern Language Review* (Fredericton, New Brunswick), **49**, 3 (1993), 550-66.

This paper reconsiders the teaching of French grammar in the French as a second language classroom in light of recent developments in formal syntactic theories like Generalised Phrase Structure Grammar (GPSG). A computer-based experimental study is described which compared the comprehension of French 'cleft' constructions by FSL university-level students ($n = 71$) who studied (a) a

'contextual' presentation, (b) a 'traditional' presentation, or (c) a presentation influenced by syntactic theory and which set out to analyse the internal structure of blocks of words like *qu'est-ce que*, *qu'est-ce qui*, etc., in a more parsimonious manner. The results show that formal grammar instruction can be effective, provided that it brings out the familiar general properties of grammatical structures.

93-484 Herschensohn, Julia. Applying linguistics to teach morphology: verb and adjective inflection in French. *IRAL* (Heidelberg, Germany), **31**, 2 (1993), 97-112.

This paper explores the application of generative morphophonological analysis to the teaching of French morphology, proposing a cohesive and systematic presentation of inflection based on the spoken language. It argues that French verb and adjective stems fall into two classes, variable and invariable, and that a single morphological rule accounts succinctly for alternations of the variable

forms. The first part of the paper contrasts typical French textbook descriptions of verb and adjective paradigms with linguistic analyses of the same data. The second part proposes a simplified description which draws on linguistic analysis. The conclusion discusses the pedagogical advantages of the simplified presentation.

93-485 Mayer, E. (U. of Sunderland). Drama in the department. *AFLS* (*Association for French Language Studies*) *Newsletter* (Glasgow), **33** (1993), 13-24.

This is the description of an experiment in using drama to enable students of French at university level to overcome their shyness in class. It involved a wide range of students, from French specialists to students of Business and Technology. The aim was to improve their self-confidence and to see to what extent this transferred to their French classes. The results of transfer were difficult to quantify, but there was clear evidence of the desired improvements and the project was felt to be worth the

time and effort. There was improvement not only within classes and in the cultural-linguistic life of the language department, but also in contacts with other institutions.

Details are given of practical considerations of all aspects of putting on a play, of the language work involved, of how acting was used to improve self-confidence, and an assessment and evaluation of the exercise are included.

93-486 Rolin-lanziti, Jeanne and Boucquey, Colette (U. of Queensland, Australia). Community broadcasting as a language learning activity. *Babel* (Victoria, Australia), **27**, 3 (1992), 22-7.

University students of French in Brisbane were involved in the preparation and production of a radio programme in French for the local community. The aim of the project was to develop, along with students' linguistic competence, skills that they might be able to use in wider contexts than broadcasting. The exercise provided for the integration of listening, speaking, reading and writing skills, plus spontaneous interactions, specific knowledge of the target language and training in intellectual strategies in non-language contexts [e.g.

the selection and interpretation of data]. The students certainly benefited from the experience and the main aim of the project was achieved, in spite of a few practical problems.

There is a detailed description of the steps and procedures followed in the preparation of the programme [e.g. preparation of topic, interviewing, editing review material and writing radio talks, planning, rehearsing and broadcasting]. A community radio programme of this sort could also be prepared at a lower level of language proficiency.

93-487 Surridge, Marie E. Gender assignment in French: the hierarchy of rules and the chronology of acquisition. *IRAL* (Heidelberg, Germany), **31**, 2 (1993), 77-95.

This article summarises knowledge acquired in recent years about the system of gender assignment in French, bringing it together with information about the ways in which the gender assignment system helps in the acquisition of gender by native speakers of French.

A hierarchical relationship governs the application of apparently confusing and to some extent conflicting rules for gender assignment. Native speakers, however, normally acquire strata of vocabulary in

an approximate chronological order such that these systems of rules for gender, based on different types of linguistic features, are acquired sequentially. The use of structures and adjectives which mark gender strongly, combined with insistence on accuracy in the use of genders, ensures that native speakers internalise the information necessary for assignment.

Allowing gender errors to persist in the early stages will prevent the second language learner from acquiring this information. Gender accuracy should

therefore be encouraged by teacher and text-book strategies favouring structures which require the marking of gender. Teachers also need to be in a position to answer students' questions about the

assignment system, since the knowledge that gender is not 'arbitrary' provides invaluable encouragement in a task which may otherwise appear hopeless.

93-488 Vigner, Gérard (Mission française de Coopération, Abidjan, Ivory Coast). *Écriture et savoir: langage et traitement du référent*. [Writing and knowledge: language and processing of subject-matter.] *Français dans le Monde*, special number, Feb/Mar (1993), 39-51.

Learning how to write entails learning new ways of thinking, processes such as generalisation, abstraction and concept formation. Examples are presented of exercises intended to encourage such processes: these require learners to recognise more and less general statements, to rewrite sentences and para-

graphs in more general or abstract terms, to change the point of view or add detail. Other exercise types mentioned but not illustrated include note-taking, writing up notes, summarising and re-structuring academic articles, and combining two or more documents.

93-489 Vivès, Robert (U. Paris - VIII) and **Porquier, Rémy** (U. Paris - X). *Entraîner à l'écrit universitaire à distance: réflexions sur une expérience*. [Academic writing by distance learning: reflections on an experiment.] *Français dans le Monde* (Paris), special number Feb/Mar (1993), 108-19.

The authors describe their own distance-learning course in academic French for foreign university students. It consists of ten units (600 pages and two cassettes). Within each unit, the sequence comprises self-corrected 'explorations' based on oral and written texts, explanations of language and aids to further study, further self-corrected exercises, and tutor-marked written tasks. Texts include good-quality popularisations in areas such as philosophy, sociology, history, linguistics, economics, and newspaper and radio material on films, education, ecology, etc.

In questionnaire feedback, students asked for more advice on reference books and other non-course aids, and for an opportunity to do written work a second time after correction. They praised the language explanations, and would have liked more. Advice on 'learning how to learn' was received less well, and the authors admit a mismatch in this area between their own ideas and those of the students.

Hindi

93-490 Ollerenshaw, Jennifer. The social impact of teaching a community language to all. *Multicultural Teaching* (Stoke-on-Trent), **11**, 2 (1993), 35-8.

Pupils in their first year of secondary education in Coventry follow taster courses in Hindi, as well as French and German, in order to challenge the commonly held view that only European languages are worthy of space in the school timetable. Interviews before and after indicate that the monolingual English speakers generally enjoyed the Hindi course, including some who were initially against the idea of learning the language. Pupils who said they did not enjoy the course were those

whose parents were also opposed to it. Asian pupils benefited from the boost to their self-esteem and morale.

However, generally positive attitudes to Hindi could not override pupils' perception of the value accorded to Hindi by society and 'market forces' prevailed when they came to choose which languages to continue studying at the end of the year. Rarely do enough pupils wish to continue with Hindi to form a viable group.

Japanese

93–491 Yi, Hyangsoon and Majima, Junko (U. of Georgia). The teacher–learner relationship and classroom interaction in distance learning: a case study of the Japanese language classes at an American high school. *Foreign Language Annals* (New York), **26**, 1 (1993), 21–30.

With a growing demand for Japanese language courses at secondary schools, satellite language programmes have become a solution to the shortage of qualified classroom teachers. In the distance learning Japanese classes of the high school where this research was conducted, various aspects of the teacher's role in traditional foreign language classes were divided and handled by different people. This

article examines the role of the facilitator in distance learning classes by analysing the mechanism of distance teaching and describing students' perceptions of the teacher and their classroom interaction. It argues that the classroom facilitator's function to mediate between the remote teacher and the learner is a key factor in the successful operation of distance learning language classes.