
Teaching particular languages

English

90–328 Alexander, Louis. Fads and fashions in English language teaching. *English Today* (Cambridge) **21** (1990), 35–56.

It is a recent idea to link English language teaching to a published syllabus. Ogden's *The ABC of Basic English* (1932) attempted one for teaching/learning purposes, but subsequent courses divorced grammar from the acquisition of vocabulary. Stannard Allen's *Living English structure* first consciously taught control of grammar, but there was no syllabus. West (1888–1973) tried to link the Direct Method with the systematic acquisition of vocabulary. Palmer (1877–1949), who was followed by Halliday, McIntosh and Stevens in 1964, gave us the true beginnings of syllabus.

Syllabus and testing procedures were ahead of methodology, until the audio-visual method came from France. This approach needed a systematic ordering of structures. Longman's *Structural Readers*

finally broke the stranglehold of the *General Service List*, followed by Alexander's *First Things First* (1967). The Council of Europe Syllabuses (early '70s) resulted in course-design models based on communicative syllabuses. Alexander lists a purely functional model (Longman's *Survive* series), a structural/functional model (*Strategies, Streamline English* and *Encounters*), a functional/structural model (*Longman Advanced Course*) and a multi-syllabus model (*The Cambridge English Course*). We now face two opposing trends: a resurgence in the study of grammar and vocabulary, and more sophisticated communicative methods. We should teach students to do things through language while simultaneously mastering the necessary grammatical structures. The latter has been largely ignored.

90–329 Antier, Maurice. Des goûts et dégoûts ou la cuisine anglaise existe-t-elle? [Tastes and aversions, or does English cooking exist?] *Langues Modernes* (Paris), **6** (1989), 23–35.

To counter the widespread contempt in France and elsewhere for English cooking, a quasi-structuralist study is made of comparative British and French cuisine, including cooking and etiquette terms along with formulas and proverbs from the general language that illuminate attitudes to food on either side of the Channel. Contrastive binary terms are identified and it is shown that the British regard food as an end in itself to satisfy hunger, rather than as a vehicle for other social acts. To this aesthetic indifference is added the desire for economy and a preference for the food of childhood and schooldays, with their high proportion of sweets. Historical texts and terms are cited from both countries to

illustrated reciprocal developments from the Middle Ages. It is stressed how *untypical* the food of many British host households may be, either of accepted French views or even of regional or 'standard' British views. Hence French tourists and students on exchanges should be less critical and more exploratory, seeking to understand the food as they increasingly understand the language. Food fashions are changing and integrating on both sides; it should be remembered that even the great Escoffier introduced 27 sauces of British origin into '*la grande cuisine*'. Textbooks and teaching in France should be modified to incorporate these insights.

90–330 Appel, Joachim (Friedrich Schiller-Gymnasium, Marbach, FRG). Humanistic approaches in the secondary school: how far can we go? *ELT Journal* (Oxford), **43**, 4 (1989), 261–7.

In German grammar schools, 17- to 19-year-olds with seven years of English behind them tend to suffer from waning interest in the subject. Foreign languages play an important part in annual assessments, and continual assessment of oral performance can account for half the student's total mark, but since the focus is on linguistic accuracy, many students prefer remaining silent to making mistakes. Written work takes priority over oral work in exams, and this is reflected in class teaching. The

author set out to enliven such classes by using humanistic activities which emphasise the centrality of the learner, encourage self-reflection, change the balance of power in the classroom, and go beyond the teaching of language to educational aims of a more general nature. He describes a series of lessons based on discussion of the students' personal experiences of religion, and an experiment in teaching literature by taking students' preoccupations as a starting-point and then turning to the text

as a source of confirmation, contradiction and comment. Students generally responded well to these offers of more independence.

In 'teacherless' activities the problem of accuracy arises. Attitude to errors is a point of friction between humanistic approaches and constraints imposed by school as an institution. Humanistic activities hand responsibility for the learning process over to students, but they have to meet standards not set by themselves. It can be helpful to point out to students that the focus of some lessons is on

communication rather than accuracy. A humanistic approach can contribute to a fear-free zone in which experiment and risk-taking can occur. Student feedback indicated that classes were felt to be more relaxed than usual, and the student-teacher relationship less fraught. The more academic students were rather sceptical about the usefulness of the exercises, perhaps because they sensed that the highly abstract discourse of text analysis where they usually dominate had been replaced by an activity in which weaker students found it easier to participate.

90-331 Appel, Joachim. A survey of recent publications on the teaching of literature. *ELT Journal* (Oxford), **44**, 1 (1990), 66-74.

This critique covers four books: *Literature and language teaching* by Christopher Brumfit and Ronald Carter is the most theoretical of the four. It discusses linguistic and educational issues in the teaching of literature and devotes considerable space to the teaching of literature in developing countries (particularly Africa). However, its practical teaching suggestions are 'hardly innovative.' *Literature in the language classroom* by Joanne Collie and Stephen Slater is the most practical and innovative in terms of methodology. The ideas in it are drawn from recent advances in the teaching of comprehension, humanistic approaches and communicative language teaching. The activities are student-centred. *Using literature in language teaching* by Jennifer Hill is

'highly recommended' for less-experienced teachers. It is carefully structured, covering all the necessary groundwork. There is plenty of practical advice, but the activities are more teacher-centred. *Incorporating literature in ESL instruction* by Howard Sage concentrates on theory; it gives a rationale for teaching literature and is best seen as a report on research. There is a general lack of development and exemplification and little or no attention is paid to the needs and situation of foreign-language learners. The article concludes with a table summarising different aspects of the four books [e.g. readability, range of useful classroom activities, value for money].

90-332 Bhatia, V. K. Legislative writing: a case of neglect in EA/OLP courses. *English for Specific Purposes* (New York), **8**, 3 (1989), 223-38.

This paper begins by establishing the need to prioritise language skills in legal education and then gives a brief overview of the English for Academic/Occupational Legal Purposes (EA/OLP) situation, concentrating particularly on the recent preoccupation with the use of simplified and abridged versions of legal cases in many of the available EA/OLP programmes to the neglect of legislative use of language. It then argues for a need to link the study of cases with legislative writing on theoretical as well as practical grounds. In principle, cases are attempts to interpret the facts of the outside world in terms of general abstract principles known to specialists in law as *ratio decidendi*, whereas the essence of legislative interpretation lies in an attempt

to understand the general abstract rules which in themselves are nothing but attempts to account for the facts of the world. This is reflected not only in the discourse and cognitive structuring in the two genres but also in the tasks that are normally assigned to law students in their academic and professional courses. The two processes, therefore, are complementary to each other and any attempt to neglect one at the cost of the other is likely to leave the learners somewhat less than proficient in the use of legal language in the advancement of their professional career. Worse still, it may create in them a kind of awe about legislative writing which they may find difficult to get over for the rest of their careers.

90-333 Brown, Adam. (British Council, Singapore). Models, standards, targets/goals and norms in pronunciation teaching. *World Englishes* (Oxford), **8**, 2 (1989), 193-200.

The four terms 'models', 'standards', 'targets'/ 'goals' and 'norms' are used widely in English

language teaching, but without agreed definitions. This article investigates the usefulness of these terms

for pronunciation teaching. 'Standard' and 'norm' do not seem very useful, and 'model' and 'target/goal' reflect a distinction which, it is argued, ought not to exist. That is, pronunciation models should not be unattainable ideals, but rather realistic targets for the particular group of learners. Proposed features of pronunciation models are examined critically. Four are considered of major importance – intelligibility, conveyance of identity, ease of

learning, and facilitation of spelling. It is noted that currently used models such as Received Pronunciation fail to fulfil these criteria. A polymodel approach is recommended, where a different pronunciation model is appropriate for each ELT situation, since each situation differs in its linguistic background, the desires and needs of its speakers, etc.

90–334 Brown, Adam. Giving your students /l/. *ELT Journal* (Oxford), **43**, 4 (1989), 294–301.

The alternation in Received Pronunciation (RP) between clear and dark /l/ is usually practised in textbooks on pronunciation for foreign learners of English. This article questions the importance of this alternation, by examining the characteristics of this phoneme in non-RP accents. Three other allophones

of /l/ are discussed – vocalic, absorbed and dropped /l/. The first two are put forward as viable alternative models of students in place of the articulatory difficult dark /l/ of RP. The last, although common in non-native speech, attracts a strong stigma from native listeners and is therefore best avoided.

90–335 Cox, Brian (Chairman, National Curriculum English Working Group). English teaching: the need for reform. *English Today* (Cambridge), **21** (1990), 20–8.

Until the 1950s, written language dominated the school curriculum. Recently teachers have recognised the importance of spoken language too. They have also become aware of how teaching methods reflect cultural assumptions, though such cultural studies have had little influence on university pedagogy.

Literature expresses universal values, but traditional literature teaching has induced in students an unfortunate passivity. The National Curriculum English Working Group emphasises that the craft of writing must become central. Pupils should write in a wide range of forms. Excessive use of de-contextualised exercises written only for perusal and marking by a teacher is inadequate. The essay has taught students to rely on secondary sources and

second-hand opinions rather than to express a personal response. Drafting and the process of writing are important.

Speaking and listening are now part of the assessment process up to GCSE. This may change the English reputation for reserve. Such assessment should also be introduced into English courses in higher education. Drama is important in the development of speaking and listening skills.

Pupils and students should meet a wide range of literary forms, writing in English from different countries, and pre-20th-century writing. Students would be transformed from passive consumers to active producers. All first-year students, including scientists, should have courses in the craft of writing, as in the USA.

90–336 David, Annie. Do we understand CLT rightly? *Focus on English* (Madras, India), **5**, 4 (1989), 13–18.

The author questions Brumfit's (1979) statement that in a communicative methodology 'students would have to stretch their linguistic capabilities to perform the given tasks'. Students must possess some linguistic capabilities before these may be stretched, otherwise they will produce language that only remotely resembles acceptable varieties of the target language. The Indian experience shows that systematic teaching of some basic elements of the language is needed before communicative activities become fruitful. In India, the greatest problem in the teaching of English as a second

language is the scarcity of secondary-school teachers with basic competence in English. It seems wiser for teachers whose own English is poor to rely on textbooks rather than spreading ungrammatical English through communicative activities. Production of effective teaching materials must therefore be a priority. The basis for the ability to use a language for communication lies in building a repertoire of the units of that language readily linked with the corresponding units of meaning. The subconscious knowledge of the grammatical system of the language is acquired through the

building of such a repertoire, for which meaningful repetition and drilling of specific language units are essential. Communicative language teaching fails to provide for such repetition and drilling in the classroom. In India, open-ended oral communication in the classroom is now believed to be the

proper means of acquisition of a language, and so-called English medium schools have mushroomed, but sadly these tend to produce students who have mastered neither their mother tongue nor English. English should be introduced gradually, and only after some years' instruction in the mother tongue.

90-337 Decotterd, Daniel (U. of Angers). *Cuisines, langues et cultures. Langues Modernes* (Paris), **6** (1989), 63-9.

There is a link between food and language. Pupils readily speak of their tastes and of dishes served abroad. Meals sharpen and stimulate conversation. We should take advantage of this for language learning. Given the wide variety of (often culturally biased) tastes and practices, cuisine can be a key for the study of a foreign language and culture. The evolution of humanity can be studied from a history

of eating practices. Cuisine may be regarded as a language in its own right. It reflects the social hierarchy. Food advertisements produce creative, poetic language which can be used for memorising or imitation. Food vocabulary can be used in grammatical constructions to rid the pupil of stereotypical views (such as that all Englishmen have bacon and eggs for breakfast).

90-338 Inghilleri, Moira (U. of London). Learning to mean as a symbolic and social process: the story of ESL writers. *Discourse Processes* (Norwood, NJ), **12**, 3 (1989), 391-411.

Learning to communicate within the school environment is a complex process. As students interact with the meaning system of the school, interpretive issues and institutional constraints affect both the teaching and learning that take place. 'Progressive' pedagogies, such as process writing, that encourage individual expression and exploration, often fail to acknowledge the social context in which this process occurs.

In the case of process writing, the implicitness of the approach is particularly challenging for non-

mainstream students whose notions of appropriate rhetorical forms and discourse strategies are incompatible with those of the school. This article describes the composing processes of two ESL writers whose teacher was an espouser of the process approach. The case-studies highlight the conflicts which emerge for students and teachers alike, as they attempt to negotiate meaning in the absence of shared social knowledge and conventions of language use in an educational setting.

90-339 Jordan, R. R. Pyramid discussions. *ELT Journal* (Oxford), **44**, 1 (1990), 46-54.

ESP materials are usually text-based: the resulting exercises may not be very stimulating, nor satisfy the students' need for spoken language practice. This article looks at some of the comments made on ESP classes. It then proposes the oral activity

'pyramid discussion', which involves the students in a problem-solving task based on small-group work. Finally, it looks at the language and interaction generated by the activity.

90-340 Kerim-Zade, Irina (Dnepropetrovsk Engineering Inst.) and **Pavlov, Vladimir** (Simferopol State U.) The semantico-functional variability of words and the teaching of vocabulary to advanced EFL students. *Applied Linguistics* (Oxford), **10**, 4 (1989), 382-91.

This article attempts to explore one of the aspects of the systematic organisation of the English lexicon: semantico-functional variability. This is understood here as a derivational process, similar to conversion, but occurring at the level of subclasses of parts of speech, a process whereby a lexical unit comes to

belong to a new semantico-functional subclass and, while retaining components of lexical meaning, acquires new categorical semantic characteristics. The resulting semantico-functional variant of a lexeme performs a different function in speech. Different levels of such variability are discussed in a

separate section of the article. Since semantico-functional variability is in many cases neglected by lexicographers and grammarians it presents certain difficulties for foreign learners in acquiring the full range of functional possibilities displayed by English

vocabulary. Therefore, the teaching of English vocabulary should include the teaching of rules concerning the semantico-functional variability of words.

90-341 Monk, Bruce (Moscow State U.). The specialised language school in the Soviet Union at the time of 'perestroika'. *ELT Journal* (Oxford), **44**, 1 (1990), 38-45.

Specialised language schools have existed in the Soviet Union for some 40 years and their pedagogic principles have undergone many changes. The current Soviet method is called the 'Practical-Conscious' method and aims at the development of linguistic competence with emphasis on oral skills, most recently by means of role-play. Specialised schools generally devote about three times as many hours to the foreign language as general schools. Writing skills, technical translation and

practical training are additional activities in such schools even though dissatisfaction has recently been expressed about them by teachers. Current political changes in the USSR are causing some re-thinking about the role of such schools and there is a trend towards removing the differences between specialised and general schools and making the positive achievements of the former more accessible to a wider school population.

90-342 Richards, Keith (Aston U., Birmingham). Pride and prejudice: the relationship between ESP and training. *English for Specific Purposes* (New York), **8**, 3 (1989), 207-22.

The relationship between training and ESP has not always been an easy one. This paper argues that the relative neglect of research into training by ESP practitioners has been unwarranted and presents the case for a shift in perspective. It seeks to show that training is a much broader concept than is often assumed and that at both theoretical and practical levels it has much in common with our own discipline. The relationship between training and

education is explored and lines of possible collaboration are outlined. A case is made for the development of greater sensitivity to training practices and the broader organisational context in which they operate. Finally, areas of potential benefit to ESP are indicated, and it is suggested that there are strong reasons for turning attention to training as soon as possible.

French

90-343 Jackson, Linda and Nice, Richard. Language texts or language tapes: the effects of medium of input and tuition on translation among first-year undergraduates of French. *Canadian Modern Language Review* (Toronto), **45**, 4 (1989), 653-63.

This paper describes an experiment undertaken with first-year undergraduates in French at the University of Surrey. The performance was compared on written and oral translation tasks of two sets of students with exposure to a related oral or written French 'text' and tuition in the corresponding medium. While the written translation task was

completed just as well by both groups of students, it was found that in the oral tasks, assessed both for 'fluency', related to procedural competence, and for accuracy, students who listened to French and received aural/oral tuition on tape significantly outperformed those who read the text and received traditional written/aural tuition in class.

90-344 Le Blanc, Raymond (U. of Ottawa). Le curriculum multidimensionnel : une approche intégrée pour l'enseignement de la langue seconde. [The multidimensional curriculum: an integrated approach to second language teaching.] *Etudes de Linguistique Appliquée* (Paris), **75** (1989), 78-94.

The Canadian national study on basic French, begun by the late H. H. Stern and completed by his colleagues in May 1989, offers an alternative to immersion courses to 90% of the school population.

The multidimensional curriculum comprises four separate syllabuses: language, communication, culture and linguistic awareness. The language syllabus is an inventory of items to which students must be exposed in order to develop their powers of communication, and requires the transition from words and sentences to the global message. The communication syllabus is based on students' experience and gives them contexts of common interest in which their language will be mobilised. A list of domains is given. The culture syllabus should give students an insight into the sociocultural context of the language itself, starting from the local and

personal cultural knowledge of the learner. It is therefore an inventory of the minimum number of cultural domains necessary for students to interpret the second language environment. The linguistic awareness syllabus stresses the self-consciousness of language learning. By a growing awareness of the phenomenon of language and the learning process students not only learn better but acquire understanding of an important area of human activity which has general educational value.

The four syllabuses are divided into three stages representing steps in pupil development. By combining elements from all four inventories, teachers will be able to make lesson units suited to their own teaching styles and personalities and to the needs of their pupils.

90-345 Magnan, Salley Sieloff (U. of Wisconsin). Do spoken French and grammatical control improve with course work? *French Review* (Baltimore, Md), **63**, 1 (1989), 16-30.

Forty students of French from the University of Wisconsin-Madison were chosen at random to represent four levels of the course and tested for their oral control of French grammar in seven categories: verb conjugation; tense/mood; determiners; adjectives; prepositions; object pronouns; and relative pronouns. The unit of study was the word, considered within the discourse content of an interview. The experiment is described and tables of results presented.

It was shown that control of grammar improved with length of study and progress through the course but that there was considerable overlap between all four groups, the best of the first-year students, for example, being better than the worst of the fourth year. Within the general upward trend over time, however, there were individual differ-

ences within year-groups as dramatic as those across year-groups. There was more marked improvement over the first three levels than between the third and fourth, possibly due to the fact that fourth-year majors are using the language more for literature and civilisation studies and not focusing so narrowly on language. Determiners and adjectives, both rooted in gender and concord, gave the most trouble, but on the whole the commonest grammatical defects were also the ones most leniently judged by native speakers, and vice versa. A cyclical syllabus seems best suited to teach and reinforce basic French grammar; perhaps, if less is taught initially, proportionately more can be practised in subsequent review and expansion, leading to earlier communicative proficiency.

90-346 Mitchell, Claudia A. (U. of Prince Edward Island, Canada). Linguistic and cultural aspects of second language acquisition: investigating literature/literacy as an environmental factor. *Canadian Modern Language Review* (Toronto), **46**, 1 (1989), 73-82.

This paper offers a framework for exploring the role of literature and other forms of text in extending the second-language classroom out into the community of the target language and culture. Borrowing from successes in first-language 'whole-language' approaches to language, this paper argues

that teacher-directed student-centred language activities such as journal writing, regular classroom publishing, bulk reading and reading aloud give students the opportunity to 'play' with the language in a low-risk, highly communicative context. The curriculum must, however, support the implemen-

tation of such an approach: students need access to print which provides the literary context, including popular Canadian and American authors whose

works are available in both French and English but also 'real' French books with French settings.

90-347 Neville, Grace (University Coll., Cork). Language teaching through cartoons: Claire Bretécher's 'Les Frustrés'. *British Journal of Language Teaching*, **27**, 3 (1989), 133-6 and 141.

This paper describes various ways in which serious language work can be done on humorous subject-matter. Eight different Bretécher cartoons are used to illustrate different types of language exercise – vocabulary/verb practice, conversation, conversation/discussion, asking questions, cloze tests, translation/transposition, registers of language and comparative analysis. Some techniques used are: the use of wordless cartoons to provoke language, the use

of argument in the cartoon to make students take sides in a discussion, the use of translation of everyday language to promote an awareness of appropriate language, the comparison of themes or incidents in cartoons of more than one cartoonist. Some suggestions for the use of cartoons beyond language are made. [The target language here is French, but the activities described can be used for any language.]

90-348 Schneider, Judith Morganroth. The apartment house: an experiment in simulation and the natural approach focusing on cultural competence. *Canadian Modern Language Review* (Toronto), **45**, 4 (1989), 625-30.

Affective activities and natural communication enhance second-language acquisition, but it is essential that students move beyond their familiar environment to acquire cultural competence. This article suggests that a simulation experience focuses on the target language and culture while maintaining affective student involvement. The simulation of

a French apartment house, following guidelines set by François Debyser's workbook, *L'immeuble*, strengthened the students' narrative and interactive skills. Comprehensible input was reinforced with readings and documentary videos of a Parisian neighbourhood. In addition, the simulation heightened the students' pre-literary competence.

90-349 Smith, Maureen M. and Leroux, Janice A. Une analyse des écrits récents sur l'enrichissement pour élèves surdoués en classe régulière du cycle primaire: implications pour l'immersion française. [An analysis of recent publications on the enrichment of gifted children in regular primary classes: implications for French immersion classes]. *Canadian Modern Language Review* (Toronto), **45**, 4 (1989), 641-52.

Very little research has been done on gifted children in regular primary classes and practically none on gifted children in immersion classes (i.e. where English mother-tongue pupils do school lessons in French). The literature is surveyed in the light of three questions: What is the most efficient way of developing a gifted child in a regular primary class? Which problems affect only primary level? What are the pedagogical implications of the above in a French immersion environment? The authors agree

on certain requirements: (1) a child-centred curriculum in an open and flexible environment; (2) emphasis on process rather than content; (3) an enthusiastic teacher; (4) the teaching of basic research skills. Teachers in immersion classes have a dual challenge, because of the pupils' lack of the second language. [The main ideas and their sources are summarised in a table under the headings used for the main discussion.]

90-350 Stephens, Doris T. (U. of Tennessee). 'Bonjour': the Tennessee experience. *Foreign Language Annals* (New York), **22**, 6 (1989), 563-7.

This paper describes an experimental programme developed by the University of Tennessee to teach French to children by videotape. The programme was designed to be used by teachers who have no

knowledge of the target language. The rationale for the programme, the goals of the course, a description of the procedures followed for its development, and teaching techniques are discussed.

90–351 Surridge, Marie. Le genre grammatical en français fondamental : données de base pour l'enseignement et l'apprentissage. [Grammatical gender in Basic French: basic ideas for teaching and learning.] *Canadian Modern Language Review* (Toronto), **45**, 4 (1989), 664–74.

In a corpus of the most frequent French words, phonetic rules relating the ending of a noun to gender assignment are simplified in comparison with those for the general lexicon. Morphological rules governing the gender of suffixed nouns are amply illustrated in the corpus, but those affecting compounds and conglomerates (which do not relate to the ending of the noun) appear in a negligible number of examples. Morphological rules relating

to other aspects of lexical structure or relationship, as well as a redefined version of phonetic rules, are left for the later stages of vocabulary acquisition. Teachers of French will find it advantageous to imitate this stratified presentation. However, students will benefit only if we insist that, like all young Francophones, they learn the gender of frequent words very thoroughly.

Japanese

90–352 Bookbinder, David (Derbyshire County Council). Introducing ... Japanese. *Modern Languages* (London), **70**, 4 (1989), 208–11.

The large-scale Japanese investment planned for Derbyshire prompted the setting up of a Resource Centre to promote the teaching of Japanese language and cultural studies. The Centre will gather information, produce resource material and co-ordinate and train a peripatetic teaching team. It will even pilot exams suitable for schools (the current Japanese 'O' level is for centres outside the UK only); GCSE is only just being developed, the National Criteria being unsuitable for Japanese. To begin with, developments will be with small sixth-

form groups; a pilot scheme will be introduced in selected secondary schools and two new Tertiary Colleges; the latter can offer wider opportunities within the framework of community education, and reach adults and businesses.

Instruction in Japanese culture, traditions and history is a new departure and could be applied throughout primary and secondary schools for cross-curricular study. The use of new technology will soon provide direct links with Japanese schools.

Russian

90–353 Vim, I. L. «Первый диалог» – учебник русского языка для англоговорящих учащихся. [‘First dialogue’ – a textbook of the Russian language for English-speaking students.] *Русский язык за рубежом* (Moscow), **5** (1989), 92–6.

This is a textbook of the Russian language for English-speaking students of a wide range of age and ability. It is the result of collaboration between Russian and English publishers, and includes two books for students, two books for teachers and three cassettes. Its title, *First dialogue*, indicates the book's purpose: it enables dialogue to take place, and also promotes a 'cultural dialogue' between people from different cultures and societies.

Role-play is widely used in situations such as 'what to buy in a shop' and the text gives many

stage directions. The students work in pairs or small groups. Dialogue is the main feature of the book, supplemented by a variety of reading material, e.g. posters and advertisements, and by much visual material, e.g. photographs and drawings. Grammatical and lexical material is presented in diagrams. Emphasis is placed on the authenticity of the material used. There are also a variety of other exercises, such as reading texts and letters. Much attention is given to vocabulary work, which is carried out by means of games.

90-354 Chagina, O. V. Коммуникативные возможности пассивных конструкций. [The communicative possibilities of passive constructions]. *Русский язык за рубежом* (Moscow), **6** (1989), 32–8.

There is insufficient detail in most Russian language textbooks to help the learner use the correct form of the passive, in particular the distinction between dynamic and stative passives. Dynamic passives are of the type actor–action–object of action. Exercises involving active-to-passive transformations are not helpful. The teacher should instead provide the five

specific rules for the correct use of dynamic passives. Stative passives refer to static objects or states of affairs (what is situated where), e.g. *The town was surrounded by forests*. Three rules are given for their correct use. [Two thirds of the article consists of exercises.]

90-355 Robin, Richard M. (George Washington U.) and **Leaver, Betty Lou** (Defense Language Inst.). The Listening Comprehension Exercise Network (LCEN): a nationally available aid to the development of listening proficiency in Russian. *Foreign Language Annals* (New York), **22**, 6 (1989), 573–84.

Satellite access to foreign broadcasts opens an exciting era in learning to understand an authentic foreign language by providing students with a culturally real context, extralinguistic cues and a pictorially accurate portrayal of everyday life. But teaching listening comprehension skills requires more than immersing students in foreign television programming. Preparation of exercises to accompany broadcasts, many of which become almost immediately dated, requires much time. As more universities obtain satellite technology and

interest in teaching listening comprehension grows, the need increases for a systematic way to enhance students' listening skills and for a more efficacious means of exploiting this new technology. This paper describes a system that shares listening exercises in Russian via national computer networks. This system alleviates the problem of time spent to develop essentially 'throw-away' exercises. Currently available only in Russian, the LCEN can be emulated in other languages.

90-356 Sivenko, M. O. Опора на интернационально значимую лексику – один из способов интенсификации обучения языку средств массовой коммуникации. [The use of internationalisms in the mass media as a means of deepening the study of language.] *Русский язык за рубежом* (Moscow), **6** (1989), 81–5.

The language of the mass media plays an important part in language teaching. Many of these words have Greek or Latin roots; trends in world developments are increasing their frequency in languages such as Russian, where they may often comprise 30–40% of a text. Practical work in teaching learners how to recognise such words

increases their vocabulary. Some internationalisms, however, have different meanings in Russian as compared with other European languages, e.g. *brigadier*, while other internationalisms have different moral or social connotations. The teaching of such words leads to an increased linguistic awareness and skill in semantic analysis.

90-357 Tuman, Walter Vladimir (Louisiana State U.). Computer-enhanced beginning Russian. *Foreign Language Annals* (New York), **23**, 1 (1990), 23–31.

The initial encounter with a foreign language requires a successful integration of oral, aural and visual stimuli. A student of beginning Russian must learn to recognise the Cyrillic letters in print and cursive forms and to associate these symbols with underlying units of sound. CALL (computer-aided language learning) provides an effective platform for this complex orchestration. A working prototype for introducing the Russian writing and sound system, the Russian Dynamic Hand has been available for student use at the LSU Foreign

Language Laboratory since September 1988. The project's evolution is discussed from an initial graphics-centered IBM prototype to a Macintosh version enhanced by an audio component. Central to the development of the second adaptation is the utilisation of commercially available innovative computer authoring systems and templates. Future modifications incorporating expanded pronunciation drills and applying alternate technologies are considered.

Spanish

90–358 Bello, Josefina (OXPROD, Oxford). First foreign language teaching and Spanish. *Vida Hispanica*, **38**, 3 (1989), 18–20.

This article forms the introduction to the publication of the same name by OXPROD (Oxford Project on Diversification of First Foreign Language Teaching), which aims to describe in detail pupils' experience of learning French, German and Spanish, focusing on two main areas: pupils' attitude to language learning and difficulties encountered in each language.

It has frequently been suggested, over the past 15 years, that a language other than French should be adopted by schools as FL1, but French has become increasingly dominant, mainly because of the introduction of primary school French, and comprehensivisation.

Traditional arguments for teaching Spanish in secondary schools refer to the post-school environment – the needs of British industry, careers and holidays; they cannot justify the inclusion of Spanish in the school curriculum for a large number

of pupils. The case for the latter is strengthened if it can be shown that Spanish has something to offer in educational terms. The strongest argument here is that Spanish is relatively easy for British pupils to learn; early success leads to improved motivation, which in turn leads to later success. The sound system is relatively close to English so pronunciation presents few difficulties; Spanish written forms are close to the spoken forms so most pupils are able to read from an early stage. Trained teachers are readily available (46% of teachers qualified to teach Spanish are not using it).

The publication to which this article refers describes a study which attempts to evaluate the desirability of teaching Spanish as FL1. It examines the linguistic features of the language which either ease or complicate the learning process for English speakers. The project will also look at organisational problems in teaching languages other than French.