English

91–337 Allan, Diana (Hiroshima U., Japan). Tape journals: bridging the gap between communication and correction. *ELT Journal* (London), **45,** 1 (1991), 61–6.

In teaching oral skills to learners of English as a second or foreign language, it is important to provide successful corrective feedback without destroying students' confidence. The effectiveness of error correction is open to debate, but there is an intuitive sense among teachers and learners that it is helpful. The situation in Japan is particularly difficult, as students are reluctant to speak out in class because of cultural values, shyness, and lack of oral skills. Classes tend to be large (30–70) and there is little personal contact with the students. One technique for giving non-threatening, personalised feedback is the use of tape journals – the spoken equivalent of written journals. Students made a 5–10 minute tape on a subject of their own choice, and were encouraged to make notes first and then speak as freely as possible. They then listened to their recording and noted any mistakes they noticed. The teacher recorded her comments at the end of the tape, and kept her own notebook to enable her to chart any emerging patterns of mistakes over the weeks. Her recordings included a personal, communicative response to the students' material.

One advantage of this technique is its popularity among students, and most felt that it had improved their fluency in some way. The tapes also provide one of the students' few opportunities to speak to a native speaker on a one-to-one basis. Students welcomed the opportunity to choose their own topic as a useful aid to vocabulary expansion. The teacher learned a great deal about her students from the tapes, and felt this enabled her to build a better relationship with them. A planned discourse activity of this kind does, however, lack the interaction and spontaneity of a conversation, so it is not the complete answer to the problem of providing feedback in a communicative situation.

91–338 Asher, Colin (U. of Leeds). Foreign languages in the primary school: will English succeed where French failed? *Francophonie* (Rugby), **2** (1990), 35–8.

After 10 years of monitoring the attitudes and achievements of 17,000 pupils, the bold experiment of the 1960s to introduce French into the curriculum of British primary schools ended with a recommendation against expansion of the scheme, and the virtual disappearance of foreign language teaching at that level. This put Britain in line with most of the EEC, where only Luxembourg and the Netherlands make provision for foreign language teaching in primary schools other than on an experimental basis. Yet in March 1989, France announced the setting up of a pilot scheme offering two to three hours of language teaching a week to some 10% of its primary school population. The stated aim is to foster a *conscience européenne* in the new generation of French citizens. The large number of criteria determining the admissability of interested schools into the scheme are very similar to those in the British initiative of the 1960s. In particular, the same difficulties are foreseen in ensuring smooth transfer from the primary to the secondary sectors. Lack of continuity was a decisive factor in the negative recommendations ending the British scheme. The proposed involvement of the *communes* in funding the experiment and making collective applications to take part may, however, bring to the project a solidarity and singleness of purpose, linked to local pride, that the British scheme never achieved.

Some academics fear that the experiment may reduce the diversity of language provision in the French school system by strengthening the existing dominance of one foreign language, namely English, which is offered in 90% of the schools in the scheme. But unlike French in the British school system of the 1960s, English in France today enjoys great currency value in society at large. Anglo-Saxon culture and language are an inescapable part of present-day France, and English has highly fashionable associations. Parents are pressing to back the primary English initiative in the belief that English is an essential life skill in modern-day Europe.

91–339 Brock, Mark N. (City Poly. of Hong Kong). Can the computer tutor? An analysis of a disk-based text analyser. *System* (Oxford), **18,** 3 (1990), 351–9.

Though word processing is the most widely implemented computerised writing aid in ESL instruction, other types of computerised aids are increasingly being introduced into second language

composition classrooms. This paper examines the use of one of the newest of these aids, computerised text analysis. After briefly reviewing the extant research examining the use of computerised text analysis by ESL writers, the paper presents an investigation of the disk-based text analyser, *Gram-* *matik* III, and considers its suitability for use with ESL writers. The findings suggest that *Grammatik* III, as well as other computerised text analysers now available, may not be a suitable addition to ESL composition pedagogy.

91-340 Davies, Paul. The use of drama in English language teaching. *TESL Canada Journal* (Montreal), **8,** 1 (1990), 87-99.

This essay aims to examine the use of drama and dramatic activities in English language teaching (ELT). Its opening part looks at some of the theories behind the use of drama with learners of English, and tries to answer questions such as what is drama, who needs it, and when should it be used. The essay then takes a look at some practical procedural strategies such as lesson preparation, students' language needs, how to present and integrate drama into the lesson, and overall classroom organisation. The next section tackles the question of how dramatic activities can be employed in the language classroom. The possibilities considered include mime, simulation, role-play, scripted plays, improvisation, and coursebook dialogue.

91-341 Kitao, Kenji (Doshisa U., Japan) **and others.** Independent reading in English – use of graded readers in the library English as a Second Language corner. *Reading in a Foreign Language* (Oxford), **6,** 2 (1990), 383-98.

Recently the study of English for the purpose of communication has increased in importance in Japan. Use of graded readers for individualised reading helps improve students' English reading skills. This paper reports on a study of this method. Using 220 graded readers divided into four levels, we offered 300 freshman and sophomore English students an opportunity to read graded readers over a period of four to six weeks. According to the results of reports on the books and a questionnaire administered at the end of the study, many students have a desire to read English books. Some 60% of the students who did read books chose elementary level (less than 1,000 words) books and 27% read low-intermediate level (less than 2,000 words) books. Extra credit points helped motivate students to read. Of the students who did not read any books, the most frequently expressed reason was that they were too busy. It is important to increase the number of books and the variety of topics available so all students can find books that are in familiar fields or of interest. The article concludes with a brief discussion of how such a programme could be improved, based on the results of the survey.

91-342 Krupatkin, Yakov B. LSP from the start: grading of grammar in beginning reading. *UNESCO ALSED-LSP Newsletter* (Copenhagen, Denmark), **13,** 3 (1991), 3-12.

This article describes a method of teaching fast reading in English to Russian-speaking scientists. A course in grammar and scientific vocabulary for complete beginners was prepared. It was discovered during preparation that certain similarities exist between English and Russian grammar, which could be exploited to the advantage of the learners.
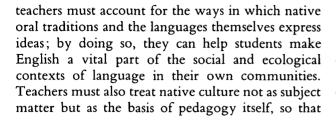
Students could acquire meaning by a progression from single word through phrase to sentence, and study of the developing relations between the units. Progression through language structures was made more demanding and instructive by the addition of increasingly complex grammatical features involving number, gender, prepositions, conjunctions, and tense.

91-343 Leavitt, Robert M. Language and cultural content in native education. *Canadian Modern Language Review* (Toronto, Ont), **47,** 2 (1991), 266-79.

It is possible to provide culturally appropriate education for native Indian and Inuit children within the framework of the European model of schooling. To do this, both native and non-native

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teachers must account for the ways in which native oral traditions and the languages themselves express ideas; by doing so, they can help students make English a vital part of the social and ecological contexts of language in their own communities. Teachers must also treat native culture not as subject matter but as the basis of pedagogy itself, so that children participate in meaningful work in the classroom. Then the education of native children is well balanced, between building on their own experience and taking from English language and pedagogy what they can use appropriately in their own culture.

91–344 Rothschild, Dennie and Klingenberg, Felicia. Self and peer evaluation of writing in the interactive ESL classroom: an exploratory study. *TESL Canada Journal* (Montreal), **8,** 1 (1990), 52–65.

The evaluation of writing in the ESL classroom has traditionally been the teacher's prerogative and as such it has remained outside the interactive model of student learning. The authors' goal was to bring evaluation into the classroom in order to increase learners' awareness of criteria for good writing, promote greater improvement of writing by giving learners an instructional and diagnostic tool which they could use, reinforce in-process feed-back with end-of-process evaluation, and foster more positive attitudes towards writing.

The students in the pilot investigation were high intermediate level adults from diverse backgrounds studying part-time during a four-month term. The investigation was in two parts. Part one involves adapting an appropriate evaluation scale, training students in its use, and having them use the scale throughout the term to evaluate their own and their peers' writing. In part two, the authors study various end-of-term effects the use of the scale had on students: they test the hypothesis that students trained in the use of the scale will have a concept of good writing more congruent with that of instructors than will a control group; they compare the criteria most often cited by both groups as they judge the quality of a set of compositions: they examine the responses of both groups to a survey on their attitudes towards writing.

The results show a slight trend in the predicted direction between the experimental group and one of the judges. Indications were also found that the experimental group was using a different set of criteria in judging compositions. As well, the experimental group responded more positively to all ten statements on a writing attitude survey.

91–345 Simon, Rolf-Jürgen. Computerhandling und Textverarbeitung im Englischunterricht. [Computer handling and word processing in English classes.] *Praxis* (Dortmund, Germany), **4** (1990). 371–7.

The use of computers as such in CALL provides a meaningful link between content and language. Pupils learn by doing and even those not gifted linguistically can be motivated by having to perform tasks with computers requiring comprehension of the L2. The author describes how directions to operate a word processor using Word 4.0 were exploited in an English class, whereby English was used as a means to an end rather than an end in itself.

91–346 Soo, Kengsoon (U. of Malaya, Kuala Lumpur, West Malaysia). Malaysian English at the crossroads: some sign-posts. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **11,** 3 (1990), 199–214.

Attitudes towards one's second language are often ambivalent. One needed to use it but often one could not or would not master the language to native-like or even near native-like competence. The compromise is a non-native variety such as Malaysian English, distinct from the Standard British English from which it evolved. Whether this Malaysian variety consolidates in its present form or continues evolving into a form even further from its roots, depends on the attitudes of its speech community. Some small-scale studies in Singapore show that speakers of Malaysian as well as Singaporean English are confused as to their future direction. This study, to some extent, replicates and amalgamates these Singaporean studies in an attempt to predict the future of Malaysian English.

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French

91-347 Barnes, Betsey K. (U. of Minnesota). Apports de l'analyse du discours à l'enseignement de la langue. [The contribution of discourse analysis to language teaching.] *French Review* (Baltimore, Md), **64**, 1 (1990), 95–107.

Three two-hour recordings of conversations between three educated young Frenchwomen, one from a working-class background and the other two middle-class, highlighted certain constructions typical of, and basic to, spoken French. These constructions, although in no way slang, are disregarded by most textbooks concerned only with the written language (considered to be the standard) or else are inadequately treated, in spite of the current emphasis on effective oral communication.

The sample was analysed to discover when, where and how these constructions are actually used in normal speech.

Teaching both written and spoken forms of French in parallel, though difficult, should be attempted. Students need an awareness of different styles of language (something they are rarely conscious of in their mother tongue); this should be part of any 'liberal education'. The use of real-life recordings involving several speakers is suggested.

91-348 Galisson, Robert. Ou va la didactique du français langue étrangère? [What future for the teaching of French as a foreign language?] *Etudes de Linguistique Appliquée* (Paris), **79** (1990), 9–29.

The future of French as a foreign language (FLE) does not lie in its continuing to develop as an autonomous discipline in its own right. FLE should abandon the attempt to challenge the supremacy of English, now firmly established as the language of science. The interests of FLE will best be served by its emergence from inward-looking isolation to take

its place alongside other languages to form a new discipline, the teaching of languages and cultures (D/DLC), which would defend and promote all languages and cultures, which together constitute the inalienable patrimony of the human race. A scheme of reference to serve as a conceptual basis for the new discipline is proposed.

91-349 Hammadou, JoAnn (U. of Rhode Island). The effects of analogy on French reading comprehension. *French Review* (Baltimore, Md), **64**, 2 (1990), 239–52.

This project investigates the effects of analogies in reading passages on the comprehension of novice and advanced learners of French. It cannot be assumed that comprehension processes are the same in L1 and L2. Figurative langauge is more common in L1 reading instruction. Are analogies as helpful to L2 reading comprehension and recall as to L1? If so, they should be used more in L2 materials.

Students were given two texts on one of two topics, one passage containing analogies and one

passage not. Comprehension and recall were tested. The recall of the non-analogy version was the greater, although hypotheses based on L1 reading research would have suggested the opposite result. The advantage of the non-analogy versions was constant for novice and advanced students, though the degree depended on the subject matter. Further research is needed to explain these findings, and approaches for aiding comprehension of analogies should be investigated.

91-350 Koop, Marie-Christine Weidmann (U. of N. Texas, Arlington). Survey on the teaching of contemporary French culture in American colleges and universities, Part 1: The professors' perspective. *French Review* (Baltimore, Md), **64**, 3 (1991) 463–475.

Some 63 American institutions involving 76 professors and 228 students were questioned on current undergraduate courses on contemporary France. The most commonly used text was *Nouveau Guide France* by Michaud and Torres, and topics covered ranged from education and politics (most frequent)

to Francophone countries and songs (least frequent). French printed media were the commonest source of authentic documents and materials, while only sparing use was made of shortwave broadcasts and cable TV. Assessment of students was mostly done by contributions to class discussion; the biggest

problem was the limited time to cover course content. The vast majority of staff had Ph.Ds and their preferred teaching fields were culture and literature. Staff recommendations included more comprehensive and objective textbooks and special training for culture instructors. Of the nine stated purposes of culture courses, better understanding of all aspects of France and French culture were uppermost.

91–351 Taylor, Wendy (Birkdale Sch.) **and Trafford, John** (U. of Sheffield). Enhancing the linguistic experience of the homestay abroad. *Language Learning Journal* (Rugby), **1** (1990), 35–6.

Although pupils spending a short time with a foreign host family often gain enormously in personal terms, their linguistic gains are less focused and harder to perceive. This short article describes a 'homestay course' devised in an attempt to give focus to the linguistic aspects of a short stay with a French family. Various types of activity are de-scribed, some ongoing, some one-off. The pupils themselves were involved in the preparation of the 'course' and host families were warned what to expect. The evaluations of all those involved were favourable – in particular, it not only focused and motivated the pupils, but also gave them tangible evidence of the progress they made in a very short period.

91–352 Walz, Joel (U. of Georgia). The dictionary as a secondary source in language learning. *French Review* (Baltimore, Md), **64**, 1 (1990), 79–94.

Dictionary skills are worth teaching because a dictionary is the essential source of information about words in a language. It is also a tool for life-long learning as one's need for a foreign language changes. Dictionaries are primary sources of lang-uage itself as well as secondary sources necessary to understand a text. 'Learning areas' in classrooms are suggested for situations where there are insufficient copies of a dictionary per class; teachers can organise 'dictionary days' from time to time, or develop 'learning packages' and worksheets. The literature on whether to use mono- or bilingual dictionaries is reviewed and the use of both is suggested. Several exercises are proposed involving recognition of parts of speech, polysemy and semantic fields, collocations, and cross-checking by looking up words in both sections of a bilingual dictionary. [*See also* the following abstract.]

91–353 Walz, Joel (U. of Georgia). The dictionary as a primary source in language learning. *French Review* (Baltimore, Md), **64**, 2 (1990), 225–38.

Dictionaries are authentic documents and can be exploited at different levels. Taking five French dictionaries (*Petit Larousse, Maxi debutants, Nouveau dictionnaire des difficultés du français, Dictionnaire de la prononciation française* and the *Facts on file – English/French visual dictionary*), a variety of different activities are suggested from elementary to advanced level to develop learners' knowledge of language and culture. These include worksheets with *Trivial* questions, borrowings, pronunciation, maps, Bel-gian usage, idioms, acronyms, proverbs and French cultural attitudes towards universal ideas (children, ex-French colonies and sex roles – the latter still very stereotyped). [*See also* the previous abstract.]

German

91–354 Hengesbach, Martin. Artikelwörter und ihre satzsemantischen Funktionen. [Articles and their sentence-semantic functions.] *Zielsprache Deutsch* (Munich, Germany), **2** (1990), 2–10.

The use of definite, indefinite and zero articles in a text from the newspaper *Die Zeit* is examined in detail and general conclusions are drawn. The text is about Schalke football club and includes short passages of *Ruhrgebiet* dialect. The articles fulfil a wide range of functions, mainly classifying, quanti-fying, individualising and generalising. The sem-antic distinction between definite and indefinite articles is less clear-cut than was once assumed, and in the generalising function they are often in-

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terchangeable. The importance (with the deter-mining function) of quantification, as well as logical reference, has become more apparent since the 1960s. In teaching German as a foreign language, the emphasis should move from the drilling of case and gender paradigms to working with authentic article phrases in natural situations of use.

91-355 Lutcavage, Charles (Harvard U.) The advanced German course: a multidimensional approach. *Foreign Language Annals* (New York), **22, 3** (1990), 185-94.

This article presents a detailed description of an advanced course focusing on modern German culture and society. An emphasis on advanced reading, grammar, conversation and composition provided a firm pedagogical foundation for the course. This traditional framework was then en-hanced by regularly incorporating audio and video technology into the programme as a means of heightening students' awareness of language and topical issues.

Italian

91-356 Dugdale, Elspeth (King's Sch., Winchester). Introducing Italian as a first foreign language: in theory and in practice. *Tuttitalia* (Rugby), **2** (1990), 6-15.

One teacher's experience in preparing and teaching a course in Italian as the first foreign language for 11-year-olds is described in this article. A summary is given of potential problems and their resolution – parental reaction, grouping and timetabling impli-cations, staffing, INSET, materials and resources, and long-term provision (i.e., post-GCSE). The approach taken to materials preparation is described, as are various ways in which pupils can be motivated. Both negative and positive aspects of the course are discussed in detail, the conclusion being that the positive points outweigh the negative. Although a great deal of time was spent on preparing materials, Italian proved to be a good choice for a first foreign language, and created a very positive attitude to language learning among the pupils.

Japanese

91-357 Furugori, Teiji (U. of Electro-Communications, Japan). A computer-based learning of basic Japanese. *CALICO Journal* (Provo, Utah), **8, 2** (1990), 7-24.

Described here is a computer-based system of learning Japanese. It offers three types of problems in learning the language; basic sentential pattern practices, counting drills, and *kanji-kana* mixture writing exercises. The system is generative. Japanese sentences are first generated using the English alphabet, i.e., phonetic representation. A sequence of problems is then created from the sentences for the students of Japanese to practice. In the current implementation, the *kana* and *kanji* writing problem seems to serve the educational purpose most effectively, as it is crucial to the mastery of Japanese and, at the same time, seems to be the most fun.

91-358 Nara, H. (U. of Pittsburgh). Developing CAI material for improving reading skills in Japanese. *Literary and Linguistic Computing* (Oxford), **5,** (1990), 139-44.

This paper describes computer assisted instruction software for improving reading skills in Japanese currently being developed at the University of Pittsburgh. The software, which runs on the Macintosh family of computers in the HyperCard and KanjiTalk environment, is a non-linear in-structional material which incorporates current understanding of reading in a foreign language. Cognitive and linguistic skills in processing texts and adopting reading strategies are accommodated in the software. In addition, the user has access to on-line *kanji*–English and Japanese–English dic-tionaries.

Polish

91–359 Jaworski, Adam. The acquisition and perception of formulaic language and foreign language teaching. *Multilingua* (Amsterdam), **9,** 4 (1990), 397–411.

Despite having been taught linguistic formulas from the early stages of foreign language courses, even advanced students have difficulties in using and recognising them correctly. This empirical study shows tendencies for different distributions and frequencies in the use of formulas in Polish by American learners and native speakers. This fact may be attributed to the transfer (borrowing) of native language habits by the learners and is viewed as a possible source of cross-cultural misunderstandings and tensions.

Russian

91–360 Lukanova, M. G. Виды фонетической тренировки в соответствии со стадиями формирования и коррекции слухопроизносительных навыков. [Aspects of phonetical training in accordance with the forming and correction of auditory/articulatory habits.] *Русский язык за рубежом* (Moscow), **4** (1990), 15–20.

Methods are described to assist students in achieving proficiency in Russian pronunciation. Errors in both hearing and speaking need to be corrected at all stages of learning. In order to achieve good auditory/articulatory habits, exercises for several stages of development are described. The initial stage consists of hearing material which is then explained in terms of articulatory sounds, the components of its rhythmic and intonation structure and its place in the language system. Auditory exercises accompany the development of articulation.

The next stage comprises the development of the imitation of sounds; exercises are suggested, such as asking the student to affirm that a particular statement is correct. The next stage involves repeating particular word forms using question and answer exercises, and other exercises concerned with reading. Further methods demand a more complicated response from the student and much greater mastery of lexical/grammatical units. Finally, the proposed system of work is examined in the context of work given to foreign students.

91–361 Poritsky, Ellen Franke (State U. of New York at Buffalo). Russian and the pre-literate language learner: on the development of a methodology. *Foreign Language Annals* (New York), **22,** 3 (1990), 219–22.

When the author was asked to design an enrichment programme in Russian language for four-year-olds and kindergartners, the available literature provided little assistance. Consequently, the experience became a laboratory in which to develop appropriate methods for teaching young learners. Lexical items were introduced and reviewed through visual aids, games, songs, and acting. Only grammatically correct material was utilised, although the issue of adjective-noun agreement was generally avoided and only limited verb forms were presented. Discussion of cultural material contrasted the lives of Soviet and American children. Although few of the children will continue to study Russian in grade school, perhaps the programme's greatest strength has been to help dispel some misconceptions about the Soviet Union.

91–362 Vorobyeva, I. V. Иллюстративный материал учебника русского языка как один из кодов отображения учебной информации. [Illustrated material from a Russian language textbook as one of the ways of representing educational information. *Русский язык за рубежом* (Moscow), **5** (1990), 23–8.

When considering the construction of textbooks for foreign language teaching at different levels and in different educational institutions, it is necessary to consider the problem of the place, role and visual

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method. Educational information can be conveyed using such methods as drawings, diagrams, tables, photographs, sketches and maps.

Visual methods can be used to supplement the information contained in the text, or to ask questions. The content of the textbook is discussed. Basic components are identified, such as the linguistic and spoken material and phonetic, grammatical and lexical principles. These basic com-ponents give rise to different types of texts; visual methods can be defined using the same categories. Different visual methods can be used to portray different parts of the text, for example, diagrams or tables can be used to explain grammatical or lexical points. The ways in which pictures are used to depict stories and actions are discussed. Visual aids in textbooks decrease as the textbooks become more advanced.

Spanish

91–363 Arutyunov, A. R. and others. Билингвальные задания в русско-иностранных учебных пособиях. [Bilingual exercises in Russian–foreign educational textbooks.] *Русский язык за рубежом* (Moscow), **4** (1990), 21–5.

A typology of bilingual exercises is proposed to help teachers organise work from Russian–foreign-language educational textbooks more effectively. The typology is illustrated by examples in Russian and Spanish. The exercises are divided into four groups. The first group consists of six exercises concerned with perceiving, understanding and reproducing the given material. One example suggests that the student repeats the text after the teacher, without help from the written text. Each time the example is repeated, the pauses for reply are shortened.

The second group consists of reproducing training exercises and the forming of linguistic skills. Seven exercises are listed, one example of which is to choose the right question in Russian to accompany the text in Spanish. The third group consists of seven training tasks to help train speaking skills. One example suggests the replacing of blanks in a Russian text with the right word as suggested by the parallel Spanish text. The last group consists of four exercises designed to promote communicative ability. One example suggests reading a Russian text, then continuing to write it in Spanish, with help from Russian words and expressions.

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