
Teaching particular languages

Dutch

87-342 Walz, Joel C. (U. of Georgia). Increasing student-talk time in the foreign language classroom. *Canadian Modern Language Review* (Toronto), **42**, 5, (1986), 952-67.

'Transitions' are the moments at the beginning and end of classes when students are not engaged in learning activities. Suggestions for reducing this dead time are given (mainly applying to secondary and college level), also for increasing student responses. These include rearranging the classroom

furniture, creating an atmosphere which encourages student participation, encouraging advance preparation, the use of peer correction and gestures, avoiding repeating what students say, making instructions specific, and small group work.

87-343 Watts, N. R. (Massey U., New Zealand). Prediction and expectancy factors in listening comprehension. *MATESLA* (Papua New Guinea), **4**, 3 (1986), 60-5.

The distinction between 'prediction' and 'expectancy' is often blurred; both refer to anticipating a particular outcome (in comprehension), sometimes in an intuitive or unconscious way ('expectancy'), sometimes more consciously and deliberately ('prediction'). They are important in listening comprehension because they are part of the meaning-driven, hypothesis-generating process of the 'guessing game'. Prediction is one of the means to help listeners cope with language input that is

often distorted by noise. It also helps listeners take advantage of breaks in the stream of significant information in order to assimilate what has been said.

Prediction and expectancy occur at several different levels: sounds, words, syntax, non-verbal indicators, schemata. Some classroom activities at the word, word-group and discourse levels are suggested, mainly for advanced classes but they could be adapted for other classes.

87-344 Whitham, Charles (St. Edward's CE Comprehensive Sch., Romford). Using natural teaching techniques. *British Journal of Language Teaching*, **24**, 2 (1986), 87-97 and 115.

The basic principles of Krashen and Terrell's Natural Approach (1983) to language teaching are summarised and the four stages for a teaching programme are outlined: general language teaching, sheltered language teaching, partial mainstream and full

mainstream. The author discusses his own experience in putting these principles into practice in teaching German to beginners in two comprehensive schools and to adults working for the Ford Motor Company.

87-345 Lalleman, Josine (Inst. voor Algemene Taalwetenschap, UvA). Vooruitgang in Nederlandse taalvaardigheid van Turkse kinderen na twee jaar lagere school. [Progress in Dutch language proficiency of Turkish children after two years of primary school.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **22**, 2 (1985), 18-32.

In this article some results are presented of a twofold study into the Dutch language proficiency of Turkish children who were born and bred in the Netherlands. The oral Dutch language proficiency of 18 Turkish and 15 Dutch children was studied in September 1981, at the moment all children entered primary school, and in March 1984, when they had reached third grade. A number of morphological, syntactic and lexical features were studied. The

results can be summarised as follows: (1) In the first grade, at the very start of their (primary-) school career, the Turkish group is significantly less proficient in oral Dutch than their Dutch peer group in all but one of the grammatical features. (2) In the third grade, after two and a half years of primary school education, the Turkish group is still significantly less proficient in oral Dutch than the Dutch group in most of the features. (3) As regards

several morphological aspects of oral Dutch language proficiency, most of the individual Turkish children progress faster in two years of education than the Dutch group: that is, many of the Turkish children are morphologically less behind after two years of primary school than at the beginning of their school career. (4) As regards a number of syntactic aspects and one aspect of lexical diversity of speech, most of the individual Turkish children

do not progress faster in two years than the Dutch children: syntactically they are equally behind after two years of primary school. (5) In none of the features that were studied did the differences in language proficiency between the Dutch and the Turkish groups increase during two years of schooling: thus, no evidence is found for a possible cumulative difference between this specific group of second language learners and native children.

English

87-346 Briane, Claudine (Lycee Victor-Duruy, Paris) and **Cain, Albane** (INRP). Civilisation: constats et objectifs. [Cultural studies – constraints and objectives.] *Langues Modernes* (Paris), **80**, 4/5 (1986), 53–9.

Many teachers are reluctant to undertake the teaching of the culture of a foreign language, feeling themselves ill-equipped to deal with a broad and ill-defined subject encompassing several disciplines: history, geography, social science, etc. Furthermore, the small amount of time allotted, which is frequently encroached upon by the demands of teaching the language itself, leads to a fragmentary and disjointed approach. In addition, pupils in the lower grades have difficulty in studying authentic materials.

Nevertheless, study of the culture can supply

something otherwise lacking when the communicative aspect of language is stressed: the training of the mind in formulating hypotheses, developing arguments, making judgements, etc. It can be highly motivating for learners, appealing to their imagination and curiosity. Care must be taken in the selection of the documents used and the teacher should try and respect the students' autonomy, avoiding too authoritative a standpoint. Properly taught, the study of culture adds another dimension to the teaching of English.

87-347 DeCarrico, Jeanette S. (Portland State U.). Tense, aspect, and time in the English modality system. *TESOL Quarterly* (Washington, DC), **20**, 4 (1986), 665–82.

A major problem in ESL instruction on the English modality system is that grammar texts do not adequately clarify past time relationships. Without this clarification, students presented with hypothetical past or past conditional forms (modal + *have* + past participle) are likely to infer (from the form) the past time frame associated with present perfect aspect (i.e., *I have seen that movie* = unspecified past, with current relevance). This

article argues that unless a clear distinction is made between the semantic time reference of the modal 'perfect' and that of the present perfect aspect, these forms will remain a major source of confusion for ESL students. The article includes a brief suggested sequence for teaching modals which incorporates and clarifies these time relationships and thus simplifies the teaching of the entire modality system.

87-348 Kennedy, Chris (U. of Birmingham). The future of English language teaching. *System* (Oxford), **14**, 3 (1986), 307–14.

There is growing pressure in non-English speaking countries to extend the role of indigenous languages, especially in education. English as a foreign language (EFL) is gradually giving way to English as an international language (EIL), i.e. English as a means of communication between countries that do not share a common language. English as an additional language (EAL) is being replaced by EIL or a mix of EIL and restricted EAL. Considering EIL, creating a model of written English does not appear to present

too many problems. Especially in the occupational and academic fields, genres are clearly established. A model of spoken production is needed. Unfortunately this is less straightforward. Neither Wong's nor Quirk's approach to the problem is satisfactory. Wong's norm is not wide-ranging enough to cater for EIL as well as EAL countries: Quirk's norm would become distorted by different groups over a period of time and so no longer be a standard. In countries where EIL and EAL are used teaching will

have a strong local content. English is likely to remain important in education. The problem of a target model for EAL is not as difficult because EAL users identify with the variety of English they use. The 'high' form of the particular variety could be used as a model.

87-349 Poirier, Francois (U. of Paris VIII). Travail manuel et civilisation. [Integrating manual work into the teaching of the culture of the language.] *Langues Modernes* (Paris), **80**, 4/5 (1986), 9-39.

Study of the target culture enriches the content of language learning and motivates the students; the variety and diversity such studies imply mitigate the still narrowly abstract intellectual ethos of the school system. Manual work has an important role in the education of all children and of the whole child and it has a specific place in many subjects. In language teaching it highlights the relation between speaking and doing and endows the language with added reality.

A project involving the construction of a typical English house is described. Building the model involved not only the language of construction but also led to consideration of English history, systems of land tenure and public transport, and to comparisons between English and French society. Projects of this kind bring the language class down from its inward-looking isolation and give pupils the chance to speak about what they themselves want to do, and how and why.

87-350 Raith, Joachim. Prosodie: Englisch als Fremdsprache, Deutsch als Basissprache. [Prosody: English as a foreign language for German speakers.] *Die Neueren Sprachen* (Frankfurt am Main, FRG), **85**, 5/6 (1986), 478-96.

The article deals with the prosodic characteristics of English and German at a functional level. The author attempts to make a comparative evaluation

of the relative importance of so-called discrete and gradual contrasts in the teaching of English intonation at the school and/or university level.

87-351 Zak, Helena and Dudley-Evans, Tony. Features of word omission and abbreviation in telexes. *English for Specific Purposes* (Washington, DC), **5**, 1 (1986), 59-71.

Telexes play an important and increasing role in business correspondence but have received very little attention in Business English textbooks, or ESP research work. This article examines two features of

telex, word omission and word abbreviation, and shows that in these two aspects the telex differs from other abbreviated texts, notably the telegram.

French

87-352 Anceaux, Heiko. Een onderzoek naar de effecten van luistervaardigheids - training (eerste resultaten). [Research into the effects of training in listening comprehension (preliminary results).] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **23**, 3 (1985), 7-14.

This article discusses the preliminary results of a research project carried out in a number of first-year forms in Dutch secondary schools. Alongside the regular programme for French, this research project offered an extra listening programme, whilst for the sake of comparison other classes were offered the same material as an extra reading programme. After a few months an interim test was given to evaluate the pupils' reading ability and knowledge of

grammar and vocabulary. Broadly speaking, this interim test shows that the reading programme has produced extremely positive results at this level of teaching, but that the results of the listening programme are as yet hardly spectacular. At the end of the research project, which will be carried out over one whole school year, a final test will be given.



87-353 Church, D. M. Textbook-specific computer exercises for elementary French students. *Modern Language Journal* (Madison, Wis), **70**, 3 (1986), 251-7.

The need for effective and constant practice in foreign language learning provided the stimulus for the creation of microcomputer-based exercises in written elementary French at Vanderbilt University. In view of the advantages of the use of the computer in language learning, for example individual and self-paced learning, immediate feedback, and accuracy, a computerised workbook has been developed which is closely related to the textbook used in the course. The workbook includes a wide range of exercises, each focusing on a single grammar point. Care has been taken to anticipate errors, including those unrelated to the point practiced. Students are

able to record comments or questions on the exercises.

Results of a questionnaire reveal that students are convinced that computer exercises help their progress, but there is no statistical evidence for this. A negative side-effect has been that students neglect oral/aural practice in the language laboratory, and need to have access to a written text in order to understand fully the tapes they use. It is concluded that while a computerised workbook is a useful component in an elementary French course, there is also a need for interactive practice involving the oral code.

87-354 Degert, Alain (CELE/UNAM, Mexico) **and Lavenne, Christian** (CLA, Besançon). Le loto langagier. [Language Bingo.] *Français dans le Monde* (Paris), **204** (1986), 62-7.

The game of Language Bingo which was tried out with a group of intermediate and advanced level Mexican learners of French, was devised to foster awareness of language strategies (which differ between cultures) and of levels of meaning underlying surface language. A series of brief dialogues was recorded on tape. The players were given sets of

cards bearing pictures and captions expressing what the speakers really felt and thought. The situation chosen was an attempted pick-up. The players were called upon to listen to the tape and to match picture and caption with the appropriate line of dialogue.

87-355 Farrington, Brian (U. of Aberdeen). LITTRE: an Expert system for checking translation at sentence level. *UEA Papers in Linguistics* (Norwich), **25/6** (1986), 57-74.

LITTRE is designed to simulate a tutorial in translation of English into French. The programme is capable of handling a level of proficiency appropriate in Scottish SYS, English A-level, and first-year undergraduate university courses. The programme accommodates a larger number of possible translations of any given well-formed

sentence, the variants of which have been verified by a French native-speaker. The learner is faced with choices which enable him to discover (a) new ways of putting a French sentence together, and (b) limits of acceptability. In response to errors, the programme can distinguish between word-level mistakes, faults of syntax and word order.

87-356 Séguin, Hubert (U. of Ottawa). La conjugaison française revisitée. [French conjugation revisited.] *Canadian Modern Language Review* (Toronto), **42**, 5 (1986), 968-83.

A new classification of French verbs is offered, claimed to be simpler and more logical than the traditional (Bescherelle) system. It excludes tenses not used in the spoken language, and also compound tenses, and ignores distinctions affecting only spelling. Its two main groups are verbs ending in a vowel sound (spelt *-er*) and in a consonant (spelt *-ir* or *-re*). Within these groups, the classifying prin-

ciples of root form, person/number markers, mood/tense markers, complexity of inflection, and sound change in root, are applied successively to yield a total of 15 types, each with seven principal parts. Only *dire*, *faire*, *aller*, *avoir* and *être* are not accommodated in any type and require individual treatment.

87-357 Vidrine, Donald R. (North Texas State U.). The 'fête française': a promotional venture. *Foreign Language Annals* (New York), **19**, 4 (1986), 305-10.

The *fête française* is a successful annual language contest for high-school pupils. The organisation of the event is described. Students compete in a wide range of activities, both academic and cultural. The former include poetry memorisation and reading, dramatic scenes and monologues, spelling bee,

extemporaneous speaking, composition, and written tests. Cultural events include music, dance, costume, art and crafts. Winners receive medals or ribbons, or trophies for group events. [Scheduling, judging, registration, organisation on the day of the contest.]

87-358 Zarate, Geneviève (BELC, Paris). Objectifs et savoir-faire pour interpréter une culture. [Objectives in the interpretation of a foreign culture and how to achieve them.] *Langues Modernes* (Paris), **80**, 4/5 (1986), 61-9.

All too often the study of culture in the foreign language classroom is reduced to the presentation of a few naive, easily understood and commonly accepted stereotypes of the foreigner and the foreign country. Learners can be brought to an appreciation of cultural relativity by confronting them with the stereotyped opinions held by foreigners concerning

their own country. They need to be made aware of possible areas of misunderstanding and to realise the underlying relationships between apparently unconnected features of the culture they are studying. Fieldwork undertaken in a French village by a group of German teachers of French is described.

German

87-359 Esa, Mohamed and Graffmann, Heinrich (U. of Heidelberg). Wenn das Rhema betont wird, . . . Was leisten Thema-Rhema-Gliederung und Intonation für die Textarbeit? [When the rheme is stressed, . . . What can the theme-rheme structure and intonation contribute to language work with texts?] *Zielsprache Deutsch* (Munich, FRG), **3** (1986), 2-15.

The major research on theme-rheme-structures is concisely surveyed [summary table]. The five types of thematic progression proposed by Danes are discussed and illustrated by analysing the introductory paragraph of one of Grimm's fairy-tales. Intonational phenomena in the broadest sense (including non-verbal features) are summarised [diagram]. The functions of intonation in the narrow sense are analysed (after Danes, 1960, and Klein, 1986). The intonation involved in the reading

aloud of fairy-tales and other types of texts is briefly referred to. The connections between theme-rheme structures and intonation are emphasised and their interrelation is illustrated. The fairy-tale text can be shown to have intonational foci within the rheme structure. A final section draws out some of the many implications for the teacher of German as a foreign language which arise when the two areas are considered in combination.

87-360 Kniesche, Thomas W. Sprechakte, Implikationen und Gesprächssituationen im Fremdsprachenunterricht. [Speech acts, implications and conversational situations in foreign language teaching.] *Zielsprache Deutsch* (Munich, FRG), **3** (1986), 16-22.

By using speech acts consciously and explicitly in teaching German as a foreign language, motivation and a willingness to speak can be encouraged. The realisation that language can be conceived as a game with different choices possible between language forms can likewise help to further language learning. Grice's conversational maxims and his notion of implicatures are summarised (after Levinson, 1983).

Against the background of Grice's theory, the connection between everyday experience and specific patterns of linguistic behaviour - 'pragmatic mapping' - is shown to have relevance for foreign language teaching. Suggestions are made, in the form of types of exercises, for bringing out these relationships in the classroom. A graded series of exercises is sketched out and illustrated by means of

'opening' speech acts such as 'asking', 'requesting' and 'accusing'. One can start with simple written exercises entailing the choice of a sentence which is implied by a cue sentence. Then, matching the relevant form of an apology to a specific situation might follow (also written). The next stage has students engaging in role-play dialogues: reacting to an invitation to do something, choosing the most suitable form of request in the situation. Exercises of

this kind give practice in recognising differing degrees of politeness. Yet a further level of complexity can be practised when learners are expected to select between possible contrary speech acts in a given situation; for example, whether to react to a request by either refusing to do what is requested, by offering to do something at a future time or by immediately acting on the request.

Russian

87–361 Eismann, Wolfgang. Zur russischen Prosodie. [On Russian prosody.] *Die Neueren Sprachen* (Frankfurt am Main, FRG), **85**, 5/6 (1986), 557–81.

Owing to the specific nature of the functions of both Russian prosody and teaching Russian, it is necessary to concentrate on the role prosody plays in cognitive activity. An overview is given of the linguistic, didactic and methodological problems posed by stress patterns in Russian, and a practical approach is suggested. Syllabification and signals for divisions between words are also discussed. The

author provides an outline of the phonological basis underlying the only concept of Russian sentence intonation used in teaching, methodological considerations and contrastive investigations. Other theoretical views of the subject suggest that this concept is not sufficiently differentiated as to allow an adequate understanding and treatment of logical accentuation.

87–362 Levchenko, T. I. (Kiev State U.) Учет аналогов и контрастов при обучений интернациональной общей по корням лексике студентов-иностранцев. [Analogy and contrast in the teaching of international vocabulary with common roots to foreign students.] *Русский язык за рубежом* (Moscow), **2** (1986), 62–6.

With the aim of increasing the vocabulary of foreign students of Russian within the first few weeks of study, a set of criteria was developed concerning vocabulary common to many Indo-European languages. Using international vocabulary, large lexical reserves can be revealed amongst students whose mother tongue is of the Indo-European group. The common vocabulary often refers to items introduced as a result of cultural contact. The active use of such elements of vocabulary enables the teacher to minimise the input of new lexical material and to develop vocabulary through peripheral items such as word formation through prefixes and suffixes. A list of items of international vocabulary was drawn up, divided into the following sections: frequency of common vocabulary in different subject sections; alphabetical list with translation into English,

French and Spanish; delimitation of types of coincidence (full analogy, partial analogy, contrast), with a separate list for each of the languages studied, covering the quantity and range of coincidences; list in Russian demonstrating the formation of internationalisms in the Russian language; list of the most frequent types of suffixal forms used in Russian; list of the most frequent root forms permitting word formation and development of vocabulary; thematic list.

Experiments were carried out which demonstrated that interference occurs between languages, for a variety of reasons. These experiments led to a description of the type of mistakes commonly met in the teaching of international vocabulary. A set of exercises was developed involving oral, aural and written work to enable the assimilation and differentiation of vocabulary.

87–363 Marsek, Judit. Обучение русскому языку в детском саду. [The teaching of Russian in kindergarten.] *Русский язык за рубежом* (Moscow), **2** (1986), 39–40.

In 1973 a group of Hungarian teachers under the leadership of Nandorne Bauer began to teach children of preschool age the basics of the Russian language. The main aim was to teach the basics of pronunciation and day-to-day conversational vo-

cabulary. It was discovered that the best age to start was about four when the mother tongue is more or less formed and the children can express themselves grammatically in short but correct sentences. At this age it was found that they have a good memory for

rhymes and songs and vocal flexibility allowing them to imitate the sounds of Russian. Lessons are held three times a week, each lesson lasting about 20 or 30 minutes, after their mid-day nap when the children assimilate the material better. The subject material is very important, usually coinciding with that which the children are studying in their mother tongue. After one year of study the children have an active vocabulary of about 150 words and at the end

of the second year about 300. From the very beginning the lessons are held in Russian. They do not learn grammar or separate items of vocabulary, but assimilate material on the basis of sentence models. Oral methods of teaching are used such as drilling and singing. Games are also used to motivate the children. Having studied Russian in the kindergarten, the children continue in the first class at school.

87-364 Ponat, M. (U. of Jena, DDR). Способы объяснения и тренировки использования беспоставочных глаголов движения. [Methods of explanation and practice in using prefixless verbs of motion in Russian.] *Русский язык за рубежом* (Moscow), **2** (1986), 87-8.

The theme of the verb of motion in Russian is one of the most traditional problems in the teaching of Russian as a foreign language. The author proposes his own scheme for the selection of the correct verb. This is in the form of an algorithm incorporating direction of movement and time of action and is

presented schematically. Three extended examples are drawn describing the application of the scheme. The diagram, in the form of a flow chart, is designed for the use of both teachers and students and has been shown to improve the students' correct choice of the required verb.

87-365 Ryakhovskaya, K. V. Развитие слухового внимания и речевого слуха при овучении школьников в игре. [The development of aural attentiveness and vocal awareness through games.] *Русский язык за рубежом* (Moscow), **4** (1986), 28-39.

Many children of school age studying Russian as a foreign language make mistakes in their written Russian as a result of incorrect pronunciation. This is because they cannot distinguish accurately enough between sounds. The majority of mistakes are caused by the low level of phonemic awareness. In such a way the formation of correctly vocalised speech and aural awareness are closely linked.

From the very first, young children should be encouraged to enjoy their lessons, and games can be used with this in mind. There are many games which can be used in connection with the development of oral/aural skills. These games enable young children to distinguish between varying levels of loudness, rhythm and tone, etc. In a game situation

they learn how to communicate emotions using different tones. In a dynamic physical game, the children learn how to express narrative interrogative and exhortive sentences. Music can also be used to develop aural sensitivity and the difference between rhythm and tone.

Examples of the various types of games are then given: games for the development of aural attentiveness, perception of speech at varying levels of volume, perception of varying rhythms of speech, differentiation of varying levels of tone, recognition of varying timbres, recognition of separate semantic structures, and practising separate sounds of the Russian language.

Spanish

87-366 Launay, Michel (U. of Paris III). A propos de la recherche en grammaire espagnole. [Concerning research into Spanish grammar.] *Multilingua* (Amsterdam), **5**, 4 (1986), 211-16.

The author sets out the main aspects of his research into Spanish grammar, criticises the tendency in general linguistics to attach such great importance to 'communication', and raises the question of the status of grammar in language teaching. Four topics are dealt with: (1) Explanatory grammar is forced to treat as symptoms of one and the same underlying

ing system not only the rules and exceptions of traditional grammar but also 'deviant' forms such as puns, 'errors', and pathological utterances. (2) The method is basically contrastive and is based on the systematic nature of the differences between languages. (3) *Langue* cannot be reduced to *langage*, and grammatical order, which is aesthetic rather



than functional, is not based on the requirements of communication. (4) The teaching of Spanish in France does not take enough account of this dimension of grammar nor of the need to give the pupil a metalanguage.