
Teaching particular languages

English

95-445 Abuhamdia, Zakaria A. Coordination in ESL writing: is its use culture-specific? *Multilingua* (Amsterdam), **14**, 1 (1995), 25–37.

It has repeatedly been claimed in the literature on ESL writing and rhetoric that excessive coordination as a means of structural linkage typifies Arab ESL writing. The interpretation generally given attributes this norm-deviant feature in writing to the learners' native language, viz. Arabic. While this feature appears to be dominant in Arabic, the negative transfer explanation does not take into consideration

facts about the overuse of coordination by other groups of learners of written English, including native speakers of English at a certain stage of acquiring the appropriate norms of discourse. This paper examines the role of other intervening variables and concludes that the use of coordination is more universal than the culture-specific position argues.

95-446 Balcom, Patricia and Kozar, Seana. An ESP speaking course for international graduate students. *TESL Canada Journal* (Montreal), **12**, 1 (1994), 58–68.

A critical issue in English for Academic Purposes (EAP), is whether a 'wide-angle' or more discipline-specific approach should be taken. If a course attempts to address students' needs in their area of study, even an EAP-trained teacher cannot be conversant with the concepts, issues, vocabulary, and discourse in a variety of scientific fields, especially with students at the graduate level. This article describes an academic speaking programme in which international graduate students are grouped

according to their academic discipline (e.g. hydrology, chemistry, pharmacy) and participate in activities that simulate situations where they need to use English in their academic programmes. In such a situation, the peer group members are the content experts, providing discipline-specific guidance and discussion, whereas the ESL teacher is the language expert, helping the students in the areas of organisation, grammar, pronunciation and presentation skills.

95-447 Bax, Stephen (Canterbury Christ Church Coll.). Language across the curriculum in an ESL context: how teachers deal with difficult texts. *Language, Culture and Curriculum* (Clevedon, Avon), **7**, 3 (1994), 231–50.

This article addresses the use of English to teach 'content' subjects across the curriculum, and the ways in which English language teachers operate in such circumstances. In particular, it examines how South African teachers, working in situations where English is a second language, approach the teaching of a 'content' lesson based on a Geography text.

Although their strategies are useful in some areas, the range and variety of their approaches could be extended, perhaps through training. This has implications for the many other contexts around the world where English is being used or introduced as a medium of instruction, and for English teachers and teacher trainers in those countries.

95-448 Ernst, Gisela (Washington State U.). 'Talking circle': conversation and negotiation in the ESL classroom. *TESOL Quarterly* (Washington, DC), **28**, 2 (1994), 293–322.

Language classrooms are often said to provide little opportunity for student-generated talk and meaningful use of language. However, this research shows that one classroom event, the talking circle, can provide a rich opportunity for students to extend their receptive and productive repertoires in the L2. Moreover, this type of instructional activity creates opportunities for learners to engage in meaningful communication, on the one hand, and to practice recently acquired social and linguistic knowledge,

on the other. Both are appropriate activities for the L2 classroom. Results of a microethnographic analysis of one talking circle in an elementary ESL classroom are examined in relation to specific academic, social, and communicative requirements that constrain or enhance language use and language learning. Discussion of these results illustrates the value of ethnographic research in increasing our understanding of talk and interaction in L2 classrooms.

95-449 Fotos, Sandra S. (Senshu U.). Integrating grammar instruction and communicative language use through grammar consciousness-raising tasks. *TESOL Quarterly* (Washington, DC), **28**, 2 (1994), 323-51.

Grammar consciousness-raising tasks combine the development of knowledge about problematic L2 grammatical features with the provision for meaning-focused use of the target language. However, for this task type to be pedagogically useful in ESL/EFL classrooms, it must be shown that task performance is as effective as a teacher-fronted grammar lesson in promoting gains in knowledge of the target structure and is comparable to performance of regular communicative tasks in terms of opportunities for communicative language

exchange. This article reports an investigation of three grammar consciousness-raising tasks dealing with word order. The results indicate that the tasks successfully promoted both proficiency gains and L2 negotiated interaction in the participants, with negotiation quantity being determined by the combination of task features present rather than by the nature of the task content. Thus, grammar consciousness-raising tasks can be recommended as one way to integrate formal instruction within a communicative framework.

95-450 Franklin, Elizabeth (U. of North Dakota) **and Thompson, Jackie** (Tate Topa Tribal Sch.). Describing students' collected works: understanding American Indian children. *TESOL Quarterly* (Washington, DC), **28**, 3 (1994), 489-506.

American Indian children are frequently given deficiency labels that deny their subjectivity as persons and strengths as language users and makers of meaning. Descriptive studies of the collected written and visual works of American Indian children are one way to counteract their objectification in schools. This article describes the collected written and visual works of one Dakota child, Monica, and three themes – relationships, cultural commitment,

and romance – visible in her works. Through a descriptive study of her works, Monica's teachers were able to understand her particular meaning-making efforts, the way in which various genres (e.g. personal narratives, realistic and romance fictional narratives, cards and letters, written and visual responses to books) supported her exploration and expression of meaning, and the struggles and tensions inherent in her creative process.

95-451 Gilroy, Marie (U. of Edinburgh). An investigation into teachers' attitudes to using literature in the language classroom. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **6** (1995), 1-17.

This paper reports on teachers' attitudes to the use of literature in the EFL classroom. The study was designed to explore teachers' thoughts and feelings about using this resource given its increasing prominence in published materials, in particular to find out what background knowledge, skills and qualities are required to exploit the resource effectively and whether any specialist training in the teaching of literature is needed. To explore this, an interview schedule was drawn up and interviews

conducted with 20 teachers on various courses at IALS. It was found that although many of the teachers did not feel the need for a specialist course in literature for EFL, most of them would welcome more background knowledge to increase their confidence in handling literary text. The paper examines the reasons for this and concludes with some suggestions for teacher development in this area.

95-452 Harklau, Linda (U. of Rochester). ESL versus mainstream classes: contrasting L2 learning environments. *TESOL Quarterly* (Washington, DC), **28**, 2 (1994), 241-72.

Language minority students are often placed in mainstream, English-medium classrooms long before they develop the degree of language proficiency necessary to compete on an equal footing with native speakers of the school language. With the ever-increasing presence of such students in American schools, ESL and content-area educators are working to better integrate their respective

curricula and instructional roles. In order to accomplish this integration, significant instructional differences in these two contexts must be identified, and systematic comparisons must detail how L2 learners fare in each of these instructional environments. What do students lose and gain in their transition from ESL to the mainstream? This question was addressed in a three-and-a-half-year

ethnography of the L2 learning experiences of newcomer students attending a high school in northern California. The study, which followed four Chinese ethnic immigrant students as they made the transition from ESL to mainstream classes, contrasted patterns of spoken and written language use in classrooms, identified significant differences in the content and goals of the ESL versus mainstream curricula, and documented language instruction and feedback in both contexts. Both contexts were also

evaluated in terms of the socialising features of schooling, such as counselling and peer networks. As in many other American public schools, the isolated and marginalised position of the ESL programme in an institution that otherwise made no adjustment for non-native speakers produced a makeshift system in which there was no appropriate instructional environment for learners of the school language.

95-453 Hinkel, Eli (Xavier U.). Native and non-native speakers' pragmatic interpretations of English texts. *TESOL Quarterly* (Washington, DC), **28**, 2 (1994), 353-76.

Cultural differences in writing conventions complicate the process of learning to write in an L2. This study highlights some of the differences between writing conventions accepted in discourse traditions influenced by Confucian and Taoist precepts and those accepted in the American academic environment. The study compares native-speaker (NS) and non-native-speaker (NNS) evaluations of four short essays, two written by NSs

and two by advanced ESL learners. In terms commonly used in the teaching of L2 academic writing (e.g. 'a text's purpose' and 'audience', 'specificity', 'clarity' and 'adequate support'), there was little similarity between NS and NNS judgment. The effects of this disparity on L2 learners' pragmatic interpretations and practical applications of L2 writing conventions are examined and pedagogical implications are discussed.

95-454 Klein, Eberhard. Living up to the challenge of 'phrasal verbs': eine didaktische und unterrichtsmethodologische Analyse von Verb+Partikel-Kombinationen im Englischen. [Experiencing literature: text analysis and generative processes in the teaching of English – a model.] *Die Neueren Sprachen* (Frankfurt am Main, Germany), **94**, 2 (1995), 114-32.

Verb+Particle Combinations (VPCs) are the focus of a discussion about a class of verbs in English which proves to be an extremely complex and problematic subject, from both a theoretical and a descriptive standpoint, because it belongs to several linguistic levels. This creates considerable problems for its treatment in terms of didactics and methodology. First, a few basic remarks are made about VPCs as a didactic problem, followed by a description of the syntax, semantics, lexis and idiomatics of this verb

class. The author goes on to present a few learning-psychology studies on vocabulary acquisition and their applicability to VPCs in particular. The subsequent section focuses on the treatment of VPCs in English teaching, in textbooks and exercises. Finally, a few didactic and methodological approaches based on the previous discussion are outlined for the treatment of phrasal verbs in the classroom.

95-455 Lightbown, Patsy M. (Concordia U.) and **Spada, Nina** (McGill U.). An innovative program for primary ESL students in Quebec. *TESOL Quarterly* (Washington, DC), **28**, 3 (1994), 563-79.

An innovative intensive ESL programme in Quebec is the focus of this article. As a background to the presentation of research carried out within this programme, the context and conditions of ESL teaching in Quebec's French-language schools are briefly described. In these schools, where all subject matter instruction is normally provided in French, the programme gives some students in Grade 5 or Grade 6 access to intensive instruction in ESL. For five months of one school year, the students spend

virtually the full school days engaged in English language activities. They do not receive subject matter instruction through English but participate in communicative activities and projects whose goal is to develop their ability to understand and speak English. This article reports on the findings of some research in these intensive ESL classes: descriptive studies of patterns of classroom interaction and instruction, the development of fluency and accuracy in learner language, and the long-term

effects of the programme. In addition, experimental studies have explored the effects of introducing some greater focus on form within or in addition to

the communicative activities typical of most of the classes.

95–456 Lucas, Tamara and Katz, Anne (ARC Associates, Inc.). Reframing the debate: the roles of native languages in English-only programs for language minority students. *TESOL Quarterly* (Washington, DC), **28**, 3 (1994), 537–61.

The use of languages other than English in schooling is a subject of great controversy in the U.S., pitting those who hold assimilationist views (favouring English-only) against those who hold cultural pluralist view (favouring inclusion of the native language). A study of nine exemplary K-12 programmes for language minority students in which English was the primary language of instruction showed that the incorporation of students' native languages in instruction need not be an all-or-nothing phenomenon. The use of the native language appears so compelling that it emerges even when policies and assumptions mitigate against it. Teachers who are monolingual

English speakers or who do not speak the languages of all their students can incorporate students' native languages into instruction in many ways to serve a variety of educationally desirable functions. This article explores the complexities of the uses of students' native languages in schooling, describes and illustrates various ways these languages were used in the English-based but multilingual programmes, and argues that programmes for language minority students should be reconceptualised to move beyond the emotional and politically heated debate that opposes English-only instruction to native language instruction.

95–457 Ohly, Werner. Schüler erleben Literature. Textanalyse und generative Verfahren im Englischunterricht: ein Modell. [A didactic and teaching methodology analysis of verb/particle combinations in English. *Die Neueren Sprachen* (Frankfurt am Main, Germany), **94**, 2 (1995), 132–53.

This article on the teaching of literature in the higher grades of secondary school was prompted by growing complaints from educators and parents that many of today's learners are listless readers. The article provides a model of how to deal with short literary texts or extracts, interlacing traditional text analysis with so-called generative procedures well known from British and/or German literature on this subject.

The core of this model is creative reading: learners

will learn how to handle form and meaning more sensitively. They are motivated to do so by participating in the process of literary creation and by using procedures that are congruent with the original texts and conducive to an active approach by the students.

The goal of the model is to help learners develop a better understanding of texts, a genuine appreciation of literature and an intrinsic motivation to read.

95–458 Peyton, Joy Kreeft (Center for Applied Linguistics) and others. Implementing writing workshop with ESOL students: visions and realities. *TESOL Quarterly* (Washington, DC), **28**, 3 (1994), 469–87.

Teachers implementing writing workshops with ESOL students often find that the realities of their teaching situation do not match their original vision of what writing workshops could or should be. Constraints of the school context and students' English language and literacy proficiency and cultural backgrounds present challenges that they need to address in innovative ways. In this article the authors describe the visions, challenges, strategies, and successes of ESOL teachers involved in The Books Project, in which they learn about the writing workshop in a semester- or year-long course and are supported as they implement it. They have found that they are particularly constrained by limited

time, space, and resources, as well as conflicts between the approach they are attempting and other school- or districtwide demands. In the classroom they struggle with the dynamics of student writing fluency, conferencing and sharing, revising, and preoccupations with correctness. Their experiences have implications for other ESOL teachers and for teacher development. Teachers need much more than models of innovations, which they are to adapt and replicate. In addition, they need time, support, and resources to understand underlying theories and processes and to develop their own teaching practice, informed by the models.

95-459 Reid, Joy (U. of Wyoming). Responding to ESL students' texts: the myths of appropriation. *TESOL Quarterly* (Washington, DC), **28**, 2 (1994), 273-9.

Responding to students' texts is central to successful composition teaching and learning, yet many ESL writing teachers are fearful that their responses to students' academic prose may appropriate student texts and thereby disempower their students. This paper reviews the historical bases for the appropriation issue in native English speaker (NES) and ESL writing classrooms, then focuses on the reasons for the development of myths of appropriation: the exclusion of the social context in writing, both in the classroom and in academic discourse communities, as well as a tendency not to

differentiate intervention from appropriation. As a direct result of these myths, many teachers have stepped outside the communication processes of their students. Instead of entering the conversation of composing and drafting, instead of helping students negotiate between their interests and purposes and the experiences and intentions of their academic readers, many teachers have retreated into a hands-off approach to student writing. This article concludes with suggestions that encourage teachers to use their roles as writing experts and cultural informants to empower students in their writing.

French

95-460 Dansereau, Diane (U. of Colorado). Phonetics in the beginning and intermediate oral proficiency-oriented French classroom. *French Review* (Baltimore, Md), **68**, 4 (1995), 638-51.

The two aims of teaching French phonetics at lower levels are comprehensibility and the avoidance of 'American' pronunciation. Sounds and sound spelling correspondences should be taught, but not the phonetic alphabet.

A list features to be taught at beginner/intermediate level is given, and a much shorter list of those to be kept for later. The first list includes almost all vowels, with special focus on [ø], [y] and nasals, the principles of vowel tenseness and non-diphthongisation, all consonants, non-aspiration of initial stops, consonant tenseness, names of letters,

silent h and final consonants, stress, intonation and open syllabification. [Sequencing suggestions.] The second includes explanations of diacritics and mute e, the three semi-vowels and exceptions to spelling rules.

Suggested activities include repetition, drills, oral presentations, listening work and grammar exercises which 'evolve into phonetics'. Testing methods include private conferences with the teacher, oral presentations and written tests of auditory discrimination.

95-461 Meyer, E. Nicole (U. of Wisconsin, Green Bay). Active-learning approaches to the business French course: the business French research paper. *Foreign Language Annals* (New York), **28**, 1 (1995), 135-46.

Active-learning and proficiency-oriented activities using meaningful contexts encourage students to participate, to apply classroom knowledge to practical problems, and to acquire the integrated skills that are essential to the student's personal and

professional future. Inclusion of a business research paper written in stages and eventually shared with the whole class provides such active-learning opportunities.

German

95-462 Dysart, David L (Stetson U.). A cultural approach to teaching Business German. *Foreign Language Annals* (New York), **28**, 1 (1995), 147-55.

The concept of culture in the Business German course is not a new one. This article, however, outlines a successful course that structures business components around an overriding historical, cultural, and social content as opposed to attempting to integrate discrete cultural components into a

traditional Business German course. This course has been proved to appeal to and benefit business students, who face increased demands for a broader liberal arts background, as well as liberal arts students attempting to make their degree more marketable.

95-463 Menzel, Barbara and Tamaoka, Katsuo. Der? Die?? Das???

Genuszuweisung bei Anfängern: Zufall, Pauken oder Strategie? [Beginners' choice of gender for German nouns: chance, rote learning or strategy?] *Deutsch als Fremdsprache* (Leipzig, Germany), **32**, 1 (1995), 12–22.

The highest- and lowest-scoring 25 in a group of 103 Japanese first-semester students of German were given a two-part test on the gender of previously taught German nouns. In one part the actual nouns were supplied, in the other only pictures. The test was administered twice, once as an official assessment announced in advance, again four weeks later with no interim teaching and no prior notice.

Main results were as follows: test score correlated highly with general level of German; both groups performed much worse in the re-test; correct gender was much more likely if the word was given or

remembered; but students who had forgotten a word still had a much better than random chance of 'remembering' its gender.

The main teaching suggestion is that new words should be taught with their gender, as a unit. Listing of words by gender is not recommended. Rules for gender are of limited scope but some value. They can be divided into semantic – masculine usually for days, months, seasons, alcoholic drinks, neuter for languages, countries, towns – and formal [lists of suffixes by gender].

Japanese

95-464 Saito, Yoshiko (U. of Texas at Austin). Assessing perceived needs for Japanese language training in U. S. Business Education: perspectives from students, Business faculty, and business professionals. *Foreign Language Annals* (New York), **28**, 1 (1995), 103–15.

In the interest of developing new approaches to Japanese language instruction that can meet the demands of these career-minded students, this study compares the responses of both business faculty and students of Japanese language to a survey that asked them to assess the career value of Japanese language ability. In order to determine whether the attitudes of business faculty and students are consonant with professional situations outside the academy, this study also surveys executives and directors of international divisions within a number of U.S. corporations about their preceptions of the practical advantages of a background in Japanese language in the contemporary business world.

The results of this study show that business faculty, foreign language faculty, and business students have differing ideas about the role of

language learning – in this study, the learning of Japanese – in preparing for careers that involve international activity. Students and business professionals outside the university, however, concur in their attitudes about the importance of foreign language proficiency. These findings suggest that business school curricula need to accommodate foreign language study to a greater degree and that the content of foreign language courses must reflect the practical needs of business students. It is critical that Japanese and other foreign language programmes and business programmes cooperate more fully so that students who are motivated to learn can apply their acquired language ability and cultural knowledge to successful career development.

Russian

95-465 Niemann, Evelyn. Vom Wetterbericht zum Naturgedicht (1). [From weather report to nature poem (1).] *Fremdsprachenunterricht* (Berlin, Germany), **2** (1995), 111–15.

Ideas are offered for the teaching of Russian using first weather reports then literary texts containing weather and nature vocabulary. A range of activities are exemplified: recognising symbols, recognising international vocabulary, looking at text structure,

teaching vocabulary, using monolingual dictionaries, interpreting labelled diagrams of natural objects (e.g. parts of trees), creating 'maps' of lexical fields, collocations and associations. [Examples, in Russian, of weather reports and literary quotations.]

95-466 Prestel, David K. (Michigan State U.). Situational role-play as a basis for a Business Russian programme. *Journal of Language for International Business* (Glendale, Az), **6**, 2 (1995), 26-37.

In response to the enormous changes taking place in the former Soviet Union, a growing number of Russian programmes in American universities are developing Business Russian courses. In order to be certain that students are adequately prepared for advanced courses in business language, it is essential that the general language curriculum should emphasise communicative proficiency, cultural knowledge and an understanding of how language works. This article suggests simulation exercises and situational role-plays as a foundation for integrating business-related materials into general language courses at both the elementary and advanced levels in a manner which will significantly improve the cultural and communicative competence of all

students.

The exclusively literature-based foreign language curriculum no longer meets the needs of the majority of students. Since many students are combining business and language studies, it is important that they should be encouraged and nurtured by the integration of business-related materials into general language courses, but in a manner which will address the needs of all students. In this context situational role-plays offer flexibility with regard to subject matter, utilisation and evaluation and can be used at any proficiency level. The article provides guidelines for the development of role-plays, presents sample situations and proposes evaluation techniques.

Spanish

95-467 Frantzen, Diana (Indiana U.). Preterite/imperfect half-truths: problems with Spanish textbook rules for usage. *Hispania* (Worcester, Ma), **78**, 1 (1995), 145-58.

Preterite/imperfect usage has the reputation of being one of the hardest grammatical features of Spanish to learn. While this is partly due to the fact that English does not indicate aspectual differences in the same way Spanish does, some of the blame lies with misleading textbook explanations which often are

only half-truths, at best. A discussion of problematic P/I textbook explanations shows why the presentation of a more reliable, simpler set of principles serve as a preferable alternative to the problematic rules of thumb.

95-468 Hellebrandt, Josef (Santa Clara U.). Business Spanish and culture: the need for project-based teaching. *Journal of Language for International Business* (Glendale, Az), **6**, 2 (1995), 16-25.

Like companies expanding beyond regional and national boundaries, Business Spanish courses must transcend the traditional limits of the classroom and actively explore the cultural richness of their communities. Such courses must instill in students the necessary skills that enable them to contextualise business, linguistic and cultural knowledge within a

global framework. This article describes an active approach to teaching culture through experiential learning projects. It promotes the students' linguistic and business skills and allows them to 'experience' cultural phenomena and build cross-cultural understanding using a variety of realistic scenarios.

95-469 Pease-Alvarez, Lucinda (U. of California, Santa Cruz) and **Winsler, Adam** (U. of Alabama). Cuando el maestro no habla Español: children's bilingual language practices in the classroom. *TESOL Quarterly* (Washington, DC), **28**, 3 (1994), 507-35.

This article reports on a study of the language use practices and beliefs of bilingual students enrolled in a fourth-grade class taught by a teacher who is only minimally proficient in their native language, Spanish. Combining an ethnographic and a quantitative perspective, the study is based on two major data sources: extensive field observations of

the classroom and interviews with the students and teacher. In addition to drawing upon interview data that describe the language choices and attitudes of the students as a whole, this article focuses on the language use of three case-study children who were observed longitudinally in the classroom at regular intervals over 14 months. The results depict a

classroom where students and teacher are committed to the maintenance and further development of Spanish. Spanish-speaking students, particularly girls, used considerable amounts of Spanish in the classroom despite their teacher's reliance on English. Children in the classroom consistently held very positive attitudes toward Spanish and bilingualism regardless of their language practices at home or school. However, the data reveal that a substantial shift toward English over the school year characterised the

sociolinguistic environment of this classroom. Most children in the class reported using greater amounts of English as they progressed through the grades, and the case-study children's use of English in the classroom increased considerably over the course of the school year. In addition to addressing the different factors at work in the way students use and develop their native languages in school settings, the authors describe ways English-medium teachers can foster the maintenance and development of their students' native languages.