

Teaching particular languages

ENGLISH

83-336 **Baxter, James.** How should I speak English? American-ly, Japanese-ly or internationally? *JALT Journal* (Takamatsu-shi, Japan), **2** (1980), 31–61.

The EFL concept, with its corollary that an L1 pedagogical model is the only appropriate one, is a serious obstacle to the teacher's development of an appropriate identity. Japan is not an EFL country and the most productive pedagogical model is not an L1 model. An analysis is proposed in which English is removed from a misleading substantive realm and placed firmly in the domain of human behaviour: an American speaks American-ly; a Japanese, Japanese-ly. In lieu of EFL and ESL, the term EIIL – especially if understood as ‘speaking English internationally and intranationally’ – allows a more accurate description of the ways in which individuals, the world over, are using English today. As a Japanese speaker, the Japanese teacher will speak Japanese-ly. Through an informed perception of the role of English in the world, the Japanese teacher will also speak internationally. This is possible only through an arduous effort of adaptation, an effort in which all speakers of English, including L1 speakers, co-operate to create an atmosphere of mutual acceptance.

83-337 **Bybee, Joan L. (State U. of New York) and Slobin, Dan L. (U. of California).** Rules and schemes in the development and use of the English past tense. *Language* (Baltimore, Md), **58**, 2 (1982), 265–89.

Consistent error patterns in English past-tense forms are reported for three age groups: preschoolers, 8- to 10-year-olds, and adults. It is argued that, although irregular forms are rote-learned, speakers make generalisations about such forms. Such a generalisation is defined as a SCHEMA which describes general phonological properties of a morphological class, and is used in organising and accessing the lexicon. Schemas for the English past tense develop and change with age, yielding implications for both acquisitional and diachronic theory.

83-338 **Weiher, Eckart (U. of Bonn).** Zur Situation englischer Phonetikkurse: Lehrmaterialien und Übungsformen. [On the situation of English phonetics courses: teaching and practice materials.] *Studium Linguistik* (Kronberg T/s, FRG), **10**, (1981), 54–65.

A recent survey has shown that a large majority of German institutions of higher education teach English phonetics, in the form of R.P., and employ mainly Gimson (1970) as the textbook, together with dictionaries which use Gimson's transcription. Other traditional phonetic textbooks include Arnold and Hansen (1974), Scherer and Wollmann (1977) and Digeser (1978). All these works suffer from too little illustration, from false claims about the articulatory accuracy of Jones's vowel classification, from being phonologically rather than phonetically oriented, and from an inadequate treatment of intonation. Gimson and Arnold/Hansen are also rather old; Scherer/

Wollmann add more acoustics and generative phonology -- both of dubious value. Digeser is more practical and pedagogical, though has too many factual inaccuracies. There is thus really no satisfactory up-to-date pedagogical textbook on English phonetics available.

Another group of works (Wells & Colson, 1971; O'Connor, 1973; Ladefoged, 1975) is concerned with general phonetics. Ladefoged is well organised, though not without weaknesses; Wells/Colson is simple and pedagogically good, despite having too few illustrations, a less current transcription, and inadequate treatment of some areas. O'Connor is too concerned with general phonetics to be usable. Brown (1977) offers a remarkable new approach, especially in intonation, and is highly recommended.

FRENCH

83-339 Leeman, Danielle (U. of Paris X). *La difficulté d'élaborer une leçon de grammaire quand on a été initié à la linguistique.* [The difficulty of composing a grammar lesson when one has been initiated into linguistics.] *Langue Française* (Paris), 55 (1982), 45-65.

While the linguistically trained grammarian seeks rules that are rigorous, comprehensive and exhaustive, standard grammar textbooks used in schools never meet these standards and the linguistically trained teacher, faced with the teaching of grammar, must conform to rules of pedagogy rather than linguistics and be aware of some principle of their interplay without devaluing either discipline. The author examines five different statements of the rules for formation, derivation and recognition of French adverbs in *-ment* taken from five different authorities used in schools. They are shown to be internally incomplete or contradictory and based on quite different criteria, with none of which the rigorous linguist could agree. In the face of this, teachers can only synthesise from the texts available and rely on the students' knowledge of underlying meaning to offset the misleading effects of structural statements.

83-340 Pons-Ridler, Suzanne (U. of New Brunswick). *Quelle langue enseigner?* [What language to teach?] *Canadian Modern Language Review* (Toronto), 38, 4 (1982), 620-4.

In deciding which variety of French is to be taught, account should be taken of whether the country is (a) francophone, like Senegal, with local languages that have not achieved international status, or (b) non-francophone, with a local language of international status. While for (a) it is clearly necessary to teach to one prestigious standard, e.g. Parisian, for the others it is more realistic to consider the needs of two types of student, viz. the specialist who has an interest in French language and civilisation, and the non-specialist who wants the language as an adjunct to some other avocation. For the former, French is a language of culture; for the latter, of communication; and it does no good to the spread of French if the two are confused and taught through literary texts with a perfectionist attitude to performance in spoken and written modes. Hence students in Canada should be offered a choice between the two options and standards of success appropriate to each recognised.

GERMAN

83-341 Paass, Dietmar. Lernspiele im Unterricht Deutsch als Fremdsprache. [Language games in German as a foreign language.] *Zielsprache Deutsch* (Munich, FRG), 3 (1982), 2-7.

Language games, now firmly established in foreign-language teaching, are examined here as a possible component of German courses for foreign workers in Germany. Games promote language activity, motivation, and social interaction. Selection criteria for language games are set out; games should always have a specific aim. A series of questions helps with selection and aim-orientation of games. Ways of proposing, running and organising games are discussed as well as the values of different types of games.

Available source material for language games is given, together with a reminder that games are only one way of giving free language practice and should not be over used [bibliography].

83-342 Wolff, Jürgen. Von der wirklichkeitsnahen Organisation des Unterrichts zur lernfördernden Organisation der realen Kommunikation – TANDEM-Kurse. [From making lessons 'realistic' to organising real communication so as to provide learning – the TANDEM courses.] *Zielsprache Deutsch* (Munich, FRG), 3 (1982), 21-8.

It is particularly important for foreign workers in Germany to acquire communicative competence inside the classroom so that they can use German in the outside world; a language-teaching model is being sought which gives priority to communication without losing sight of the demands of the language system itself. Some disadvantages of current communicative methods are put forward and the Tandem system suggested as an alternative. Its underlying principle is teaching and learning on a mutual exchange basis; it involves pairing students with similar interests, each student wanting to learn the language of his partner and being willing to teach his own. Students are given guidelines and aids for their exchange teaching and learning. Thus, learning is very much student-centred, the teacher acting as guide and consultant. The Madrid TANDEM project of 1979 serves here as an example of the running of such a course.

Practical and psychological observations are reported and indications given of important points to be observed. As well as a description of projects and materials in preparation for a Spanish/German course, conditions are set out for typing out Tandem in other contexts, particularly with foreign workers in Germany. Details of how to obtain published aids are supplied together with the Madrid TANDEM address.

PORTEGUESE

83-343 Casteleiro, J. M. (U. of Lisbon). Résultats et conclusions du projet du Portugais Fondamental. [Results of the research project on *Portuguais Fondamental*.] *Revue de Phonétique Appliquée* (Mons), **61/2/3** (1982), 7-24.

A first presentation of *Portuguais Fondamental* at the University of Toulouse. Although initial word frequency counts date back to 1970, the basic grammar and vocabulary of PF have only recently been completed and now await publication. In the meantime, approaches to language teaching have changed. Nevertheless, PF can be of use even where priority is given to communication. It consists of a basic vocabulary of 2,217 words (as compared to 1,475, 1,269 and 1,545 words for French, German and Spanish respectively) due to the lower frequency threshold adopted and to the higher number of words added derived from centres of interest. The corpus used favoured the language of young urbanised speakers of Portuguese. The frequency counts provided valuable insights into how the language is actually spoken, both as regards vocabulary and syntax.

SPANISH

83-344 Wolfe, David E. (Temple U.) and **Jones, Gwendolyn** (Bishop McDevitt High Sch., Wyncote, Pa). Integrating Total Physical Response strategy in a level I Spanish class. *Foreign Language Annals* (New York), **14**, 4 (1982), 273-80.

This study reports on an experiment conducted in a secondary school level I Spanish class for a period of 13 weeks. The experimental group was taught by the TPR (Total Physical Response) strategy for 20 minutes a day while the control group was taught in the usual manner. Results showed significant statistical and educational differences on the unit tests provided by the publisher. Experimental subjects also expressed greater satisfaction with their Spanish course and their Spanish teacher. The authors conclude that it is feasible to teach a beginning class using a combination of implicit (TPR) and explicit (audiolingual/cognitive-code) methodologies. Suggestions for future research using a combination of implicit and explicit strategies are also made.