English

92–421 Ahmed, Aftab (Sheffield United Multicultural Education Service). Bringing ESL into the mainstream. *Adults Learning* (Leicester), **3,** 8 (1992), 209–10.

By integrating ESL with vocational training and thus increasing the demand for English, the Black Literacy Campaign has revitalised ESL and brought it from its marginal position into the mainstream of education, and has also increased staff motivation. Harnessing the potential of young black adults by training them as literacy assistants and equipping them to become teachers and community workers has narrowed the generation gap which had arisen in the black communities.

There is now much closer collaboration between tutors and community, and colleges have become more sensitive and accountable to the community. The city-wide team approach is better coordinated and provides more relevant teaching.

92–422 Black, Jean. Performance in English skills courses and overall academic achievement. *TESL Canada Journal* (Montreal), **9,** 1 (1991), 42–56.

The implementation of ESL courses at universities and colleges has been based on the assumption that a threshold level of English proficiency is necessary for students to succeed at their academic work. The correlation, however, between English language proficiency and academic success has not been clearly established. This paper describes a study undertaken at Brock University which correlates performance of students in ESL courses in spoken and written English with achievement in their other academic courses. The grades received in the ESL courses were correlated with the overall academic average and the major average for the whole group and for each of three degree groups – students completing BA, BSc, and BBE degrees. Analysis of the data revealed a modest positive correlation between performance in written English and the overall and major averages in al groups except the BBE, in which there was no significant correlation. The grades for the spoken English course failed to correlate significantly with either the overall average or the major average in any of the groups. Pedagogical implications of these surprisingly low correlations are discussed, and suggestions are offered for making skills learned in ESL courses more relevant to the academic needs of students.

92–423 Box, A. R. and Peponi, E. (U. of Kent at Canterbury). The communicative approach to language teaching and Greek private language schools. *UEA Papers in Linguistics* (Norwich), **33** (1992), 1–26.

This article examines the appropriateness of using the communicative approach in all foreign language teaching contexts. The approach is used in teaching English in Greek private schools where the language is taught extensively. A survey revealed that there are serious shortcomings: teacher training is non-existent or limited; there are few native speakers of English; classes are large; heavy reliance is placed on textbook material with little use of audio-visual materials; and classroom activity is teacher-centred with little spontaneous speech. Teaching is dominated by traditional and formal methods. In addition, grammatical accuracy is considered to be more important than getting meaning across or fluency. It is concluded that in certain situations, the communicative approach should be adapted to local learner and teacher needs.

92–424 Nelson, Cecil L. (Indiana State U.). New Englishes, new discourses: new speech acts. *World Englishes* (Oxford), **10,** 3 (1991), 317–23.

The spread of English worldwide has given rise to a variety of rhetorical forms in different English-speaking cultures. While often recognisable to speakers from other traditions, these must be understood in the wider cultural context within which they are conventionalised; it is not possible to interpret a text or body of 'new English' literature with reference to only one norm or tradition. An examination of speech acts in Indian English fiction reveals how authors establish a sense of 'otherness', while enabling the reader to arrive at correct interpretations. Socially marked usage in the form of language choice, terms of address, and the use of untranslated words from the writer's other language

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are strategies by which speech acts are contextualised. In addition, some authors use descriptions of body language to support the interpretation of particular speech acts [examples with discussion]. Thus, although we may not always be able to grasp the full significance of a particular speech act, authors may enable us to recognise, by such means, the intent to communicate; the forms taken by that intent often do as much to bind us, socially and culturally, as comprehension of the message itself.

92–425 Nihalani, Paroo Co-articulation and social acceptability: pragmatic implications for world Englishes. *World Englishes* (Oxford), **10**, 3 (1991), 287–93.

It has been asserted in the literature that allophonic variations are not only important for maintaining phonemic distinctions, but are also important for the purposes of social acceptability. This paper argues that the question of social acceptability and the concern for native-like standards has been primarily viewed from the perspective of monolingual societies, and that social acceptability is not a linguistic issue; it has, rather, become an issue of social identity. Such an understanding has wider implications for world Englishes and the planning of ESL curricula in the Outer Circle.

92–426 Shakir, Abdullah (Yarmouk U., Jordan). Coherence in EFL student-written texts: two perspectives. *Foreign Language Annals* (New York), **24**, 5 (1991), 399–411.

What EFL school teachers view as most harmful to coherence in their student-written texts is an area which has received very little attention from EFL researchers in the Arab world. This article aims to explore this area and to identify the aspects of focus of a group of EFL teachers in Jordan in evaluating a student-written text for coherence.

Two EFL texts of general expository nature, drawn from a corpus of 45 texts written by first-year students in the English Department at Yarmouk University, were given to 24 EFL secondary school teachers. The teachers were asked to evaluate each text for coherence (on a scale of 1–25), and to record on a separate sheet the weaknesses which, in their view, impeded coherence in each text. The teachers' comments were then collected, categorised, and analysed.

At a later stage, the two texts were analysed for coherence and cohesion by the researcher. The analysis was based on the most recent developments in text linguistics. The rationale for the analysis was to investigate what rendered each text coherent or incoherent, and to find out to what extent the features the analysis revealed were taken into account by the teachers when they evaluated the texts.

The analysis of the teachers' comments showed that the majority of the comments were concerned with weaknesses related to sentence structure, although, as the analysis of the texts showed, such weaknesses were not the major factors behind breakdown of coherence in the two texts. The analysis revealed that the texts suffered, in addition to poor grammar, three major flaws: (1) aurality of the mode of presentation; (2) inability to stay with initial ideas and general statements, and lack of depth and substantiation; (3) deviation from the intended rhetorical function of the writing task.

The article concludes with discussion of the implications of the findings of the study and provides some suggestions regarding the teaching of writing at text level in an EFL context.

92–427 Tawake, Sandra Kiser (E. Carolina U.). Multi-ethnic literature in the classroom: whose standards? *World Englishes* (Oxford), **10**, 3 (1991), 335–40.

In classrooms where teachers and students speak different varieties or dialects of English, an important source of misunderstanding and miscommunication derives from differences in speakers' discourse patterns and styles of conversational interaction. Prospective teachers need to become more aware of cultural and/or sociolinguistic differences underlying the communicative behaviour of their students and adjust their own behaviour accordingly. For example, adult questions addressed to part-Hawaiian children usually indicate suspicion or disapproval, and the children's response is usually minimal. Politeness strategies based on perceived dimensions of distance and power can also give rise to serious miscommunication between speakers of different varieties of English. Literatures written in English by native speakers of other languages can provide windows into cultures and codes of behaviour at variance with those of mainstream Western society, and these can help prospective English teachers to become aware of potential problems. A group of student teachers discussed differences in eye contact

during polite conversations depicted in three such novels, and some of them stated that they were accustomed to making eye contact during conversation, and that in the classroom they may have interpreted direct looks as signalling interest and undivided attention. However, after discussing the perceptions of eye contact by characters in an African-American novel and a Samoan novel, the trainees realised that they could not assume students from such backgrounds were expressing boredom, evasion or guilt in the classroom when they failed to meet the teacher's eyes. Perhaps by modifying the structure of classroom discourse, teachers might facilitate the academic involvement of students who do not respond readily to direct questions. The study of 'new literatures in new contexts' can help in-service and student teachers to modify the structure of classroom discourse appropriately.

92–428 Yano, Yasukata. Towards communication-oriented English teaching in Japan: the introduction of native assistant English teachers. *Vox (Canberra)* **5** (1991), 51–4.

Teaching English in Japan is typically teaching English as a foreign language (TEFL) in that English is not taught to be used in daily life as a means of communication. What is unique about it in Japan is that it has been distorted by the so-called 'examination hell' which all students must go through to enter high schools and colleges and universities. As a result, the main purpose and function of TEFL at school has come to be a means to teach 'English for examination' so that students can pass a series of entrance examinations to high schools, colleges and universities.

English entrance examinations are mostly grammar-oriented written tests due to the insufficient facilities and manpower on the side of those who give the examinations and the need to select the top 3–20% of hundreds of thousands of applicants in a short period of less than a week. As a result, English teachers at junior and senior high schools have to cram students with detailed grammar rules and a disproportionately large vocabulary which is unfit for daily use. Hence, entrance examinations have come to be regarded as the source of all evils that have distorted English teaching in Japan. The time seem to have come, however, for English teaching in Japan to move towards a more communication-oriented teaching, since that is what Japanese society has begun to require.

French

92–429 Campbell, John (U. of Glasgow). The translation of contemporary France. *UEA Papers in Linguistics* (Norwich), **32** (1991), 65–76.

This article puts forward the case for including in university language courses the translation of texts dealing with aspects of contemporary France. In order to refute charges that journalistic passages are unworthy of such courses, it examines an extract from *Le Monde* on French politics. The text reveals a multitude of translation difficulties concerning lexis, syntax, and structure. It contains covert and overt allusions which are part of French culture and history and which therefore pose problems of recognition and identification.

For the translator it is not enough to find linguistic equivalences. The text must be placed in its French context in terms of the type of publication it comes from, the political views of its editor, and its readership. Extensive cultural knowledge is also essential, of history, politics, education etc. Translation work of this sort is a valuable learning process, and is intellectually challenging and stimulating.

92–430 Kern, Richard G. (U. of Texas, Austin) **and Schultz, Jean Marie** (U. of California, Berkeley). The effects of composition instruction on intermediate level French students' writing performance: some preliminary findings. *Modern Language Journal* (Madison, Wis), **76,** 1 (1992), 1–13.

Foreign language departments across the USA are attempting to bridge the gap between basic language skill acquisition and the development of higher-order analytical skills needed for the study of literature or culture at the upper-division level. This includes the ability to write effectively in the foreign language. The assumption that writing skills in the foreign language will either be transferred automatically from the native language or will develop naturally as a consequence of grammar study is not valid. In

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order to write about texts analytically, students must first be able to read and discuss them critically. In a study of the effects of the second-year French curriculum at Berkeley on students' writing performance, holistic score analysis indicated that students' overall performance increased, but that there were differences in the level of increase among the low, middle and high ability students. Low and mid-range students gained most from instruction in the basics of writing, whereas high ability students benefited more from a later term of in-depth analyses of French texts. The differences in performance suggest that writing skill in a foreign language may in fact be more closely tied to one's ability to write in the native language than to one's general level of linguistic competence in the foreign language. Many students claimed to have greatly improved their English writing during the year, which indicates that systematic, discourse-orientated writing instruct in either the native language or a foreign language will be of general benefit. Composition instruction that is highly integrated with the reading of texts and that concentrates on the writing process in addition to the final product has a definite positive effect on intermediate level French students' writing performance.

92–431 Pagel, Dário Fred (Federal U. of Santa Catarina, Brazil). L'acquisition progressive d'un modèle de pronunciation. [The progressive acquisition of a pronunciation model.] *Dialogues et Cultures* (Paris), **36** (1992), 119–31.

The aim of this method of teaching pronunciation in French is to make students aware not only of individual sounds, but also of the effect that rhythm has on pronunciation and thus on the listener's comprehension. The point of departure is the 'phonetic word' (*le mot phonétique*), a sense unit which may be composed of one or several actual words, and in which the last syllable is the most important. Detailed work on syllable structure takes place at this stage. Other syllables within the sense unit which can take a stress (monosyllabic lexical items or the final syllable in polysyllabic ones) and then dealt with, and this is followed by unstressed syllables. There is a progression at each stage from recognition to production. [Detailed examples of the approach are given, including samples of student exercises.]

92–432 Sanaoui, Razika and Lapkin, Sharon. A case study of an FSL senior secondary course integrating computer networking. *Canadian Modern Language Review* (Toronto), **48**, 3 (1992), 525–52.

Considerable empirical research has suggested that students learning a second language (L2) in classroom settings need more opportunities than they usually receive for extended spoken and written interactions with native speakers of the target language; otherwise their L2 development may reach, and not move beyond, a certain 'plateau' level of proficiency. This paper descries a research project which attempted to address this curriculum problem through innovative uses of computer networking to link a small number of grade 12, anglophone students of French in Toronto with native French-speaking peers at a school in Montreal. The focus of the course was on the development of French writing skills using topics of cultural relevance and interest to the participating students.

Japanese

92–433 Nara, Hiroshi (U. of Pittsburgh). Visual salience as a search category in a kanji dictionary in 'interactive Japanese: understanding written Japanese.' *System* (Oxford), **20**, 1 (1992), 75–91.

This paper presents in detail some aspects of the design of an on-line kanji dictionary and its extensive search functions as implemented in *Interactive Japanese: Understanding Written Japanese*, an exploratory, hypertext CALI material for developing reading skills in Japanese. This paper first explains how kanji (Chinese characters used in the Japanese writing system) are organised in a traditional printed dictionary. After a discussion of the shortcomings of the traditional dictionaries for a student of Japanese, this paper discusses the on-line kanji dictionary on the *Understanding Written Japanese* system. The dictionary simulates the usual look-up methods of a printed dictionary (i.e. look-up via reading, number of strokes, and radical of the kanji), but incorporates for the first time a search method via kanji components—a method based on visual salience of kanji components. This on-line kanji dictionary,

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with a search domain of kanji components based on visual salience as well as other search domains, represents a significant improvement to the traditional dictionary design and contributes to the enrichment of the student-controlled, exploratory instructional environment.

Spanish

92–434 Guntermann, Gail (Arizona State U.). An analysis of interlanguage development over time: Part I, 'por' and 'para.' *Hispania* (Worcester, Ma), **75**, 1 (1992), 177–87.

Taped interviews with nine Peace Corps Volunteers to assess their command of Spanish after fieldwork in the host country following a period of intensive language training were analysed to assess the use by these learners of *por* and *para* and to examine the acquisition of these forms over time.

It was found that the more advanced speakers used both *por* and *para* more often and with greater accuracy than those at lower levels. Overall, however, *para* was used more frequently and with fewer errors, perhaps indicating that this form is acquired first and more easily, possibly because it seems to be more essential to communication from the beginning.

The fact that less than half of the errors committed involved substitution of *por* for *para* or vice versa, casts doubt on the traditional assumption that these two forms are always in opposition and require to be taught as such. The different functions expressed by *por* and *para* should be introduced separately as they are needed, and students should be discouraged from thinking that there has to be a one-to-one correspondence between every word in the Spanish sentence and its English equivalent.

92–435 Wieczorek, Joseph A. '¡Di(ga)me!' Command forms in the Spanish L2 classroom. *Canadian Modern Language Review* (Toronto), **48**, 3 (1992), 553–64.

In the Spanish L2 classroom, an obvious area for language interaction is the use of commands (imperatives), whose seemingly complicated morphology and sociolinguistically determined pronouns often create a problem for students who wish both to master the target language forms and to communicate effectively. Although commands/ imperative forms are commonplace in classroom activities, some feel a need to expose students to the entire system of commands, regardless of the communicative value of certain forms. This article addresses the pedagogical use of commands. Specifically, it is shown that current texts tend to expose students to many morphologically complicated command forms (from the point of view of the L2 student). However, these texts do not always guide students toward a well-rounded concept of Spanish by selectively excluding certain dialectal information from most texts. It is therefore suggested that following the spiral syllabus and other general language learning features for Spanish, command use be facilitated by offering the students a reduced system of commands, at least in the beginning years of language study. Exposure to all commands but active use of formal command forms is advocated. This system fulfils an intermediary language learning goal of proper communication with the target language forms while allowing for limited but socially acceptable command use.