

---

# Teaching particular languages

---

## English

**90-475 Adamson, H. D.** (U. of Arizona). ESL Students' use of academic skills in content courses. *English for Specific Purposes* (New York), **9** (1990), 67-87.

The recent emphasis on content-based ESL instruction is motivated by research showing that English proficiency does not correlate with academic success. Case studies of fifteen ESL students in content classes with native English speakers suggest that one reason for this lack of success is that the ESL students lack effective academic skills. The students in the case studies showed a wide variety of strategies for taking notes, reading, using dictionaries, speaking in class, and personal organisation. Both effective and ineffective strategies were used. When the students were given assignments for which they

lacked adequate background knowledge or academic skills, they adopted coping strategies for completing their assignments without fully understanding the material. The case studies suggest that academic skills are best taught in connection with authentic content material, so an experimental pre-course was set up in which college students in a theme-based ESL course attended an undergraduate linguistics course for three weeks. An analysis of the students' quizzes, papers, and other materials suggests that such a course is an effective way to teach academic skills.

**90-476 Assbeck, Johann.** Von der Textarbeit zur literarischen Analyse: Thesen und Vorschläge für die Drameninterpretation in der 11. Klasse am Beispiel von LeRoi Jones' 'A Black Mass'. [From work on text, to literary analysis: arguments and suggestions for dramatic interpretation in secondary stage II, taking as an example LeRoi Jones' 'A Black Mass'.] *Die Neueren Sprachen* (Frankfurt am Main, FRG), **89**, 1 (1990), 20-38.

The teaching of English literature in advanced level classes has in many cases been reduced to a mere application of academic methods of literary analysis. This article suggests that students should be introduced to literary analysis by focusing on 'words', i.e. by analysing the ambivalent meanings, the collocations and connotations of the important

words, thus drawing on the student's specific experience as a language learner. The main objective is to make students aware of the complexity of literary language and to enable them to move from a basic understanding of the text towards critical evaluation without totally depending on guidance from the teacher.

**90-477 Bensoussan, Marsha** (Haifa U., Israel). EFL reading as seen through translation and discourse analysis: narrative vs. expository texts. *English for Specific Purposes* (New York), **9** (1990), 49-66.

Though in some respects easier than expository texts, narrative texts can pose special problems for foreign language learners. Such differences can be examined in terms of the macro- and microlevels of propositional content, communicative functions, vocabulary, verb tenses, parts of speech, pronoun agreement, and grammatical cohesion. Learners reading expository texts are expected to follow a logical argument (with explanations, contrasts, cause/effect, etc.) usually organised with typical markers of cohesion. Readers of narrative texts may need to follow dialogues characterised by description, irony, subtle nuances, and double entendres.

This paper examines reading problems by means of discourse analysis of students' translations. It is based on two previous experiments in which first-year university students translated English texts into their native language, Hebrew or Arabic. For both text types, learners had difficulty with propositional content, vocabulary, and pronoun agreement. Communicative function appeared to cause difficulty in the narrative but not the expository text. Grammatical cohesion, in contrast, proved difficult in the expository but not the narrative text.

**90-478 Bourne, Jill** (NFER, Slough, Berks). Local authority provision for bilingual pupils: 'ESL', bilingual support and community languages teaching. *Educational Research* (Windsor, Berks), **32**, 1 (1990), 3-13.

This paper outlines the findings of a national survey conducted between 1985 and 1988 into local authority provision for language support for the curriculum learning of bilingual pupils, and for the teaching of the languages of local linguistic minority groups in the schools of England and Wales. The full report, *Moving into the Mainstream: LEA Provision for Bilingual Pupils*, was published in the autumn (Bourne, 1989).

By 1987, although provision for bilingual pupils in England was still seen largely in terms of the need for English language support, greater emphasis was being given to support for effective curriculum learning either through English or through pupils' other languages, where this was possible. A significant increase in provision for the teaching of pupils' languages other than English within the school curriculum had also taken place, boosted by the extra funding available prior to 1987 through 'Section 11'.

Constraints on the further development of provision for bilingual pupils which were identified were: (1) The absence of clear structures for consultation with minority linguistic groups at

national and local levels on appropriate provision. (2) The absence of forceful policy and funding targeted at teacher training institutions to increase the admission and training of bilingual teachers as language specialists and on mainstream subject courses. (3) The absence of explicitly targeted national in-service priority funding for helping schools to respond to bilingualism effectively. (4) The absence of any central curriculum and materials development body for bilingualism and community languages. (5) The expectation among most LEAs that any provision made for bilingual pupils should be supported by extra, special funding. (6) The lack of clarity in Home Office 'Section 11' regulations for funding, and the absence of any more appropriate source of funding for educational provision specifically to meet the needs of minority linguistic groups in England. (7) The paucity of widely available documented models of good practice in adapting mainstream provision for multilingual classrooms, and of models of practice for community languages teaching in mixed first and second language classrooms.

**90-479 Chambers, Fred** (West Sussex Inst. of Higher Ed.) and **Erith, Philip** (U. of Benin, Lome, W. Africa). On justifying and evaluating aid-based ELT. *ELT Journal* (Oxford), **44**, 2 (1990), 138-43.

The objective justification of aid-based ELT programmes is made difficult by inherent problems of evaluation. Commercially-inspired ELT programmes either make a profit and are justified, or fail, but aid-based ELT is not designed primarily to make a profit. ELT programmes are, rightly, in competition for scarce funds with all other forms of aid, educational or non-educational. The ultimate objective of any ELT aid programme as far as the recipient nation is concerned is adequate command of English to ensure access to world science, commerce and industry, to be achieved by a process that begins with improving ELT in institutes of learning. The question of whether a nation actually does prosper by this process is virtually impossible to answer. In spite of this, aid-based ELT programmes continue to exist because both donor and host judge them to be of value; because they are often perceived (mistakenly) by the host as 'something for nothing'; and because English is such a dominant world language that there is no rational alternative.

In future it may be necessary to review the existing paradigm of ELT programmes, and to create a role for ELT as a vehicle for some more general set of objectives, such as making it the medium for imparting important subject matter, e.g. healthcare. One inherent problem in this approach is that language programmes could risk failing to communicate crucial information adequately. A safer option is to use ELT to provide practice in some useful educational techniques, as in the Primary Project in Singapore, concerned with improving ELT methodology in primary schools. The Sabah Rural Primary Education Programme in Malaysia combines ELT with the development of an INSET network, establishing in rural areas groups of teachers meeting regularly with a coordinator to develop and practise suitable teaching techniques with materials. In such initiatives, evaluation of the ELT element need no longer be the sole arbiter of success. Conversely, in future any ELT programme without parallel educational objectives will face stiffer demands to justify its existence.

**90-480 Hall, Chris** (Wright State U.). Managing the complexity of revising across languages. *TESOL Quarterly* (Washington, DC), **24**, 1 (1990), 43-60.

Although previous research in ESL composition suggests a link between writing in a first and second language, few studies have investigated this relationship in the context of the revising process. This article examines revision in controlled L1 and L2 writing tasks. Four advanced ESL writers with differing first language backgrounds, wrote two argumentative essays in their native languages and two in English. Revisions were then analysed for

specific discourse and linguistic features. The results, for the most part, indicate striking similarities across languages. However, some differences are noted, suggesting that while proficient writers are capable of transferring their revision processes across languages, they are also capable of adapting some of those processes to new problems imposed by a second language.

**90-481 Laufer, Batia** (U. of Haifa). Ease and difficulty in vocabulary learning: some teaching implications. *Foreign Language Annals* (New York), **23**, 2 (1990), 147-55.

This paper discusses the relationship between ease/difficulty in learning particular words and some issues in the teaching of vocabulary. Some factors that interfere with learning a word are the following: similarity of form between the word and other words (*embrace/embarass, price/prize*); morphological similarity between it and other words (*industrial/industrious, respectable/respective*); deceptive morphological structure (*infallible*); different syntactic patterning in L1; differences in the classification of experience between L1 and L2 (one-to-many correspondence, partial overlap in meaning, metaphorical extension, lexical voids, multiplicity of meaning); abstractness; specificity;

negative value; connotations non-existent in L1; differences in the pragmatic meaning of near synonyms and of L1 translation equivalents; the learning burden of synonyms; the apparent rulelessness of collocations.

Word learnability (ease/difficulty in learning a particular word) can serve as a guideline to the following: the selection of words to be taught; their presentation (quantity, grouping, language of presentation, isolation/context issue); the facilitation of long-term memorisation (meaningful tasks, mnemonic techniques, rote learning, reactivation); the development of strategies for self-learning; and the assessment of vocabulary knowledge.

**90-482 Nation, Paul** (Victoria U. of Wellington, New Zealand). Improving speaking fluency. *System* (Oxford), **17**, 3 (1989), 377-84.

This paper examines the improvement of learners of English during the performance of a speaking activity which involves repeating the same unrehearsed talk. Improvements in fluency, grammatical accuracy, and control of the content showed that

during the short time spent doing the activity, learners performed at a level above their normal level of performance. It is argued that working at this higher than usual performance is a way of bringing about long-term improvement in fluency.

**90-483 Olshtain, Elite and Cohen, Andrew**. The learning of complex speech act behaviour. *TESL Canada Journal* (Montreal), **7**, 2 (1990), 45-65.

The study reported in this article concerns itself with the learning and teaching of the more subtle and complex features of the speech act of apology in English. Based on the current knowledge on apology speech act behaviour, the authors addressed questions relating to the efficacy of teaching such elements as: choice of semantic formula; appropriate length of realisation patterns; use of intensifiers; judgement of appropriacy and students' preferences for certain teaching techniques. In order to attempt to answer these questions a training study was carried out with 18 adult Hebrew-speaking learners

of English. The study consisted of: (a) a pre-teaching questionnaire aimed at assessing the subjects' use of apologies; (b) a teaching materials packet covering three classroom sessions and (c) a post-teaching questionnaire. The findings suggest that although there is no clear-cut quantitative improvement of the learners' speech act behaviour after the given training programme, there is an obvious qualitative approximation of native-like speech act behaviour with respect to types of intensification and downgrading, choice of strategy and awareness of situational factors. It seems,

therefore, that the teaching of speech act behaviour is a worthwhile project even if the aim is only to raise the learners' awareness of appropriate speech act behaviour.

**90-484 Paper, Li Chuang.** An ESL motivations assessment for a community-based ESL programme. *TESL Canada Journal* (Montreal), **7**, 2 (1990), 31-44.

This paper concerns an ESL motivations assessment of adult Chinese learners at Chinese Information and Community Services (CICS). Some 512 ESL learners participated in the survey. The findings of the survey are as follows: (1) The motives of adult Chinese immigrants attending ESL classes include linguistic needs, basic skills, cultural awareness, social interaction, and writing resumés. (2) There are no significant differences in perceived motivations according to age, education level, and length of stay in Canada; however, there are slight differences

among a few indicators. (3) The implications for ESL teaching are that (a) teaching objectives should include both the teaching of English and Canadian culture; (b) the teaching of English should focus on language needed for conducting everyday life and social interaction; (c) all four language skills (speaking, listening, reading, and writing) should be taught at the same time with more emphasis on the first three skills; (d) pronunciation and vocabulary teaching is also necessary.

**90-485 Schleppegrell, Mary and Royster, Linda.** Business English: an international survey. *English for Specific Purposes* (New York), **9** (1990), 3-16.

This paper reports the results of an evaluation of 55 English language training (ELT) schools in Europe, Asia, the Middle East, and Central and South America. Course objectives, instructional approaches and materials, classroom activities, staff qualifications, and administrative procedures were evaluated to determine each school's ability to provide quality training for business professionals. The schools were classified as one of three types: world-wide commercial, small and mid-sized commercial, and academic/governmental. The quality

of training provided by each type of school varied widely. The survey indicates that most schools offering ELT programmes for business people do not use business-oriented instructional materials or have clear instructional goals. Only half of the schools surveyed employed certified instructors and used business-related activities in their classes. Most schools had adequate administrative procedures. Some regional differences were also found in the extent to which programmes met the evaluation criteria used in this survey.

**90-486 Side, Richard** (Eckersley Sch. of English, Oxford). Phrasal verbs: sorting them out. *ELT Journal* (Oxford), **44**, 2 (1990), 144-52.

Phrasal verbs create special problems for students, partly because there are so many of them, but also because the combination of verb and particle so often seems completely random. Students' ability to understand and use phrasal verbs is heavily influenced by their knowledge of their own language, and interference from that language. The problem is that interference is not merely linguistic, but conceptual. Concepts like *up* and *down*, *to* and *from*, are culturally variable. The particle is integral to the meaning of the phrasal verb and in some cases carries more weight of meaning than the verb, but in other examples, e.g. *You can hang your coat up here*, it adds little to the communicative value of the verb. The meaning of the adverbial particle is not always synonymous with the corresponding preposition, thus *put up with* has nothing to do with upward movement. Such highly idiomatic examples fitting no category are, fortunately, rare. Learners are,

however, not helped by the patchy treatment of phrasal verbs in many dictionaries.

If one looks closely at the particle, patterns emerge which suggest that the combinations are not so random after all. A more flexible approach to the relationships between phrasal verbs enables the outline of a system to establish itself. By thinking laterally, metaphorically, and even pictorially, teachers can arrange phrasal verbs into related, more learnable categories. The analogous nature of these verbs means that single examples should not be taught in isolation. Connections should always be made to establish their context within the language, to show they are meaningfully idiomatic rather than meaninglessly random. This often means grouping phrasal verbs together according to the particle rather than the verb. There must be a balance between presenting phrasal verbs in their context within a text, and presenting them in their overall

linguistic context, i.e. in lists. Much profitable discussion can arise from students making a decision to assign a particular phrasal verb to one or other

category of particle, especially with ambiguous examples. Students' own efforts to create meaningful patterns are in themselves aids to memory.

**90-487 Spada, Nina and Lightbown, Patsy M.** Intensive ESL programmes in Quebec primary schools. *TESL Canada Journal* (Montreal), **7**, 1 (1989), 11-32.

This paper is a report on a study designed to investigate the second language development of francophone children in experimental intensive ESL programmes in Quebec primary schools. Classroom interaction patterns and learners' contact with and attitudes toward English were also investigated. Learners in the intensive programmes were compared with learners in regular ESL programmes at the same grade level, as well as with learners who had received a comparable number of hours of instruction spread over a longer period of time. The

results indicated that the intensive programme learners outperformed both comparison groups on tests of listening and reading comprehension and in oral fluency. In addition, although both regular and intensive programme learners were found to have very little contact with English prior to instruction, the intensive programme learners indicated somewhat greater contact after instruction. They also held more positive attitudes toward English than did the regular programme learners.

**90-488 Vogel, Thomas** (U. of Kiel, FRG) and **Bahns, Jens** (Pädagogische Hochschule Kiel, FRG). Introducing the English progressive in the classroom: insights from second language acquisition research. *System* (Oxford), **17**, 2 (1989), 183-93.

The main aim of this paper is to demonstrate the relevance of second language acquisition research to foreign language teaching. The area chosen for discussion is the English progressive aspect. German literature on foreign language teaching provides ample evidence that this area of English grammar constitutes a major problem for German students learning English. The background of the paper is a study by Vogel on the naturalistic acquisition of the

English tense and aspect system by four German children. Some of his results are compared to the way in which – according to the textbooks – German teachers of English are supposed to introduce the English progressive in the classroom. Based on the results of this comparison, this paper makes some suggestions as to how the teaching of the progressive to beginners of English could be improved.

## French

**90-489 Bild, Eva-Rebecca and Swain, Merrill** (Ontario Inst. for Studies in Ed., Toronto, Canada). Minority language students in a French immersion programme: their French proficiency. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **10**, 3 (1989), 255-74.

Bilingual and unilingual students in a grade-eight English-French bilingual programme in Ontario were compared on measures of French proficiency. Forty-seven students were selected on the basis of their first language: English, Italian or a non-Romance language. French proficiency was measured using two written cloze tests and two oral story-telling tasks. One of each pair of tests was presented in a context-reduced condition and the other in a context-embedded condition. As hypothesised,

bilinguals were found to perform significantly better than unilinguals on almost all the measures. No differences were discernible, however, with respect to their performance on context-embedded and context-reduced tasks. It was concluded that knowing a second language facilitates the learning of a third language and thus, bilingual children are excellent candidates for French immersion programmes.



**90-490 Cicurel, Francine and Moirand, Sophie** (U. of Paris III, Crediscor). Apprendre à comprendre l'écrit: hypothèses didactiques. [Learning to understand writing: hypotheses for teaching.] *Français dans le Monde* (Paris), special no. Feb/Mar (1990), 147-57.

Approaches to understanding text have ranged from the 'bottom upwards' approach to the 'top downwards' approach, and have resulted in a 'mixed' model where there is constant reaction between the micro-text element such as word, morpheme, syllable etc., and the higher units of organisation such as sentence, phrase, clause and paragraph. The reader's performance is determined by his or her aim in reading, his or her prior cultural and linguistic knowledge and the characteristics of the text itself. The current global approach in French as a foreign language aims at an understanding of the text on several levels, not merely linear. This consists of scanning textual elements in order to form hypotheses about local and global meaning facilitating a recognition of the text type and strategic decisions about how it should be read

– if at all. Teachers are trained in this by 'pre-pedagogic analysis' but methods differ according to French and Anglo-Saxon notions of discourse analysis. All centre round the addresser/addressee relations implied by the text and utilitarian matter tends to be chosen. Such texts tend to run in stereotypes against which the reader can more readily perceive the new and individual content.

However, a strategy based on the nature of texts will ignore or grate against individual approaches to reading and those induced by different cultures, particularly in reading French as a foreign language. Interpretation of graphic and layout conventions is an important element yet subject to wide cultural variation; and in what language does the foreign reader form his hypotheses, his own or that of the text?

**90-491 Edwards, Viviane and Rehorick, Sally.** Learning environments in immersion and non-immersion classrooms: are they different? *Canadian Modern Language Review* (Toronto), **46**, 3 (1990), 469-93.

This study examines one facet of French immersion education by comparing the learning environments of immersion and non-immersion classrooms in Grades 6, 7 and 9 in 95 New Brunswick classes. Environment is considered from the point of view of the students and how they perceive their relationship with their teachers, with their peers, with the subject studied and the methods used. At

the Grade 6 level there are no significant differences in perception between immersion and non-immersion classes. At the Grade 7 level, students in immersion perceive their environment more positively than non-immersion students. By Grade 9, many of these differences have once again disappeared.

**40-492 Gremmo, Marie-José and Holec, Henri** (CRAPEL, U. of Nancy II). La compréhension orale: un processus et un comportement. [Oral comprehension: a process and a behaviour.] *Français dans le Monde* (Paris), special no. Feb/Mar (1990), 30-40.

Research on the psycholinguistics of listening is summarised, and its implications for the teaching of listening are explored. Listeners do not first identify the sounds which they have heard and then proceed from sound to meaning, but rather they form hypotheses about expected meaning and process the input in terms of their expectations, verifying or modifying as necessary. Even in our own language we do not always understand everything, but non-native listeners tend to be over-anxious about gaps in their understanding, and this is made worse by many teaching methods which aim at exhaustive comprehension and thus discourage learner initiative.

A range of activities should be provided with the specific purpose of fostering the sub-skills of listening. Some of these will actually be listening activities, but there will also be other kinds, of which some, e.g. giving information on the target culture, may even be done in the mother tongue. The approach should be cognitive, encouraging learner reflection, and authentic texts should be used as far as possible. In real life we listen for a purpose, either selectively, or for global meaning, or for details, or for background noise (radio, etc.), and pedagogic listening activities should likewise include a clearly specified reason for listening.

**90-493 Grenet, Jean-Jack.** Le français en Europe: combien de divisions? [French in Europe: how many divisions does it have?] *Français dans le Monde* (Paris), **230** (1990), 29–30.

Faced with the challenge of English, which is perceived as the easiest and most useful language of the European Community, French has to justify itself on other grounds, not the traditional one of being the language of a cultural élite taught by the most boring methods, but as the second major language of a pluralistic Europe and as the lingua franca of a large part of Africa. Such is the argument

of a recent report by Martine Storti and the protagonists of French need to ask themselves the question 'What real strengths has French got?' As many EC school curricula now turn to English and push French into second place, there is no point in trying to recover a pre-eminence that is now lost but every reason to seek a new justification within the European context.

**90-494 Heller, Monica.** French immersion in Canada: a model for Switzerland? *Multilingua* (Amsterdam), **9**, 1 (1990), 67–85.

Canadian French immersion, a pedagogical programme involving French as a language of instruction for English-speaking children, has often been taken as a model for ways of improving intergroup relations. In this paper, a critical analysis of French immersion and French immersion research is presented, focusing on the impact of immersion

on French–English relations. On the basis of this analysis, it is argued that it is necessary to examine second language instruction as a social, economic and political process embedded in relations of power. Before any specific model can be extended to new contexts, the local, particular manifestations of this process must be taken into account.

**90-495 Nobili, Paola** (U. of Bologna, Italy). La periphrase: une technique pour améliorer la compétence lexicale des adultes. [Paraphrase: a technique for improving the lexical competence of adult learners.] *Français dans le Monde* (Paris), special no. Feb/Mar (1990), 159–69.

Two groups of adults learning French in Italy (22 women in all aged between 47 and 68), were tested to discover what techniques, resources and strategies were available to them when asked to provide French equivalents of Italian words. In spite of differences between the two groups (Group A having a higher educational level than Group B),

paraphrase proved to be the most fruitful method of eliciting French vocabulary for all the women, and one with considerable potential as a means of enabling learners to overcome lexical shortcomings and of assisting the weaker students to attain communicative competence.

**90-496 Valdman, Albert.** Sur la contribution de la linguistique structuraliste à l'enseignement du français aux États-Unis. [On the contribution of structural linguistics to the teaching of French in the United States.] *Etudes de Linguistique Appliquée* (Paris), **77** (1990), 7–19.

If acquiring an understanding of language structure and considering the links between language on the one hand and thought and society on the other hand, are taken to be central objectives of teaching languages in a formal setting with guided learning, then structural linguistics has an important contribution to make. This article compares traditional and structuralist descriptions of the forms of the adjective and the verb in French, and shows how structuralist descriptions have, for the first time,

thrown light on the morphophonological structure of spoken French. On the other hand, as it is propped up by a reductionist psycholinguistic model and has taken no account of sociolinguistic factors, its illumination of the processes of learning and mastering a foreign language shows it to be insignificant. The article concludes by indicating some recent approaches in linguistics which promise to identify these processes and thus facilitate learning a foreign or second language.



**90-497 Wesche, M. B. and others.** French immersion: postsecondary consequences for individuals and universities. *Canadian Modern Language Review* (Toronto), **46**, 3 (1990), 430–51.

The article reports the results of the first stage of an ongoing study of Ottawa area French immersion graduates. All of these students completed either early or late immersion programmes plus approximately one third of their secondary studies in French, and attended one of four universities in Eastern Ontario and Montreal. A detailed picture is given of the French language use skills of these

students. The study also addresses their use of French in university studies, work and social life, and their attitudes toward its use. In addition, it describes opportunities for the use and retention of advanced French second language skills at the four institutions, and the methodology and instruments developed for the project which may be useful for similar studies elsewhere.

## German

**90-498 Brenez, Michelle** (Lycée de Sèvres). Stratégies pour apprendre. [Learning strategies.] *Langues Modernes* (Paris), **84**, 1 (1990), 35–45.

Many techniques and strategies are described to assist French secondary pupils learning German at all ages and levels to consolidate and extend their knowledge of that language, to acquire good learning habits, to use their knowledge of German

for their own purposes, and ultimately to assume responsibility for their own learning. Learner autonomy is not, however, to be achieved without advice and follow-up and much hard work on the part of the language teacher.

**90-499 Cox, Susan and others** (King's Coll. London). A tailor-made database for language teaching material. *Literary and Linguistic Computing* (Oxford), **4**, 4 (1989), 260–4.

A database for language teaching material has been developed in two research projects: one containing material for German as a second language at the Freie Universität Berlin, the other material for German for special purposes at King's College London.

This article describes the educational rationale of

developing a database rather than working on new material and of designing a particularly user-friendly database rather than using available database software. In addition to this, it introduces readers to the use of the program by describing the *output option* and discusses the implications of such a database for the development of new material.

## Spanish

**90-500 Faltis, Christian** (U. of Nevada, Reno). Spanish for native speakers: Freirian and Vygotskian perspectives. *Foreign Language Annals* (New York), **23**, 2 (1990), 117–26.

This article offers an alternative to the two approaches to teaching Spanish to adolescent and college level bilingual native speakers interested in developing their Spanish abilities. The argument is made that both the 'limited normative' and the 'comprehensive' approaches to Spanish for native speakers (SNS) strongly reflect synthetic and banking education curricular perspectives. Consequently, students are denied a voice in a curriculum that ignores social, historical and individual matters of concern. An alternative approach to SNS is identified and discussed. This approach draws heavily on Paulo Freire's problem-posing procedure for

critical dialogue, and Lev Vygotsky's theory of social learning. The Freirian perspective gives primacy to critical reflection and action, with language development as a by-product of authentic purposeful social interaction among students and between the teacher and the students about topics that matter to students. The Vygotskian perspective shows why social interaction leads to individual learning and language development. Together, the two perspective offer a viable alternative to extant approaches to teaching Spanish to native bilingual speakers.



**90-501 Jensen, John B.** (Florida International U.). On the mutual intelligibility of Spanish and Portuguese. *Hispania* (Worcester, Ma), **72**, 4 (1989), 848-52.

Though there is considerable mutual intelligibility as between Spanish and Portuguese, both on the visual and oral channels, it is debatable just what the overlap is and whether what holds good for the European languages also holds good for their Latin American counterparts. An experiment was conducted in San Paolo and Florida with native speakers of the respective languages being given listening comprehension material in the other language. The experiment is described and the results tabulated.

It was concluded that Spanish and Portuguese are 50-60% mutually intelligible by the oral/aural channel and that native speakers of Portuguese have a slight advantage. Brazilians did not show hostility to learning Spanish as had been anticipated. The results show that the ACTFL *Guidelines* in the proficiency testing of Spanish-speaking Portuguese students are inappropriate since completely untutored listeners can already score up to 50%.

**90-502 Lodaes Marrodan, Juan Ramón.** Aplicaciones lexemáticas a la enseñanza del vocabulario. [Lexematic applications in the teaching of vocabulary.] *Revista de la AEPE* (Madrid, Spain), **36/7**, (1989), 33-44.

Twenty years ago Coseriu proposed eight categories by which the lexicon could be structured into lexemes; as not all are useful for teaching purposes, five categories are proposed: (1) lexical field, (2) modification, (3) development, (4) composition, and (5) combinatory group. Lexical class, such as animate/inanimate or human/non-human is rejected as being debatable and of no pedagogic use. Examples of each category are quoted in tables, that

of lexical field taking up most space as a variety of oppositions limiting each field is reviewed. The examples are mostly from Spanish though some are in English and the principle applies to any language.

The poverty of student vocabulary, whether in foreign language or mother tongue, is something which teachers have a duty to remedy; the structuring of the lexicon in this way can assist students in building up their vocabulary.

**90-503 Terrell, Tracy David** (U. of California, San Diego). Trends in the teaching of grammar in Spanish language textbooks. *Hispania* (Worcester, Ma), **73**, 1 (1990), 201-11.

With the focus on communication in language learning has come a re-evaluation of the role of grammar teaching. This paper introduces a framework for describing methodological trends in current beginning level Spanish texts for colleges and universities. The framework consists of five parameters: (a) communication activities/grammar exercises; (b) contextualisation/non-contextualisa-

tion; (c) meaningful/role; (d) open/closed (divergent/convergent); and (e) interactive/non-interactive. Examination of textbooks showed that they are qualitatively and quantitatively different from Spanish texts of the 'sixties and 'seventies. Methodological innovations as described in the five parameters had been incorporated into most of the textbooks.