# Language teaching

# Language teaching

**98–480  Allison, Desmond** (Nat. U. of Singapore). Investigating learners' course diaries as explorations of language. *Language Teaching Research* (London), **2**, 1 (1998), 24–47.

Most recent accounts of work with diaries or journals on language courses have offered insights into learners' attitudes towards course goals and activities and towards their own learning. The study reported here focuses more on the use of language course diaries as a means of language exploration by learners, looking specifically at diaries kept by 38 second-year undergraduate students in five tutorial groups during an English language course at the National University of Singapore. The investigation comprises a preliminary content analysis of the course diaries, a presentation of learners' responses to a questionnaire, a fuller illustrative account of learners' engagement with language issues in their diaries, and a commentary on teacher feedback and learner reactions. The discussion suggests implications for roles and responsibilities of learners and teachers, over a range of teaching circumstances, and points to other researchable issues to which course diary studies oriented towards language might contribute.

**98–481  Bakker, Carien** (Rijksuniversiteit Groningen) **and Meestringa, Theun**. Het schoolvak Nederlands (T2/T1) als studieobject van toegepaste taalkunde. Een onderzoeksagenda. [The school subject Dutch as the object of study of applied linguistics: a research agenda.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 41–52.

The first 1990 issue of *TTWiA* took stock of 25 years of applied linguistics in the Netherlands. Three of the five papers dealt with learning and acquiring foreign languages, one with second-language acquisition, and one with ethnic minorities in education (OET – home language instruction) and NT2 (Dutch as a second language). During the 25 years before 1990, second-language acquisition and foreign-language instruction were the main research areas of applied linguistics. In recent years, the focus of *TTWiA* has shifted a little, with a considerable number of articles on Dutch as a school subject. At the moment, various developments can be observed in secondary education that have consequences for the course materials and the didactics of the school subject Dutch. This article makes a number of suggestions for research questions emerging as a result of developments in the field of applied linguistics.

**98–482  Bancheri, S.** (U. of Toronto-Mississauga). Criteri per la valutazione di software pedagogico grammaticale. [Criteria for the assessment of pedagogical grammar software.] *Italica* (Columbus, OH), **74**, 4 (1997), 497–516.

Computer technology offers the student of Italian a fair choice of multimedia material of varying nature and quality. But of the 30 packages available on the market, only a handful are considered appropriate by users. As a guideline for future programmers and buyers, this article specifies the essential features of pedagogically sound grammar software. Digital material can be judged by the same yardstick applied to textbooks: it should be attractively laid out, easy to use and technically unobtrusive, with ample annotations, realistic audiovisual files, personal error banks and a provision for additions or alterations. These specifications allow a computer – with or without the presence of a teacher – to recreate (or simulate) the pedagogic process that takes place in the traditional classroom, as shown by parallel examples from the best commercial packages. Future improvements will depend on the degree of constructive interaction between teachers, publishers and grammar software designers.

**98–483  Barkhuizen, Gary P.** (Rhodes U.). Discovering learners' perceptions of ESL classroom teaching/learning activities in a South African context. *TESOL Quarterly* (Alexandria, VA), **32**, 1 (1998), 85–108.

The author asserts that the many decisions made daily by ESL (English as a Second Language) teachers in their classrooms about language teaching and learning processes seldom involve the learners; and he argues for the benefits which he believes would accrue from the involvement of learners in the decision-making process. A study is reported which investigated ESL learners' perceptions of the language teaching/learning activities they encountered in their classes in a South African high school. The use of multimethod, qualitative research procedures revealed that the perceptions of these learners often surprised their teachers. The author recommends that teachers constantly monitor their learners' perceptions of classroom life, which may then be reflected, where necessary, in practitioners' planning and implementation of alternative classroom practices. The author concludes with suggestions for ways in which this might be done.

**98–484 Beauvois, Margaret Healy** (U. of Tennessee, Knoxville). Conversations in slow motion: computer-mediated communication in the foreign language classroom. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 2 (1998), 198–217.

This article presents an overview of early research into an innovative use of networked computers as a research and didactic tool. The focus is on a preliminary study of computer-mediated discussion on networked computers examining student-student and student-teacher interaction in real time within the context of an Intermediate French course at university level. Because of the rapid nature of the electronic exchanges, the resulting 'conversation' is in fact a hybrid phenomenon that falls somewhere between writing and speaking, hence the title 'Conversations in slow motion'. Recent research into this innovative use of the computer to enhance classroom discussion is showing positive results in terms of linguistic, cognitive and affective benefits to the foreign language teacher.

**98–485 Boschetto-Sandoval, Sandra M., Deneire, Marc and Sandoval, Ciro A.** (Michigan Tech. U.). The modern language curriculum in a technological university: a non-departmentalised case study. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 2 (1998), 147–71.

This study outlines the mission of a technological university and the place of a non-departmentalised modern language (ML) programme within this context. First discussed is the perception of the programme and its curriculum by the administration, the faculty, and the students, whose competing discourses must be addressed in order to bring about effective curricular change. Changes already implemented are then discussed, together with others still in the process of implementation. The results of recent surveys and interviews undertaken show that, while faculty might place a higher value on Languages for Special Purposes courses, the pragmatic motivation in learning a language does not come first for the students; other motives – travel, leisure, culture appreciation – are at least equally important. While ML language faculty face considerable odds in retaining students in courses that may be perceived as less necessary for a technological education than the strictly technical in nature, needs analyses of Michigan Tech's institutional context show that these courses are not only desirable, but professionally as well as personally necessary to engineering students. The ML Programme at Michigan Tech is moving in the direction of a broader concept of ML learning, one open to greater interdisciplinary and intercultural depth.

**98–486 Breindl, Eva** (Inst. für deutsche Sprache, Mannheim). DaF goes Internet! Neue Entwicklungen in Deutsch als Fremdsprache. [German as a Foreign Language goes Internet! New developments in German as a Foreign Language. *Deutsche Sprache* (Berlin), **25**, 4 (1997), 289–342.

This article contains a topical survey of material relevant to the subject German as a Foreign Language (FL) currently available on the Internet. The material is examined, classified and evaluated, with the aim of establishing the potential of the Internet as a source of information, a channel of communication, and a teaching medium for teachers and learners of FL German. The discussion centres firstly on the situation and needs of language teaching, including the prevailing conditions in which it takes place, and secondly on the current methodological paradigms of the academic subject FL German, and is not concerned with other aspects of the Internet, e.g. those of technology, computer science, semiotics or communication science in general.

**98–487 Brogini, P. and Filippone, A.** (U. per Stranieri of Siena). L'ipertesto e le sue applicazioni nella didattica dell'Italiano L2. [Hypertext and its applications in the teaching of Italian as a Second Language.] *Rassegna Italiana di Linguistica Applicata* (Rome), **30**, 1 (1998), 133–50.

Compared to the printed word, digital literature or 'hypertext' allows the reader to move in a web-like environment along different paths (signalled by links and buttons) between separate elements or 'nodes'. The structure built into such texts ranges from a mesh of loose connections to a modular or tree-like pattern. After a summary of the pedagogical benefits offered by hypertext, in terms of improved motivation, comprehension and learner independence, the article presents a specimen produced by the authors for adult students of L2 (Second Language) Italian. Its strictly functional structure allows the reader to explore the linguistic, historical and social implications of contemporary literary texts, through links to related documents, pictures, graphs and sound files. The authors argue that this type of tool can be effectively used to develop better reading skills in a meaningful context.

**98–488 Burns, Anne** (Macquarie U., Sydney). Teaching speaking. *Annual Review of Applied Linguistics* (New York), **18** (1998), 102–23.

Three dimensions of the teaching of speaking are reviewed here, beginning with methodological issues focusing on the form/function (and accuracy/fluency) dichotomy (direct or controlled approach contrasted with indirect or transfer approach), and implications for teacher and learner interactional roles. Secondly, the nature and scope of current teaching materials are examined, with respect to the kinds of representations of spoken interaction they portray. Most materials still draw extensively on models of grammar based on

219

descriptions of written language, and on the intuition of the writers; form has primacy over and determines meaning, and natural features of discourse are distorted or missing. Such materials are deemed misleading and disempowering to learners. Thirdly, drawing on classroom-based research and ethnographic studies in the Australian context, a number of discourse analytical approaches are described (systemic functional linguistics, exchange structure analysis, conversation analysis, pragmatics and speech act theory, critical discourse analysis), and practical applications to oral language teaching are suggested. The paper ends with a proposal for integrating the teaching of spoken and written skills. The author concludes that there is a need for greater exposure of learners to natural data. There is both an annotated and extensive unannotated bibliography.

**98–489 Burton, Jill** (U. of South Australia). Current developments in language curriculum design: an Australian perspective. *Annual Review of Applied Linguistics* (New York), **18** (1998), 287–303.

Recent developments in Australian ESL (English as a Second Language) curriculum design have shown increasing awareness of the sociocultural nature of language and literacy learning. A variety of research since 1987 has seen the growing influence of communicative language teaching theory and task-based learning, particularly in the context of a discourse-based approach. This incorporates communicative aspects of language use and learning, the notion of task as a course organiser, and the principles of the learner-centred curriculum. A range of Australian initiatives is examined here, among them the National Curriculum Project (NCP) and the Australian Language Level Project (ALL), which have in different ways provided opportunities for critically examining curriculum processes and resources. In the field of adult ESL learning, the widely adopted Certificate in Spoken and Written English (CSWE) has been developed to allow teachers considerable responsibility for course design, curriculum implementation and learning achievement assessment. Several sets of national curriculum frameworks have been developed in Australia over the past decade in an attempt to provide a common language and shared professional understanding by identifying learner pathways and assessment processes. At the same time industry and community have pressed for greater general accountability with respect to educational programme activity and learner achievement.

**98–490 Cain, Albane** (Université Paris VII), **Briane, Claudine and Morgan, Carol**. Role et limites de l'alternance dans l'acquisition de compétences linguistiques et culturelles en classe de langues. [The role and limits of code-switching in the acquisition of linguistic and cultural competence in the language teaching classroom.] *Etudes de Linguistique Appliquée* (Paris), **108** (1998), 485–94.

This paper examines code-switching in the language classroom using three separate case studies. The first is set in a class of 10-year-old French students learning English, in which both first (L1) and second language (L2) are used to illustrate differences between the grammars of the two linguistic systems. The second study derives from a project involving groups of 14-year-old French and English students. The students produced and exchanged documents relating to their culture, the primary documents being produced in L1 and 'help-sheets' in L2. While the use of L1 was intended to help deepen cultural understanding, students tended to rely on it as a lexical support. The third case studied French students at secondary school working on a cultural project involving museums in the country of the language studied, in which both languages were used at the discretion of the teacher. Patterns of code-switching depended on the L2 and on the materials used by students. The study concludes that, while code-switching can be a useful tool for learning, it is important to distinguish between code-switching as controlled by the teacher and code-switching as used by the students, and to guard against the overuse of the L1 when studying foreign cultures.

**98–491 Cambra, Marguerite** (Barcelona U.) **and Nussbaum, Luci**. Gestion des langues en classe de LE: le poids des représentations de l'enseignant. [Use of different languages in the foreign language classroom: the influence of the teacher's representations.] *Etudes de Linguistique Appliquée* (Paris), **108** (1998), 423–32.

This article results from an action research study into the training of foreign language teachers, and looks at the use of first languages in foreign language classrooms and teachers' reasons for such use, in the multilingual context of Catalan primary schools. Analysis of classroom interactions, recorded during participant observation, and of introspective data from teachers, reveals differences between the use of the target language in foreign language lessons and its use in immersion lessons using a second language (Catalan) to teach subject content. Results show the target language being used far more in the immersion lessons than in the foreign classroom. This appears to be linked to teachers' representations of the content to be covered: in the foreign language classroom the language seems to be seen more as a system of forms to be learnt than as an instrument of communication.

**98–492  Castellotti, Véronique** (Ecole Normale Supérieure de Fontenay/Saint-Cloud). Langue étrangère et français en milieu scolaire : didactiser l'alternance? [French in the foreign-language classroom: a didactics for code-switching?] *Etudes de Linguistique Appliquée* (Paris), **108** (1998), 401–10.

Foreign language classes in secondary schools form micro-societies in which all the participants make considerable use of the first language (L1). An analysis of the ways in which the two languages are used in the classroom – the different functions they fulfil in the negotiation of meaning – may throw light on learners' and teachers' beliefs about language learning. An examination of the role of code-switching in a six-hour corpus of foreign language classroom discourse showed that, where the L1 was the only language used, it was at the teacher's initiative for performing acts and sequences such as presentation, explanation, commentary and metalinguistic discussion. Where there was code-switching in pupil–teacher interaction, it served mainly to facilitate pupils' understanding of the L2 through translation and as a means of checking whether satisfactory comprehension had or had not been achieved. Detailed examples of such strategies are presented and discussed, and it is argued that they are evidence of a bilingual competence which could be systematised and harnessed for pedagogical purposes.

**98–493  Causa, Maria** (Université de la Sorbonne Nouvelle). Maintien, transformation et disparition de l'alternance codique dans le discours de l'enseignant du niveau débutant au niveau avancé. [The maintenance, transformation and disappearance of code-switching in teachers' discourse from beginner to advanced level.] *Etudes de Linguistique Appliquée* (Paris), **108** (1998), 457–65.

This study examines the use of code-switching in the foreign language classroom. The data were gathered in classes of French students learning Italian, taught by Italian native speakers. Analyses of tapes of classroom interaction, at beginner and advanced level, are used to identify the changes in code-switching at the different levels. Several forms of code-switching were identified at the beginner level, including the use of students' first language (L1) for metalinguistic reflections and translations, and the use of L1 for non-pedagogic interaction. Interaction, including code-switching, was mainly controlled by the teacher. Code-switching was maintained at the advanced level but was far less frequent, and was of a different type. Phenomena related to the low level of proficiency of the lower level students, such as reformulations in L1 and use of L1 for general communication, largely disappeared. Where code-switching was maintained, it was transformed; linguistic markers of code-switching and metalinguistic verbs were in L2 rather than L1, and on an interactive level code-switching was initiated by both teachers and students. The

authors recommend that teacher training should include attention to the development of teachers' linguistic awareness, to enable them to use code-switching appropriately with students of different levels.

**98–494  Chalhoub-Deville, Micheline** (U. of Iowa). The Minnesota Articulation Project and its proficiency-based assessments. *Foreign Language Annals* (New York), **30**, 4 (1997), 492–502.

Various articulation projects have been funded across the United States with an eye towards improving foreign language learning and instruction. This paper reports on the Minnesota Articulation Project, a statewide initiative for developing a proficiency-based model for articulating French, German, and Spanish instruction and outcomes across various levels and systems in Minnesota. An overview is provided of the project's three principal working groups: political action, curriculum, and assessment. The paper then outlines the theoretical underpinnings of the proficiency-based assessment instruments developed in the three languages concerned, and describes in detail the content and format of these instruments.

**98–495  Clark, Phillip M.** (U. of Alabama). A Botswana education: experiences in teaching English as a Foreign Language. *System* (Oxford), **26**, 1 (1998), 77–91.

This article offers a contribution to discussion of one particular key issue concerning language teachers – specifically, perspectives of such teachers at early stages in their careers: in this case by examining the author's early experiences as a teacher of English as a Foreign Language in Botswana, Africa, followed by his time as a teacher trainer and his earlier graduate school experience. As a case study, the article offers personal and professional insights about 'new' teachers, teacher preparation, language learning and multiculturalism.

**98–496  Cots, Josep Maria** (Lleida U.) **and others**. Modes de résolution de tâches métalinguistiques en travail de groupe. [Tackling metalinguistic tasks in groups.] *Aile* (Paris), **10** (1997), 75–106.

This article reports the results of a pilot study intended to provide an insight into the current practices concerning language awareness in the context of secondary education in Catalonia. The study focuses on the the type of reflection in which learners engage when negotiating the outcome of task-based group work on three languages: Catalan, Spanish and English. Participants were bilingual – Catalan-Castilian – secondary school pupils aged 14–15 years. The tasks were intended to elicit reflection on four levels of linguistic analysis: textual, pragmatic, morphosyntactic and semantic. The method used combined qualitative and quantitative approaches to data gathering and analysis. The results show, firstly, that such interactive factors as the leader's role, face work and negotiation are crucial when

# Language teaching

designing and implementing this type of activity. They also suggest that learners' ability to carry out language-based cognitive operations such as categorising, analysing and judging depends on their familiarity with metalanguage and on the method used to describe the linguistic level in question.

**98–497 Cox, Terry B.** (Saskatchewan U.). Vers une norme pour un cours de phonétique française au Canada. [Towards a norm for a French phonetics course in Canada.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 2 (1998), 172–97.

In this article, it is proposed that the model for a French phonetics course in Canada is based on Canadian usage. After establishing an inventory of segmental features of this model by examining published descriptions of Canadian French, it is compared to the features common to all announcers in a corpus composed of video recordings of 11 French CBC television newsreaders and one from the *Réseau de l'Information* in order to reveal the frequency of the selected features. The original inventory is modified in terms of the frequency and thus the implicit status of the examined features so as to yield a model of an unstigmatised Canadian French.

**98–498 Danesi, M.** (U. of Toronto). Investigating Italian adolescent talk: are there any implications for the teaching of Italian as a Second Language? *Italica* (Columbus, OH), **74**, 4 (1997), 455–65.

Despite the impressive amount of scholarship targeting the speech patterns of teenagers, very little has been said about the pedagogical implications of their talk. As younger speakers throughout the world tend to employ a social dialect (known as 'pubilect') to signal peer-group loyalty, the author argues that its presence in the classroom could stimulate long-term acquisition and a creative use of language. First of all, the article describes a corpus of Italian adolescent speech recorded in different parts of the country, with reference to three discourse categories – emotive language programming, connotative language programming, clique-coded language programming – indicating respectively a marked tendency to emphasise emotion and seek approval, to coin new terms or usages, and to focus on peer-related topics. Students of Italian as a Second Language should be encouraged to explore such 'verbal pathways' through learner-centred activities involving the introduction of authentic samples of adolescent talk only when their own verbal experience in the classroom calls for that type of language.

**98–499 Dulfano, Isabel** (Longwood Coll.). FLAME – Foreign Language Alternative Mastery Example: another approach to FLES models currently in use. *Hispania* (Ann Arbor, MI), **80**, 4 (1997), 842–7.

This article describes FLAME, an articulated FLES (Foreign Languages at Elementary School) model based on collaborative efforts from K–university sources as well as parental support. The salient features of the FLAME model are its unique schedule as an extra-curricular alternative – meeting once a week for 11 one-hour sessions each term – as well as the collaboration of FLES student teachers with a master teacher from the university language department. This model demonstrates how FLES can function in an extra-curricular capacity, in order to compensate for budgetary deficits, while integrating a teacher training programme into the instructional phase of its implementation.

**98–500 Ehrman, Madeline** (Foreign Service Inst., U.S. Dept. of State, Arlington). The learning alliance: conscious and unconscious aspects of the second language teacher's role. *System* (Oxford), **26**, 1 (1998), 93–106.

The nature of the relationship established between teacher and student is the centre of such approaches to teaching and learning as counselling-learning and the community language learning methodology associated with it. Counselling-learning is one of many instances of the influence of humanistic psychology on teaching in general and on second language teaching in particular. Less well known in the world of education is the tradition of psychoanalytic psychology, with its emphasis on unconscious personal and interpersonal processes. This article introduces some concepts from this domain deemed important and useful, including the learning alliance driven by mutual commitment to the task by teacher and student, issues of 'holding', boundary maintenance, idealisation, identification, narcissistic vulnerability, teacher 'abstinence' and effects of stages of learning readiness. Some of the concepts parallel the better-known ones from the humanistic tradition, whereas others reflect a different but potentially very helpful point of view.

**98–501 Faber, Pamela** (U. of Granada). Translation competence and language awareness. *Language Awareness* (Clevedon), **7**, 1 (1998), 9–21.

One of the most difficult things translators have to learn is how to extract conceptual meanings from source texts, so that they base their translations on reformulations of those meanings, rather than on the words or structures that codify them. This article describes an exercise in lexical analysis, involving verbs of sound in English and Spanish. Its aim is to enable students to discover underlying patterns of meaning which are representative of lexical-conceptual structure. It is claimed that, through this type of activity, students can explore the relation between language and thought, while also increasing their dictionary skills and awareness.

**98–502 Frantzen, Diana** (Indiana U.). Focusing on form while conveying a cultural message. *Hispania* (Ann Arbor, MI), **81**, 1 (1998), 134–45.

Recent research has demonstrated that form-based practice within a communicative context leads to high-

er levels of linguistic accuracy and performance than when practice is uncontextualised. As a result, current foreign language textbooks offer many more contextualised activities than in the past. Culture, however, is one type of content that often appears separate from grammar, as if it were not an integral part of the language. An examination of the cultural content in grammar exercises of recent college-level Spanish textbooks suggests a small trend toward the integration of cultural content with form-based practice. It is suggested that teachers can supplement their texts' offerings by creating form-focused activities with cultural content and by expanding cultural activities with grammar practice.

**98–503   Garabédian, Michèle and Lerasle, Magdeleine** (Ecole Normale Supérieure de Fontenay/Saint-Cloud). L'alternance codique, la double contrainte. [Two constraints on code-switching.] *Etudes de Linguistique Appliquée* (Paris), **108 (**1998), 433–43.

This article describes a research project which aims at helping language teachers to take their pupils' mother-tongue (L1) into account in their teaching by providing them with the methodological and pedagogical tools necessary to manage code-switching practices more efficiently in different kinds of classroom interaction. It is based on the analysis of a twelve-hour long video-recorded corpus of a variety of teaching activities in French language schools outside France. Extracts of the corpus are discussed in detail. They show that teachers' attitudes to code-switching fall into three main categories which give rise to three teaching styles. The first includes those teachers who freely accept code-switching as a communicative and/or cognitive necessity. The second is made up of teachers who refuse to allow code-switching, either for institutional reasons or because they regard it as a brake on learning the target language (L2). The third group consists of teachers who make limited use of code-switching, for translation and for checking on comprehension. The analysis of these styles shows that teachers need to learn to deal with two major constraints on the teaching/learning of an L2: a 'cognitive' restraint on children, due to their natural tendency to use the L1 during L2 learning activities and interactions, and a 'correction' restraint on teachers, whose retroactive reformulations provide a framework which is essential for learning the L2.

**98–504   Gearon, Margaret** (Monash U., Australia). L'alternance entre l'anglais et le français chez les professeurs de français langue étrangère en Australie. [English–French code-switching amongst French teachers in Australia.] *Etudes de Linguistique Appliquée* (Paris), **108** (1998), 467–74.

This study is an analysis of code-switching between French and English using recordings of the classroom interactions of six secondary-level French teachers in Victoria, Australia. The analysis of the transcripts demonstrates that there is a strong tendency in these classes towards code-switching, with English used as the

matrix language and French as the embedded language. There are consequently few long stretches of discourse in the target language, and the French language is constructed more as an object of study than as a means of communication. Interviews with teachers demonstrated a lack of awareness of these code-switching practices. The author claims that these practices are likely to discourage students from developing their own inter-languages and from making hypotheses about the structure of the second language; and she concludes that it is vital for teacher training purposes to make teachers more aware of the effects of code-switching on learners' second language acquisition.

**98–505   Glisan, Eileen W., Dudt, Kurt P. and Howe, Marilyn S.** (Indiana U. of Pennsylvania). Teaching Spanish through distance education: implications of a pilot study. *Foreign Language Annals* (New York), **31**, 1 (1998), 48–66.

At national and state levels in the United States, there is a current emphasis on expanding foreign language programmes in order to enable *all* students to achieve high standards in linguistic and cultural competency. While school districts across the U.S. attempt to begin language instruction in the elementary grades, many lack adequate resources to employ additional staffing. Distance education programmes are increasingly being proposed as a means of compensating for a lack of district-level resources. This article (1) reviews research findings of studies dealing with distance education programmes; (2) describes the results of a distance learning study implemented with elementary school students learning Spanish; and (3) identifies the questions that must be addressed as the profession attempts to evaluate the effectiveness of distance learning in current foreign language programmes.

**98–506   Hedderich, Norbert** (U. of Rhode Island). Peer tutoring via electronic mail. *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ), **2** (1997), 141–7.

The speed, low cost and global nature of e-mail made it ideal for a project fostering semester-long exchanges between American and German students, inspired in part by European models of language learning 'ein tandem', based on the principles of mutual benefit and autonomy. This peer tutoring lends itself to e-mail, although a structure is needed to ensure they are more than just electronic pen pals. Use of the native language should not be discounted, as learners are also providing important models to their partners. From basic writing assignments, partners can move on to exchange views on subjects of mutual interest, and provide each other with cultural information. Students find this genuine written communication very motivating. Projects take time to set up, as they require identification of like-minded teachers in Germany, Switzerland or Austria. All parties must be properly trained, and it is advisable to select user-friendly mail programs. A bilingual German–English electronic discussion forum, RIBO-

L, provides the opportunity for group discussions. Such developments are welcomed by foreign language teachers in the United States, long handicapped by the vast geographical distances to the countries where their target languages are spoken.

**98–507  Hunston, Susan and Francis, Gill** (U. of Birmingham). Verbs observed: a corpus-driven pedagogic grammar. *Applied Linguistics* (Oxford), **19**, 1 (1998), 45–72.

This paper proposes a pedagogic grammar of English which is derived from substantial quantities of naturally occurring data, is lexically-based, and lends itself to exploitation by text-based and concordance-based consciousness-raising techniques. The paper describes the outcome of a project to code the complementation patterns of all the verbs in Collins COBUILD English Dictionary (1995). COBUILD stands for 'Collins and Birmingham University International Language Database'. The coding is based on the Bank of English corpus at COBUILD and uses a simple notation based on words and word-classes rather than traditional functional categories. The result of this exercise is a list of verb patterns, with a complete list of all the verbs in a corpus of 250 million words that have each pattern. It is found that the verbs which share a pattern fall into groups based on meaning. This grammar is the first grammar to integrate syntax and lexis using corpus data. The grammar is used to explore traditional grammatical categories such as Object, Complement, etc. These are found to be inadequate to account for the actual behaviour of verbs. Finally, the paper explores the possibility of using a pattern grammar to analyse naturally-occurring discourse.

**98–508  Iluk, Jan**. Zum Stellenwert des Übersetzens/Dolmetschens in neueren Fremdsprachencurricula. [On the status of translating/interpreting in newer foreign language curricula.] *Fremdsprachen und Hochschule* (Bochum, Germany), **51** (1997), 26–38.

Discussion in this article focuses on foreign language teaching plans from Germany, Austria and Poland with a view to examining how translation is justified and weighted within the curriculum, to what level it should be acquired, and what methods are recommended for introducing it into the classroom. A clear tendency toward the introduction of oral translation as an independent skill can be seen at all levels – primary as well as secondary, as this type of exercise is deemed a suitable opportunity to use the foreign language as a medium of communication, and is also seen as developing the skills of summarising information in the first language. Translation aids the development of awareness of structural and semantic interlingual differences and is thus considered a core part of foreign language teaching. Little methodological advice was provided in the curricula examined, except that translation should not dominate. The author discusses these curricula in the light of recent research in foreign language teaching,

some of which has already been incorporated. Drawing on more recent research, evaluation is made of these teaching plans and tentative suggestions are made concerning text type, in particular the translation/transliteration of poetry.

**98–509  Jernigan, Christine Galbreath and Moore, Zena** (U. of Texas at Austin). Teaching culture: a study in the Portuguese classroom. Implications for the National Standards. *Hispania* (Ann Arbor, MI), **80**, 4 (1997), 842–47.

The qualitative study reported here sought to discover how two teachers of a college introductory Portuguese course taught culture. The National Standards on the teaching of culture were used to see if the standards were being met. Non-participant observation of a class team-taught by two teachers for over 62 official class hours provided the main database; and responses from teacher reflection interviews, teacher career interviews, and student interviews were used to triangulate the data. Teachers observed many of the standards, and the guidelines provided a useful framework. However, findings indicated that students had few opportunities to develop perspectives on cultural patterns and products. Two problems emerged: the inappropriateness of the term 'native culture', considering the multi-ethnic background of many students, and the failure to adequately emphasise the complexity of teaching culture.

**98–510  Kharma, Nayef**. EFL and community needs. *IRAL* (Heidelberg, Germany), **36**, 1 (1998), 49–67.

The importance of defining the needs of the community before designing any educational curriculum/syllabus is indisputable. This paper asserts, however, that not much in this respect has been accomplished in the Arab world as far as EFL (English as a Foreign Language) is concerned. The author first attempts to specify the two main types of need which have to be researched: the societal and the educational-cultural. This is followed by an evaluative examination of several samples of the major needs analysis studies carried out in the Arab world, particularly in the Arab Gulf countries; and the perspective thus arrived at is used to cast light on the type of comprehensive research required in this area.

**98–511  Kuiken, Folkert**. De implementatie van *Zebra*, een basisleergang. [The implementation of *Zebra*, an introductory course in Dutch as a second language.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 53–62.

This article focuses on the relevance of implementation of second language methods in general and of *Zebra* in particular. *Zebra* is an introductory course in Dutch, designed for foreign students of 12 to 16 years of age. The article starts with the reasons why *Zebra* had to be developed: it can be characterised as having a task-based approach. These and other principles of the method are

next clarified. Teachers who wish to implement the method can participate in a training programme complemented by intervision and coaching. The method has been tested at six secondary schools. These tryouts have yielded a lot of information on the skills teachers need when using the method. As far as possible, these skills are integrated in the implementation programme.

**98–512 Lennon, Paul** (Justus-Liebig U., Gießen). Approaches to the teaching of idiomatic language. *IRAL* (Heidelberg, Germany), **36**, 1 (1998), 11–30.

This paper offers some suggestions – including sample exercises – for the teaching of idiomatic language. First, the relation between non-idiomatic and erroneous language in foreign language learning is examined, and it is concluded that non-idiomatic sentences do not so much break categorical rules as venture into the grey area of weak combinatorial probabilities between linguistic items. Idiomaticity is thus seen as a scale, but less idiomatic is not necessarily to be equated with less acceptable, since both conventionalised and original language have their place in discourse. Crucial is the issue of appropriateness in context. Full-blown idioms represent firm collocations whose meaning is conventionalised and metaphorical. Where this meaning takes on an aphoristic quality we have proverbs. The underlying principle of metaphor provides a structural systematicity to the lexis, which extends far beyond full idioms into all but the most core uses of lexical items. It is suggested that exercises of a problem-solving nature will help learners to unearth these pervasive metaphors in idiomatic language, and some exercises are presented.

**98–513 Lipton, Gladys C.** (U. of Maryland). "A century of progress". A retrospective on FLES programs: 1898–1998. *Hispania* (Ann Arbor, MI), **81**, 1 (1998), 75–87.

A retrospective of over a hundred years reveals the evolution of different policies, approaches, and methodology with regard to the teaching of foreign languages to young children. As is so often the case, the seeds of the past are evident in many aspects of the present. A review highlighting some of the significant events and/or policies in the history of elementary school foreign language programmes in general, with specific details about Spanish FLES (Foreign Languages in Elementary School) programmes, shows pivotal points. Three periods help to synthesise this historical perspective of FLES in the twentieth century.

**98–514 Lowe, Anne S.** (Moncton U.). L'enseignment de la musique et de la langue seconde: pistes d'intégration et conséquences sur les apprentissages. [The teaching of music and second languages: routes to integration and outcomes for learning.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 2 (1998), 218–38.

The purpose of this study was to investigate whether the incorporation of a music programme in the second language (L2) classroom would reinforce both the learning of music and the learning of the L2. Two Grade 2 French immersion classes were chosen to represent the groups for the study. Music classes totally integrated in the French L2 class were planned and taught by the experimental group's regular classroom teacher. Pre- and post-tests were administered to measure, in music, tonal-rhythmic patterns and form that have commonalities with pronunciation, oral grammar, vocabulary, and reading comprehension. Results indicated that the experimental group performed significantly better than the control group in all music tests and in the oral grammar and reading comprehension French tests.

**98–515 Luchtenberg, Sigrid** (Universität GH Essen, Germany). Proper names as a target of language awareness. *Language Awareness* (Clevedon), **7**, 1 (1998), 22–31.

This paper looks first at the value of proper names in language awareness education by demonstrating their role in various fields of linguistics. It then deals with the role of proper names in three different areas of German language education: German as a mother tongue, German as a foreign language, and the multicultural classroom. The study reveals the marginal role of proper names in German language classes, mainly restricted to historical aspects such as the origin of place names or family names, while communicative, pragmatic or cultural aspects are neglected. Consideration of the role of proper names in language education suggests that they lend themselves to a holistic approach, as is the aim in language awareness, for they cover grammar as well as cultural learning or critical language awareness. Proposals are made regarding the teaching of proper names in the context of language awareness education within the German curriculum.

**98–516 Lynch, Tony** (IALS, U. of Edinburgh). Questions of presentation: evaluating success in EAP seminar skills classes. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **9** (1998), 52–62.

In this paper the author discusses his adaptation for teaching purposes of a research-oriented framework, the Communicative Outcome system (Yule & Powers, 1994). He describes how he applied a simplified negotiation/success matrix based on the system to data from

discussion episodes in English for Academic Purposes (EAP) seminar skills classes, in order to see whether it might offer teachers a workable instrument for assessing learners' performance. The results suggest that the matrix is a potentially useful tool in helping learners cope with the complexities of two-way listening in a foreign language; and it is concluded that the Communicative Outcome system offers the teacher a practical means of monitoring learners' performances and of providing them with feedback.

**98–517   Mangenot, François** (IUFM de Lyon). Multimédia et activités langagières. [Multimedia and language activities.] *Le Français dans le Monde* (Paris), **Special issue** (July 1997), 76–84.

This paper reviews the pedagogical potential for language learning of various multimedia products. It argues that there are problems connected with the available material. CD Roms produced especially for language learning come with very standard tasks (repetition or transformation) and much less interesting content than CD Roms for the open market (e.g. on history, art etc.) or the Internet. The latter, while constituting excellent written or spoken 'immersion' material, usually require a great deal of work on the part of the teacher in terms of accompanying tasks, e.g. multiple choice task sheets with answer key. While there are many activities that can be proposed to accompany the materials, there is too frequently a very loose link between the content and the tasks. Tighter links would provide a real 'pedagogical environment'. In order to deal with the financial constraints involved in using off-air broadcasts and scanning authentic texts, the writer suggests linking CD Roms on the open market with programmes written especially to exploit them. These could be created by groups of teachers using a hyper-text programme such as *Hypercard* or *Toolbook*. Finally, it is suggested that learners could create their own multimedia documents through project work.

**98–518   Mason, Beniko** (Internat. Buddhist U., Japan) **and Krashen, Stephen**. Can extensive reading help unmotivated students of EFL improve? *ITL Review of Applied Linguistics* (Louvain, Belgium), **117-118** (1997), 79–84.

Despite the growing amount of research supporting the use of extensive reading for improving second language competence, many teachers are still uncertain of its effectiveness. The study reported here investigated whether so-called 'bad' students or failures in English as a Foreign Language (EFL) could improve with an extensive reading treatment. University level students of EFL in Japan, enrolled in a special class for students who had failed English, did a semester of extensive reading in place of the traditional curriculum. Their gains in reading comprehension were significantly greater than a comparison group of traditionally taught regular students, and they showed a clear improvement in attitude towards reading.

**98–519   Mason, Keith** (New Providence School District, NJ). *Dove siamo?*: the current status of teaching Italian. *Italica* (Columbus, OH), **74**, 4 (1997), 517–41.

Italian is taught at all levels of instruction in the United States. This article addresses the current status of teaching Italian, outlines problems that teachers of Italian must confront, and offers recommendations for improving the Italian pedagogical scenario. The survey includes various aspects of the Italian teaching profession at all levels. It begins with statistics about world languages which it compares with statistics about foreign language enrolments in the U.S.. The discussion then moves to specific aspects of teaching Italian – i.e. methodology courses and teacher certification – as well as pedagogical materials. It highlights suggestions to help advance and improve the Italian pedagogical field, especially in relation to the scenario for Spanish, French and German, which generally enjoy higher enrolments, high quality teacher preparation and a wide variety of pedagogical materials. On the other hand, it is recognised that Italian tends to fare favourably when compared to less commonly taught languages such as Japanese, Chinese, Arabic, Hebrew and Russian.

**98–520   Masters Salomone, Ann** (Kent State U.). How to avoid language breakdown? Circumlocution! *Foreign Language Annals* (New York), **30**, 4 (1997), 473–84.

Circumlocution can prevent communication breakdown, and is a required function at the Advanced level on the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency scale. To encourage this communicative strategy, the researchers conducted a study of two intermediate college French classes. One class was encouraged to circumlocute; the other was not. Pre-tests and post-tests measured gains in circumlocution. At the end of the term, both groups had significantly improved their ability to circumlocute. Although statistical results did not differ significantly between the two groups, qualitative data revealed that the experimental group learned to focus better on the salient features of lexical items and, therefore, to circumlocute more efficiently. Circumlocution games to encourage both linguistic competence and cognitive flexibility are included.

**98–521   Melles, Gavin** (Waikato Polytechnic, NZ). Enfocando la competencia lingüística: conscienciacxión gramatical. [Focus on linguistic competence: grammar consciousness-raising.] *Hispania* (Ann Arbor, MI), **80**, 4 (1997), 848–58.

Recent theory and methodology of second language teaching and learning emphasises that psychological factors are central to the development of communicative competence. Therefore, it is recommended that class activities should principally involve conscious and subconscious text processing by students. Explicit grammar instruction has been pushed into the back-

ground. This paper argues that the development of communicative competence by students of Spanish as a foreign language cannot be fully realised without attending to the grammar component. The author maintains that such competence must be the result of a balance of activities wherein we acknowledge the importance of grammar consciousness-raising tasks. In the first part of the paper the author discusses the role of grammar in the communicative paradigm and shows how current methodologies have failed adequately to address the position of grammar in such paradigms. The second part of the paper describes three grammar consciousness-raising activities carried out with groups of intermediate students of Spanish as a foreign language. The author concludes that grammar teaching must be integrated with the teaching of other skills: grammar consciousness- raising activities can provide a successful means of providing this teaching in a programme which aims at increasing communicative competence.

**98–522   Mendelsohn, David** (York U., Toronto). Teaching listening. *Annual Review of Applied Linguistics* (New York), **18**, (1998), 81–101.

This paper describes recent trends in the teaching of listening. It focuses initially on strategy research and strategy instruction, considering the teachability of strategies for listening, varying strategy use by different students (amount and choice of strategies), and the relevance of schema theory and importance of prior background knowledge. Moving on to focus on pedagogy, the paper considers a strategy-based approach to teaching listening (i.e. teaching students *how* to listen), with strategy instruction forming the core of the course. It also discusses skills integration, the use of video in preference to audio (because of the importance of non-verbal elements), and recent technology currently being introduced into the teaching of listening (computer-assisted multimedia programs). A section on interactive listening considers the need to develop learners' discourse, sociolinguistic and strategic competence; and a further section on academic listening deals with the academic lecture, listening competence and TOEFL scores, and the need for listening support for non-native students. Finally, the paper addresses aspects of recently-published classroom listening textbooks, and comments critically on the failure of authors to apply research findings in applied linguistics to their material. There is both an annotated and extensive unannotated bibliography.

**98–523   Moss, Howard** (U. of Wales Swansea). Lexical borrowing: research and teaching. *Tuttitalia* (Rugby), **16** (1997), 8–11.

This paper seeks to show how knowledge of and research into a particular area of language study – lexical borrowing – can also be a useful supplementary tool in teaching the history of a language. Finding his students of the history of Italian not interested in the traditional approach of phonetics–phonology–morphology, the author managed to engage their interest by devising activities arising out of his own enthusiasm for lexical

borrowing, in particular contemporary borrowings from English. Details are given of how the history of Italian can be shown to reflect the history of the country, and of activities that can help the study of anglicisms in contemporary Italian. The author cautions, however, against being over-enthusiastic about one aspect of the history of the language, since this could lead to overemphasising its importance.

**98–524   Nam, Christine and Oxford, Rebecca L.** (U. of Alabama). Portrait of a future teacher: case study of learning styles, strategies, and language disabilities. *System* (Oxford), **26**, 1 (1998), 51–63.

Many individuals persevere through their school and university years with undiagnosed language-related learning disabilities. This article describes a future teacher who herself experienced severe problems with auditory memory and auditory processing, and whose performance in reading and writing suffered as a result. Her case is particularly interesting in that she grew up partially bilingual, learning English at school and Thai at home. Because of her concerns for people like herself who must deal with language-related learning disabilities, she is now becoming a teacher. This is a portrait of her educational progress.

**98–525   Ó Laoire, Muiris** (Regional Tech. Coll., Tralee). Bringing the teacher back!: the role of instructional inputs in promoting autonomy in the second language classroom. *Teanga* (Dublin), **17** (1997), 43–53.

Research on autonomous language learning (ALL) has raised important questions about teacher performance and responsibility in meeting learners' needs, and about the nature of instruction itself within an ALL framework. This paper seeks to examine the role and purpose of instruction in the second language classroom where ALL is promoted. It refers specifically to data elicited from a class of adolescent school learners of Irish (ages 13–14). At the beginning of this longitudinal study, the learners self-reported low integrative and instrumental motivational levels as well as little prospect of meaningful exposure to the language outside of class. The purpose of the study, therefore, was to measure the effect that an autonomous approach would have on such low self-efficacy expectations. The results unexpectedly brought a new perspective to bear on the role of instructional inputs within such an approach. Specific instructional inputs aimed at learners achieving pedagogical autonomy within the context of promoting autonomy among underachievers were found to be both necessary and effective.

**98–526   Orban, C.** (DePaul U.). Real talk: interviews, radio broadcasts and videotaping as context in advanced Italian conversation classes. *Italica* (Columbus, OH), **74**, 4 (1997), 466–84.

The amount of pedagogical material designed for advanced Italian classes is surprisingly scarce. Drawing

on the author's personal experience as a university teacher, this article argues that a suitable learning environment at third-year level should avoid 'teacher talk' and create context-based speech situations. This can be achieved through structured pedagogic activities such as: an advanced Italian sequence, exploiting written or recorded authentic input to identify and then implement grammar features; an advanced conversation course, where students use audiovisual material to recognise types of speech and register associated with specific situations and eventually produce a newsreel or CV; recorded interviews with local Italian immigrants, followed by a written report; a weekly radio show in Italian written for the university station; and sessions of videotaped student conversation for collaborative self-evaluation. All these activities (and the related written assignments) should contribute to the final grade, with an end-of-course exam accounting only for 20% of the total credits. Provided students are willing to engage in extramural activities, the methodology suggested here can provide a contextualised, dynamic learning environment for the effective acquisition of advanced language proficiency.

**98–527   Osborn, Terry A.** (U. of Connecticut). Providing access: foreign language learners and genre theory. *Foreign Language Annals* (New York), **31**, 1 (1998), 40–47.

As methodological emphasis in intermediate-level foreign language courses has shifted from translation-based learning, which utilised literary texts quite intensively, to communication-based learning, literature in the intermediate-level course has been either overlooked as a viable tool of instruction or used in the classroom as a springboard to communication. This article argues that these approaches do not develop the students' appreciation of literature, and thus miss an opportunity for students to participate in highly motivational activities. It is suggested that using the short story at the intermediate level can provide students with the opportunity to apply their knowledge of the foreign language in a way that does develop their appreciation of literature, specifically through the examination of aspects of genre theory. Genre theory and classroom-tested techniques are synthesised in the presentation of strategies for teaching selected literary characteristics of the short story at the intermediate level.

**98–528   Overfield, Denise M.** (State U. of West Georgia). From the margins to the mainstream: foreign language education and community-based learning. *Foreign Language Annals* (New York), **30**, 4 (1997), 485–91.

There is a growing amount of research in language learning and general education which supports the idea that addressing the fifth goal of the National Standards for Foreign Language Learning – communities – in the language classroom can be an effective way of teaching the foreign language. In addition, situating foreign language education within the literal and metaphorical spaces of one's communities serves to emphasise the relevance of foreign languages in the contemporary world. This article gives three specific examples of how community-based learning in the foreign language classroom addresses the issue of communicative competence.

**98–529   Oxford, Rebecca L.** (U. of Alabama) **and others**. Clashing metaphors about classroom teachers: toward a systematic typology for the language teaching field. *System* (Oxford), **26**, 1 (1998), 3–50.

This article explores the uses of metaphor to express various perspectives about the concept of 'teacher'. The metaphors came from student-written and teacher-composed narratives, interviews, articles and texts by education theorists and methodologists. A variety of metaphors emerged to describe teachers, especially language teachers, such as *Teacher as Conduit*, *Teacher as Nurturer* and *Teacher as Competitor*. The article exhibits different, often contradictory metaphors held about teachers, organises them according to four major philosophical viewpoints, and shows how language teaching methods relate to these metaphors. Identifying and fully understanding these contrasting views can, it is claimed, heighten 'perspective-consciousness', increase tolerance and understanding, and make the language classroom a more welcoming environment for students and teachers alike.

**98–530   Park, Young Ye** (Korea Advanced Inst. of Science and Tech.) **and Oxford, Rebecca L.**. Changing roles for teachers in the English Village Course in Korea. *System* (Oxford), **26**, 1 (1998), 107–13.

In Korea, the roles of teachers of English as a Foreign Language (EFL) are highly traditional in most institutions. This article describes their changing roles in the five-week summer intensive programme known as the English Village Course, implemented at the Korea Advanced Institute of Science and Technology. The programme was created to provide intensive communicative practice in English. The article describes the programme, and charts its effectiveness in enhancing participants' communicative competence. This improvement required specific alterations in the instructional roles traditionally adopted by EFL teachers in Korea. The results demonstrated that empowerment of the instructional staff – both instructors and group leaders – was able to bring great benefit to participants in an intensive, non-traditional, immersion programme for teaching English in Korea.

**98–531   Parkinson, Brian** (IALS, U. of Edinburgh). Translator, traitor, source of data: classifying translations of 'foreign phrases' as an awareness-raising exercise. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **9** (1998), 73–85.

This paper presents a system for classifying (coding) translations of sentence-length or similar material,

which is then exemplified with codings of entries in the *Dictionary of Foreign Phrases and Classical Quotations* (Jones, 1925). Problems in coding are discussed: they relate especially to intertextuality, intention and ownership. The system is intended for pedagogic use (after further trialling), and the place of such classifying activities within advanced foreign-language courses involving translation is considered. The recommended approach is considered analogous, in some respects, to Widdowson's approach to teaching literature. Students are encouraged to adopt a relatively non-judgemental, descriptive attitude to particular translations, but also to question the general ideology of a book such as Jones's, and to explore implications for their own learning.

**98–532 Pochard, Jean-Charles** (GRIC 2 U. of Lyon 2). Une classe d'anglais en France : quelle(s) langue(s) y parle-t-on? [What language(s) is/are spoken during an English lesson in France?] *Etudes de Linguistique Appliquée* (Paris), **108** (1998), 411–21.

A language classroom can be considered as a linguistic community whose specific characteristics are determined by factors in the wider sociolinguistic context, including the learners' verbal repertories, the teacher's verbal repertory, the target language, the institutional sociolect and the dominant linguistic variety of the society in question. This framework is used to describe the sociolinguistic situation in a French secondary school English classroom and to provide a basis for the analysis of a five-hour long corpus of foreign language classroom discourse. Communicative exchanges are classified according to whether they are initiated by the teacher or by the pupils, in English or in French, and the specific range of communicative functions of each class of exchange is given and exemplified. Although the majority of functions are those which have already been identified in the literature, it is shown that sociolinguistic factors give rise to a number of powerful constraints to which insufficient attention has previously been paid. In particular, the relaxation of the rule imposing French as the sole institutional language necessitates a new rule which can be provisionally stated as : 'the use of English is obligatory unless the teacher decides otherwise', which has repercussions on code-switching behaviours, as well pedagogical implications.

**98–533 Polezzi, Loredana** (U. of Warwick). Neo-italiano in the classroom. *Tuttitalia* (Rugby), **16** (1997), 17–18, 23–25.

The author discusses language variation, and the wide array of dialects, sociolects, etc. open to individual speakers, reflecting different aspects of personal identity, e.g. gender, age, social roles and contexts, etc. In the case of Italian, there are apparently a number of distinct varieties including the contemporary literary standard and 'educated regional' varieties. The paper suggests that the variety identified as 'Italian as a Foreign Language' (IFL) is in fact more purist and conservative than its native counterparts, as reflected in the vast majority of language teaching materials still tending towards the formal-high-written standard and eschewing regional dialects. Neo-standard Italian, which evinces informal, spoken and regional features, is used on Italian radio and television, yet is generally excluded from IFL course materials. A plea is made for what is seen as publishers' traditional (and prescriptive) assumptions to be replaced by a more open and flexible approach, so that linguistic and cultural differences may be reflected in coursebooks and materials – helping learners to appreciate, at the very least, the social value judgements associated with particular regional dialects.

**98–534 Pujol Berché, Mercé** (U. of Barcelona). Didactique des langues étrangères: de quoi parle-t-on quand on parle de grammaire? [Foreign language teaching: what is meant by 'grammar'?] *IRAL* (Heidelberg, Germany), **36**, 1 (1998), 31–48.

The aim of this article is twofold: on the one hand, to clarify the polysemy of the word 'grammar' – linguistic, psychological, sociological, and pedagogical – in order to specify more precisely what is meant by pedagogical grammars; and, on the other hand, to set out a framework for the elaboration of pedagogical grammars. These are seen as having emerged as a result of interdisciplinary efforts and of reflection on the grammatical needs of students, the areas of the language to be taught and ways of dealing with them in the classroom. Pedagogical grammars are understood here as a learning tool in the second language classroom. Their foundations, the stages in their elaboration, their properties and their grammatical components are each presented and discussed.

**98–535 Pujolà, Joan-Tomàs** (IALS, U. of Edinburgh). E*web*uation. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **9** (1998), 104–15.

This paper describes a project which has the objective of evaluating language learning Web resources in a systematic and explicit way in order to enhance their pedagogical value. Issues of quality of Web resources, the need for an evaluation procedure and the difficulties in implementing it are discussed first. The development of criteria on which to base such an evaluation is then outlined. Six criteria were eventually identified for the evaluation model developed here: (a) quality and usefulness of the material; (b) coverage; (c) userfriendliness; (d) motivation; (e) promoting active learning; and (f) feedback. The article describes the implementation of the evaluation procedure on a Web page which indexes Spanish language learning resources. The evaluation model is not presented as definitive, but is intended to stimulate constructive discussion.

# Language teaching

■

**98–536  Py, Bernard** (U. of Neuchâtel). Pour une perspective bilingue sur l'enseignement et l'apprentissage des langues. [Towards a bilingual approach to learning and teaching languages.] *Etudes de Linguistique Appliquée* (Paris), **108** (1998), 495–503.

Traditionally, the place and role of the mother tongue (L1) have been regarded with suspicion in research on language learning and acquisition, and the aim of most kinds of contrastive analysis has been to eliminate all traces of the L1 in second language (L2) production. However, recent research on bilingualism has thrown a very different light on the relationships between languages, learners and acquisition. By considering individual learners as 'beginner bilinguals' and language classrooms as diglossic communities, it becomes possible to reconceptualise second language learning situations in realistic and insightful ways. Fundamental notions such as correcting and correction, interlanguage and motivation, and social, cognitive and functional approaches to acquisition, all benefit from this change from a monolingual, normative perspective to a variational one. The article concludes with a summary list of the implications for research in the field: the L1 should not be considered as an obstacle to L2 acquisition, but as part of a bilingual repertory; attitudes to norms, roles and code-switching need to be investigated and modified and methodology diversified; and greater importance should be accorded to language awareness activities.

**98–537  Rankin, Walter** (George Mason U.). Increasing the communicative competence of foreign language students through the FL chatroom. *Foreign Language Annals* (New York), **30**, 4 (1997), 542–46.

This article examines the practical and prevalent problem of encouraging foreign language (FL) students to communicate in the target language outside the classroom, and suggests a solution which uses the Internet. Despite student enthusiasm and increased opportunities on college and university campuses to incorporate the World Wide Web and other Internet services into the classroom, many instructors have not readily done so. The article proposes that the popular online 'chatroom' can be incorporated into course syllabi of FL courses as a regular homework assignment to encourage active and frequent use of the target language. The FL chatroom allows instructor and students to continue more in-depth discussions – grammatical, cultural, and literary – outside the classroom. Further, such discussions can be opened up to include other sections and classes, thus providing students from differing levels of language learning with a shared knowledge base.

**98–538  Rings, Lana** (U. of Texas, Arlington). Of *Cliquen* and *Kneipen*: when one-word translations are not enough. *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ), **1** (1997), 8–15.

The meanings of virtually all words are highly culture-dependent, and problems can arise for foreign language teaching if this is not made explicit. The author interviewed more than fifty native speakers from both Germany and the United States about the words *Clique* and *Kneipe* (*clique* and *bar*), revealing some interesting cultural differences. Only a minority of German respondents considered *Clique* a pejorative term, whereas many American respondents defined a *clique* as a circle of friends who often want to exclude others from their group. The two definitions of *Kneipe* and *bar* revealed an even greater difference in connotation, contrasting a relatively simple German concept of a place where friends and families go to talk, eat and drink with a more diverse American picture. There are clear implications for the classroom, where even in the first year of language instruction, students can be introduced to the concept of cross-cultural differences. In upper-level courses, a corpus of interviews with native speakers can form the basis for listening, reading and discussion. Students taught to be cautious about assuming they understand a native speaker of another language because they understand the surface grammar and vocabulary may be less likely to stereotype other cultural groups.

**98–539  Salien, Jean-Marie** (Fort Hays State U.). Quebec French: attitudes and pedagogical perspectives. *The Modern Language Journal* (Madison, WI), **82**, 1 (1998), 69–82.

Teachers of French in the United States have either ignored, frowned upon, or ridiculed Quebec French. As a result, their students seldom have exposure to the variation of French spoken in *La Belle Province*, which the author considers deplorable in view of the missed opportunities to learners of French interested in studying abroad. This article aims to review the arguments against stereotypes of Quebec French, to present a defence of *Québécois* as an acceptable and teachable form of the French language, and to attract the attention of teachers of French to the pedagogical opportunities of that dialect. Salient aspects of the article include the discussion of *joual*, *Québécois*, and international French, and ideas about how to include Quebec French in a French curriculum.

**98–540  Sanders, Ruth H.** (Miami U.) Distance learning transatlantic style: how videoconferencing widened the focus in a culture course. *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ), **2** (1997), 135–40.

A two-way live videoconference took place in 1995 between students at Miami University and the Ludwig-Maximilians-Universität in Munich, on the subject of the German media image of the USA and the American media image of Germany. Each group made a videotape with questions about the target culture and sent it in advance. The hour-long videoconference was carefully prepared in class: students gathered information and statistics, formulated questions, and practised through role-play. Each Miami student had one rehearsed contribution to make, whereas the superior

230

language abilities of the Munich students allowed them to participate more spontaneously. Reactions to the conference were overwhelmingly positive, and students were fascinated to see their cultural assumptions challenged, and at times confirmed. Acting as representatives of their own culture was particularly beneficial for the American students, who typically lack awareness of themselves as 'foreigners'. The conference required a large investment of time and money, and would not be justified merely as a way for students to get to know each other, but there is an undeniable qualitative difference between observation of captive native informants and joint participation in discussion of a mutually interesting, significant topic.

**98–541  Schut, Christa** (Regional Ed. Centre, Albeda Coll.) and **van Weert, Ingrid**. Videoleen: Onbegrensd leren. Video als medium voor gespreksvaardigheidtraining. [Video learning: unlimited learning. Video as a medium for training conversation skills.] *Levende Talen* (Amsterdam), **527** (1998), 66–9.

Four schools for vocational education in the Rotterdam area have been experimenting with new media. One of the projects dealt with integrating videoconferencing into foreign-language teaching. Contacts were established with foreign schools that also had this equipment at their disposal; lessons were developed, tested, evaluated, adjusted and re-tested. This resulted in a manual for working with video learning. The main conclusion of the project is that the extra investment of both time and money pays off because videoconferencing has a distinct surplus value. Firstly, it has clear advantages for language learning proper: pupils are forced to use spontaneous language in an authentic communicative situation, with both native and non-native interlocutors. Secondly, it motivates both pupils and teachers to cross borders, both literally and figuratively. It also promotes the integration of language teaching into other school subjects, since actual communication deals with real content which usually belongs to other disciplines. Finally – of course – it promotes the use of new media among pupils and teachers.

**98–542  Shelly, Sharon L.** (Coll. of Wooster). Teaching the sound system(s): the case of mid vowels. *The French Review* (Champaign, IL), **71**, 4 (1998), 598–606.

Current trends towards multiculturalism require the reconsideration of traditional attitudes towards standard and variation in the French language. Curricula in France now routinely include texts, films, music, and other authentic materials from Francophone communities in Africa, Canada, and the Caribbean. The author of this paper considers the question of how to deal with the linguistic variation that inevitably accompanies cultural diversity. The paper examines the mid-vowel system as one illustration of phonological variation, and of the pedagogical challenge of dealing with linguistic diversity in the foreign language classroom.

**98–543  Siepmann, Dirk**. Übersetzungsunterricht zwischen Wunschvorstellung und Wirklichkeit: Theoretische Überlegungen, empirische Befunde und Anregungen für die Praxis. [Translation teaching between wishful thinking and reality: theoretical considerations, empirical findings and suggestions for practice.] *Fremdsprachen und Hochschule* (Bochum, Germany), **51** (1997), 5–25.

Based on a questionnaire of those involved in teaching translating at third level the author discusses alternatives to and methodological considerations of the traditional sentence-wise method. An overview is provided of the all the areas involved in the translating learning process which exercises should take into consideration. In another section he looks at such didactic-methodological concepts as learner and process orientation and the consequences of these for translation teaching, as well as suggestions as to how they can be incorporated into the classroom situation. The last section is concerned with improving the teaching material for translation and attention is given to the *desideratum* of learning dictionaries and transfer grammars.

**98–544  Simon, Diana-Lee** (U. Stendhal Grenoble 3). Alternance codique en classe de langue: rupture de contrat ou survie? [Code-switching in the language classroom: a broken contract or a matter of survival?] *Etudes de Linguistique Appliquée* (Paris), **108** (1998), 445–55.

Young teacher trainees trying to follow a communicative approach often come up against the problem that their pupils inevitably have recourse to their first language (L1). Such code-switching in the language classroom is usually deplored, but recent developments on the relationships between acquisition, interaction and bilingualism suggest that it can be turned to advantage. This article reports on a study of code-switching in pupils' discourse whilst they were carrying out tasks in which the use of the L1 was supposed to be forbidden. It shows that code-switching is closely related to the to-ing and fro-ing between a speaker's full identity as a person, and their identity as a learner. Each of these identities is expressed through a specific set of communicative functions, so that the language classroom is a diglossic rather than a monolingual situation. It is argued that language learners should, therefore, be regarded as bilinguals, and attitudes and methodology adapted to take this fact into account.

**98–545  Skehan, Peter** (Thames Valley U.) Task-based instruction. *Annual Review of Applied Linguistics* (New York), **18**, (1998), 268–86.

This paper seeks to provide an up-to-date survey of the second language literature on task-based instruction. Firstly, the author addresses definitional issues in order to locate task-based work within the range of options for the classroom. Secondly, theoretical preliminaries are studied: the author considers that, although the meaning-is-primary criterion has precedence, there needs to

be some concern for form if there is to be a prospect of interlanguage development and control. Thirdly, two areas of recent research are reviewed: the first section examines research into the features of tasks, such as task information, task operations, and task goals; the second section reports on how tasks are implemented and on the phases of task use. Measurement issues in task-based research are discussed, and it is suggested that investigators are currently using more measures than are needed. The final section of the paper reviews pedagogic proposals for task-based instruction and a number of future directions for study are considered.

**98–546  Snow, Marguerite A.** (California State U., LA). Trends and issues in content-based instruction. *Annual Review of Applied Linguistics* (New York), **18**, (1998), 243–67.

In the last two decades content-based instruction (CBI) has spread across educational levels and teaching contexts. This paper draws on examples from both second and foreign language education to look at trends and issues in CBI. Firstly, the author describes the impact of CBI on instructional practices, concentrating on recent work in three settings: U.S. elementary and secondary schools, English for Academic Purposes, and English as a Foreign Language. The impact on assessment and teacher-training practices is then discussed: it is suggested that CBI has forced teachers and administrators to reconsider the effectiveness of many traditional testing practices and has also had a major impact in recent years on teacher training. Four training models are described which were developed to meet the needs of students in content-based settings. Secondly, recent research in content-based classrooms is reviewed and consideration is given to CBI as a setting for methodological innovation. Finally, the author considers three on-going challenges for CBI: the role of language teaching and its relation to course content, the upgrading of the content-area teacher, and the issue of defining content in such instruction.

**98–547  Steinig, Wolfgang** (Pädagogische Hochschule Heidelberg) **and others**. Fremde im Zug – Fremde im Netz: Ein interkulturelles Schreibprojekt. [Strangers on a train – strangers on the net: an intercultural writing project.] *Zielsprache Deutsch* (Munich, Germany), **29**, 1 (1998), 13–24.

This article describes a pilot project which explores the didactic opportunities of the Internet from the point of view of German studies. Two groups of university students – one from the Pädagogische Hochschule in Heidelberg and one from the Pädagogische Hochschule in Debrecen, Hungary – were involved in the seminar, which used both conventional paper and pencil techniques as well as e-mail contact and specially constructed DCRs (Didactic Chat Rooms). The topic of the seminar was foreigners/strangers and the 'other'. The students were required to provide an ending for a literary text which centred on strangers in a train and then to discuss their various endings with each other, so

engaging in discussion about strangers and the 'other'. The authors evaluate the methods used and highlight some of the advantages, both didactic and personal, as well as some of the problems encountered, especially the different – and, in this case, deemed incompatible – approaches to literary studies in the two countries.

**98–548  Steyer, Kathrin and Teubert, Wolfgang** (Inst. für deutsche Sprache, Mannheim). Deutsch–Französische Übersetzungsplattform: Ansätze, Methoden, empirische Möglichkeiten. [German–French translation platform: approaches, methods, and empirical possibilities.] *Deutsche Sprache* (Berlin), **25**, 4 (1997), 343–59.

This article discusses the aims, methods and problems of a planned German–French translation platform. On the basis of parallel and comparable corpora, this electronic tool is intended to give suggested translations not only for individual words, but also for collocations, phrases and classified contexts. The main aim is to incorporate units which are not listed in traditional dictionaries, but which have become commonly used. The project incorporates three approaches: it is corpus-based, it is oriented towards idiomaticity as a relevant translation principle, and it is context-related. The article describes the concept of the project and provides examples to illustrate the problems in the field of collocation.

**98–549  Sunderland, Jane** (Lancaster U.). Girls being quiet: a problem for foreign language classrooms? *Language Teaching Research* (London), **2**, 1 (1998), 48–82.

The majority of quantitative and, arguably, of qualitative studies of gendered classroom discourse have produced depressing findings in terms of the quality and quantity of teacher attention female students attract/receive and the amount of talk they produce. The study reported here questioned whether in the *language* classroom, considered by many teachers to be a 'girls' world', findings might be rather different. The research site was a Year 7 foreign language (German) classroom in a U.K. secondary school, with 27 pupils – 14 boys and 13 girls – all aged 11 or 12; lessons were observed and audio-recorded, and the resulting transcripts quantitatively analysed. The overall picture of teacher–student discourse was one of the girls both getting less teacher attention than the boys, and being seen by her as the more academic 'gender group', and accordingly being academically challenged proportionately more frequently by her. The specific findings are reported in detail, and the author goes on to discuss three issues arising from the study: the question of reliability, language learning opportunities, and interpretation. She concludes that the study suggests that, if girls *do* do better at languages, this may not be because of an 'innate' verbal superiority, but because of the way they comport themselves in class.

**98–550 Toohey, Kelleen** (Simon Fraser U.). "Breaking them up, taking them away": ESL students in Grade 1. *TESOL Quarterly* (Alexandria, VA), **32**, 1 (1998), 61–84.

This article describes a longitudinal ethnographic research project in a Grade 1 classroom enrolling second language (L2) learners and Anglophones. Using a community-of-practice perspective rarely applied in L2 research, the author examines three classroom practices which she argues contribute to the construction of L2 learners as individuals and as such reinforce traditional second language acquisition perspectives. More importantly, it is argued that they serve to differentiate participants from one another and contribute to community stratification. In a stratified community in which the terms of stratification become increasingly visible to all, some students become defined as deficient and are thus systematically excluded from just those practices in which they might otherwise appropriate identities and practices of growing competence and expertise.

**98–551 Tschirner, Erwin** (U. of Iowa). Neue Perspektiven für DaF durch die neuen Medien. [New perspectives for German as a foreign language using new media.] *Die Unterrichtspraxis/Teaching German* (Cherry Hill, NJ), **2** (1997), 121–29.

In this article the author discusses the question of how foreign language teaching can incorporate material from new media (the Internet) and at the same time be superior to conventional language teaching. Firstly, foreign language teaching is characterised under the following four rubrics: situational learning, individualisation, process orientation and transnational communication ability. Secondly, problems in each of these four areas are identified and solutions are suggested which take advantage of Internet resources and new technologies, e.g. e-mail partnerships, chat rooms, MUDs (Multi-User dungeons), IRCs (Internet Relay Chats), mailing lists, Internet telephony, video telephony and CD-ROMs. The effective application of some of these Internet resources is discussed in detail as it pertains to these key areas. In the bibliography reference is made to sites which contain lists of Internet resources of the above type. Finally, the author explains how he sees foreign language teaching changing over the coming years with the advent of newer technologies and increased access to Internet resources.

**98–552 Uwah, Godwin Okebaram and Nelson, Paul** (Coll. of Charleston). Collaboration between humanities and business in the Business French curriculum. *Journal of Language for International Business* (Glendale, AZ), **9**, 2 (1998), 1–13.

Foreign languages are seen as having a major role to play in business schools' efforts to internationalise the curriculum. Aware of the need for cross-disciplinary co-operation, two faculties from Humanities and Business at the College of Charleston collaborated to offer a business course in French for credit in both business and French. This article describes the evolution of this successful collaboration and how the course fosters independence and co-operation among business and French majors. Citing a survey which indicates that few AACSB-accredited undergraduate business schools require a foreign language, and that still fewer engage in similar collaboration, the authors call on language faculty to actively promote co-operation across disciplines. Business schools can be fruitful places for mutually beneficial language courses; and such collaboration can lead to an enrolment increase in upper level offerings and enhance efforts to globalise the curriculum.

**98–553 van Calcar, Wim and Lentz, Hanneke** (Amsterdam Polytechnic). Grammatica en taalverwerving. Grammatica voor beginnende NT2-leerders. [Grammar and language acquisition. Grammar for beginning L2-learners of Dutch.] *Levende Talen* (Amsterdam), **528** (1998), 134–9.

The authors argue that traditional grammar focuses on knowledge *about* the language, rather than *of* the language. Second language (L2) learners need grammar that supports their acquisition process: they are eager to learn the labels and structures they need in order to describe reality in their new language. A grammar that does is called an acquisitional grammar, such as the one published in van Calcar (1994). Acquisitional grammar is based on reality as a coherent whole. Coherence is primarily expressed by means of verbs, which denote actions, events and situations. But they only become real due to persons and objects complementing the verbs. Thus, the language learner has to learn the verbs and their complements in his or her L2. Since L2-learners typically also acquire language outside the classroom, they are constantly exposed to structures that challenge the system they have built so far, no matter in what stage of acquisition they are at the time. Their hypotheses can be tested in the classroom and the teacher can guide them in this process, in order to enable them to approach the problem in a systematic way. Ideally, semantics comes before syntax, and morphology comes last, as is the case in first language acquisition.

**98–554 Walz, Joel** (U. of Georgia). Meeting *Standards for Foreign Language Learning* with World Wide Web activities. *Foreign Language Annals* (New York), **31**, 1 (1998), 103–14.

The publication of the *Standards for Foreign Language Learning* (in 1996) is deemed an important step in the history of the language teaching profession: there are now guidelines for learning and teaching that emphasise the role of foreign languages in the acquisition of skills and knowledge in other fields of endeavour. The author of this paper proposes activities involving the World Wide Web which reflect the emphasis in the *Standards* on learning about other cultures and the necessity for becoming a lifelong learner. He proposes learning scenarios at the three grade levels for six standards covering

233

all five Cs (areas of competence) – Communication, Comparisons, Cultures, Connections, Communities – using French as the target language. The scenarios include topics of high interest for differing levels of proficiency in all skills with a variety of cultural topics.

**98–555  Wilkinson, Sharon** (West Virginia U.). Study abroad from the participants' perspective: a challenge to common beliefs. *Foreign Language Annals* (New York), **31**, 1 (1998), 23–39.

Much study-abroad programme recruitment literature depicts the overseas experience as a short cut to linguistic fluency and cross-cultural understanding, a view that is also largely supported by research on the outcomes of a stay abroad. However, when the experience of learning to interact in a foreign language and of adapting to a foreign culture is viewed through the eyes of four American summer study-abroad students in France, as reported here, a different perspective emerges. The findings of this study are seen as challenging many common beliefs about the overseas educational experience and, in doing so, raising questions that hold implications for study-abroad programmes and foreign language classrooms alike.

**98–556  Yang, Nae-Dong** (Nat. Taiwan U.). Exploring a new role for teachers: promoting learner autonomy. *System* (Oxford), **26**, 1 (1998), 127–35.

This article first recognises a new role for language teachers: helping their students to develop autonomy in learning. The issues raised include how learner strategies can contribute to learner autonomy, and how the promotion of autonomy can be incorporated into second language teaching and learning. The article then reports an attempt to teach students in higher education how to learn and how to become autonomous in their own language learning by combining learning strategy instruction with the content course of second language acquisition. It describes how the course requirement – the language learning project – is helpful in guiding students through the process of self-assessment, goal-setting, planning, monitoring and evaluating their own language learning. Students' attitudes and reactions toward the semester-long strategy training and their evaluation of strategy development are reported, along with suggestions to help teachers succeed in such a process.

# Language learning

**98–557  Brogini, P. and Filippone, A.** (U. per Stranieri of Siena). Analisi di un percorso interlinguistico di italiano L2. [Investigation of an interlinguistic pathway in Italian as a Second Language.] *Rassegna Italiana di Linguistica Applicata* (Rome), **30**, 1 (1998), 119–32.

The transition from first to second language skills is shaped by a provisional system known as 'interlan-guage', which each speaker constructs according to his or her learning strategies. This paper reports on a comparative analysis of two samples of same-topic conversation between a Peruvian and an Australian learner, recorded at the beginning and at the end of a three-month Italian course for beginners. The transcripts were screened for mistakes in phonology, vocabulary and syntax, which were then classified and listed alongside correct forms in the source and target languages. Surprisingly, the English-speaker made greater progress in all areas than the Spanish-speaker, whose first language is closer to Italian. According to the authors, this difference shows that learners confronted with communicative difficulties tend to take greater risks and improve their interlanguage, while those more at ease in the second language are prone to complacency and learn less. The teacher is therefore warned that errors should not be stigmatised if they signal a real effort to communicate and to experiment with new levels of competence.

**98–558  Brooks, Frank B.** (Florida State U.), **Donato, Richard and McGlone, J. Victor**. When are they going to say 'it' right? Understanding learner talk during pair-work activity. *Foreign Language Annals* (New York), **30**, 4 (1997), 524–46.

Adopting sociocultural theory as their conceptual framework, the authors set out to study selected features of student discourse of three pairs of third-semester (i.e. intermediate level) learners of Spanish at university level. Specifically, they wished to investigate how these selected features, identified in an earlier research project (Brooks and Donato, 1994), developed during opportunities to engage in five different but similar jigsaw tasks. Through discourse analysis, they traced these features and found that the students indeed developed and became better at performing the tasks. Their work suggests that, if the purpose and function of learner language during problem-solving tasks are not clearly understood, learners may end up being denied strategic opportunities for language activity that can lead to their saying 'it' right.

**98–559  Bygate, Martin** (U. of Leeds). Theoretical perspectives on speaking. *Annual Review of Applied Linguistics* (New York), **18**, (1998), 20–42.

This paper starts by considering the nature of speech as 'product', establishing the norms of oral language output, and includes a comparison between oral and written language. It then moves on to the process of oral language production, reviewing firstly the study of native speaker (NS) production processes, and then relating them to second language (L2) processes. Points of similarity and difference between first language (L1) and L2 production processes are discussed: L2 speakers may engage processes which are distinct from those which occur in L1. Four differences are examined: lexical access, pausing, compensatory communication strategies, and language selection and combination (in relation to formulaic chunks). Moving on from internal

234