Language teaching

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00-538 Antunac, Maja (Učiteljska akademija, Zagreb, Croatia). Uloga tiska u sveučilišnoj nastavi američke kulture. [The role of the press in teaching American culture at university level.] *Strani Jezici* (Zagreb, Croatia), **28**, 2 (1999), 91–100.

Cultural studies are an inseparable part of the English teaching process because they bring the English language closer to students in a lively, active and engaged way. Among the many materials and sources for cultural studies, the authors of this article are especially interested in the press, specifically the U.S. magazine *Newsweek*. By presenting the problem of race to their students through a series of *Newsweek* articles, they feel that the learners have come to a more thorough understanding of racial issues in the U.S.: the articles have been used as a starting-point for taking a historical perspective on the issues involved, and for exploring the present-day impact of racial issues. Apart from dealing with cultural aspects, the authors describe how they have included articles in their teaching of English as a foreign language, analysing the texts from a linguistic point of view. The articles have also been used to present the cultural role of language within the curriculum. The chosen texts have stimulated verbal competence and have motivated the students to express their views on racial problems in American society and their attitude towards other races and ethnicity in general.

00-539 Arendt, Manfred (Sertürner Realschule, Hameln, Germany). Entrümpelung des Methodenrepertoires. [Clearing out the repertoire of methods.] *Fremdsprachenunterricht* (Berlin, Germany), **6** (1999), 401–8.

This article discusses the need for a critical revision of foreign language teaching methodologies, keeping only those which are purposeful in the preparation for communication in real situations. It is suggested that two guidelines should be borne in mind: careful observation of real language use situations, and the findings of academic studies. Attention is paid to the following areas of language teaching and learning: reading comprehension, listening comprehension, speaking, vocabulary and grammar. For each area the author cites recent findings from applied linguistics research on the basis of which he makes suggestions as to the methods that should be removed from the classroom, and those which should be kept and/or included.

00-540 Bailly, D.. Les conditions de réussite dans l'appropriation de la langue étrangère en classe. [Conditions for successful foreign language acquisition in the classroom.] *Les Langues Modernes* (Paris, France), **3** (1999), 8–25.

A number of conditions have to be met if a foreign language is to be taught and learnt adequately, taking into account its cultural context. The author of this article relates these conditions to three central areas of language pedagogy. The first concerns the language itself, seen as a subject to be taught. The fundamental requirement here is that theoretical linguistic descriptions have to be transformed by didacticians into pedagogically useful materials. The second area includes the learner and the learning process. It is argued that a massive amount of exposure to the language, in the form of listening comprehension, should be followed by metalinguistic instruction based on recent linguistic descriptions. This requires a fully-trained professional teacher. However, a number of social and economic factors which impinge on the learning situation also need to be taken into account. Finally, there is the question of the various roles which teachers have to fulfill. Only if proper initial and in-service training is available will teachers develop a positive self-image and the ability to link theory and practice.

00-541 Baur, Rupprecht S., Chlosta, Christoph and Ostermann, Torsten (Universität-GH, Essen, Germany). „Schule in Kielce sucht Austauschpartner". Sprachliches Lernen in europäischen Schulkontakten als Aufgabe der Mehrsprachigkeitsdidaktik und der Sprachenpolitik. ["School in Kielce seeks exchange partner". Language learning in European school contacts as a task of multilingual didactics and language policy.] *Zielsprache Deutsch* (Munich, Germany), **30**, 4 (1999), 148–61.

This article examines both foreign language (FL) and intercultural learning within European exchange programmes as well as how these can be regulated by language policies and multilingual didactics. It is presented from the point of view of FL learners/teachers in Germany. The position of German within Europe is discussed and contrasted with other European languages. The authors highlight the discrepancies between, for example, the number of learners of German as an FL outside Germany and the number of learners of English as an FL in Germany such that supply and demand for particular language exchanges do not match up. Several exchange models are discussed in the light of language policy, multilingualism and FL learning, viz. the intersecting model, the *lingua franca* model, and the natural model. The real and virtual mobility within the EU which has developed recently is only partly covered by the existing form of exchange programmes. For German, the authors suggest, learning the language needs to be promoted abroad; alongside

exchanges between schools and students alternative models of exchange should be investigated, e.g., partial acquisition of the relevant national language.

00–542 Bikić-Carić, Gorana (Filozofski fakultet, Zagreb, Croatia). Kako uklopiti CD-ROM u nastavu francuskog jezika. [Integrating CD-ROMs into teaching French as a foreign language.] Strani Jezici (Zagreb, Croatia), 28, 1 (1999), 39–43.

This article examines and attempts to evaluate the use of CD-ROMs in teaching French as a foreign language to undergraduate students of French at Zagreb University. Since the media-teque at the French Centre for cultural and language co-operation in Zagreb offers a choice of CD-ROMs on a variety of topics, an attempt was made to initiate individual student activity that could produce results which could be incorporated into classwork teaching at the faculty. The assignment required each student to use the 2000 ans d'histoire de France CD-ROM in order to prepare a talk which would add to the topic of French history dealt with in class. The article focuses on ways of exploiting the potential of CD-ROMs in general as well as on the author's experience of using CD-ROMs with undergraduate students of French as a foreign language.

00–543 Binon, Jean and Verlinde, Serge (Université Catholique de Leuven, Belgium). La contribution de la lexicographie pédagogique à l'apprentissage et à l'enseignement d'une langue étrangère ou seconde. [The contribution of pedagogical lexicography to the learning and teaching of second and foreign languages.] Etudes de Linguistique Appliquée (Paris, France), 116 (2000), 453–68.

This article addresses the role of the dictionary in foreign and second language learning. The authors begin by discussing concerns common to lexicographers and language teachers, and by assessing the benefits of a pedagogical approach to lexicography. They examine the principal characteristics and innovations of monolingual English 'learners' dictionaries', looking primarily at the features of the Cambridge International Dictionary of Contemporary English, the Collins Cobuild English Dictionary, the Oxford Advanced Learner's Dictionary of Current English, the Longman Dictionary of Contemporary English, and the Longman Language Activator. These are compared to the facilities offered by the authors' own Dictionnaire d'apprentissage du français des affaires ('Business French learner's dictionary'). This dictionary is designed to help learners' language production, by presenting and organising information in a way that helps the integration and memorising of vocabulary, and by offering learners all the morphological, semantic, syntagmatic, syntactic, paradigmatic and pragmatic information they might need in order to use each particular vocabulary item. The article concludes by outlining the potential benefits of these innovations for teachers and students.

00–544 Brussino, Gabriella, Luciano, Bernadette and Gunn, Cathy (Auckland U., New Zealand; Email: g.brussino@auckland.ac.nz). Integrated CALL design: Crescendo in Italia, a language teaching package for intermediate Italian learners. Computer Assisted Language Learning (Lisse, The Netherlands), 12, 5 (1999), 409–26.

This article presents the theoretical principles, integration, and final evaluation of a multimedia program tailored for an intermediate Italian language course. The basic principle at play considers that a methodologically sound programme must support the aims of the course and provide motivating avenues for independent learners to take risks while assisting them to succeed in their coursework. This particular programme, designed as a real and metaphorical journey, contextualises the themes of the course while bringing the student into contact with 'real' Italian cities and people. The programme provides a sociocultural context for language learning through interviews, games and communicative activities enhanced by a user-friendly interface and culturally relevant navigational icons.

00–545 Bylinski, Sylvia, Chateau, Anne and Collin-Metzger, Pascale (CRELENS [Centre de Ressources pour l'Enseignement des Langues Etrangères aux Non-Spécialistes], Université Henri Poincaré, Nancy, France; Email: Sylvia.Bylinski-Bronowicki@crl-uhp.u-nancy.fr). Préparation aux communications scientifiques orales en langue anglaise. Etat d'avancement d'un projet. [Preparing for oral communication in scientific English: work in progress.] ASp (Anglais de Spécialité) (Bordeaux, France), 23/26 (1999), 627–32.

The three-year project reported here started in September 1998 and is jointly funded by Pôle Universitaire Nancy-Metz and Henri Poincaré University in Nancy. The aim is to identify, evaluate and record in a database as many resources (methods, books, CD ROMs, Internet sites, etc.) as possible for learners aiming to improve their competence in oral scientific English. The database will be accessible both to English teachers wishing to select material for a course and to learners via the CRELENS site. The results of the evaluation carried out by a team of English teachers working at Henri Poincaré University will be further tested (in 1999-2000) via a series of modules directed at specific learners (e.g., young researchers), and later on all groups needing oral scientific English for their training (in 2000-2001).

00–546 Castejon, Rosemary (ESSTIN, Vandoeuvres-lès-Nancy, France; Email: castejon@esstin.u-nancy.fr). Short cuts for learning. ASp (Anglais de Spécialité) (Bordeaux, France), 23/26 (1999), 585–91.

New technology is increasingly important in language teaching. It is suggested in this paper that one of the

'new' technologies of the past–the video–has perhaps been too hastily cast aside with the advent of computer-assisted language learning, and that it is time to re-examine its potential and to re-assert its role as a useful tool in the language classroom. The paper focuses on a new video project currently being piloted at the author's institution, which, within the preparation of 3rd and 4th year students for the FCE, tries to examine the advantages of authentic video material being used in conjunction with set language learning tasks. In examining the advantages and drawbacks of the non-verbal extra-linguistic dimension in language learning, it is deemed possible to estimate the benefits to a learner of authentic video material. A statistical comparison evaluates the project both from the point of view of what has actually been learned and the motivation and attitudes of the learners.

00–547   Cotterall, Sara (Victoria U. of Wellington, New Zealand; Email: sara.cotterall@vuw.ac.nz). Promoting learner autonomy through the curriculum: principles for designing language courses. ELT Journal (Oxford, UK), 54, 2 (2000), 109–17.

This article argues that fostering learner autonomy is an important and appropriate goal in language course design, but that principles to guide the design of such courses are currently lacking. The article proposes five course design principles for language courses which seek to foster learner autonomy. The principles relate to (a) learner goals, (b) the language learning process, (c) tasks, (d) learner strategies and (e) reflection on learning. Each principle is discussed in relation to the experience of designing two skills-based courses taught within an intensive English language course for adults. The paper concludes with the claim that a language course which integrates these principles will contribute both to learners' control over their own language learning process and to their developing language proficiency.

00–548   Dančević, Mirjana Tomašević (Dječji vrtić Potočnica, Zagreb, Croatia). Kako povezati rano učenje stranog jezika sa sadržajima likovne kulture. [How to integrate an early learning of a foreign language and art.] Strani Jezici (Zagreb, Croatia), 28, 1 (1999), 16–25.

This article asserts that, when a foreign language (FL) is learned at an early age, successful acquisition can be attained when special emphasis is placed on visual language, which is very familiar to children and used by them more spontaneously. The language of art, visual language, is non-verbal, usually pro-verbal, and universal, which is why developmentally appropriate methods of early FL teaching and learning use art activities, as well as other non-linguistic activities, to help children attain linguistic knowledge that can meet their needs and interests. Well-designed art problems not only make language learning meaningful, but also widen the

child's art knowledge already attained in the mother tongue, as well as the child's knowledge of other integrated subjects. At the same time, visual problem-solving activities prompt and develop children's exploring curiosity, creativity, self-consciousness, self-confidence, and independence. It is concluded that FL teachers, besides their main linguistic teaching aims, have an important role in securing the undisturbed development of children's visual language.

00–549   Décuré, N. (Laboratoire LAIRDIL, Université Toulouse III, France). Je suis timide et je n'ai rien à dire mais je me soigne. Résultats d'une enquête sur les activités orales. [I'm shy and I've nothing to say, but I'm working on it. Results of an investigation into oral tasks.] Les après-midi de LAIRDIL (Toulouse, France), 11 (2000), 33–49.

Learners' beliefs and attitudes are recognised as major influences in determining the degree and nature of their motivation, yet surprisingly little research has been carried out on their preferences regarding different types of classroom tasks. This article reports a study which gathered data on this topic from 576 students via a short questionnaire. Results showed the following descending order of preference for tasks classed according to the four skills: listening, speaking, reading, writing, although differences were not statistically significant unless they were correlated with students' levels and subjects, with students following optional course preferring oral tasks, and those following compulsory courses preferring written work. Types of oral activities were classed in the following descending order of preference: games, small-group discussion, whole-class discussion led by the teacher, pair-work, role-play and presentations. The main obstacles to expressing oneself in class were a lack of lexical and grammatical resources, followed by shyness and fear of making mistakes. Student choices do not always reflect their preferences, since familiarity with a task type may override dislike of it. An open-ended question elicited a wide range of suggestions for improving the quality and interest of instruction received.

00–550   Drese, Karin (Grundschule Mornshausen a. S., Hessen, Germany). Klassenkorrespondenz im Frühenglischunterricht ... geht das? Und wie! [Class correspondence in the early learning of English ... is it possible? And how!] Der fremdsprachliche Unterricht Englisch (Stuttgart, Germany), 38, 3 (2000), 14–17.

Class correspondence with target language counterparts enriches foreign language (FL) learning but it is rare in primary schools. A successful class letter-writing project between a class learning English in Germany and a class learning German in England arose from the author's work as FL assistant. English was chosen as the language of correspondence because the English children had only sampled German. The German class wrote first to enable their partners to understand the limitations of their English. Through oral work, the

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German class drafted a common framework onto which pupils could enter individual details. The pupils lacked experience of writing English but the feared interference between phonology and graphology did not materialise. The teacher offered correction of error but did not insist on this unless the mistakes would impair understanding. The letters, tapes and project work received in return showed that the English pupils had adapted successfully to their partners' linguistic level. Further class exchanges followed, with enthusiasm and motivation remaining high. Teachers wishing to try out class correspondence could locate potential primary partners through secondary schools already involved in exchange schemes or the EU Comenius project.

00-551   Eisenchlas, Susana and Hortiguera, Hugo (Griffith U., Australia). The target language community as a resource for teaching and learning. *Babel (AFMLTA)* (North Adelaide, Australia), **34**, 3 (1999), 16-20.

It is difficult to prevent fossilisation and frustration among second and third year university students of Spanish in Australia when a period of residence in a Spanish-speaking country is impossible for many of them. The authors describe how, since Australia has large numbers of immigrants from many such countries, staff at their institution enlisted the help of the local Spanish-speaking community. Students were prepared in class over a number of weeks, wrote introductory letters and telephoned before embarking on eight weekly meetings with volunteer families or individuals, in which discussion topics were matched to classroom work (including geography, nonverbal communication, social problems, minority groups, popular culture and dialect). The scheme proved mutually beneficial: it helped some immigrants counter isolation from the Australian community; and the students became more motivated, confident and self-sufficient through using Spanish as a purposeful means of communication. The result in class was a redefinition of traditional roles, with the teacher functioning mainly as a moderator of debates. Students' Spanish became more accurate, fluent and idiomatic and their sensitivity to historical, social and political contexts increased.

00-552   Fonseca Mora, Carmen (U. of Huelva, Spain; *Email:* fonseca@uhu.es). Foreign language acquisition and melody singing. *ELT Journal* (Oxford, UK), **54**, 2 (2000), 146-52.

This article considers the value of relating music and language in the English as a Foreign Language (EFL) classroom. From an ontological point of view, sounds are the roots of both music and speech. A 'melodic approach' is proposed, with the focus on giving greater recognition to the beneficial use of modified auditory input in the EFL classroom. The approach is based on the apparent evidence that musicality of speech has an effect not only on the pronunciation skills of EFL students but also on their entire language acquisition

process. A number of suggestions are made to provide the teacher with a range of teaching devices.

00-553   Galisson, Robert (Université de la Sorbonne Nouvelle, Paris III, France). La pragmatique lexiculturelle pour accéder autrement, à une autre culture, par un autre lexique. [Lexicultural pragmatics: entering different cultures, in different ways, using different words.]   *Etudes de Linguistique Appliquée* (Paris, France), **116** (2000), 477-96.

This article outlines an approach to the teaching of language and culture developed by the author. 'Lexicultural pragmatics' is the study of culturally-meaningful vocabulary items and phrases. After outlining the origins of the approach, the article describes the types of words studied by lexicultural pragmatics: 'portmanteau words', in which several words are contracted into one; 'words with a shared cultural meaning', in which the cultural meaning is implicit but shared by native speakers; 'verbo-cultural palimpsests', which evoke other well-known phrases in the culture; 'verbal and behavioural operations', knowledge of the words and behaviours which are appropriate in different situations; and brand names. A set of resources for teaching French lexicultural pragmatics is listed. Finally, the approach is compared to other ways of teaching culture. It is suggested that lexicultural pragmatics is best suited to teaching popular culture, while some more traditional approaches are more appropriate to teaching high culture. The author concludes by suggesting that a culture is learnt piece by piece, and cannot be taught 'in its entirety'. Lexicultural pragmatics seeks therefore not to accumulate complete knowledge about a culture, but to develop students' ability to learn for themselves in the field.

00-554   Gervais, Chantal (U. of Lincolnshire and Humberside, UK). Grammaire: à chacun sa méthode. [Grammar: each to their own method.] *Cahiers AFLS* (Hull, UK), **6**, 1 (2000), 13-36.

This article outlines an approach to teaching grammar which the author developed in response to students' low levels of self-confidence and motivation in this area. The three-stage method was used with 35 first- and second-year university students of French. The first stage consisted of a questionnaire in which students described their motivation for studying French, self-evaluated their grammatical confidence, defined the role of grammar in language learning, reflected on the grammar teaching that they had experienced up to this point, and assessed how they felt they could best move forward. This was followed by a diagnostic grammar test including basic and more difficult grammatical questions and a translation exercise, both of which were corrected and discussed in class. These were used as the basis for individualised plans of action for grammar learning which students developed over the course of the year into a personal grammar dossier. Progress on these dossiers was discussed in group sessions. Although

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this approach initially required a significant investment of staff time, students appreciated the individualised approach and the group became increasingly autonomous as the year went on. Students developed a mastery of grammatical metalanguage and maintained an active interest in grammatical issues.

00–555 Gillespie, John and McKee, Jane (U. of Ulster, N. Ireland). Does it fit and does it make any difference? Integrating CALL into the curriculum. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 5 (1999), 441–55.

The integration of Computer Assisted Language Learning (CALL) into the curriculum is investigated by considering CALL for occasional use, for independent study, for developing particular skills and as the focus of a course. While recognising that CALL, though effective in developing language skills, is not as popular as email or the Internet, it is argued that, by using these tools to produce a computer-based learning environment, it can become effectively integrated into the learning process. Such an environment should be part of a general language teaching and learning strategy, including a CALL strategy and an analysis of and support for student needs.

00–556 Grancolas, Bernadette. Comment peut-on enseigner la politesse en langue étrangère? [How can politeness be taught in a foreign language?] *Les Langues Modernes* (Paris, France), **1** (2000), 52–59.

This article discusses the need to teach politeness in modern language classrooms, drawing on a range of pragmatics literature. It is claimed that it is vital to sensitise students to linguistic forms, pragmatic usage and the conventions governing that usage from the beginning of their language learning, since otherwise they risk transferring inappropriate pragmatic rules from their own cultures. It is suggested that the goal should be to develop students' sensitivity to the features of different situations, rather than to attempt to develop native speaker-like competence. Various elements of a conversation analytic approach are described, in which students develop this pragmatic sensitivity through engaging in role-plays and practice exercises, and through the analysis of videos of these interactions. The author claims that, while textbooks based on the communicative approach have addressed this issue by providing lists of different speech acts, they often fail to give students adequate information about the situations and conditions in which these different speech acts might be appropriately used.

00–557 Groot, Peter J. M. (Utrecht U., The Netherlands; *Email*: Peter.Groot@let.uu.nl). Computer assisted second language vocabulary acquisition. *Language Learning and Technology* (http://llt.msu.edu/), **4**, 1 (2000), 60–81.

During the initial stages of instructed second language (L2) acquisition students learn around 2,000 mainly high frequency words. Functional language proficiency, however, requires mastery of a considerably larger number at the intermediate and advanced stages of acquisition. There is not enough time to copy the natural (largely incidental) first language word acquisition process; and there appears to be no alternative to intentional learning of a great many new words in a relatively short period of time. This article sets out to describe a computer assisted word acquisition program (CAVOCA) which operationalises current theoretical thinking about word acquisition, and whose contents are based on a systematic inventory of the vocabulary relevant for the target group. Experimental studies were conducted comparing two methods of learning new words, the first using bilingual lists and the second using the CAVOCA program. Findings provide a first indication that intensive processing of new words, as provided, for example, in the CAVOCA program, may lead to better long term retention than superficial processing of the words out of context, as in bilingual lists. However, the author concludes that a combination of the two methods may be advisable and that instruments like CAVOCA may help provide data to this end.

00–558 Hindley, Philip. Oral interaction and group work. *Les après-midi de LAIRDIL* (Toulouse, France), **11** (2000), 8–20.

This article describes the use of small-group communicative activities designed to mobilise pre-existing linguistic knowledge with French learners studying English for Specific Purposes in higher education. A cyclical, four-phase pattern of activities involved a short presentation to elicit linguistic information from the class and focus on certain language items; preparation time; production without teacher intervention; and feedback encouraging learners to correct their own errors. The teacher built up a stock of activities under the headings of information transfer, information searching and discussion. Efficient classroom management strategies, optimum group sizes and sex ratios, and activities designed to encourage negotiation and peer correction minimised problems sometimes associated with this approach. It is suggested that, while learner attitudes can have a negative effect on group dynamics, this can be counteracted by assignment of appropriately challenging roles to dominant speakers, weak or inhibited learners and destructive jokers. The usual criticisms of overuse of mother tongue, exposure to incorrect input and the danger of fossilisation in group work were not borne out in practice.

00–559 Ihde, Thomas W. (William Paterson U., Wayne, NJ, USA; *Email*: ihdet@wunpunj.edu). Issues in the design of credited Irish courses. *Journal of Celtic Language Learning* (Paramus, NJ, USA), **5** (2000), 5–19.

This position paper shares general comments and specific experiences related to the creation of college level

Irish language courses in North America. The opinions presented come from interactions with several institutions and especially the author's multiple experiences of designing courses. The paper begins by explaining why Irish should be offered in tertiary level institutions and proceeds to consider practical issues including peer support and opposition, hiring of instructors, piloting courses, planning publicity, negotiating credit type, and dealing with transfer issues. Syllabus development is also briefly considered.

00–560   Johnston, Bill (Indiana U., USA) and Goettsch, Karin. In search of the knowledge base of language teaching: explanations by experienced teachers. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 3 (2000), 437–68.

This paper examines aspects of the knowledge base that experienced English as a Second Language (ESL) teachers draw on in their teaching, primarily in giving explanations of grammar and other language points. The paper focuses on three categories of teacher knowledge: content knowledge, pedagogical content knowledge, and knowledge of learners (Shulman, 1987). Observations of and interviews with four experienced ESL grammar teachers about their classroom explanations are analysed using this framework. The results indicate that these three categories of knowledge are intertwined in complex ways as they are played out in the classroom and in teacher thinking. This knowledge base and the actions it leads to are further seen to be fundamentally process-oriented. It is argued that the knowledge base itself should be integrated into language teacher education programmes and that its complex and process-oriented nature needs to be taken into account in language teacher education curriculum design.

00–561   Kellett, Clare (W. Somerset Community Coll., Minehead, UK). Adult education and its implications for language teaching methodology or … the customer is very often right. *Francophonie* (Rugby, UK), **21** (2000), 25–27.

The author administered questionnaires to adult students of French at evening class and in industry with the aim of identifying more closely what learners find relevant and drawing conclusions for teaching GCSE (General Certificate of Secondary Education) pupils. Her assumption was that adult learners encounter as many problems as adolescents in learning to talk about themselves but may more readily accept that knowledge of grammar can help them achieve this. Questionnaire results indicated that the adult learners rated learning to speak freely and lose their embarrassment very highly. They valued being allowed to produce the language, albeit with mistakes, and be corrected afterwards. They found lessons entirely in the target language worthwhile but challenging and considered grammar useful but difficult and best taught in context. They stressed the importance of practice, of

communicating with native speakers and of learning language relevant to their needs at the time. The author suggests that this applies equally to teenage learners, who will inevitably find it more relevant to learn to express opinions and ideas than to book hotel rooms or buy bananas. It is claimed, however, that the current prescriptive GCSE framework does not contain enough understanding of structure to render learners capable of manipulating sentences to their own needs.

00–562   Kohn, Kurt (Universität Tübingen, Germany) and Hoffstaedter, Petra. „Telos Language Partner": Sprachenlernen mit Multimedia. ['Telos Language Partner': multimedia language learning.] *Fremdsprachen Lehren und Lernen (FLuL)* (Tübingen, Germany), **28** (1999), 145–61.

This article describes and discusses *Telos Language Partner*, a template-based multimedia software package which supports prototypical learning activities from video, dialogue and text practice to lexical and grammatical explanations and exercises, cultural notes and lexical look-up. Intuitive editing functions facilitate the time/cost-effective production and customisation of multimedia language learning contents. This enables tutors to create customised learning packages that meet the specific needs of their target learner groups. Learners use the editing mode for creating their own multimedia dialogues and exercises in connection with explorative learning activities. The software is currently used to produce 'open' multimedia language learning resources for a variety of courses in different educational environments—university, school, adult education and corporate training.

00–563   Kovač, Smiljana Narančić and Andraka, Marija (Učiteljska akademija Sveučilišta u Zagrebu, Croatia). Dječje pučke pjesmice u sveučilišnoj nastavi engleskoga izgovora. [Nursery rhymes in EFL university pronunciation courses.] *Strani Jezici* (Zagreb, Croatia), **28**, 1 (1999), 26–38.

This article deals with the introduction of nursery rhymes into university English as a Foreign Language (EFL) pronunciation courses, especially those for future English teachers. The properties of nursery rhymes have been analysed with respect to pronunciation and to the features of connected speech, and it has been established that they are appropriate for practising rhythmic patterns, bearing in mind the differences of the patterns in rhymes and in connected speech. While rhymes are not considered helpful in understanding intonational patterns, they are nevertheless felt to be invaluable for practising linking elision, weak forms and the pronunciation of individual sounds in their phonological context. Numerous examples are given. Nursery rhymes lend themselves easily to repetition, thus providing a natural situation for numerous repetitions of a particular feature. It is suggested that introducing nursery rhymes into teacher training courses also keeps students informed of the lore of nursery rhymes in English and

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provides them with appropriate material for their future work with children.

00–564 Lam, Yvonne (U. of Toronto, Canada). Technophilia vs. technophobia: a preliminary look at why second language teachers do or do not use technology in their classrooms. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 3 (2000), 389–420.

Given the increasing pressure exerted by technological developments on education, it is important to understand the perceived 'technophobia' of teachers and to determine whether fear is the underlying factor behind their decisions regarding technology. Oral interviews were conducted with 10 second language (L2) teachers and analysed for their content in light of the following questions: (1) What are the reasons behind L2 teachers' decisions to use technology for teaching? (2) Why do some L2 teachers choose not to use computers in their teaching? (3) What factors influence these decisions? The main reasons discovered are related to the teacher's personal belief in technology's benefits, or lack thereof, rather than to a resistance to technology. This finding suggests that teachers are not really 'technophobic' and that institutions are perhaps overly 'technophilic' in their rush to obtain the latest innovations without considering the needs of teachers and students.

00–565 Lamy, Marie-Noëlle and Goodfellow, Robin (Open U., UK; *Email:* m.n.lamy@open.ac.uk). Supporting language students' interactions in web-based conferencing. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 5 (1999), 457–77.

This study looks at on-line tutor strategies for the support of students learning a second language with the help of a Web-based asynchronous textual conference. The authors' previous research showed that, in such a conference environment, communicative activities can be mixed with reflective tasks where students are encouraged to exchange reflections on the language being studied, and on their own learning experience. While such a mix can be beneficial for language learning, nevertheless there are further efforts to be made in persuading learners to integrate linguistic task completion with reflective work, in an interactive mode. It is suggested that on-line tutors have an important role to play in furthering this aim, and this study looks at the strategies used by three tutors who participated in a project with students of French at the Open University in 1998. First a categorisation is proposed–according to message-type–of interactions found in the project's three conferences. Interactions in the three groups are then compared and, based on the pattern and content of tutor intervention, two main tutorial styles are distinguished, and are associated with two different types of student behaviour, one more oriented towards communication, and the other more reflective. It is con-

cluded that further research aimed at confirming the validity of these distinctions could provide a basis for integrating these approaches to the provision of on-line learner support.

00–566 Laviosa, Sara (U. of Salford, UK). Come studiare e insegnare l'italiano attraverso i corpora. [How to learn and to teach Italian using corpora.] *Italica* (Columbus, OH, USA), **76**, 4 (1999), 443–53.

Following a brief review of recent studies in corpora linguistics in Italian, this article discusses the results of the author's analysis of two parts of the verb *piacere* ('to please') in a corpus of written data. A demonstration follows of the pedagogical application of this analysis and of how inductive methodologies can be developed using monolingual and parallel bilingual corpora. It is argued that this sort of analysis shows not only that, in order to produce meaning, lexis and syntax are interdependent, but also the frequency of uses of (e.g.) certain parts of a verb and the syntactic environments in which they are found. It is claimed that this helps teachers to decide both what aspects of a particular piece of language to teach and in what order to teach them. An example is also given of how teachers can use parallel bilingual corpora to help students compare structures in the first and second language. Print, CD and Internet sources of corpora in Italian and of parallel texts are provided at the end.

00–567 Lee, Jin Sook and McChesney, Beverley (Stanford U., USA; *Emails:* jslee@leland.stanford.edu; mcchesne@csli.stanford.edu). Discourse rating tasks: a teaching tool for developing sociocultural competence. *ELT Journal* (Oxford, UK), **54**, 2 (2000), 161–78.

This paper introduces a teaching activity designed to address sociocultural competence in the classroom. It recommends the use of discourse rating tasks to develop students' awareness of appropriate second language use, and then offers structured practice with these tasks and with role-plays as a means of transforming students' sociocultural awareness into sociocultural performance. Two levels of sociocultural competence, speaker-related and context-related factors, are proposed to give teachers and students a more tangible way to target factors involved in appropriate language use. This activity is seen as encouraging students and teachers to co-construct their learning experience. It is suggested that, with these methods, students can go beyond formulaic expressions to convey the subtleties of language appropriate to the communicative situation.

00–568 Lochtman, Katja (Vrije Universiteit Bussel, Belgium). Diskursebenen im Fremdsprachenunterricht (am Beispiel Deutsch als Fremdsprache). [Discourse levels in foreign language teaching (using the example of German as a foreign language).] *Deutsch als Fremdsprache* (Berlin, Germany), **36**, 4 (1999), 205–11.

In this article findings from discourse analysis research in Germany are brought to bear on foreign language (FL) teaching. The interrelationships between teaching language (i.e., the language used in the classroom) and second language acquisition (SLA) are explained, namely, to what extent the pedagogical interaction feeds into SLA. Several theories of FL teaching (the input hypothesis, the output hypothesis, meaning negotiation hypothesis) are then more exactly placed within a communicative model of verbal pedagogical interaction. The data are taken from transcribed recordings of various German as a foreign language (beginners') lessons. The various co-existing discourse levels examined include the lockstep process, classroom routines, teacher/student discourse, teaching materials and so-called 'time-outs'. It is concluded that, if one wants to create the ideal preconditions for SLA, attention must be paid to both form and content; code-switching can aid both meaning and form negotiation; and both classroom routines and 'time-outs' should be included in the material.

00–569 Lock, Graham and Tsui, Amy B. M. (City U. of Hong Kong and U. of Hong Kong, China; *Email:* englock@cityu.edu.hk). Customising linguistics: developing an electronic grammar database for teachers. *Language Awareness* (Clevedon, UK), **9**, 1 (2000), 17–33.

This paper considers issues in customising descriptions of English grammar in the context of creating an electronic database for secondary school teachers in Hong Kong. In developing the database, the authors aimed to incorporate insights from functional grammar and corpus linguistics while keeping the information accessible and relevant to teachers familiar only with traditional approaches to grammar. This has involved exploiting the advantages of hypertext, explicitly foregrounding pedagogical concerns and developing a metalanguage which will allow discussion of areas such as transitivity and theme without alienating the teacher-users. The paper illustrates the kinds of compromises thought necessary in order to match the linguistic information to the needs and existing knowledge of the teacher-users.

00–570 Lucania, Sandra and Incalcaterra McLoughlin, Laura (National U. of Ireland, Galway, Ireland). L'uso di materiale autentico nel laboratorio linguistico: il 'caso' *Bianca*. [The use of authentic materials in the language laboratory: the *Bianca* 'case'.] *Tuttitalia* (Rugby, UK), **21** (2000), 8–11.

This article describes the development of a language laboratory course for teaching Italian at beginners' level to university students in Ireland, based on the use of filmed material. It shows how even beginner students can be motivated to watch an entire film in the target language. The usefulness of audio-visual material, film in particular, in displaying information conveyed by a combination of linguistic, paralinguistic and cultural features of the second language is discussed, with a look at the relationship between words and visual images.

Different aspects of choosing filmed materials and the reasons for choosing *Bianca* are covered (the story is a combination of a familiar character, a mathematics teacher, with a murder mystery); and a detailed description of the structure of the course, including types of exercises used, is given.

00–571 Lys, Franziska (Northwestern U., Evanston, IL, USA). It's the pedagogy, not the technology, we have to worry about: developing new tasks for a changing language curriculum. *Fremdsprachen Lehren und Lernen (FLuL)* (Tübingen, Germany), **28** (1999), 128–44.

The author cites Barr and Tagg (1995), who challenge American colleges to redefine their goals and shift from an 'instruction' to a 'learning' environment, thus allowing students to engage in more cooperative and constructive learning environments. Currently available technology is considered to make such a paradigm shift possible. However, resources need to be carefully integrated and placed in a pedagogically meaningful context in order to be useful for class work: it is not the technology, it is the pedagogy we have to be concerned with. This paper seeks to show how various technologies can be integrated into the curriculum to enhance the learning process. It also offers suggestions for Web-based activities that are cooperative and constructive.

00–572 McBeath, N. (Armour Sch., Royal Air Force of Oman). Empowerment through one-to-one teaching; a case study from Oman. *Language Issues* (Birmingham, UK), **11**, 2 (1999), 21–23.

This article is an account of teaching English to a severely disabled Omani student, using commercially produced listening courses. The case study examines the adequacy of Rest's (1990) definition of a 'competent listener' by examining each of his criteria in turn, and then explores the extent to which Murphey (1991) is correct in his belief that one-to-one teaching can empower students by giving them control of what they learn. The study concludes that Rest's definition may not always be adequate, but that Murphey's belief is justified.

00–573 McDonough, Kim and Mackey, Alison (Georgetown U., Washington, USA). Communicative tasks, conversational interaction and linguistic form: an empirical study of Thai. *Foreign Language Annals* (New York, USA), **33**, 1 (2000), 82–92.

Second language acquisition (SLA) research suggests that some of the processes which occur during conversational interaction may facilitate second language (L2) learning. Carrying out communicative tasks designed to promote these processes can provide learners with the opportunity to focus on linguistic form in the context of meaning. Much of the SLA research on conversational interaction and communicative tasks has been carried out with the more commonly taught languages,

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such as English or Spanish. This article describes a series of communicative tasks designed for use by learners of Thai as a second or foreign language and reports on a study that tested the tasks' effectiveness at providing opportunities for learners to focus on linguistic form during conversational interaction. The results suggest that such task-based materials can provide learners with the opportunity to focus on particular linguistic structures while involved in meaning-based communication. The article concludes with discussion of practical issues involved in the implementation of tasks in L2 classroom and research contexts.

00–574 Methy, Anne-Marie (Université de Poitiers, France; *Email*: Anne-Marie.Methy@cuc. univ-poitiers.fr). Une expérience ... ou comment dispenser un enseignement sur mesure dans une unité universitaire sur mesure. [An experiment in self-assisted language learning in a university department.] *ASp (Anglais de Spécialité)* (Bordeaux, France), **23/26** (1999), 619–26.

This paper describes an experiment in self-assisted language learning with tutoring which took place in Angoulême within the Faculty of Law at Poitiers University. Self-assisted language learning with tutoring was set up for first year Law and AES students as a way of meeting the wide ability range of the students. The reasons for such an experiment and the particular conditions in which it took place are examined in the paper. In conclusion, it appears that self-assisted language learning with tutoring should preferably take place outside the usual framework of language classes, in a language centre type structure.

00–575 Müller-Hartmann, Andreas (Universität Giessen, Germany). Die Integration der neuen Medien in den schulischen Fremdsprachenunterricht: Interkulturelles Lernen und die Folgen in E-mail-Projekten. [The integration of the new media in school foreign language teaching: intercultural learning and the outcome in email projects.] *Fremdsprachen Lehren und Lernen (FLuL)* (Tübingen, Germany), **28** (1999), 58–79.

The integration of the new media into the foreign language classroom has been hailed as a major innovation in foreign language teaching and learning, but there has been precious little ethnographic research as to the actual consequences of such an implementation. Based on a larger ethnographic research project in which nine email projects involving German and American and Canadian school classes have been followed over a period of five months, this paper takes a closer look at the issues of intercultural learning in such complex learning environments. A sequence of exchanges of emails and the concomitant activities in the English language classroom in one of the projects allows a description of the various levels of such a project, such as the virtual connection between the partners, the interaction in the local context of the language classroom and the actual

text-basis of the email letters, in order to show their potential for intercultural learning processes.

00–576 Nassaji, Hossein and Cumming, Alister (Ontario Inst. for Studies in Ed., U. of Toronto, Ontario, Canada; *Email*: acumming@oise. utoronto.ca). What's in a ZPD? A case study of a young ESL student and teacher interacting through dialogue journals. *Language Teaching Research* (London, UK), **4**, 2 (2000), 95–121.

The impetus for this article was the impression that very few publications have documented precisely what the zone of proximal development (ZPD) is, particularly how it is constructed in language instruction. The article aims to provide a case-study account of features of the ZPD in language teaching and learning, by analysing 95 exchanges in interactive dialogue journals written over 10 months between a six-year-old Farsi speaker beginning to learn English and his Canadian teacher. Using a scheme of language functions developed by Shuy (1993), the authors show how the teacher and student constructed and sustained a long-term written conversation involving intricate patterns of complementary, asymmetrical scaffolding. They interpret the findings to suggest the value of analysing language learning and teaching as integrally unified, interactive phenomena. They conclude by suggesting questions worthy of future research into features of the ZPD in language teaching and learning.

00–577 O'Neill, Nancy S. (Hofstra U., Hempstead, NY, USA). Multicultural, multiracial high school students' feelings toward Hispanic cultures. *Foreign Language Annals* (New York, USA), **33**, 1 (2000), 71–81.

How to teach culture in an integrated manner with language study is an ongoing dilemma. Before foreign language (FL) educators can successfully teach culture along with language, it is important that they listen to and learn about their growing and diverse student population–to know what cultures and races the students belong to, what understanding they possess about other cultures, and how they feel about themselves and others. This article reports the views of Hispanic cultures held by a diverse group of eight high school students who were studying FL Spanish; a qualitative mode of inquiry was employed. These eight students' perceptions of Hispanic cultures were culled from comments they made during an instructional activity (e.g., grouping pictures) and an interview, on a questionnaire, and during follow-up interviews. The participants represented the multicultural, multiracial mix in a large, urban public high school located in the Northeast. The findings overall revealed some degree of empathy on the part of each of the students toward Hispanic cultures. Any feelings of prejudice were related mainly through stereotypes and ethnocentrism. The varying degrees of cultural awareness the students possessed generally were not derived from the FL class.

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00-578 Otto, Sue K. (U. of Iowa, USA). Joining the multimedia revolution: infrastructure, support, and other challenges. *Fremdsprachen Lehren und Lernen (FLuL)* (Tübingen, Germany), **28** (1999), 114-27.

Universities are making enormous investments in complex infrastructures, including technology/computer laboratories, technology-equipped presentation classrooms, computer classrooms, local-area networks and campus-wide fiber-optic networks. Protecting these investments requires skilful management and maintenance of resources as well as strategic planning. Although new technological tools and resources promise to revolutionise the teaching of foreign languages and cultures, both in traditional residential settings and in new virtual environments, difficult issues face teachers as they strive to exploit technology. This article discusses such issues, including: proper recognition for work in technology; on-going training opportunities; programming and design assistance; and hardware and software for development and delivery.

00-579 Pennington, Martha C. (U. of Luton, UK; *Email:* martha.pennington@luton.ac.uk). Computer-aided pronunciation pedagogy: promise, limitations, directions. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 5 (1999), 427-40.

This article presents an overview of the promise and limitations of working on computer to improve pronunciation in second language (L2). It is maintained that the considerable promise of the computer as an instructional tool for developing language learners' pronunciation has yet to be realised in practice, primarily because of lack of attention to pedagogical design rather than because of inherent limitations of the technology. On the basis of this overview, suggestions are made in the way of ten design principles: (a) start from a theoretical position; (b) establish a baseline for pronunciation; (c) set an overall goal for, and (d) build in specific targets for, performance; (e) build links in stages; (f) link pronunciation to other learning and communicative goals; (g) design on a principled curriculum; (h) base design on creative use of properties of computer medium; (i) raise awareness of contrast with L1 and range of targets for L2; and (j) provide for exploration of database.

00-580 Pérez-Leroux, Ana T. (U. of Toronto, USA) **and Glass, William R..** Linguistic diversity and inclusion in the foreign language classroom. *Foreign Language Annals* (New York, USA), **33**, 1 (2000), 58-62.

The question of inclusion is an important debate in higher education today. This article begins from the premise that discussions about inclusion in the foreign language (FL) classroom should address the issues of linguistic diversity and dialectal sensitivity. FL departments are particularly vulnerable to linguistic conflict, but they can address such conflicts proactively. It is argued that a linguistically diverse pool of teachers can work together more effectively by using an additive rather than a subtractive view of linguistic diversity. The article discusses models for addressing issues of linguistic diversity in the language classroom. It also offers a set of activities for training new instructors in recognising and addressing linguistic biases, with the purpose of minimising their negative consequences in the classroom.

00-581 Pica, T. (U. of Pennsylvania, PA, USA; *Email:* teresap@gse.upenn.edu). Tradition and transition in English language teaching methodology. *System* (Oxford, UK), **28**, 1 (2000), 1-18.

The present author starts from the premise that the field of English language teaching is in transition, as it seeks new approaches, and re-examines older ones, in order to address the range and level of English proficiency required for participation in today's global community. This article describes the context of the transitional period, discusses the contributions of second language acquisition theory and research therein, and reviews classroom principles and related techniques that have already emerged.

00-582 Puren, Christian (I.U.F.M. de Paris, Université Paris III, France). La didactique des langues-cultures étrangères entre méthodologie et didactologie. [The didactics of foreign languages and cultures between methodology and didactology.] *Les Langues Modernes* (Paris, France), **3** (1999), 26-41.

The author of this article analyses the development of language teaching and learning in the French educational system over the past thirty years on the basis of a three-way distinction between methodology, didactics and didactology. Methodology deals with with techniques and activities, looking for practical solutions to complicated problems. Didactics forms a 'metamethodological' level dealing with language teaching and learning as a complex of problems including evaluation, materials, aims and models. It aims to provide teachers with the intellectual framework necessary for a principled approach to methodological choices and decisions. The didactological level examines the external factors impinging on education and their role in determining the historical, epistemological and social contexts for language teaching and learning. The author considers it essential in teacher training to maintain a constant toing-and-froing between the three levels.

00-583 Puren, Christian (I.U.F.M. de Paris, Université Paris III, France). Méthodes et constructions méthodologiques dans l'enseignement et l'apprentissage des langues. [Methods and methodological constructions in language teaching and learning.] *Les Langues Modernes* (Paris, France), **1** (2000), 62-70.

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This article analyses the choices made by teachers between different language teaching methodologies. The author presents a table of the most significant oppositions in language teaching in France this century: transmissive vs. active, indirect vs. direct, analytic vs. synthetic, and deductive vs. inductive methodologies. He suggests that teachers select from, combine and articulate teaching and learning activities from these different methods according to five principles: pertinence–that the method be appropriate to the situation; coherence–that the method be coherent with the other methods used; variation–that methods are varied to suit different students' learning needs; differentiation–the use of different methods with different students at the same time; and efficacity–the principle that teachers tend to re-use whatever method works best for them. The article concludes by suggesting that the ideal is for students themselves to learn to apply these five principles, which they will only need to do if they are presented with problems to solve by teachers, and suggests therefore that task-based learning is the best way to help them develop this approach.

00-584 Pusack, James P. (U. of Iowa, USA). Tasks, negotiation, and grammar: the instructional roles of multimedia in the production of meaning. *Fremdsprachen Lehren und Lernen (FLuL)* (Tübingen, Germany), **28** (1999), 44–57.

This paper attemps to engage in a model dialogue between established second language acquisition (SLA) theory and current multimedia practice, using as a point of departure the work of Michael H. Long. The insights provided by Long's work are thought to lend themselves well to extrapolation into the field of foreign language courseware design and delivery, and to demonstrate clearly that a rigorous SLA theory and pedagogy can yield powerful insights for developers and implementers of foreign language instructional technology. In two major, interlocking aspects of acquisition–grammar and comprehension–Long's work suggests and justifies significant design features that are relatively new, but not technologically unrealistic. In the realm of course design, however, the concept of the task-based syllabus or curriculum pushes the limits of what is currently feasible, especially when it comes to comprehensive intelligent tutoring systems for language learning. Conversely, to the extent that international teleconferencing, Web-based information searches, threaded email dialogues, and complex multimedia reference packages form a component of the target cultures, assumptions about the available venues for negotiable discourse must be radically broadened.

00-585 Rampillon, Ute (Government School, Pollensa, Mallorca). Do It Yourself: Gedanken zur Konzeption und zum Einsatz von Arbeitsblättern. [Do it yourself: thoughts on the conception and use of worksheets.] *Der fremdsprachliche Unterricht Englisch* (Seelze, Germany), **2** (2000), 4–10.

This paper offers a closer look at the design and use of worksheets as a valuable supplement to the text book in English as a Foreign Language (EFL) teaching. Their implementation in the classroom adds to a varied experience for both the teacher and the learner, particularly if learner autonomy and student-oriented approaches are applied to EFL teaching. The author highlights the advantages of using worksheets: additional learning material and new exercise forms are provided; self-directed learning can be promoted; learning processes can be individualised to the various learner types; they provide a welcome break to the classroom routine; and they can be themed or arranged around learning units. She provides several useful tips and suggestions for the design of worksheets, covering general aspects as well as content, method and layout.

00-586 Rees, David (Institut National d'Horticulture, Angers, France; *Email*: rees@angers. inra.fr). Using internal and external computer networks as a language-learning resource for students. *ASp (Anglais de Spécialité)* (Bordeaux, France), **23/26** (1999), 607–11.

Information Technology (IT) is now available to students in many institutions. This paper looks at the use of intranet (based on the local server) and internet as language-learning resources for students and as language-teaching resources for teachers. The article describes the gradual discovery and use of IT for language learning at the author's institution, and experimentation with it there (while not suggesting that what is done is an ideal model for everyone else). In order to explain the use of intranet at the author's institution, typical lessons in the multimedia language laboratory are described, along with the follow-up organisation of web-access and work correction. The paper concludes with a warning that IT offers wonderful opportunities, but that pedagogy must always precede technology.

00-587 Resche, Catherine (Université Panthéon-Assas, Paris 2, France; *Email*: catherineresche@ compuserve.com). Un réseau de voies d'accès à la langue spécialisée en anglais L2. [A network of access routes to ESP.] *ASp (Anglais de Spécialité)* (Bordeaux, France), **23/26** (1999), 349–73.

It is now widely acknowledged that English for Specific Purposes (ESP) should not be considered as a sub-language, for it is deeply-rooted in general-purpose English. Teaching ESP therefore implies a wide range of access routes, which the present paper offers to explore. Its first focus, reading, is examined from different angles: bottom-up, top-down and interactive approaches are reviewed. Terminology and phraseology are dealt with next, the former in terms of an organised network of notions and the latter as a set of potential collocates that build a web around the core units. However, the analysis would not be complete if the syntactic forms privileged by ESP were not investigated. Finally, through the study of neologisms, proverbs, metaphors and various references to literature, the cultural dimension is emphasised, with a view to showing that considering ESP as a mere series of technical words to be

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mastered would be giving an oversimplified, biased and unfair view of what it really is.

00–588   Richter, Regina (Kath. Universität Eichstätt, Germany; *Email:* Regina.Richter@ku-eichstatt.de). Computergestützte Ausspracheschulung: Software-Anforderungen und Programmangebot. [Computer-assisted training in pronunciation: software requirements and programs available.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **10**, 2 (1999), 257–76.

This paper looks at ways of training students in correct pronunciation with the help of computers, using programs presently available for the teaching ot German and English as foreign languages. For this purpose criteria are developed from the point of view of foreign language teaching by which the merits of individual multimedia pronunciation programs may be judged. Six pronunciation programs are evaluated and the effectiveness of the programs hitherto developed is discussed. The paper concludes with recommendations as to how presently available programs might usefully be utilised by teachers, and also discusses, extrapolating from present tendencies, what further developments in this area are to be expected in the future.

00–589   Ridgway, Tony (U. of Belfast, N. Ireland, UK; *Email:* t.ridgeway@qub.ac.uk). Listening strategies–I beg your pardon? *ELT Journal* (Oxford, UK), **54**, 2 (2000), 179–85.

This article explores the relationship between written and spoken language, and questions whether skills and strategies supposedly used in reading can be effectively transferred to listening. It suggests that, in listening, working from the text, or from texts in general, may be a more productive way of approaching comprehension than working from the notion of 'strategies'. The author concludes by offering eight recommendations for listening classes based on a text-based approach.

00–590   Rifkin, Benjamin (U. of Wisconsin-Madison / Middlebury Coll., USA). Video in the proficiency-based advanced conversation class: an example from the Russian language curriculum. *Foreign Language Annals* (New York, USA), **33**, 1 (2000), 63–70.

This article describes the principles underlying the design of an advanced-level conversation class in Russian and the learning outcomes of the course. Following a review of research on proficiency levels attained by foreign language students, the author describes the advanced conversation course, a course geared toward students who have achieved intermediate-mid or intermediate-high oral proficiency in the target language and who are striving towards advanced level speech according to the ACTFL (American Council on the Teaching of Foreign Languages) oral proficiency guidelines. The article describes the integra-

tion of feature films, on video, into the course as the basis of tasks (as defined by Murphy 1993) for student partner work, as well as self-analyses the students themselves conduct during the course of the semester While the description of the course focuses on Russian-language students at the college level, the article describes how the principles illustrated herein can be adapted for use with other languages and at other levels of instruction.

00–591   Scarino, Angela (U. of South Australia; *Email:* angela.scarino@unisa.edu.au). The neglected goals of language learning. *Babel (AFMLTA)* (North Adelaide, Australia), **34**, 3 (1999), 4–11, 37.

The Australian Language Levels (ALL) Guidelines developed by the author and colleagues over a decade ago conceptualised five broad integrated goals as underpinning any school language programme, i.e., communication, sociocultural, learning-how-to-learn, language and cultural awareness, and general knowledge. It is suggested that these goals remain just as valid a framework now as then, although the author would now combine the sociocultural goals with the concept of cultural awareness and integrate them with the concept of 'intercultural goals' at all stages of language learning. An analysis of the types of systemwide frameworks that provide the basis for many current language programmes, however, seems to indicate that, while they still emphasise use of the target language for communication, they neglect the other four goals. This article seeks to highlight the multiple layers involved in teaching and learning languages through the five interrelated goals. While the four goals that support communication are stated and elaborated to some extent in the ALL guidelines, they are not developed as frameworks that underlie communication: and it is suggested that they need to be extended and elaborated in the same way as the communication goal. The article details how this might be done, focusing in particular on some of the key aspects of the sociocultural, cultural awareness, and learning-how-to-learn goals.

00–592   Schlak, Torsten (Universität Bielefeld, Germany). Grammatikaufgaben im Fremdsprachenunterricht. Was hat uns die Zweitsprachenerwerbsforschung hierzu zu sagen? [Grammar exercises in foreign language teaching. What does second language acquisition research have to say on this subject?] *Fremdsprachen Lehren und Lernen (FLuL)* (Tübingen, Germany), **28** (1999), 201–11.

This article introduces a task-based approach to grammar teaching. Based on empirical research and theoretical work in second language acquisition, it is argued that task-based language teaching naturally links second language acquisition research with the interests of the classroom teacher. Swain's (1998) 'dictogloss tasks', Ellis' (1995) 'grammar interpretation tasks' and Fotos' (1993, 1994) 'grammar consciousness-raising tasks' are discussed in detail.

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00-593 Slimani-Rolls, Assia (European Business School, London, UK). Description and task analysis in language textbooks. *Francophonie* (Rugby, UK), **20** (1999), 11–15.

This article proposes a practical tool for analysing tasks in language textbooks, with the aim of helping teachers to assess the wealth of new language teaching material coming on the market. It is based on Littlejohn's (1992) model, which focuses on three major questions: what the learner is expected to do, who with, and with what content. Detailed examples are given of how the tool can be used to analyse tasks in three French textbooks. The results show how Littlejohn's categories of tasks and activities (a tick-box chart for collecting the data) can be used as the basis of analysis according to four features: (a) the proportion of tasks involving the various categories; (b) the number of times the same operation is required from the learners; (c) variety in the management procedures proposed by the materials writer to fulfill the potential of the task (i.e., 'Who with?'); and (d) features that are particularly relevant to language and learning in the classroom (i.e.,'With what content?'). It is also suggested that the tool would be useful to materials writers for assessing the balance of what they produce.

00-594 Springer, C. (Université Marc Bloch, Strasbourg, France). Que signifie aujourd'hui devenir compétent en langues à l'école? [What does becoming competent in languages at school mean nowadays?] *Les Langues Modernes* (Paris, France), **3** (1999), 8–25.

This article deals with three questions which the author regards as fundamental to any discussion of the acquisition of language competence in school settings. The first relates to the notion of competence itself, which has been widened over recent years, so that 'communicative competence' is now seen as including linguistic, sociocultural, pragmatic, discursive and strategic components. This complex set of skills can only be acquired by participating in communicative interactions, which leads to the question as to how authentic communication can be established in the classroom, given the discursive constraints imposed by the teacher's role, in particular the need to make form-focused corrections of learners' utterances. The third question therefore concerns the learner's interlanguage and how it might be evaluated in communicative and acquisitional rather than purely linguistic terms. Examples of learner discourse are analysed to show how this might be done, and the article concludes with a number of suggestions for establishing a school language policy which takes into account the problems discussed. These include greater emphasis on language awareness and the intercomprehension of related languages, an increase in human and material resources and appropriate use of the new technologies.

00-595 Sunderland, Jane (Lancaster U., UK). New understandings of gender and language

classroom research: texts, teacher talk and student talk. *Language Teaching Research* (London, UK), **4**, 2 (2000), 149–73.

While gender has been an ongoing if sometimes peripheral area of interest for researchers and practitioners in language education, conceptualisations of gender itself have developed apace. This means that, unfortunately, gender is at times viewed in an outdated way in language education, resulting in oversimplification and unproductive generalisations. In particular, women and girls are sometimes simplistically represented as victims of gender bias in language textbooks, and of male dominance in the classroom. This picture is far from being the full one, does little, it is argued here, to help female students, and may mislead teachers. This paper presents a rather more complex picture. The author illustrates some subtleties and complexities of gender in language education, and suggests some implications of research for educational practice. She also demonstrates alternatives for research into` gender and language classrooms, showing both how the more familiar approaches can be fruitfully developed and how researchers can go beyond them. It is important that both researchers working in the area of gender and language education, and teachers in their practice, should be able to engage with considerations of agency, individuality and diversity, while not losing sight of the still-important notions of disadvantage and of gender itself.

00-596 Tamme, Claudia and Rösler, Dietmar (Justus-Liebig-Universität Giessen, Germany). Heranführung an den autonomen Umgang mit neuen Medien im Fremdsprachenunterricht und in der Lehrerausbildung am Beispiel von E-Mail Tutorien. [Introducing the autonomous use of new media in foreign language teaching and teacher training using the example of email tutorials.] *Fremdsprachen Lehren und Lernen (FLuL)* (Tübingen, Germany), **28** (1999), 80–98.

Following a brief account of how learning contexts are altered by the new media and of the consequences these changes have for learners, teachers and those who produce learning contexts, this article presents a project which shows how autonomous learning might be introduced into teacher training and foreign language learning. This project examines how student teachers of German as a Foreign Language at Giessen help learners of German in Hong Kong through email. The data examined consist of the electronic communication itself, and questionnaires completed by the tutors and the tutees, as well as recordings of group conversations. The results presented in this article focus on the classification of choice of topics and on five different types of electronic correction. The institutional as well as the individual and emotional conditions which facilitate increased autonomy for learners and teachers in a project such as this are also discussed.

00-597 Tebbutt, Susan (U. of Bradford, UK). Kreatives Schreiben und Jugendliteratur von

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Jugendlichen. [Creative writing and youth literature by young people.] *Deutsch: Lehren und Lernen* (Rugby, UK), **20** (1999), 14–21.

This paper centres around the use of youth literature written by young people not merely as reading material for teaching German as a foreign language, but as an inspiration, a stimulus for creative writing. The term 'youth literature by young people' is firstly discussed and several definitions put forward from the specific to the general. The place of creative writing in teaching German as a foreign language is briefly considered alongside the benefits–fun lessons, potential for individual and group work. The author puts forward a programme of six successive units based on German texts written by young people for young people. Each themed unit centres around a text or texts, and activities are suggested intended to lead to active creative writing production by the students. During the units the students not only read the stories, but also discuss the texts, play with the vocabulary and ideas, and creatively develop their own ideas. A schema is provided of the six units and their themes as well as the linguistic/grammatical points which are integrated.

00–598 Toma, Tony (UFR de Langues, Université Toulouse 3, France; *Email*: toma@cict.fr). La création de cours en temps réel: le vidéo-séquenceur. [Courseware design in real time: the video-sequencer.] *ASp (Anglais de Spécialité)* (Bordeaux, France), **23/26** (1999), 419–40.

The aim of information technology is to provide interactive simulations of language use through individual virtual learning environments. This highlights an important issue : the need for a particular learning system which will actually respond to specific user requirements. Most language teachers need time to build their courseware, even with non-programming systems such as *LAVAC*; yet a potential intermediate programmer who is generally not a teacher will not be able to fulfil the whole set of expected cognitive requirements. This article describes the «Video Sequencer® », in connection with IBM ViaVoice®, and suggests that this may be an answer to the problem.

00–599 Upjohn, Jonathan (Université Joseph Fourier, Grenoble 1, France; *Email*: Jonathan. Upjohn@ujf-grenoble.fr). Exit proficiency: the proof of the pudding. *ASp (Anglais de Spécialité)* (Bordeaux, France), **23/26** (1999), 305–22.

Mastery of a core lexis is an essential component of reading proficiency. This paper looks at what seems to be a surprisingly neglected area, namely the evaluation of students' exit proficiency. It reports a study of lexical proficiency carried out with four different groups of students (48 in total). While it was found that students who had experienced immersion or who had followed a lexical syllabus had satisfactory results, a high proportion of the students, despite an average of 87 hours university language training, had levels that were so low as

to prevent the use of English as a working tool. Reasons for the neglect of the lexis are discussed. It is concluded that, unless results can be improved, it is difficult to find a rationale for teaching English to students of science. Although this survey covers only lexical competence, it is argued that the results have far reaching implications for university ESP courses in terms of professional and functional skills.

00–600 van den Bergh, Huub H. (Utrecht U., The Netherlands) **and Zwarts, Michie**. De kwaliteit van lessen Nederlands en moderne vreemde talen. [The quality of Dutch lessons and foreign-language teaching.] *Levende Talen* (Amsterdam, The Netherlands), **545** (1999), 779–83.

Since an entirely new system was introduced into the higher forms of Dutch secondary education, 62 inspectors were sent out to monitor some 7,000 lessons in all school subjects. Among these were 745 Dutch lessons and 1,419 foreign-language lessons. The overall quality of language teaching turned out to be rather disappointing. The results for the different languages–Dutch, English, French and German–were highly comparable; the only substantial differences found here were that Dutch lessons were evaluated somewhat more positively than foreign-language lessons on a number of aspects. With respect to schools, differences were not great either. Most of the variation found originated from differences between individual teachers.

00–601 Wallinger, Linda M. (Virginia Dept. of Ed., Richmond, VA, USA). The effect of block scheduling on foreign language learning. *Foreign Language Annals* (New York, USA), **33**, 1 (2000), 36–50.

The implementation of block scheduling in many high schools across the United States has caused concern among foreign language teachers. After examining qualitative data that were available on the topic of block scheduling and foreign language learning, the present author conducted a study wherein end-of-course tests in listening, speaking, reading, and writing were administered to 60 classes of students in French 1. These students had been instructed according to one of three schedules: the traditional six- or seven-period day, the 4 x 4 block schedule, and the alternating day block schedule. It was found that, despite students on the traditional schedule having significantly more time for instruction during the course of the year, they did not perform significantly better than the other groups on any of the skills tests. Further data analysis did show, however, that the listening and reading scores of students instructed on the 4 x 4 schedule fell more frequently in the bottom quartile of the score distribution.

00–602 Wilkerson, Carol (Kennesaw State U., Georgia, USA). Attrition of foreign language teachers: workplace realities. *Foreign Language Annals* (New York, USA), **33**, 1 (2000), 31–5.

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Little has been published about the attrition rates of foreign language (FL) teachers. Most extant research quantifies demographic information, such as gender or age, but not the reasons teachers leave. The purpose of this article is to describe attrition of FL teachers primarily as the result of disparity between professional expectations and workplace realities. The 14 respondents in the study collectively represent male and female classroom teachers ranging widely in terms of background, type and years of experience. Analysis of their comments reveals that they leave the classroom if they are unable to cope with unexpected workplace realities, often as a result of having spent little time in the field prior to full-time teaching. Attrition is often precipitated by an inability to reconcile personal expectations with workplace realities. One of those realities is that FL instruction may not be highly esteemed. Another is that there are marked differences in the importance of various types of languages and language programmes. One way to reduce attrition may be through discussion of these realities with prospective and novice teachers. The findings also suggest that retention can be enhanced when novice FL teachers have ongoing mentoring relationships with workplace colleagues.

Language learning

00-603 Allen, Linda Quinn (U. of Missouri-St. Louis, USA; *Email:* lqallen@umsl.edu). Form-meaning connections and the French causative: an experiment in processing instruction. *Studies in Second Language Acquisition* (New York, USA), **22**, 1 (2000), 69–84.

Explicit grammar instruction (EGI) appears to have beneficial effects on second language acquisition processes, the ultimate level of acquisition achieved, and, especially, the rate of acquisition. VanPatten and Cadierno (1993) compared the effects of two types of EGI (processing instruction vs. traditional instruction) on learners' ability to comprehend and produce sentences containing Spanish clitic object pronouns. The results favoured a processing EGI approach. The present study is a conceptual replication of the VanPatten and Cadierno study, and it tests the generalisability of the findings to a different grammatical structure, the French causative. Nine classes of 179 fourth-semester French students were assigned to three groups: (a) processing instruction, (b) traditional instruction, and (c) no instruction. The results indicate that processing instruction is as effective as traditional instruction in enabling learners to interpret the French causative and that traditional instruction is more effective in enabling learners to produce the French causative.

00-604 Ayoun, Dalila (U. of Arizona, USA; *Email:* ayoun@u.arizona.edu). Verb movement in French L2 acquisition. *Bilingualism: Language and Cognition* (Cambridge, UK), **2**, 2 (1999), 103–25.

The study reported here investigates the acquisition of verb movement phenomena in the interlanguage of English native speakers learning French as a second language (L2). Participants ($n=83$), who were enrolled in three different classes, were given a grammaticality judgement task and a production task. The French native speakers' results ($n=85$) go against certain theoretical predictions for negation and adverb placement in nonfinite contexts, as well as for quantification at a distance. The production task results, but not the grammaticality judgement results, support the hypothesis that the effects of parameter resetting successfully appear in the interlanguage of adult L2 learners.

00-605 Bailey, Phillip (U. of Central Arkansas, USA; *Email:* phillipb@mail.uca.edu), **Onwuegbuzie, Anthony J. and Daley, Christine E.** Using learning style to predict foreign language achievement at the college level. *System* (Oxford, UK), **28**, 1 (2000), 115–33.

Although researchers have examined the role of learning styles in foreign language (FL) achievement, many studies have investigated isolated dimensions of this construct (e.g., field independence/dependence). Relatively few studies have used a comprehensive learning styles instrument to determine predictors of achievement in college FL classes. Thus, the purpose of this study was to use a broadly focused learning style instrument to identify a combination of learning styles that might be correlated with FL achievement at the college level. It was hoped that the findings would facilitate the identification of college students at risk of underachieving in FL classes. Participants were 100 university students enrolled in either French or Spanish first and second semester courses. All possible subsets multiple regression analyses revealed that higher achievers in FL courses tend to like informal classroom designs and to prefer not to receive information via the kinesthetic mode. Certain learning style variables (i.e., responsibility and mobility), when included in the model, acted as suppressors, increasing the predictive power of classroom design preference and kinesthetic orientation with respect to achievement. The educational implications of these findings for understanding the potential relationships between learning styles and FL achievement are discussed, as are suggestions for future research.

00-606 Bardel, Camilla (Lunds Universitet, Sweden). Negation and information structure in the Italian L2 of a Swedish learner. *Aile* (Paris, France), **Special Issue**, vol. 2 (1999), 173–88.

This paper discusses the relationship between negation and focus in the interlanguage of an adult Swedish learner of Italian acquiring Italian in a mixed environment of guided and spontaneous input, while living in Italy. The study is longitudinal and consists of recordings of semi-spontaneous conversation. The purpose is to investigate the development of the system of negation in Swedish-Italian interlanguage, and the way

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