Language teaching

99–329   Austin, Theresa (U. of Massachusetts, Amherst, USA). Cross-cultural pragmatics – building in analysis of communication across cultures and languages: examples from Japanese. *Foreign Language Annals* (New York, USA), **31**, 3 (1998), 326–46.

Native language users draw on implicit understandings and cultural patterns to create and understand messages in conversation. The author of this paper asks what foreign language learners can do to learn these implicit understandings and patterns so that they may appropriate the language well enough to accomplish the same; and what basic unit of analysis may be used to build curricula supportive of such a development. Adding to the complexity of interpreting and constructing meaning in a particular language is the cross-cultural factor: ways of constructing cross-cultural – as against intra-cultural – conversations may vary. The paper thus argues for giving higher priority to developing cross-cultural pragmatic competence in communication, in order to facilitate individuals' ability to communicate across different cultures. Examples are provided from Japanese, where knowledge about cross-cultural pragmatics can help learners to construct meanings. Also included are examples of two approaches to designing curricula which would create contextualised opportunities for learners to develop this type of competence and which suggest how grammar, i.e. metalinguistic knowledge about language, might be used to further this type of language learning.

99–330   Azabdaftari, Behrooz (U. of Tabriz, Iran). A study of the implications of child first language acquisition for second language teaching. *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **30**, 2/3 (1998), 125–58.

This paper is an attempt to discover whether studies in child first language (L1) acquisition can yield insights which can be drawn upon in teaching English as a foreign language (L2) in a classroom situation. It is hoped that such an exploration of L1 studies can shed light on the direction of future research activities in second language theory construction and methodology. The paper begins with an overview of L1 acquisition research, and then proceeds to a discussion of the arguments for and against the possibility of putting to use in the L2 classroom setting the knowledge gained through research in the field of L1 acquisition.

99–331   Barnett, Jenny (U. of S. Australia). Expanding students' literacies: a Hispanic touch. *Babel (AFMLTA)* (Victoria, Australia), **33**, 2 (1998), 4–9, 37.

This is an account of an initiative to expand students' literacies both in the Spanish class and across the curriculum. Even mild Hispanic touches or 'dressing', such as using Hispanic names and information in a statistical table in mathematics, can challenge cultural assumptions about the dominance of English. Hispanic content can be introduced for many themes or issues: urban smog in Mexico City when teaching about pollution, for example. In English lessons, critical analysis of Australian representation (and exploitation) of Hispanic cultures helps to challenge stereotypes. Committed schools can even allocate one or more subjects to be taught *in* Spanish or, at primary level, conduct particular activities in Spanish. Students' literacies can be expanded in the Spanish class itself, for example by considering Latin-based vocabulary and noting that everyday Spanish words are cognate with more 'academic' English words: *último, proximo, enamorado*. This fosters awareness of a shared language history and highlights connections between language and culture. The author concludes that, as students' literacies expand, they learn to question their own assumptions, accept social diversity and adopt a more global perspective.

99–332   Beaudouin, Martin (Alberta U., Canada). De l'enseignement de la grammaire par l'Internet. [Grammar teaching on the Internet.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 1 (1998), 61–75.

This article claims that language teaching on the Internet has many advantages over distance teaching using traditional media. It describes the pedagogical advantages – contact with the linguistic community and with tutors, and the interactive and functional nature of the documents used, as well as its limitations – unfamiliar teaching/learning formats, technological problems, and the time required to create and maintain programs. The author sets out to show how these pedagogical factors were taken into consideration in creating a website at the University of Alberta, with special emphasis on the integration of interactions between learners with those between learners and the virtual francophone community.

99–333   Bishop, Graham (Open U., UK). Research into the use being made of bilingual dictionaries by language learners. *Language Learning Journal* (Rugby, UK), **18** (1998), 3–8.

The author of this article aimed to investigate how language learners use their dictionaries, by means of a survey of Open University and A(dvanced)-level

students learning French. With dictionary use now officially recognised in English and Welsh national examinations, it is suggested that teachers cannot remain aloof to the need to teach dictionary skills. The survey revealed that dictionaries are being used extensively as sources of grammatical information including gender, spelling, synonyms, verb, noun and adjective forms, register and pronunciation, not just for meaning. Only a third of users read the introduction before using the dictionary for the first time. Many A-level students claimed not to understand the phonetic symbols, so there may be a case for teaching phonetics earlier in schools. Many interviewees reported pausing for thought before consulting the dictionary, but these strategies need to be taught explicitly. Although some students used notebooks or memorisation techniques, there was a general lack of vocabulary retention strategies. Teachers should perhaps stress separate strategies for passive retention-recognition and active retention-production and encourage more reading for gist. Students' compulsion to understand everything can lead to over-literal translations and needs to be channelled more effectively.

99–334   Blühdorn, Hardarik (São Paulo, Brazil). Textverständlichkeit und Textvereinfachung im deutschsprachigen Fachunterricht (DFU). [Comprehensibility of texts and simplification of texts in German for specific purposes.] *Zielsprache Deutsch* (Munich, Germany), **29**, 4 (1998), 162–72.

An increasing amount of German language teaching is now undertaken in the form of language for specific purposes (i.e. for mathematicians, biologists, economists, etc.), and is carried out by teachers who do not necessarily have the relevant language teaching skills. This article discusses the comprehensibility of texts in terms of their formal properties as well as general cognitive principles of comprehensibility. The author introduces many of the (internal and external) factors relevant to text comprehension, but the emphasis throughout is on text-internal characteristics such as vocabulary, syntax and cohesion. Methods for simplifying texts are highlighted using a sample text (included in the appendix): a biology textbook for German senior-cycle school pupils. The article was written for a workshop for Brazilian teachers of German for specific purposes, and concludes with the note that once teachers, who are rarely Germanists, become skilled at enhancing the comprehensibility of texts, this skill will transfer to their students.

99–335   Borg, Simon (U. of Malta). Talking about grammar in the language classroom. *Language Awareness* (Clevedon, UK), **7**, 4 (1998), 159–75.

Meta talk – defined here as explicit talk about grammar – is a facet of foreign language (FL) teaching which has not attracted much research interest over the years. Prompted by this gap in our understanding of FL instruction, the author of this paper undertook a study of the role of meta talk in the classroom practice of two teachers of English as a foreign language. Data for each teacher were collected through 15 hours of unstructured classroom observations and three one-hour semi-structured interviews. The research provided both descriptive data about the initiation, development and outcomes of meta talk in the teachers' work, as well as insight into the rationale behind the approaches to meta talk adopted by these teachers. The study identifies a wide range of methodological, psychological and experiential factors which shape the role played by meta talk in FL classrooms, and outlines issues for further research in this area of FL teaching.

99–336   Burnett, Joanne (U. of Southern Mississipi, USA). Language alternation in a computer-equipped foreign language classroom: the intersection of teacher beliefs, language, and technology. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 1 (1998), 97–123.

The focus of this article is the influence of computer technology on language alternation (first language/ target language) in the foreign language classroom. The author considers the linguistic context of the computer-mediated environment of particular importance in better understanding the impact of computer-assisted language learning. Yet few studies have documented actual practices in such an environment. The study reported here used an ethnographically-based case-study approach to document the attitudes, activities, behaviours and beliefs of one teacher and his students in a third-semester university French class as they met weekly in a computer-equipped classroom. Despite his enthusiasm, the intersecting teacher beliefs, linguistic difficulties, and technical problems impeded the creation of an environment conducive to sustaining lessons in the target language. Moreover, the teacher's activities in the computer-equipped classroom often privileged computer literacy over linguistic proficiency.

99–337   Cain, Albane (U. de Cergy-Pontoise et INRP, Paris, France). Contenus culturels et enseignement des langues: quelle conception selon quelle langue? [Culture and the language teaching syllabus: what approach for which language?] *Les Langues Modernes* (Paris, France), **4** (1998), 6–17.

This article presents and analyses the contents of the official instructions given to French secondary school language teachers, with particular reference to cultural issues. Only eleven of the 148 lines of the general introduction to the instructions are devoted to the place of cultural competence in the language syllabus, but three main aims are identified: the acquisition of background knowledge, whether historical, geographical or sociological; the development of the learner's mental capacities; and the development of open-mindedness and tolerance. The specific instructions for Arabic, English, German, Italian, Portuguese, Russian and Spanish are then discussed individually on the basis of culturally-

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relevant questions and criteria. These include the particular approaches adopted to the nature of the relationship between language and culture and intercultural communication, and their influence on the amount of attention paid to current affairs, to the acquisition of a new form of behaviour, to discovery procedures and lexis, to thinking about the learner's own culture, and to stereotypes. Each set of instructions is shown to combine these criteria in different ways and to different degrees, as is to be expected, since they have different objectives. In addition to these purely pedagogical criteria, there is also considerable variation in the importance given to topics such as civic education and European citizenship.

99–338 Chavez, Monika (U. of Wisconsin-Madison, USA). Learners' perspectives on authenticity. *IRAL* (Heidelberg, Germany), **36**, 4 (1998), 277–306.

The use of authentic texts has become integral to communicative and proficiency-oriented foreign language teaching. However, researchers and teachers alike are still engaged in debating several pertinent issues: e.g., whether the definition of authenticity as 'produced by native speakers for native speakers' is sufficient; how learners react to authentic materials, particularly their relevance and level of difficulty; and whether to modify texts or tasks. This paper describes a survey in which 190 university-level learners of German rated 53 situations (composed of 12 'authenticity' factors) according to: (a) authenticity; (b) contribution to language learning; (c) difficulty; and (d) resulting anxiety or enjoyment. Findings show that learners view authentic materials as essential and enjoyable. In contrast, positive correlations between authenticity and perceived difficulty were rare. When rating authenticity, learners assigned great importance to production of materials *by* native speakers, and less importance to their production *for* native speakers. Overall, the *quantity* of factors contributing to authenticity appeared more important than the *quality*, i.e. the presence of any one particular factor. It is concluded that learners enjoy interacting with authentic materials but appreciate pedagogical support, especially in listening tasks and when reading literary texts. In short, learners choose grading tasks over grading texts.

99–339 Cray, Ellen (Carleton U., Canada). Teachers' perceptions of a language policy: 'Teaching LINC'. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **15**, 1 (1997), 22–38.

The boundaries of English language teaching are being expanded with the recognition that the language is taught in a social, economic, political and cultural context that must be taken into account and studied if we are to understand second language learning and teaching. Policies which legislate the learning and teaching of additional languages are one relevant aspect of this context. However, little empirical work has been done on how language policies are realised in the classroom. In this article, data from interviews with teachers in LINC (Language Instruction for Newcomers to Canada) classrooms are analysed. Results suggest that teachers perceive the policy in ways that are determined by the local situations in which they teach; and that there are important differences between what policies dictate and what teachers do in their classrooms.

99–340 Danaher, M. and Danaher, P. (Central Queensland U., Australia). The benefits of language laboratories for learning Japanese as a foreign language. *Language Learning Journal* (Rugby, UK), **18** (1998), 50–55.

With the advent of computer interactive multi-media and their use as a resource for language teaching, the language laboratory has come to be viewed as anachronistic. This article extols the benefits of state-of-the-art language laboratories particularly for the learning of Japanese as a foreign language (JFL). Firstly a summary of research literature relating to language laboratories is presented and issues such as the increased emphasis on listening skills and individualisation of learning are considered. Secondly, research literature on educational technology is reviewed and it is pointed out that, since human interaction is complex and multi-dimensional, computer technologies are no more likely to recreate this than a language laboratory unless used creatively. Thirdly, student views of the language laboratory were canvassed through a closed questionnaire and also through a series of open-ended questions. Generally, the JFL students in question approved of the use of the language laboratory and amongst other things considered that it provided them with opportunities to hear the voices of native speakers. It is also stated, however, that the benefits of the language laboratory are subject to the teacher's ability to encourage within students feelings of confidence and control in using the technology.

99–341 Davies, Ted and Williamson, Rodney (Compris, Inc., Ottawa, Canada). The ghost in the machine: are 'teacherless' CALL programs really possible? *The Canadian Modern Language Review/ La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 1 (1998), 7–18.

The purpose of this paper is to reflect critically on the pedagogical issues involved in the production of CALL (computer-assisted language learning) courseware and on the ways in which CALL has affected the actual practice of language teaching. For instance, the issue of how a learner-centred exploratory approach fares in comparison with explicit and implicit instruction is addressed. Aspects of the language learning situation important for CALL design are discussed and illustrated: the pedagogical setting; the background, habits and strategies of the learner; the language skills to be developed; learner level, pace and motivation; language variety and style; and evolving content. The authors

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conclude that, if CALL is to realise its true potential, it must be more than a simple medium of information; it should provide a teaching/learning process, and the real teacher must be built in.

99-342 Dechert, Hans-Wilhelm (Universität Gesamthochschule Kassell, Germany). Mentale Modelle der Perzeption und Produktion von Fremdsprachen bei Lernenden und Lehrenden im Lichte des Problemlösungsparadigmas. [Mental models of students' and teachers'perception and production of foreign languages in the light of the problem solving paradigm.] *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **27** (1998), 60–80.

This paper proposes including the constructs of 'mental model' and 'mental folk model' in the discussion of subjective theories of foreign language (FL) processing. Mental models are seen as culturally shared and biographically determined representations of world knowledge, which individuals activate in order to theoretically analyse, understand and eventually solve problems which confront them in the real world. Mental models of FL processing deal with problems non-native learners and teachers face as a result of the transitory status of their interlanguage competence. The corpus this paper is based upon contains a large variety of such model constructions, relating to linguistic inter-action, components of FL processing, and degrees of learned helplessness. As to the professionalisation problem of FL teachers, it is suggested that their utterances, due to the lack of an *Interpretationsgemeinschaft* in the traditional architecture of communication in schools, disclose symptoms of offended imperatives and of frustration and depression.

99-343 Décuré, Nicole (Université Toulouse III, France). Culture, confiture et politique. [Culture, preserve and politics]. *Les Après-midi de LAIRDIL (Laboratoire Inter-Universitaire de Recherche en Didactique des Langues)* (Toulouse, France), **9** (1998), 27–38.

This article is divided into three parts. Firstly, it examines the difficulties in defining and categorising culture, civilisation and related domains. Secondly, it reports on feedback from two qualitative studies, both questionnaire-based, but carried out under different conditions. Degree and MA students of science with an advanced level of English were asked to give their opinions on their own and other cultures. In the first year four questions were set in class, under exam conditions, after viewing a video documentary. In the following year nine questions were taken home – there were 34 responses. The third part looks at two separate but related issues: whether culture can be taught or if it needs to be learned *in situ*, and the problems of teaching the cultural aspect of language in the language classroom. A feature prominent throughout is the centrality of metaphor both as a language tool and as a reflection of cultural prominence, with France and the French being clearly focused on food metaphors.

99-344 De Florio-Hansen, I. (U. Gesamthochschule, Kassel, Germany). Zur Einführung in den Themenschwerpunkt oder: Subjektive Theorien von Fremdsprachenlehrern – wozu? [Introduction to the main theme or: the subjective theories of foreign language teachers – how are they useful?] *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **27** (1998), 3–11.

In this introduction to a special themed edition of the journal, the author provides an overview of recent research into 'subjective theories' held by language teachers, and how these might contribute to a better understanding of language learning and pedagogy. The problematic nature of the term 'subjective theories' is discussed, and Groeben's definition is offered as a starting-point: "a complex aggregate of cognitions regarding oneself and the world, which point to a structure of argument that has certain parallels with objective (scientific) theories". Indeed, particular prominence is given to work being carried out in the wake of Groeben's *Forschungsprogramm Subjektive Theorien* ('Subjective Theories' research programme), such as Kallenbach's investigations into 'what students think of foreign language learning'. The author herself believes that, if a successful union of theory and practice is to be achieved, qualitative and empirical research needs to be articulated with a 'scientific' rationality specific to the field. The article concludes with paragraphs about each of the three sub-themes into which the individual contributions are grouped: 'Methodology and Methods of the 'Subjective Theories' Paradigm', 'Subjective Theories in Language-Teacher Training', and 'Subjective Theories in Language Teaching and Learning'.

99-345 Desmarais, Lise (Institut canadien du service extérieur). Apprendre l'orthographe avec un correcteur orthographique? [Learning to spell with a spell-checker.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 1 (1998), 76–96.

This article sets out the issues, the theoretical framework, the methodology and the findings of a research project investigating the effectiveness of using a spell-checker as the core element of a program designed to teach French spelling. Twenty-seven French- and English-speaking adults participated in the project. In addition to a spell-checker, the learning program involved using authentic documents, reading text from the screen and the written page, ordering content according to a predetermined progression of errors, and individualised monitoring of students. The results indicated that the use of the program generated important learning gains after 12 hours of work over a four-week period. With modifications stemming from the research findings, the teaching methodology is now available in the form of the software program *ORTHO+*.

99-346 Edmondson, Willis J. (Universität Hamburg, Germany). Subjective parameters describing teaching roles. Towards a theory of

tertiary foreign language instruction. *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **27** (1998), 81–105.

This article investigates the teaching of English as a Foreign Language at tertiary level, with a particular focus on the role of the teacher. It is argued that teachers' perceptions of their role(s) in foreign language teaching have a decisive influence on teaching effectiveness. The nature of these perceptions is investigated via an applied discourse-analytic treatment of a recorded group discussion held by four university teachers of English in Germany. Two major parameters are proposed to capture performance variables: the role of theory in teaching practice, and the influence of the context of communication. Three perceptually distinct, but in practice co-present teaching roles are then developed – according to these three perceptions, teaching is at the same time an institutional, a professional, and a personal activity. Differences in the weightings given these three roles lead to radically different views regarding appropriate teacher-pupil role relationships.

99–347 Eskenazi, Maxine (Carnegie Mellon U., USA). Using automatic speech processing for foreign language pronunciation tutoring: some issues and a prototype. *Language Learning and Technology* (http://polyglot.cal.msu.edu/llt), **2**, 2 (1999), 62–76.

This article discusses the possible use of automatic speech recognition for training students to improve their accents in a foreign language. The author first discusses principles of good language training as well as the limits of the use of Automatic Speech Recognition and how to deal with them. She then uses the example of the Carnegie Mellon FLUENCY system to show concretely how such a system may function. Prosody training as well as phonetics are emphasised. The article concludes by underscoring the importance of having a system that adapts to the user, again using the FLUENCY system as an example.

99–348 Finn, Jeremy D. (Temple U., USA). Taking foreign languages in high school. *Foreign Language Annals* (New York, USA), **31**, 3 (1998), 287–306.

The study reported here examined variability in foreign language courses taken by students in American high schools. The conceptual model for the study depicted engagement in language courses as being shaped by (1) the school's offerings; (2) school policies and practices that determine access for some or all students; and (3) student choice: the focus of the study was on the first two of these. Data consisted of actual course catalogues of 340 public and private high schools, and transcripts of some 24,000 students graduating in 1994. Course offerings in specific languages and summary measures of offerings were examined by school sector, enrolment, urbanicity, and socio-economic status. Course-taking, with total credits and

advanced study considered separately, was summarised for the student sample. Finally, course-taking was examined in a statistical model that included school demographic characteristics, school policies (language requirements; advanced language offerings), and student characteristics including academic track. In addition to providing descriptive information, the investigation underscored the importance of advanced offerings (especially for more able students), the effects of school-wide language requirements (especially for lower-track students), and the deleterious effect of tracking on foreign language study.

99–349 Fleming, Douglas (Toronto District School Board, Canada). Autonomy and agency in curriculum decision-making: a study of instructors in a Canadian adult settlement ESL programme. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **16**, 1 (1998), 19–35.

The study reported here examines the views of five adult instructors of English as a Second Language (ESL) about their processes of curriculum implementation in a settlement language programme about to adopt the Canadian Language Benchmarks. The central research question is how these instructors assess the value of their own autonomy over curriculum decision-making. Drawing on theoretical definitions of autonomy and agency prominent in general education literature, autonomy is defined here as the degree to which teachers have the desire to make curriculum decisions using personal initiative and intellectual engagement. Interview data related to the instructors' views regarding curriculum processes were then analysed. The study reveals their concerns in regard to classroom activities, curriculum guidelines, linguistic elements, teaching materials, needs assessment, assessment of learner proficiency, professional development, relations with other staff, and settlement theme content. The author argues that the study makes the case for developing programme supports for instructor autonomy and demonstrates the usefulness of this concept theoretically.

99–350 Flowerdew, Lynne (Hong Kong U. of Science and Tech.). A cultural perspective on group work. *ELT Journal* (Oxford, UK), **52**, 4 (1998), 323–9.

Many practitioners have emphasised the value of group work in discussions of methodological issues in English Language Teaching (ELT); very few have considered it from a cultural perspective, however. This article advocates its use for a group of learners from a Chinese cultural background, where, to some extent, Confucian values still prevail. It is argued that, in certain teaching situations, group work is an appropriate methodological tool for such learners, given that it is sensitive to the three key Confucian values: co-operation, the concept of 'face', and self-effacement. This article is also deemed relevant to those teaching other nationalities, since the underlying pedagogic philosophy of much ELT material is to foster collaborative learning strategies and create a non-stressful learning environment for the student –

both of which can be considered as extensions of the Confucian values of co-operation and the concept of 'face'.

99–351 Fotos, Sandra (Senshu U., Tokyo, Japan). Shifting the focus from forms to form in the EFL classroom. *ELT Journal* (Oxford, UK), **52**, 4 (1998), 301–7.

This article examines arguments for 'focus on form', a term referring to the incorporation of implicit grammar instruction within communicative English as a Second Language (ESL) lessons; and suggests ways to adapt this approach to English as a Foreign Language (EFL) settings where grammar instruction has never left the classroom. It is suggested that within such contexts a focus-on-form approach can provide an acceptable rationale for including communicative language use within traditional grammar-based instruction. Several types of form-focused EFL activities are described, including two task-based approaches designed for large classes.

99–352 Garnett, Norma A. (Warwick Public Schools, RI, USA). Cognition and affect for successful FLES programmes: are both domains vital? *Hispania* (Ann Arbor, MI, USA), **81**, 2 (1998), 373–78.

As described in the taxonomies established by Benjamin Bloom, the process of learning moves in a hierarchical pattern, from the simple to the complex and more internal, in both the cognitive and affective domains. The author of this article suggests that the traditional guiding curricula of Spanish – with a particular focus here on FLES (Foreign Languages at Elementary School) programmes – emphasise the cognitive domain while paying little attention to the affective domain. Yet there appears to be an interrelationship between these two domains; and the author argues that, by emphasising the affective domain and its vital role in successful FLES programmes, the desired cognitive goals of the Spanish curriculum could be amplified. She further suggests that recognising the importance of the affective as well as the cognitive domain in FLES programmes could enhance the development of a healthy philosophy of life in learners.

99–353 Gaspar, Christine (Brown U., USA). Situating French language teaching and learning in the Age of the Internet. *The French Review* (Carbondale, IL, USA), **72**, 1 (1998), 69–80.

This paper offers an evaluative description of teaching and learning in the 'Age of the Internet'. It also addresses ambivalences concerning the applicability and implications of new media – in this case, the Internet – for the foreign language classroom. Drawing on a recent workshop geared to educators from high schools, junior colleges, colleges and universities, the article summarises the ideas, remarks and conclusions gleaned from this collaborative event. Also included are sugges-

tions for Web-related activities, possible lesson plans, and a list of selected Web sites considered of interest to all teachers and students of French language and literature.

99–354 Geoffroy, Christine (U. de Technologie de Troyes, France). De la compétence interculturelle en milieu de travail. Un rôle à jouer pour l'enseignant de langues. [Intercultural competence in the workplace. A role for the language teacher]. *Les Langues Modernes* (Paris, France), **4** (1998), 47–58.

This study sets out to identify the competencies and skills necessary for successful French-English communication in the workplace. It is based on sixty interviews carried out in ten different companies. These companies are aware of communicative problems within their workforce and aim to recruit staff capable of acting as cultural mediators between the two groups. Such people are in high demand, however, and the simple fact of having had contact with both cultures does not in itself guarantee the acquisition of intercultural competence. Language teachers may also have an important role to play. Drawing on work by Reitter, Byram and Zarate, the author describes three phases in the acquisition of intercultural competence: the first a stage of curiosity which demands the tolerance of cognitive dissonance; the second a stage where a more objective knowledge of cultural differences is established; and a final stage where this knowledge is transformed into intercultural communicative skills. This analysis provides the framework for an intercultural syllabus in which the teacher is seen as an ethnographer helping learners to acquire a sense of cultural relativism. The author concludes by providing practical details of such a course run by her for future engineers who are likely to work in intercultural contexts.

99–355 Glaap, Albert-Reiner (Düsseldorf U., Germany). Mischkulturen: Stippvisiten im Englischunterricht. [Mixed cultures: flying visits in English teaching.] *Der Fremdsprachliche Unterricht Englisch* (Stuttgart, Germany), **36**, 6 (1998), 4–11.

Hybrid cultures in English as a Foreign Language teaching in German schools have been part of the curriculum for some years now, but the emphasis has primarily been on Australia, Canada, New Zealand and Africa, and the interest in such mixed cultures has been only marginal. This article proposes that, in an eight- or nine-year teaching cycle, there should be time set aside for a number of 'flying visits' into mixed cultures in order to apprise students of some of the essential characteristics of these cultures. The author makes reference in particular to the Channel Islands, Malta, Singapore, Bahrain and Hong Kong, and provides several exercises and ideas for lessons centring around these cultures. He also discusses some of the particular characteristics of these mixed cultures and why they would be of interest, focusing mainly on the effects of language contact and the role vocabulary plays in the term 'culture'.

99–356 Grotjahn, Rüdiger (Ruhr-Universität Bochum, Germany). Subjektive Theorien in der Fremdsprachenforschung: Methodologische Grundlagen und Perspektiven. [Subjective theories in foreign language research: methodological bases and perspectives.] *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **27** (1998), 33–59.

Subjective theories are very complex cognitive structures: they are highly individual, relatively stable, and relatively enduring. Examples are learners' and teachers' general beliefs about learning and teaching, and about language. It has been demonstrated that subjective theories are an important tool for the explanation and prediction of human action and thought. In psychology and educational science since the end of the seventies, the 'Subjective Theories' research programme has been established, and a special methodology for the analysis of subjective theories has been developed. This methodology is based on both hermeneutics and empiricism, which are integrated into a coherent framework. In the present article, it is argued that the concept of subjective theory and the corresponding methodology have a considerable potential for foreign language research. The use of the term 'subjective theory' and the application of the methodology in the field of language teaching and learning are examined and critically assessed, and perspectives for further research are outlined.

99–357 Hall, Christopher (U. of Leicester, UK). Overcoming the grammar deficit: the role of information technology in teaching German grammar to undergraduates. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 1 (1998), 41–60.

This article begins by providing a critical review of the teaching of grammar and the role of grammar in foreign language teaching in preparing students to study German at UK universities. It is suggested that a knowledge of grammatical rules and terminology is especially important for undergraduate foreign language learners; yet many such learners apparently bring a very sketchy knowledge of the target language grammar with them at the outset of their university studies. The author examines how a varied application of CALL (computer-assisted language learning) and IT (information technology) might be used to overcome this perceived 'grammar deficit' by a combination of approaches including explicit, implicit and exploratory grammar teaching.

99–358 Hall, Joan K. (U. of Georgia, USA). Differential teacher attention to student utterances: the construction of different opportunities for learning in the IRF. *Linguistics and Education* (Greenwich, Connecticut, USA), **9**, 3 (1998), 287–311.

Much research on classroom discourse has shown how the participation structures constructed in different instructional practices can lead to academic stratification. This study focuses on the turn-taking patterns developed between a teacher and four students in a Spanish-as-a-foreign-language classroom where the aim was to develop interactional abilities in Spanish. Data were collected from weekly audio recordings, classroom observation, interviews with the participants and their teachers, and two questionnaires. It was found that the typical exchange of turns between the students and the teacher is the three-part Initiation>Response>Follow-up/Evaluation sequence (IRF). Over the course of the semester the teacher interacted in qualitatively different ways with each participant within the IRF exchange. It is suggested that creating the conditions which shape learning depends not only on the kinds of instructional practices constructed through classroom discourse but also on the quality and distribution of opportunities provided by the teacher.

99–359 Haramboure, Françoise (Université Michel de Montaigne-Bordeaux III, France). Compétence interculturelle et compréhension. [Intercultural competence and comprehension]. *Les Après-midi de LAIRDIL (Laboratoire Inter-Universitaire de Recherche en Didactique des Langues)* (Toulouse, France), **9** (1998), 39–45.

This article claims that cultural competence is no longer sufficient given the world-wide access to different cultures which has arisen partly through extensive development of ICT (information and communication technology) and easier access to exchange programmes. A reappraisal of the role of culture in language teaching and learning in this context would require us to talk of the *inter*cultural dimension rather than the cultural one. Language needs to be seen both as one of the cultural expressions of the foreign language and as one means of diffusing its different forms. Learners through the second language culture learn to be conscious of their own, giving us the intercultural dimension. A concrete example is given on how to use authentic materials, which are suitable both in the classroom and for use with a computer with hypertext. The example gives a cognitive approach which involves both high and low level processing. It uses anticipation strategies, skim reading and finally detailed comprehension of the foreign language text. The learners are required at all stages to compare the cultural indicators found in the text with their own culture, thus allowing them a deeper understanding of both.

99–360 Hare, Geoffrey (U. of Newcastle upon Tyne, UK). Using the World Wide Web as a resource in modern language studies. *Language Learning Journal* (Rugby, UK), **18** (1998), 42–46.

The World Wide Web has attractions for language teachers as a new source of authentic materials, and there are increasing numbers of sites available abroad that may be accessed from the UK. This article is a practical introduction to finding and using Web resources relevant to the student and teacher of modern

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languages. It situates the use of Web sites in language learning within concepts of resource-based learning. A range of practical activities introduces a Web browser, a range of foreign language sites, and Information Gateways.

99–361 Harrell, Bill (Houston, Texas, USA). Language learning at a distance via computer. *ITL Review of Applied Linguistics* (Leuven, Belgium), **121-122** (1998), 121–42.

Although computer applications have frequently been used in the teaching of second languages in traditional educational settings, this article claims that foreign language teaching at a distance has tended to ignore the potential of the medium. The article considers the nature of distance education, its student clientele and costs; and presents specific ways in which computers and computer-assisted language learning (CALL) might help remedy some of the difficulties faced by the distance language learner. It is suggested that, with carefully-designed CALL software, all the functions in a traditional classroom teaching situation – except for the actual physical contact – may be simulated by way of telecommunication technologies, creating a virtual classroom electronically.

99–362 Harris, Vee (Goldsmiths College, London, UK). Making boys make progress. *Language Learning Journal* (Rugby, UK), **18** (1998), 56–62.

Concern has recently been voiced over the perceived academic under-achievement of young males, particularly 'white working class boys'. This article considers possible causes with particular reference to school learners of Modern Languages (MLs). It is suggested that lack of motivation may be a major factor and that offering boys greater choice over what they learn may be one means of addressing their under-achievement in MLs. However, a second cause of under-achievement may be ignorance of learner strategies, which may need to be more explicitly taught if boys are to profit from increased independence in learning. The author then focuses on specific skills, and suggests that boys should be encouraged to read more widely and should be taught strategies for reading; and that they could be given a freer choice of topic in writing, although within explicit frameworks. More specific outcomes (such as assessment criteria) should be laid down for speaking activities, as this may encourage boys to view speaking as a 'serious' activity. Finally, the author suggests the need for awareness-raising in relation to teacher attitudes to boys and their performance, particularly in response to discipline problems.

99–363 Hémard, Dominique (London Guildhall U., UK). Knowledge representations in hypermedia CALL authoring: conception and evaluation. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 3 (1998), 247–64.

This article proposes to strengthen the theoretical basis supporting hypermedia CALL (computer-assisted language learning) authoring by initiating a requirements analysis based on contextualised conceptual and mental models. Its purpose is threefold. It intends to present the theoretical dimension of knowledge representations within the authoring process in order to provide an understanding of the potential and usability of such a design support. Additionally, it attempts to apply this theoretical approach to the delineated field of hypermedia CALL in French language for undergraduates through an investigation of mental models based on surveys and summative evaluation. Ultimately, it tries to promote the need for an appropriate methodology and greater user interface design considerations in hypermedia CALL authoring.

99–364 Hermes, Liesel (Universität Koblenz-Landau, Germany). Reden über Literatur: Selbsterfahrung in Seminarveranstaltungen. [Talking about literature: self-awareness in seminars.] *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **27** (1998), 146–62.

A seminar is a type of class in higher education whose success depends to a high degree on student interaction. This article describes how a group of students view their participation in university (advanced level) English Literature seminars held in English, in particular how they see their roles as more or less active participants. The teacher's self-concept is also described, how she tries to find a balance between the roles of instructor, facilitator and mentor, and someone who initiates student activities. These activities give the students full scope in discussions. The respective self-concepts result in 'action research', the data collected and analysed consisting of students' diaries, student interviews and video documentation of some of the seminars. The article reports how the students and teacher try to redefine their roles and improve interaction.

99–365 Hess, Hans Werner (Hong Kong Baptist U.). Lernwegweiser aus dem Internet. Die Erschließung von Deutsch-als-Fremdsprache-Materialien für das ergänzende Selbststudium. [Study paths from the Internet. The tapping of German as a foreign language materials for augmented self-study.] *Zielsprache Deutsch* (Munich, Germany), **29**, 4 (1998), 173–80.

While there is no shortage of materials for German as a foreign language, the author suggests that, apart from the coursebook being used, these are only sporadically consulted; learner autonomy often fails at this point, with students overwhelmed by the amount of material, often at too advanced a level. This article describes how the Hong Kong Baptist University has a series of 'study paths' available for consultation over the Internet, based loosely on the progression of topics in *Themen neu* (http://www.hkbu.edu.hk/~europe/themen.html). For each lesson students can find references to other, multimedia exercises and materials, which serve to consolidate particular points of grammar, deal with the same or similar topics or pragmatic situations, and

conform largely to the level of vocabulary and grammar already acquired. At present the progression of topics is limited to that in *Themen neu*, but recently the Hong Kong Polytechnic University has set up similar materials based on *Sprachkurs Deutsch*. The author makes a plea for co-operation in processing other such materials.

99–366   Ho, Meng-Ching (U. of Durham, UK). Culture studies and motivation in foreign and second language learning in Taiwan. *Language, Culture and Curriculum* (Clevedon, UK), **11**, 2 (1998), 165–82.

Lack of motivation has always been a central concern in the English classroom in Taiwan's junior high schools. Having reviewed arguments in the motivation research literature suggesting that study of the target-language (L2) culture may enhance learners' motivation to learn the L2, the present author conducted a survey among Taiwanese pupils which investigated the potential of Culture Studies to motivate Taiwanese pupils in their learning of English. A total of 480 Grade 1 and 2 pupils answered a questionnaire exploring their interest in learning Culture Studies in their English classes, and the relationship between this interest and their orientations, attitudes and motivation towards learning English. Quantitative analysis indicates that, in general, pupils were interested in knowing more about English-speaking countries, and that Culture Studies may indeed be a useful way of trying to increase Taiwanese pupils' motivation to learn the language.

99–367   Hong, Wei (Purdue U., Indiana, USA). Politeness strategies in Chinese business correspondence and their teaching applications. *Foreign Language Annals* (New York, USA), **31**, 3 (1998), 315–25.

This article reports an empirical study of the politeness strategies in Chinese business correspondence and considers its applications in teaching Business Chinese. Twenty examples of business correspondence by native speakers of Chinese were investigated. Analysis of the linguistic/stylistic features of the letters in two pre-designed situations uncovered a range of various politeness strategies employed for the writing of the correspondence. It is concluded that such a variety of strategies relates strongly to Chinese politeness values and business etiquette; and it is suggested that such strategies be implemented in an advanced Business Chinese curriculum. Possible instructional measures are recommended for such implementation.

99–368   Hufeisen, Britta (Technische U., Darmstadt, Germany). Individuelle und subjektive Lernerbeurteilungen von Mehrsprachigkeit. Kurzbericht einer Studie. [Individual and subjective assessments by learners of their multilingualism. Summary report of a study.] *IRAL* (Heidelberg, Germany), **36**, 2 (1998), 121–35.

This article outlines and summarises findings of a field study into multilingualism and language awareness, conducted at the University of Alberta, Canada, with the purpose of seeking practical insights for foreign language teaching generally. 115 students of Linguistics or Business German, each possessing at least three from a wide range of languages, completed a questionnaire into their subjective perceptions of *interaction* between their languages. Space was given for comments on very diverse experiences and views. A surprising result of the study was the unexpectedly high rate of reportings of positive interactions between languages, types of perceived gain in further language learning as opposed to more familiar 'interferences': although only the latter were prompted on the questionnaire form, the ratio was approximately 2:3. The most significant gain established was in the area of learning *strategies*. It is suggested that positive learner attitudes and optimistically self-aware strategies should be carefully fostered: in the key realm of perception, fear of negative interactions tends to interfere with successful learning. Better than repeated warnings of the perils of interference might be the provision to learners of a 'language strategy package'. Effective teaching and course materials should strategically relate each new language to previous languages. The researcher promises a fuller account of the study at a later date.

99–369   Jourdain, Sarah (U. of Louisville, USA). Building connections to culture: a student-centred approach. *Foreign Language Annals* (New York, USA), **31**, 3 (1998), 439–50.

This paper sets out to provide a model for becoming more student-centred when addressing cultural materials in the second language classroom. The model is comprised of three phases: (1) an information-gathering phase; (2) a target-language communication phase; and (3) a phase in which cultural values are discussed. Phases (1) and (2) shift the task of gathering and presenting cultural materials from the teacher to the student, leaving the teacher free to act as facilitator. The teacher's expertise is also required to guide students as they subsequently reflect on the values of the culture they are studying. This student-centred focus on culture is seen as helping students to strengthen their resource skills, allowing them practice in communicating in the target language, and building greater understanding of the values inherent in foreign cultures.

99–370   Jourdain, Sarah and Schuler, Marilyn V. (U. of Louisville, USA). *Morte la bête noire*: two techniques for teaching the French /R/. *The French Review* (Carbondale, IL, USA), **72**, 2 (1998), 216–28.

Correct articulation of the French /R/ is a notorious challenge for English-speaking students. The present authors consider that its correct articulation promotes correct articulation of vowel sounds and reduces consonant anticipation, a major problem for American speakers of French. The article describes two techniques for facilitating the acquisition of this sound, one

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which relies on gargling, the other on pronunciation of the English /h/ as in 'ahoy'. Data presented from a small-scale comparison of these techniques involving two very different groups of learners, one of novices, one of advanced students, reveal the comparative effectiveness of the two techniques in the short term. It is suggested that a combination of techniques may best serve the students' interests.

99–371 Kaplan, Jonathan D., Sabol, Mark A., Wisher, Robert A. and Seidel, Robert J. (U.S. Army Research Inst. for the Behavioural and Social Sciences, Alexandria, VA, USA). The Military Language Tutor (MILT) program: an advanced authoring system. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 3 (1998), 265–87.

Although conventional computer-based language training has been used effectively in promoting vocabulary acquisition and other component language skills amenable to routine, drill-and-practice training procedures, it does not offer the extended, realistic interaction of face-to-face dialogue. This deficit has been due to the lack of suitable computer technology, which the Military Language Tutor (MILT) was designed to remedy. The paper describes in detail the evolution, field testing and future prospects for MILT, which is deemed a unique language technology designed to be a cost-effective, portable on-demand alternative to instructor-intensive language training for skill sustainment. It combines an authoring system with an effective, interactive computer-tutor, and currently contains two relatively elaborate and usable examples of lessonware on which authors can build – one in Arabic and the other in Spanish. An evaluation has produced significant, positive learning effects and useful attitudinal information from students; and, as a result, the program is undergoing enhancements.

99–372 Kay, Heather and Dudley-Evans, Tony (U. of Birmingham, UK). Genre: what teachers think. *ELT Journal* (Oxford, UK), **52**, 4 (1998), 308–14.

Over the last decade much of the writing on the concept of genre has been intended for pedagogical purposes. This article addresses the question of the extent to which genre-based approaches are used in language classrooms, and with what success. The authors report on a multicultural workshop focusing on second language teaching and learning which was designed to allow participants to share their expertise in and concerns about the field of genre. The article provides a summary of the genre approach, and uses the voices of the workshop participants to discuss its pedagogic potential, together with its pitfalls and potential dangers, and to provide suggestions as to how they might be avoided or overcome. The experiences and concerns of the participants indicate that, while genre-based teaching approaches are largely viewed positively, there are many concerns to be addressed – through research,

practice and dialogue. Genre, in short, continues to be a controversial topic.

99–373 Kennedy, Teresa (U. of Idaho, USA). **Odell, Michael, Jensen, Fred and Austin, Laurie**. A content-based, hands-on programme: Idaho FLES. *Hispania* (Ann Arbor, MI, USA), **81**, 4 (1998), 933–40.

This article describes a model which shows how a university and school district combined efforts to create a Spanish enrichment programme designed to stimulate academic interest in elementary-age children and to provide pre-service teachers with additional foreign language teaching experience. Rather than focusing on textbook-based instruction, the model described offers content-based courses intended to engage students in hands-on experiences. It takes into consideration the concerns of junior high school and middle school students enrolled in traditional textbook-based classes, and creates a content-based FLES (Foreign Languages at Elementary School) programme intended to prepare students for more advanced language study as they go on to secondary school.

99–374 Kidd, Richard (U. of Manitoba, Canada) **and Marquardson, Brenda**. The Foresee Approach to integrated ESL instruction. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **15**, 1 (1997), 1–21.

This article describes the Foresee Approach to integrating academic content, language, and learning strategy instruction in Kindergarten to Grade 12 ESL (English as a Second Language) or mainstream/part-ESL classrooms. An extension of Chamot and O'Malley's Cognitive Academic Language Learning Approach (CALLA), the Foresee model was developed in Manitoba to assist teachers in implementing a CALLA-based style of integrated ESL instruction. Like CALLA, Foresee includes both theoretical and practical constituents, although these differ somewhat from their CALLA counterparts. The Foresee Theoretical Model guides the formulation of instructional objectives in the three target categories, especially academic language. The Foresee Application Process provides teachers with a practical scheme for designing effective integrated lessons and units. Included in this constituent is a set of lesson techniques (not part of CALLA) designed to be systematic, straightforward and adaptable and which teachers can use to plan the procedures sections of Foresee lessons. Five such techniques are described, one in detail, the others briefly, with emphasis on learning strategy instruction.

99–375 Kenning, Marie-Madeleine (U. of East Anglia, UK). The joint language model and GCSE results. *Language Learning Journal* (Rugby, UK), **18** (1998), 9–13.

This article analyses results at GCSE (General Certificate in Secondary Education) achieved by UK

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pupils involved in the joint languages diversification scheme. They studied two foreign languages (FLs) in parallel for their first three years at secondary school, after which they could choose whether to continue with both or just one. Their grades are compared with those of the previous year's students who only began study of a second FL in their third year at secondary school. Results for French – which used to be the first FL – show the new scheme to be associated with lower grades, while those for former second FLs usually improve. The study therefore suggests that contact time is a crucial factor for most learners and is closely associated with attainment, since the joint model does not involve any increase in the time devoted to FLs overall. The researchers also suggest that close linguistic proximity (i.e. as between Romance languages) can give rise to confusion when they are learnt together from scratch, unlike other combinations such as German-Italian or German-French. It is concluded that the joint language model represents a viable way of achieving diversification of teaching and learning FLs in schools.

99-376 Kinginger, Celeste (Southwest Missouri State U., USA). Videoconferencing as access to spoken French. *The Modern Language Journal* (Malden, MA, USA), **82**, 4 (1998), 502–13.

This article analyses a classroom interaction that took place between language learners in the USA and in France via international videoconferencing. The videoconferencing event is described in its technical and discursive dimensions; its pedagogical value is evaluated in terms of the American learners' putative Zone of Proximal Development (ZPD). Much of the language use that took place during the conference was beyond these learners' capability, due in part to heightened language classroom anxiety, and in part to differences between the variety of French learned in American schools and that spoken by educated native speakers (NSs). A return to the learners' ZPD was achieved by using the videotaped record of the conference to provide access to a corpus of the spoken language as it is used in contemporary France. The aim of this exercise was observation and awareness of the morphosyntactic and discourse difficulties experienced by American second language learners interacting with NSs of French.

99-377 Klapper, John (U. of Birmingham, UK). Language learning at school and university: the great grammar debate continues (II). *Language Learning Journal* (Rugby, UK), **18** (1998), 22–28.

This is the second part of an article *[see also abstract 98–194]* examining the state of foreign language (FL) teaching in secondary and higher education (HE) in Britain. It considers a number of theoretical and practical issues in FL teaching in an attempt to bridge the current methodological divide between message-focused and form-focused approaches. A critical overview of contemporary approaches to grammar is given. It is argued that grammatical competence is a

fundamental prerequisite of effective communication, and that learners need to develop an awareness of form and an ability to identify patterns and regularity in language. Unlike first language (L1) acquisition, FL learning is a bilingual process, and as such, the L1 can play a crucial and positive role in the FL classroom. However, grammatical and lexical competence cannot be acquired through decontextualised rote learning: presenting language in context is more effective. Deficiencies in secondary practice are identified, and examination boards are urged to recognise the importance of formal accuracy. For its part, HE must acknowledge and build on skills that A(dvanced)-level students bring with them. Ten specific recommendations are made with regard to HE FL teaching, and the need for dialogue is underlined.

99-378 Klee, Carol A. (U. of Minnesota, USA). Communication as an organising principle in the National Standards: sociolinguistic aspects of Spanish language teaching. *Hispania* (Ann Arbor, MI, USA), **81**, 2 (1998), 339–51.

In the *Standards for Foreign Language Learning: Preparing for the 21st Century* (1996), language educators are asked to broaden the way they think about language teaching: the Standards present a definition which extends beyond a focus on grammar and vocabulary to include the sociolinguistic and cultural aspects of language. This article focuses on some of the components of communication and their relationship to the Standards. Following a definition of the concept of communicative competence, as used by anthropologists and sociolinguists, the three communicative modes found in the Standards – the interpersonal, interpretive and presentational – and their relationship to the Communication Goal of the Standards are examined. The analysis seeks to elucidate the types of cultural knowledge that underlie the three communicative modes.

99-379 Kramsch, Claire (U. of California, Berkeley, USA) **and Andersen, Roger W.**. Teaching text and context through multimedia. *Language Learning and Technology* (http://polyglot.cal.msu.edu/llt), **2**, 2 (1999), 31–42.

The use of multimedia technology to teach language in its authentic cultural context represents a double challenge for language learners and teachers. On the one hand, the computer gives learners access to authentic video footage and other cultural materials that can help them get a sense of the sociocultural context in which the language is used. On the other hand, CD-ROM multimedia textualise this context in ways that need to be 'read' and interpreted. Learners are thus faced with the double task of (a) observing and choosing culturally relevant features of the context and (b) putting linguistic features in relation to other features to arrive at some understanding of language in use. This paper analyses the interaction of text and context in a multimedia Quechua language program, and makes

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suggestions for teaching foreign languages through multimedia technology.

99–380 Lamy, Marie-Noëlle and Goodfellow, Robin (Open U., UK). 'Reflective conversation' in the virtual language classroom. *Language Learning and Technology* (http://polyglot.cal.msu.edu/llt), **2**, 2 (1999), 43–61.

In the UK Open University, the principle that distance language learners should be encouraged to reflect on their own learning has traditionally been central to the design of conventional (i.e., print, audio, and video) course materials. However, since computer-mediated communication (CMC) technologies have created the possibility for learners to interact with each other and with teachers and native speakers – thus providing opportunities for practice and intrinsic feedback on communicative competence – an issue has risen around the continuing role of conscious reflection: is it, in fact, still necessary in a more interactive learning environment? This article argues that it is, and that a challenge is facing the developers of the virtual language classroom to combine the processes of conscious reflection with those of spontaneous interaction. The authors regard the medium of asynchronous conferencing as particularly well suited to such a combination as it is flexible with regard to place and pace, and able to support both monologue- and conversation-like forms of written language exchange. They examine the kinds of reflectiveness and interactivity that are mediated through such exchanges, and discuss their value for learning. They also examine examples of CMC exchanges generated during an online course in French, and propose a pedagogy which focuses on the generation of what they call 'reflective conversation', i.e., computer-mediated asynchronous discussion around language topics and language-learning issues.

99–381 Lasagabaster, David (U. of the Basque Country, Spain). Learning English as an L3. *ITL Review of Applied Linguistics* (Leuven, Belgium), **121-122** (1998), 51–83.

The role of English as lingua franca means that, in those communities in which two languages are already spoken, students are faced with the presence of at least three languages in the curriculum. This article reports on a study of students from six schools in the Basque Country and the influence of individual and contextual variables in the learning of English as a third language (L3). The first part of the paper provides a brief review of current research in the most conspicuous of these variables. The second part investigates this issue, by reporting on a series of individual and contextual variables of a cohort of 352 students, including intelligence, motivation, cultural background, and socio-economic status of the family. It was hypothesised that these variables would influence all the dependent varibles related to English, measured via English tests corresponding to the four language skills. Results showed that the more intelligent, those with a better socio-economic and

cultural status, and those who place more importance on English are those who will obtain higher scores. Similarly, results were affected by extra-scholastic English classes and parents' knowledge of English.

99–382 Leahy, Christine (Nottingham Trent U., UK). Student centred legal language study. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 3 (1998), 289–308.

This article introduces parts of a self-study programme for LLB (Europe) German students, which include the use of satellite TV and CALL (computer-assisted language learning). The whole self-study programme was tested for two years at the author's institution. The article focuses on the rationale of the study programme, pedagogical objectives and theoretical considerations within the context of language learning, together with the students' evaluation, which shows that overall the package was seen as a positive learning experience. It is suggested that CALL can be a solution to the problem of limited materials for languages for specific purposes, and that the use of mixed media is possible without having to be combined in multimedia computer-based programs. CALL is also seen as a possible solution to the problems caused by reduced contact time.

99–383 Lee, Icy (Douglas Coll., British Columbia, Canada). Supporting greater autonomy in language learning. *ELT Journal* (Oxford, UK), **52**, 4 (1998), 282–90.

Learning to be self-directed involves taking responsibility for the objectives of learning, self-monitoring, self-assessing, and taking an active role in learning. This article describes the implementation of a self-directed learning programme for tertiary students in Hong Kong, and evaluates its outcomes using data from the 15 participating students and the teacher. The programme is evaluated in terms of the involvement and views of the students and their self-evaluations at the end of the programme, the teacher's observations, and the limitations of the programme. The author raises issues concerning the provision of support for such learning, and discusses the implications for future work in this field.

99–384 Liaw, Meei-Ling (Tunghai U., Taichung, Taiwan). Using electronic mail for English as a Foreign Language (EFL) instruction. *System* (Oxford, UK), **26**, 3 (1998), 335–51.

The study reported here investigates the efficacy of integrating email writing into two EFL classrooms and explores the dynamics involved in the process of email exchanges. Students in two different classes were paired up to exchange email messages for one semester. At the end of the project, students' comments and evaluations were collected via a written survey and group interviews; and email entries were analysed for information on their social and linguistic aspects. Findings from survey and group interviews revealed positive responses.

Whereas the improvement of English language skills was not obvious, the use of email did provide students with the need to use English to communicate with another second language (L2) speaker. Acquiring computer skills and establishing potential friendships with mysterious partners were interpreted by many students as a wonderful experience. An analysis of the email messages suggested social interaction to be a major driving force for active communication between partners. Pairing by gender also affected the interaction dynamics. The article concludes with suggestions for effective integration of email writing into L2 classrooms and future research on the social/interactional aspects involved in computer-mediated collaborative L2 environments.

99–385 Makin, Laurie (U. of Newcastle, Australia) **and Wilmott, Giuseppina.** Sociodramatic play–a language teaching strategy for K-6 and beyond. *Babel (AFMLTA)* (Victoria, Australia), **33**, 2 (1998) 20–23, 32.

Play is a powerful medium of learning. This article focuses on sociodramatic play, where children act out roles in play situations based on real life, such as parenting, shopping or going on holiday, which is considered suitable for language programmes in primary and junior secondary language classrooms. It involves children as active participants in the learning process and provides a supportive 'scaffolding' that can gradually be removed, for instance starting in a mixture of languages and moving to greater use of the target language. Sociodramatic play contextualises language learning and encourages a range of language use, as well as sociocultural and discourse competence and understanding of body language. It builds on existing knowledge, encourages child-initiated talk and can cater for learning differences. Teachers must take care not to reinforce stereotypes through sociodramatic play, and must devise activities with discrete elements that enable them to measure the quantity, quality and appropriateness of the children's target language use. They must take part in the play without dominating it, provide opportunities for problem solving, and model and provide feedback.

99–386 Maxim, Hiram H. (U. of Texas at Austin, USA). Authorising the foreign language student. *Foreign Language Annals* (New York, USA), **31**, 3 (1998), 407–30.

This paper begins by reviewing current practices in foreign language teaching in the light of Bourdieu's theories of language and power to show how failing to assess a discursive intent prevents students from understanding the strategic use of language. Bourdieu's model is then proposed as the basis for a pedagogy that authorises students to use their existing cognitive skills in order to assess a text's discourse and uncover its verbal and non-verbal strategies. To illustrate this alternative pedagogy, pedagogical techniques used to teach a short video segment from German television in a third-

semester Business German course are discussed. Each of the techniques encourages students to look for the significance of the video's visual as well as verbal discourse. To help exemplify both the authorising process and the pedagogical effectiveness of this new approach, these techniques are also compared with input exercises that ask students to register information without assessing discursive intent. As a final point, the paper discusses oral and written exercises that build on students' insights from their analysis of the video's visual and acoustic features.

99–387 McCarthy, John (Galway-Mayo Inst. of Technology, Ireland). The national pilot project in modern languages in primary schools – the potential for an innovative approach. *Teangeolas* (Dublin, Ireland), **37** (1998), 24–28.

The recently announced national pilot project in modern languages (MLs) in primary schools in Ireland offers an opportunity to adopt an innovative approach to the teaching of MLs in the curriculum. Since the primary curriculum is not a stand-alone subject, the question of how best to integrate the new subject area with the existing curriculum will need to be considered. An implementation strategy allowing schools the flexibility to develop their own programmes while at the same time providing guidelines and support to complement local decision-making could yield multiple and varied examples of good practice. For this to happen, however, it will be necessary to plan and review developments and to avoid slavish adherence to any one textbook or methodology. If the pilot project is to yield valuable and reliable indications for future directions, such autonomy will need to be combined with informed decisions and planning. This paper discusses some of the related issues.

99–388 McGillick, Paul (U. of Sydney, Australia). The learner-centred classroom in teaching Business English. *Prospect* (Macquarie U., Sydney, Australia), **13**, 2 (1998), 36–46.

This article considers the kind of content and processes which need to be taken into account in implementing learner-centred Business English courses. The author suggests that, while the demand for Business English may have surged, there is considerable doubt as to whether the courses provided in response to this demand always meet the demands of the clientèle. This is considered especially so with mixed, general Business English courses as distinct from in-house courses which can be much more focused concerning course content and participant selection. The author argues that, for these mixed general Business English courses, a learner-centred approach which draws on the learners' own professional contexts is not just one option among many, but *the only option* if individual learners' needs are to be met effectively. A detailed model for such an approach is put forward in the article.

99–389 Milton, James and Meara, Paul (U. of Wales, Swansea, UK). Are the British really bad at

learning foreign languages? *Language Learning Journal* (Rugby, UK), **18** (1998), 68–76.

There is little hard evidence to support or contradict the popular belief that the British are poor at languages. This paper reports a pilot study to test whether British school children perform less well in foreign language (FL) learning than some of their European counterparts. Comparative FL performance is methodologically difficult to investigate. This study used the LLEX Lingua Vocabulary Tests, based on Council of Europe Threshold Level materials, since vocabulary has been found to be a good indicator of general language skills. The participants were 197 14–15 year olds in Britain (learning French), and in Germany and Greece (learning English). It was found that British learners receive less than half or as little as one third of the formal tuition received by the German and Greek students; that vocabulary size required by UK GCSE (General Certificate in Secondary Education) French is considerably less than that required by Cambridge First Certificate English; and that the British learners only have one third to one half of the FL vocabulary knowledge of equivalent Greek and German learners. It is suggested that insufficient formal study time, low targets, and an undemanding syllabus, leading to demotivation, may account for the poor performance of British learners, rather than deficiencies in teachers or learners.

99–390 Montessori, Nicolien (Utrecht Polytechnic, The Netherlands). Leren leren: enkele kanttekeningen uit de praktijk. [Learning to learn: some remarks from actual practice.] *Levende Talen* (Amsterdam, The Netherlands), **533** (1998), 458–61.

In the higher grades of Dutch secondary schools, the so-called 'study house' has been introduced, i.e. a learning environment in which learning processes are left much more to the pupils' own responsibility, and in which the teacher's role shifts from 'instructor' to 'coach'. In connection with this innovation, the didactic notion of 'learning to learn' has been frequently referred to. This notion is often mistaken as implying that the teacher will become less important, but the author argues that the teacher's role – although different – will remain as central as ever. She outlines how students' and teachers' roles will shift; she discusses some of the pros and cons of this didactic innovation, and she sketches the implications of these developments for teacher education. Finally, the author argues that the enormous emphasis on the acquisition of skills, which is characteristic of the 'study house', may actually pose a threat to the acquisition of knowledge.

99–391 Moore, Zena T. and English, Mark (U. of Texas at Austin, USA). Successful teaching strategies: findings from a case study of middle school African Americans learning Arabic. *Foreign Language Annals* (New York, USA), **31**, 3 (1998), 347–57.

This article focuses on the effectiveness of teaching strategies explored in the context of a six-month case study of ten African American middle school students learning a second language (Arabic) in an inner-city school setting. Successful strategies were based on theories of discovery learning and synergistic learning styles; the classroom allowed for free physical movement, bonding and multi-sensorial activities. Students were incorporated into planning lessons and activities, as well as in teaching; they also visited sites in the community where they used the second language in real-life situations. Contrary to previous research findings on transfer from first (L1) to second language (L2), the study showed that the students' L1 (African American English) facilitated the learning of Arabic. It is suggested that the study highlights three needs in particular: (a) that teachers of minority students in middle school and inner-city settings should be specially trained; (b) that further research into L1 and L2 transfer among minority students is called for; and (c) that there should be more qualitative studies of minority students in inner-city schools.

99–392 Morgan, Carol (U. of Bath, UK). Foreign language learning with a difference. *Language Learning Journal* (Rugby, UK), **18** (1998), 30–36.

This article contrasts a bilingual Austrian school in Vienna with German-speaking and English-speaking pupils and German and English as equal languages of instruction and a UK independent school in Rochester where German is taught intensively in a daily lesson to all age groups (4-18). The UK school is able to finance the initiative and ensure continuity between primary and secondary levels only because it is in the independent sector, whereas the school in Austria receives state support. Since its inception in 1969, *section-bilingue* teaching has been held in higher regard elsewhere in Europe than in the UK. German was chosen in the Austrian school because of its prominence in Europe and its diminishing influence in state schools; in Austria, both German and English are perceived as high status languages. Recruitment of native-speaker teachers with competence in other subject areas is problematic at the UK school; and both schools, having departed from their national norms, encounter difficulties in finding appropriate teaching materials and suitable 'European' qualifications. Both are considering the *International Baccalaureate*. In assessment generally, constraints are imposed in the UK by the examination-driven education system, whereas in Austria, as in Germany, teachers are free to set their own examinations within a broad National Curriculum framework.

99–393 Müller, Annette. Berufsbezogener Sprachunterricht und Förderung der kommunikativen Kompetenzen. Ein Beitrag zur interaktionsorientierten Sprachdidaktik. [Professionally/vocationally-related language teaching and the promotion of communicative skills. A contribution to the theory and practice of

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interaction-based language teaching.] *Zielsprache Deutsch* (Munich, Germany), **29**, 3 (1998), 114–20.

This article posits a more effective linking of applied language teaching and training to professional/vocational ends. Transferable communication skills have become central to both personal and professional development. While specialist job requirements are now subject to diversity and flux, methodological, social and self-awareness skills have become 'key competencies' across a range of occupational areas. Transferable skills such as the supplying and eliciting of information, acts of expression, participation and representation and self-evaluative skills are thoroughly linguistic, but also involve complex psychological processes, and, to succeed, demand attention to emotional as well as cognitive dimensions of learning. Basic to communicative skills in this full sense is a self-aware and socially aware capacity for *dialogue*: self-understanding, coupled with an ability to recognise and engage with alternative perspectives, along the lines of Berne's 'transactional analysis'. Following such a dialogue model, skills of active listening, and a sensitivity to forms of verbal and non-verbal expression should be promoted. An *interactive* basis is thus proposed for the enactment, investigation and elaboration of dialogue forms. Literary texts offer rich potential for such interactive work. The final part of the article, 'Practical applications for teaching', offers methodological suggestions based on a sample story by Peter Bichsel: this traces the partly-expressed anxieties of a couple that a daughter about to leave them will be lost to them.

99–394 Mydlarski, Donna (U. of Calgary, Canada). Shall we dance?: Applying the co-operative model to CALL. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 1 (1998), 124–38.

Co-operation and its various manifestations (collaboration, peer learning, partnerships) constitute a powerful – and empowering – educational concept. This article explores how computers and co-operative language learning have dovetailed over the last fifteen years, resulting in what may be termed CCALL – co-operative computer-assisted language learning. Within the context of computer usage, the author demonstrates how this co-operative model can be applied to language learning and courseware design, as well as to fostering collaboration within the language teaching profession. In terms of learning contexts, she asserts that using specific types of computer programs (e.g. those that make use of open-ended questions) and properly structuring academic tasks to include social interaction contexts can promote talk among second and foreign language learners.

99–395 Nikolov, Marianne (Janus Pannonius U., Pécs, Hungary). 'Why do you learn English?' 'Because the teacher is short.' A study of Hungarian children's foreign language learning

motivation. *Language Teaching Research* (London, UK), **3**, 1 (1999), 33–56.

This article looks at the attitudes and motivation of Hungarian children between the ages of six and fourteen: why they think they study a foreign language, how they relate to school subjects, and what classroom activities they like and dislike. The long-term study was conducted in the ethnographic tradition where the teacher, syllabus designer and researcher was the author, and the enquiry was prompted by classroom needs. Three groups of children were involved for eight years each during the years of 1977-85, 1985-93 and 1987-95 in Pécs, Hungary. The first part of the article considres the literature on motivation from the perspective of child foreign language learning; and the second part looks into how the findings of the Pécs study may contribute to a better understanding of the effects of specific pedagogic procedures on motivation.

99–396 Pardiñas-Barnes, Patricia (U. of California / U. of City H. S., San Diego, USA). Twentieth-century Spanish textbooks: a generational approach. *Hispania* (Ann Arbor, MI, USA), **81**, 2 (1998), 230–47.

Spanish textbooks are here characterised as the central classroom literature that drives instructional scope and sequence and generates the goals and objectives of second language acquisition across American state schools. They are seen as agents of change throughout the twentieth century, controlling content and context of instruction and the teacher's pedagogical role through distinct text-styles. This paper sets out to provide a comprehensive study on the history and development of the Spanish textbook. The evolution of these textbooks studied within a qualitative format reveals a transformation from auxiliary into dominant classroom literature. Computerised pedagogical data show distinct generational text-style trends from 1860 to 1998. These trends chronicle a common engine of change and conflict in standardisation movements and the production of generational text-styles. The historiography briefly summarises twentieth-century textbook generations and key players who effected changes in textbook style.

99–397 Pennington, Martha (U. of Luton, UK). The teachability of phonology in adulthood: a re-examination. *IRAL* (Heidelberg, Germany), **36**, 4 (1998), 323–41.

This paper argues, contra many in the field of applied linguistics, that phonology both can and should be taught to adult learners. The argument is based, firstly, on a critical analysis of research into the teachability of phonology in a second language. The difficulty of evaluating pronunciation is discussed, and it is suggested that the lack of effect at the end of pronunciation training may reside in the inadequate nature of the instruction itself. Research which has demonstrated measurable improvement resulting from instruction points to the importance of focused, isolated programmes and the involvement of perceptual training.

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Secondly, the argument moves on to an examination of the nature of adult phonological acquisition. Age-related differences in language acquisition are discussed: a combination of physiological, psychological and socio-cultural factors are involved in the development pf phonological competence and can account for maintenance of a distinctive accent. The article closes with a brief consideration of implications for teaching.

99–398 Puren, Christian (IUFM de Paris, France). La culture en classe de langue: « Enseigner quoi? » et quelques autres questions non subsidiaires. [Culture in the language classroom: 'What should we teach?' and other related questions.] *Les Langues Modernes* (Paris, France), **4** (1998), 40–46.

The notion of 'culture' is extremely complex, involving a very wide range of historical, geographical, sociological and aesthetic considerations. It is also in a constant state of flux, a point underlined in the twentieth century by factors such as mass immigration and globalisation. Languages, too, are extremely complex, but they at least have 'grammars', however inadequate, on which language teaching can be based; there are no equivalent 'cultural grammars' for teaching cultures. This article discusses a number of issues pertinent to the teaching of culture, including the choice of theory underlying the description of culture presented; considerations of selection, grading and progression of teaching points; and questions of methodology and evaluation. The overall approach to the teaching of culture is also considered: whether it should be based on a representative sample of texts, or on a selection of facts considered fundamental to the understanding of the collective psychology of the foreign people in question. Other possibilities are for learners to explore the foreign culture for themselves or to participate in educational exchanges. A further consideration is that, although the ultimate aim will be to achieve a balance between language and culture in the syllabus, there will be times when it is both necessary and desirable to distinguish between the two in teaching terms.

99–399 Renié, Delphine (Ottawa U., Canada). Apprentissage du français seconde avec le vidéodisque *Vi-Conte*: quelques analyses dans une approche mixte. [Learning French as a second language using the videodisc *Vi-Conte*: quantitative and qualitative analyses.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 1 (1998), 19–40.

This paper is concerned with the different ways in which second language learners interact with computer-based learning programs. It describes an empirical study designed to evaluate how learners of French used the activities of the videodisc program *Vi-Conte*. The research, which involved both post-secondary students and adult government employees ($n = 78$), was carried out using both quantitative and qualitative methodology supported by a number of research tools and statistical

analyses. Preliminary results based on the learners' exploitation of the different activities indicate that: (1) both younger learners and beginners adopt less linear paths than adults or more advanced students; (2) lexical acquisition with *Vi-Conte* varies according to students' level of competence; (3) the frequency, saliency, and mode of presentation of lexical items in a multimedia environment have an effect on acquisition; and (4) metacognitive strategies played an important role in the learning context chosen for the study. It is suggested that these observations be taken into account in the design of future courseware packages.

99–400 Richards, David, with Nowicki, Ursula (TAFE, New South Wales, Australia). In search of a viable learning theory to support genre-based teaching to adult migrants: Part II. *Prospect* (Macquarie U., Sydney, Australia), **13**, 2 (1998), 63–77.

Part I of this article [*cf. abstract 99–64*] argued that genre-based teaching lacks a sufficiently sound, comprehensive theory of adult second language (L2) learning to sustain its application to adult ESL (English as a Second Language); and that there are a number of pitfalls in attempting to extend an approach to teaching writing to children to the teaching of all four language skills to adults. On close scrutiny, the learning constructs that appear most interesting for adult ESL are *scaffolding, approximation* and *control*; these are considered insufficient in themselves, however, and their pertinence to this type of learner cannot be assumed. Part II attempts to show how these learning constructs operate in adult L2 learning. From an interactionist position that a language is learned through use, the authors propose a set of language learning principles drawn from empirical studies which need to be taken into account if genre-based teaching is to address adult learning needs. They evaluate to what extent the principles outlined measure up to the major tenets of genre-based teaching; and they suggest enhancements to the Teaching/Learning Cycle discussed in Part I in order to extend it from the teaching of writing to the teaching of spoken language.

99–401 Rippen, Gilda (Berlin, Germany). Subjektive Lehrtheorien über Fachkompetenz als Voraussetzung für fachsprachlichen Englischunterricht an Hochschulen und Fachhochschulen. [Subjective learning theories about subject knowledge as a prerequisite for teaching English for Specific Purposes at university level.] *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **27** (1998), 163–79.

At universities and colleges which offer English for Specific Purposes (ESP) courses to students of mechanical and electrical engineering and computer science, teachers trained to teach general English may find themselves having to teach on English courses whose content they know little or nothing about. This article first discusses views on the subject matter of language

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courses, then sets out to clarify the subjective theories of teachers on this issue, drawing on qualitative data. The author presents an analysis of views on the content of ESP courses, strategies that teachers utilise to cope with (or to avoid) ESP subject matter, and, lastly, the self-concept of ESP teachers.

99–402 Robert, Jean-Michel (Université Paris VII, France). Towards a teaching of French to English-speaking learners by cognate comprehension. *ITL Review of Applied Linguistics* (Leuven, Belgium), **121-122** (1998), 39–50.

Acquiring a foreign or second language may differ strongly according to the proximity of the target language (L2) to the mother tongue. This article proposes that, in the case of distant languages, learners tend to simplify the mother tongue structure and use 'semantax' [Corder reference given]. Learners of a cognate language, conversely, can choose to consider the L2 as a dialectal variant of the mother tongue: the resulting adaptation would be an innate adaptation, a linguistic superposition. The pedagogical strategy might then consist in supervising this process of superposition and devising a teaching method based on 'cognate comprehension' of the closely related languages. It is suggested that such a strategy could be used in the teaching of French to English-speaking learners, in the initial stages of language comprehension at least, even though English and French are not commonly considered closely related languages.

99–403 Ruhe, Valerie (U. of British Columbia, Canada). E-mail exchanges: teaching language, culture, and technology for the 21st century. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **16**, 1 (1998), 88–95.

This article is concerned with how computer technology can reshape second language teaching and learning, and focuses specifically on how email can be integrated into a college preparatory ESL (English as a Second Language) curriculum. The author reports on classroom email exchanges between four higher education institutions, and suggests that they demonstrate the effectiveness of email in teaching intercultural awareness, creating a more positive affective climate by providing greater privacy and intimacy, and in making the EAP (English for Academic Purposes) curriculum more relevant to the needs and aspirations of young people looking ahead to the 21st century.

99–404 Rusch, Paul (Götzens, Austria). Schritte zum Ausbau einer Lernergrammatik. [Steps in the development of a learner-centred grammar.] *Deutsch als Fremdsprache* (Berlin, Germany), **35**, 4 (1998), 233–38.

This article contends that, since the motor of language development is personal contact with the second language rather than abstract theoretical knowledge, learner-centred grammar must seek to integrate explicit awareness of linguistic structures with learners' own intuitive grammatical understanding. By this definition, 'learner-centred grammar' (*Lernergrammatik*) is a systematic attempt to engage the learning processes of diverse individual learners, and to help them construct a working system out of the new language. Standard discussions of published courses in German as a Foreign Language address formal grammatical elements and the sequencing of discrete syntactical and morphological features; little attention is usually paid to learning objectives, and how to promote vital communicative intentions. Individual learners naturally tend to process syntagmatic structures into a paradigmatic understanding of the new language: an effective grammar thus offers learners a valuable navigational instrument, embedded within an integrated, step-by-step progression that assimilates new to familiar knowledge, and provides copious opportunity to identify useful rules via continuing practice. Exciting contextualisations of linguistic knowledge should encourage learners to experiment creatively throughout. Mistakes along the way should be treated not as failure, but as part of learners' continuing desire to 'test hypotheses' about the new language. The pedagogical model is illustrated with examples from the course *Moment mal!* (Berlin, 1997), to which the author was a contributor.

99–405 Ryan, Phyllis M. (Universidad Nacional Autónoma de México, USA). Cultural knowledge and foreign language teachers: a case study of a native speaker of English and a native speaker of Spanish. *Language, Culture and Curriculum* (Clevedon, UK), **11**, 2 (1998), 135–53.

Research on the relationship between beliefs and behaviour is a fairly recent focus in the field of foreign language learning, and there is a lack of empirical studies in this area. This article reports on a case study carried out in Mexico involving two bilingual teachers – one a native speaker of English, one of Spanish – which explored teachers' beliefs about the dimension of culture in their teaching and the relationship of these beliefs to their classroom practices. In this discussion, distinctive styles of interaction with students surface and raise concerns about the question of cultural knowledge. The authors reach three conclusions in particular: (1) teachers and students trying to understand the meaning of language are involved in a dialectical process; (2) this process can cause tension; and (3) teachers as participants in the process have knowledge to offer an evolving experience with language, such knowledge going hand-in-hand with intercultural competence and the desire to increase such competence.

99–406 Salazar Noguera, Joana. Practical stylistics: didactics of the English language and literature. *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **30**, 2/3 (1998), 3–13.

Under the education reform of 1990, Spain has extended second language instruction to the last year of primary

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education. This paper illustrates the principles and objectives of a methodology applied in several primary schools of Catalonia, whereby the English language is taught chiefly through its literature. After a review of the relevant regional curricula for primary and secondary education, the author argues that, through the use of authentic literary material for communicative, process-oriented classroom activities, the learner is encouraged to appreciate the negotiated nature of meaning as a function of the reader's cognitive and affective response. For this purpose techniques such as role play, group work, descriptions and textual analysis are all recommended, with the teacher ensuring a controlled environment for the successful completion of tasks. In its first year of use (1995/96) the framework seems to have performed very well, especially in terms of enhanced awareness and sensitivity, with a positive effect also on the learners' first language competence. On this basis, the author hopes that it will soon be adopted by other schools in the country.

99–407   Scheele, Brigitte and Groeben, Norbert (Universität zu Köln, Germany). Das Forschungsprogramm Subjektive Theorien. Theoretische und methodologische Grundzüge in ihrer Relevanz fur den Fremdsprachenunterricht. [The Subjective Theories research programme. Theoretical and methodological features and their relevance for foreign language teaching.] *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **27** (1998), 12–32.

Foreign language (FL) teaching largely focuses on deliberate, conscious learning. This focus makes the 'Subjective Theories' research programme described here especially suitable for explaining and improving the processes of both FL teaching and learning, since conscious, planned actions constitute the programme's central object of research; at the same time, the programme postulates that ('objective') scientific and ('subjective') everyday theorising be conceptualised as essentially parallel both on an anthropological and functional level. Accordingly, the concept 'Subjective Theory' can function as a frame capable of integrating classic theories from within the psychology of cognition, such as research on metacognition and theories of attribution – especially regarding their relevance for processes of teaching and learning. Within the programme, individual reflections (here, of both teachers and students on language(s), learning and teaching) are collected in two steps of so-called 'communicative validation': (1) collecting the content of the individual cognitions; (2) reconstructing the structure of the individual subjective theory under recourse to the dialogue-consensus criterion of truth. This communicative validation of what students and teachers think in the course of and about FL teaching needs to be supplemented by explanative validation, i.e. an observation from a third-person perspective (under recourse to the falsificationist criterion of truth): to be tested are whether and to what extent the individual reflections

are equal to reality, i.e. do in fact constitute the basis for the subjective theorists' actions.

99–408   Shanahan, Daniel (Groupe HEC, Jouy-en-Josas, France). Culture, culture and 'culture' in foreign language teaching. *Foreign Language Annals* (New York, USA), **31**, 3 (1998), 451–58.

This paper is concerned with culture in the foreign language classroom. The notion of 'culture' is taking on increasing importance in contemporary foreign language pedagogy; it has also itself been the subject of much debate. Definitions of what culture is have proliferated, from Matthew Arnold to Levi-Strauss to Edward Hall, and not infrequently lines of opposition have formed around them. The present author suggests that, if an oppositional mode of thinking is abandoned and the question of culture and language learning is addressed from the perspective of the affective elements contained within both, then it may be possible to adopt a more ecumenical approach to the former and provide a much more powerful tool for helping students acquire the latter. The paper explores and develops this suggestion.

99–409   Shi, Ling (U. of Hong Kong). Negotiated interaction in teacher-led versus peer group adult ESL discussions. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **16**, 1 (1998), 54–74.

The study reported here investigated how teachers and learners negotiated meaning in three teacher-led whole-class and nine peer group pre-writing discussions in a pre-university ESL (English as a Second Language) programme. Analysis of various interaction features such as comprehension and confirmation checks, and self- and other-completion, revealed that, although peer discussions had high frequencies of negotiation, these negotiations were restricted compared with the extended negotiations in teacher-led discussions. Also, peer groups, where students showed more initiation to modify syntax, lexis and meaning, were limited compared with the targetlike forms in teacher-led error corrections. Students' feedback suggested that they perceived peer and teacher talk to complement each other in meeting various needs of the learners as useful language learning experiences.

99–410   Stockwell, Glenn (Griffith U., Australia). Simulations in language learning. *Babel (AFMLTA)* (Victoria, Australia), **33**, 2 (1998), 24–7.

Simulations, which differ from role-plays in being open-ended and more 'real', are generally accepted as being effective in motivating students to communicate and in promoting greater fluency. This article reports a pilot study undertaken with an advanced-level, mixed-nationality class of learners of spoken Japanese, in order to discover students' perceptions of simulations. Data were gathered through informal observation of the students and administration of a survey questionnaire.

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Student reaction was generally positive, with over 70% indicating that they found simulations enjoyable and/or motivating. While the need for further research is recognised, it is suggested that the results point to the usefulness of simulations as a learning tool which second language teachers in Australia might employ more often.

99–411   Storch, Neomy (Melbourne U., Australia). A classroom-based study: insights from a collaborative text reconstruction task. *ELT Journal* (Oxford, UK), **52**, 4 (1998), 291–300.

The current literature on second language pedagogy promotes a return to some form of grammar instruction, and to tasks which 'push' learners to produce meaningful texts while paying attention to grammatical accuracy. Yet there seem to be few classroom-based studies which provide descriptive accounts of students' engagement in such tasks. The study reported here investigated how 30 tertiary learners of English as a Second Language (ESL), at intermediate and advanced levels, engaged in a text reconstruction task. Based on Rutherford's (1987) 'propositional cluster', the task required learners to work in groups and reconstruct a text from given content words. The study investigated the type of grammatical items which caused them most concern, and the reasoning they used to arrive at grammatical decisions.

99–412   Strong Cincotta, Madeleine (U. of Western Sydney, Australia). Preferred learning styles in the second language classroom. *Babel (AFMLTA)* (Victoria, Australia), **33**, 2 (1998), 10–13, 33, 36.

Neuroscientific research shows that both sides of the brain are involved in language learning in different ways. It is argued that traditional and even recent methodologies, inductive as well as deductive, have come up against difficulties because they favoured only the left hemisphere of the brain. Teachers of language have more recently intuitively adopted a more 'eclectic' approach. Having explored the main functions of the right and left hemispheres, this article makes extensive reference to the work of Marcel Danesi, who recommends a bimodal approach to language teaching, using four main strategies: *diversification* (e.g., the use of problem-solving tasks and figurative language as well as left-brain mechanical techniques such as drills); *contextualisation* (e.g., providing situational or semantic contextual support for a tasks focusing on language form); *visualisation* (e.g., the use of written texts that also contain visual clues to meaning); and *personalisation* (e.g., using verbal tasks that relate to the learner's interests, etc.). It is concluded that traditional left-brain techniques need to be balanced by right-brain techniques for successful language learning.

99–413   Sturge Moore, Olivier (Université de Paris 1, France). Le rapport langue-culture dans les langues de spécialité. [The relationship between language and culture in Languages for Specific Purposes.] *Les Après-midi de LAIRDIL (Laboratoire Inter-Universitaire de Recherche en Didactique des Langues)* (Toulouse, France), **9** (1998), 9–20.

This article has two distinct and complementary objectives: to show that language and cultural context are inextricably linked and that this interdependence should influence our pedagogic approach. It begins by giving a theoretical, historical context to the relationship between language and culture and subsequently deals with the practical implications for language teaching and more specifically for Languages for Specific Purposes (LSP). LSP arose from functional needs, and the cultural content is variable, diminishing with increased specialisation. Nonetheless, the teaching of the cultural dimension need not and should not be excluded in LSP, even at university level. A number of problems are inherent in the teaching of cultural context as it is so variable and so extensive. The pedagogic approach here is based on connecting three things – language, culture and dialogue. Given the complex number of mechanisms involved in various cultural aspects, teaching methodologies tend to ignore cultural content and teachers are often unaware of these complexities. The author suggests that the paucity of pedagogic research examining the cultural context in LSP teaching is due to the confusion between 'pedagogic' and 'didactic' and the tendency to allow content to override culture in higher education.

99–414   Tang, Gloria M. (U. of British Columbia, Canada). Pocket electronic dictionaries for second language learning: help or hindrance? *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **15**, 1 (1997), 39–57.

This article reports on a study which addresses the concerns of ESL (English as a Second Language) teachers about their students' use of pocket bilingual electronic dictionaries. The purpose is to communicate to content and language teachers: (a) the features of the electronic dictionary; (b) the uses secondary level ESL students make of it as a tool for learning English; (c) its effectiveness in helping students' comprehension and production of English; (d) students' perception of its usefulness; and (e) its strengths and weaknesses as perceived by ESL teachers. The findings indicate that, not only do a large number of Chinese ESL students own such dictionaries, but they also make consistent use of them during reading comprehension and writing classes. Examples are given of students' successful – and unsuccessful – attempts at using the electronic dictionary, and recommendations are made for ESL teachers to teach dictionary skills.

99–415   Towell, R. and Tomlinson, P. (U. of Salford, UK). Language curriculum development research at university level. *Language Teaching Research* (London, UK), **3**, 1 (1999), 1–32.

This article provides an account of an example of curriculum development over a ten-year period.

Motivated by a belief in the value of comprehensible input, the purposeful teaching of language in a context and the need for a variety of text types linked to the development of interpersonal skills, the authors have devised a model for task-based curriculum design and, together with many of their colleagues, have implemented and evaluated it on two occasions. The use of diaries and questionnaires on the first occasion enabled a number of lessons to be learned, and these helped considerably in creating a second application where the testimony of the student population through a detailed questionnaire shows the success of the operation.

99–416   Valeo, Antonella (Toronto District Catholic School Board, Canada). A case study of employee participation in a workplace ESL programme. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **16**, 1 (1998), 75–87.

This article reports the findings of a study undertaken in spring 1997 of a workplace ESL (English as a Second Language) programme offered at a rubber parts manufacturing plant in Toronto. The purpose of the study was to recommend changes in programme delivery that might facilitate and encourage employees to enrol in the ESL programme. The premise of the study was the belief that, given appropriate circumstances and conditions, all employees can be motivated to participate. This premise was supported by similar research in the field which explored how various factors beyond the desire to learn may affect an individual's decision to participate in formal learning opportunities. In order to explore these factors, a questionnaire was distributed to employees. Based on the survey findings, a number of recommendations were made. First, classes should be held during the working day and part of the class time should be paid for – this would replace the cash incentive provided by the employer at the end of the programme year. Second, the location of the lessons should be moved from the existing location, the cafeteria, to a meeting room. Finally, the programme should be strengthened by greater involvement of employees and employer in programme development.

99–417   VanPatten, Bill (U. of Illinois at Urbana-Champaign, USA). Perceptions of and perspectives on the term 'communicative'. *Hispania* (Ann Arbor, MI, USA), **81**, 4 (1998), 925–32.

The purpose of this article is to explore three perceptions of the term 'communicative' underlying commercially marketed materials which in turn reflect perceptions held by practitioners. These perceptions are subsequently contrasted with the perspectives held by both scholars and researchers in both second language acquisition and language teaching, revealing a considerable gap between theory and practice: the term 'communicative' is not a mutually shared construct between scholars and practitioners. The final section of the article traces the source of this gap through an examination of historical processes, the relationship between teaching and commercially published materials, and teacher

education. The author concludes by suggesting that scholars must continually review how theory and research are 'translated' into practice.

99–418   Watson, Moray J. (Nat. U. of Ireland, Galway). Assessing the suitability of Scottish Gaelic dictionaries for the classroom. *Journal of Celtic Language Learning* (Paramus, NJ, USA), **4** (1999), 42–55.

The lack of adequate reference material in modern Scottish Gaelic is a problem that affects users of the language at every level, from brand new learners to seasoned first-tongue speakers. Most serious in this author's view is the lack of language reference books, e.g basic dictionaries and thesauruses. This paper begins by reviewing most of the Gaelic dictionaries currently available, with a particular focus on primary (elementary) school-level material. The author then assesses how these dictionaries – in particular, Cox's *Brigh nam Facal* – fit into the Gaelic-medium classroom. The paper concludes by outlining the approach taken by the author in his attempt to improve the situation by writing a new Gaelic dictionary for primary school use.

99–419   Wolff, Dieter (Gesamthochschule Wuppertal, Germany). Neue Technologien und fremdsprachliches Lernen. Versuch einer Bestandaufnahme. [New technologies and foreign language learning. An attempt to take stock of developments.] *Deutsch als Fremdsprache* (Berlin, Germany), **35**, 3 + **35**, 4 (1998), 136–40 + 205–11.

This two-part article offers an overview of current debate on uses of the 'new technologies' (NT) for foreign language (FL) learning, and suggests conclusions. Initially, computers were used in FL learning as a repository for closed, tutor-centred tasks: typically, multiple-choice and gap-filling exercises. While such structural applications may be productive if embedded in effective multimedia, it is suggested that the distinctive merits of NT lie elsewhere. The tools of NT offer vital impulses for the development of operational and learning techniques, and also authentic and complex ('rich') contact with the language. Cognitive learning theory has emphasised learners as active information-processing individuals who constantly compare and revise their previous knowledge when encountering new stimuli. 'Rich learning environments' should bring such a wealth of experience into play. Autonomous learning should be promoted: individuals must be encouraged to take charge of their learning, practising strategies and techniques which they find fruitful; and, despite teachers' misgivings, social forms of learning – complex, authentic, goal-centred but open and diverse small-group interactions – are effective. NT can meet such vital learning needs, especially in two areas. The first is creative learning tools: in particular, authentic databases – accessed as the learner requires – can foster analytical awareness and the constructive manipulation of language. The second is telecommunications: NT offers authentic learning materials, and allows direct, authen-

tic communication with others (notably email), as well as having obvious potential for distance learning.

99–420 Wright, Nigel and Whitebread, Maurice (U. of Hull, UK). Video-conferencing and GCSE oral practice. *Language Learning Journal* (Rugby, UK), **18** (1998), 47–9.

This article describes a recent experiment which brought together trainee teachers and GCSE (General Certificate in Secondary Education) modern language examination candidates by means of video-conferencing. The school involved had approached the authors' institution with a view to exploring desktop video-conferencing as a way of providing pupils with additional oral language practice. A group of volunteers offered to spend time providing 'virtual tuition' in French and German to 31 pupils from the school. Results of a questionnaire designed to investigate pupils' reactions to the technology showed these to be generally favourable. The trainee teachers also benefited from the opportunity to practise developing learners' oral skills. It is concluded that, given the falling costs of the technology involved, video-conferencing would seem to be a relatively inexpensive way of meeting the requirement for greater oral proficiency.

Language learning

99–421 Alcón, Eva (Universitat Jaume 1, Castelló, Spain). Input and input processing in second language acquisition. *IRAL* (Heidelberg, Germany), **36**, 4 (1998), 343–62.

The role of input is a major issue in second language acquisition research. The term 'input' derives from information processing and is deemed as oral and/or written data to which the learner is exposed. Since learners do not take in everything to which they are exposed, one central issue in second language learning is what part of the potentially processible data permeates the learner's mind. Another key question is to determine which factors and processes facilitate the learner's processing of input. The purpose of this paper is to examine these issues and to provide a framework that can serve as a starting-point for empirical research.

99–422 Alcón, Eva (Universitat Jaume 1, Castelló, Spain). Integrating research on negotiated input, communication strategies and second language acquisition. *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **30**, 2/3 (1998), 211–25.

One research topic currently attracting attention is the role of the language learner in various types of negotiated interaction. In the last two decades, researchers have focused particularly on three areas related to this topic: comprehensible input, comprehensible output, and communication strategies. However, while these related strands of research have each attempted to investigate interactants' efforts at achieving mutual understanding, there has been a separation between them. This article first reviews the findings of research into miscommunication in non-native discourse. Two main approaches are considered: those focused on comprehensible input and negotiated interaction, and those focused on learners' use of communication strategies. The underlying framework of both approaches is examined, with the intention of establishing a more precise relationship between learners' interlanguage modifications and second language acquisition.

99–423 Atkins, Paul W. B. (U. of New South Wales, Australia) and Baddeley, Alan D.. Working memory and distributed vocabulary learning. *Applied Psycholinguistics* (Cambridge, UK), **19**, 4 (1998), 537–52.

The study reported here tested the hypothesis that individual differences in immediate verbal memory span would predict success in second language vocabulary acquisition. The participants – 30 adults, all of whom spoke English fluently and had not previously learned Finnish – learned 56 English-Finnish translations during two sessions using a method in which they were encouraged to distribute their learning and to use semantic encoding strategies where appropriate. Verbal, but not visuo-spatial, memory span was correlated with the rate of vocabulary learning, a result that could not have occurred because of immediate retrieval from a short-term buffer. When tested one week later, the participants were less likely to remember those words they had had difficulty learning, even though they had studied these items more often. The theoretical and practical implications of the findings for vocabulary learning are discussed.

99–424 Bardovi-Harlig, Kathleen (Indiana U., USA). Narrative structure and lexical aspect: conspiring factors in second language acquisition of tense-aspect morphology. *Studies in Second Language Acquisition* (New York, USA), **20**, 4 (1998), 471–508.

Two hypotheses regarding the distribution of emergent tense-aspect morphology in second language acquisition have been proposed: the aspect hypothesis, which claims that the distribution of interlanguage verbal morphology is determined by lexical aspectual class, and the discourse hypothesis, which claims it is determined by narrative structure. Recent studies have tested and supported both hypotheses individually. This paper reports a study which expands the investigation to include an analysis of both narrative structure and lexical aspectual class in a single corpus comprising 74 narratives (37 oral and written pairs) produced by adult learners of English as a second language at various proficiency levels. The results suggest that both hypotheses are necessary to account for the distribution of verbal morphology in interlanguage.