Language teaching

01–1 Arkoudis, Sophie. 'I have linguistic aims and linguistic content': ESL and science teachers planning together. *Prospect* (Macquarie U., Sydney, Australia), **15**, 1 (2000), 61–71.

This paper focuses on the ways in which an English as a Second Language (ESL) and science teacher construct their professional relationship and negotiate their subject knowledge when planning a unit of work together. The analysis of the data – drawn from the conversation of the two teachers planning the unit of work on genetics for a Year 10 science class – illustrates the meanings that are created and the way these meanings are interpreted. It is argued that the way the role relationships are realised in the conversation reflects to a large extent the status of the subjects within the school and makes the negotiation of subject knowledge problematic. The study is seen as a small step towards acknowledging the complex nature of the professional relationship between a mainstream and ESL teacher. It highlights a key pedagogic issue, i.e., the need to conceptualise the relative roles of the ESL teacher and the ESL curriculum in such collaborative work.

01–2 Ball, Moira (Glasgow Caledonian U., UK). Preparing non-specialist language students for study abroad. *Language Learning Journal* (Rugby, UK), **21** (2000), 19–25.

This study used questionnaires and interviews to investigate the experiences of business/administration students during an intercalated study period abroad, where non-specialist linguists have a brief time to adapt before continuing the study of their discipline in the foreign language (FL). The study aimed to elicit the challenges students faced and gain insights into how they coped in order to evaluate the effectiveness of existing language preparation courses and modify them if necessary. Results indicated that students experienced communication difficulties in some social situations and when dealing with bureaucracy. Support from other UK students was important, while difficulties with integration were attributed to formal teaching styles and cultural differences. The author makes a number of recommendations. Pre-departure training should include specific areas of vocabulary, academic writing practice, colloquial language and discussion of topical issues. Background information should be provided and feedback from previous students made available to reduce anxiety. Finally, it would be useful to offer students learner training to assess their own language skills, encourage reflection and offer guidance on how to study independently to improve their language competence during their time abroad.

01–3 Banner, Gloria and Rayner, Steve (Assessment Research Unit, U. of Birmingham, UK). Learning language and learning style: principles, process and practice. *Language Learning Journal* (Rugby, UK), **21** (2000), 37–44.

It is argued in this article that making a link between teaching a foreign language (FL) and pupils' personal approaches to learning may lead to a better understanding of how pupils may effectively learn an FL. This, in turn, can lead to new and successful approaches to teaching and learning in the FL classroom. Approaching a learner in his/her own style seems to yield better results: pairing a student with someone of the opposite style appears to nurture the development of further strategies. The construct of style may thus offer an opportunity to learn how to teach and learn more effectively. The overall aim of the article is to raise an awareness amongst FL teachers of such style differences in learning and to demonstrate how such knowledge can enable successful teaching and learning of an FL.

01–4 Baur, Rupprecht S., Chlosta, Christoph and Wenderott, Claus (Universität Essen, Germany; *Email*: daz@uni-essen.de). Bilinguales Lehren und Lernen – für einen zeitgemäßen Unterricht Deutsch als Fremdsprache in Russland. [Bilingual teaching and learning – towards a contemporary teaching of German as a foreign language in Russia.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **11**, 1 (2000), 103–24.

The authors of this article discuss the position and teaching of German as a foreign language in Russia with a particular focus on the innovative approach of the bilingual teaching of a (non-language) subject in a foreign language, *viz.* German. Some of the advantages and issues surrounding bilingual teaching and learning are touched upon, from curriculum design to university-level training – of particular note here are the integration of (non-language) learning and language learning, and the role of the first language in bilingual teaching. Geography is put forward as an ideal subject for introduction to a bilingual curriculum. Much space is given to the topic of bilingual teaching materials, particularly from a German-Russian perspective, where curricula and materials are compared. It is suggested that original texts may be adapted and simplified linguistically but should be annotated in the first language.

01–5 Bishop, Graham (The Open U., UK). Dictionaries, examinations and stress. *Language Learning Journal* (Rugby, UK), **21** (2000), 57–65.

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Although dictionaries are an important resource for language learning, there has been little work on developing strategies for training learners how to use them effectively. This survey study investigated how mature students used dictionaries in an examination situation. It aimed to establish whether students used their dictionaries effectively following existing guidelines, and what their attitudes were towards using a dictionary under examination conditions. Generally, students felt that access to a bilingual dictionary during examinations was helpful and it did not cause them to revise less. In addition, they highlighted the psychological benefits. The study also investigated when and why students consulted their dictionaries. It found that in general students used their dictionaries sparingly mainly to check the meaning of keywords and clarify gender and spelling rather than to improve the quality of their work. Based on the information gathered new guidelines for using dictionaries in examinations have been devised.

01–6 Blake, Robert J. (U. of California at Davis, USA; *Email*: rjblake@ucdavis.edu). *Nuevos Destinos*: a CD-ROM for advanced beginning Spanish. *CALICO Journal* (San Marcos, TX, USA), **17**, 1 (1999), 9–24.

This article provides a description of the *Nuevos Destinos* CD-ROM, a joint production of McGraw-Hill Publishing Companies, the Annenberg/CPB Project, and WGBH Productions for students learning Spanish at the advanced-beginning, intermediate-low, or native-speaker's level. The CD-ROM, along with four hours of video, is accompanied by the choice of one book for each of these three audiences. Issues of good interface design are discussed with particular attention paid to how the CD-ROM medium can simulate social discourse despite the obvious absence of any true face-to-face contact. The *Nuevos Destinos* CD-ROM asks students to listen to authentic dialogues, view *QuickTime*™ movie clips, read foreign language texts, answer questions in several formats, record their voices, do activities, perform office tasks, and actively practise writing short compositions in Spanish in the form of email messages sent to other story characters. The overall intent is to involve students in some meaningful way with the *Nuevos Destinos* plot by asking them to solve the real-world problems encountered in the earlier *Destinos* televideo Spanish course. The CD-ROM materials supply clues to the final plot resolution not contained in either the textbook or the four hours of video.

01–7 Brandie, Christopher (Boroughmuir High School, Edinburgh, Scotland). Russian teaching in Scottish schools. *Rusistika* (Rugby, UK), **21** (2000), 3–6.

The author of this article suggests that, as we reach the 21st century, with life in Russia completely transformed from the situation even ten years ago, it seems like a good point to record how Russian is being taught, either as a point of historical interest, given the sharp decline in the number of pupils learning the language, or more positively as a chance to inspire others and encourage them to persevere with Russian in their own schools. Firstly, he outlines the current situation in Russian teaching in Scotland overall. A recent report published by the Scottish Office Education and Industry Department, *Foreign Languages in the Upper Secondary School: A Study of the Causes of Decline*, show the figures for Russian to be very disturbing, the language having almost disappeared from Scottish schools – and the present author suggests that these figures may disguise an even worse trend. He next describes the Russian teaching situation in his own secondary school, which seeks to provide a full range of stimulating, relevant courses for all abilities, and he concludes by making a plea for practitioners and policy-makers elsewhere to resist the demise of Russian teaching in Scottish schools.

01–8 Brett, Paul (Shrewsbury, UK; *Email*: le1969@wlv.ac.uk). Integrating multimedia into the Business English curriculum: a case study. *English for Specific Purposes* (Amsterdam, The Netherlands), **19**, 3 (2000), 269–90.

Opportunities to deliver language learning through computer-based multimedia environments, with their capacity to deliver and juxtapose all the traditional media of language learning alongside pedagogic tasks, are set to increase with the expansion of digital communications. Multimedia's emergence has implications for self-study and integration with institutional classroom-based instruction. This article describes the formal integration of two interactive multimedia Business English CD-ROMs into the self-study curriculum of 60 undergraduate learners. Data on learners' attitudes, changes in their attitudes, learner strategies, and patterns of use and performance on a formal test were collected to evaluate this curriculum innovation. Positive learner evaluations, for the use of multimedia, for its perceived learning effects and as means for self-study, together with self-reports of productive language learning strategies and comparable achievements on the formal test, provided evidence for the success of the innovation. Decreases in the strength of positive evaluations, the use of some unproductive strategies and problems with hardware availability revealed aspects of the innovation needing reconsideration.

01–9 Bruce, Nigel and Desloge, Pat (U. of Hong Kong). Don't forget the teachers! Evaluating the impact of IT integration into a university curriculum. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **4**, 2 (1999), 101–10.

This paper reports on the findings of two surveys, one year apart, into the experiences and attitudes of teachers in a university English-teaching unit to the prospect of a curriculum increasingly mediated through information technology (IT). The responses bear witness to the problems teachers experienced in attempting to

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computerise their pedagogical practices, and show how issues of technology, workload and support in the end can contribute to levels of anxiety and resistance in the workplace. By the end of the second year, a few teachers remained sceptical that computers can enhance language teaching, but any remaining apprehension regarding IT tended to be focused on real administrative and logistical problems of implementation. The paper concludes with recommendations for institutions seeking to pursue the path of integrating IT into well-established curricular practices.

01–10 Burger, Günter (Kreisvolkshochschule Viersen, Germany). Englisch als globale lingua franca: Überlegungen zu einer notwendigen Neuorientierung des Englischunterrichts. [English as a global lingua franca: considerations on a necessary re-orientation of English teaching.] *Fremdsprachenunterricht* (Berlin, Germany), **1** (2000), 9–14.

Given the increasing likelihood of English becoming a global lingua franca, the present author signals the need for the teaching of English to become more the teaching of a lingua franca rather than of one particular regional variety of English, as there will be more contact with non-native speakers than native speakers. The article outlines some of the consequences for the pedagogy of English as a Foreign Language, among which are included: the fact that native speakers only form a limited model as far as language use is concerned; less need for corrective action on the part of teachers where hybrid forms are concerned; listening comprehension activities also need to involve non-native speaker accents; pronunciation is now based less on degree of acceptability among native speakers but more on general comprehensibility; and the need for teaching of a general 'intercultural awareness' which aids communication with differing cultures in an appropriate fashion.

01–11 Cabot, Carmen (U. of New South Wales, Sydney, Australia; *Email*: c.cabot@unsw.edu.au). The effects of the World Wide Web on reading and writing skills in a Spanish cultural studies course. Los efectos de la Web en la adquisición de destrezas lectoras y escritas en un curso de cultura hispana. *ReCALL* (Cambridge, UK), **12**, 1 (2000), 63–72.

This paper presents the results of a study which demonstrates an effective use of the Web as a tool to increase motivation and thus promote reading and writing skills in Spanish as well as a deeper sense of the culture of the Spanish-speaking world. In the study, thirty students of second year Spanish at the University of New South Wales were required to prepare an itinerary for a trip to a Spanish-speaking country of their choice using the World Wide Web as the only resource. In general the findings regarding improved language skills were consistent with the literature: an increase of vocabulary, more use of references, more student-initiated interactions and greater interactivity in the classroom amongst students were observed. There was, however, one aspect – linguistic accuracy – in which improvement was not greatly noted. The data collected confirm that a task-oriented Web-based course can increase the motivation of students, improve the scope of their reading, and enhance their perception of the target culture, all with a great effect on range of language explored, learned and re-processed, but a much lesser effect on the accuracy of written language produced.

01–12 Cabot, Carmen (U. of New South Wales, Sydney, Australia). Current practice of Spanish foreign language CALL in higher education institutions in the United Kingdom. *Vida Hispánica* (Rugby, UK), **21** (2000), 14–19.

This article is based on a study undertaken to collect data in the active use of Computer Assisted Language Learning (CALL) for teaching Spanish language in higher education institutions in the UK, and reports results from a survey with representatives of twenty five centres. The survey aimed to determine the motivation of practitioners in their use of CALL, the extent of integration, the types of programs used, their perceptions about the role of the computer and themselves, the perceived usefulness of CALL programs for developing students' skills and the factors that would better contribute to the success of using CALL materials. The article explores and contrasts the results with the literature in the area, seeks explanations for the variation in responses and makes recommendations for future use of CALL for teaching Spanish as a foreign language.

01–13 Carless, David (Hong Kong Inst. of Ed.). Catering for individual learner differences: primary school teachers' voices. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **4**, 2 (1999), 15–39.

In the traditional Hong Kong classroom, catering for individual learner differences has not been emphasised to any great extent. In view of the recent introduction of the Target-Oriented Curriculum in Hong Kong primary schools, however, teachers have started to consider more carefully the notion of catering for such differences. This paper examines the perceptions of three English teachers towards this concept. Using classroom data, interview transcripts and attitude scale responses, a picture is developed of how and why the teachers attempt to respond to individual pupil differences. A number of different strategies emerge, and their implications for teaching and learning are discussed. The issue of the cultural appropriateness of individualised learning in the Hong Kong context is also touched upon.

01–14 Caspari, Daniela (Deutsche Forshungsgemeinschaft, Gießen, Germany). Kreative Textarbeit als Beitrag zum

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Fremdverstehen. [Creative text work as a contribution towards understanding foreignness/the other.] *Fremdsprachenunterricht* (Berlin, Germany), **2** (2000), 81–86.

This article suggests that creative methods can be used to help with the understanding of foreignness/the unknown encountered in literary texts. The author first deals with the notion of understanding that which is foreign, which can be seen as a process of examining various perspectives, and then touches on foreignness and understanding this through literary texts. Creative methods, as opposed to traditional methods of textual analysis and interpretation, tend toward a more subjective, individual, intuitive, imaginative and/or emotional examination of the text. The author highlights four sub-processes which belong to understanding foreignness by means of literary texts. Each of these sub-processes is dealt with in turn and the required goals are defined and suitable activities proposed for each. The author concludes with a discourse on the potential of creative methods in facilitating the understanding of the unknown by means of literary texts. The article is written with primary/secondary school students in mind but is also seen as relevant to learners at tertiary level.

01–15 Cazade, Alain (Université Paris-Dauphine, France; *Email*: cazade@dauphine.fr). Une pédagogie multimédia...sinon rien? Outil pédagogique et pédagogie de l'outil. [A multimedia pedagogy...or nothing? A pedagogic tool and a pedagogy of the tool.] *Les après-midi de LAIRDIL* (Toulouse, France), **10** (2000), 37–65.

The aim of this paper is to encourage those new to the use of multimedia tools in language teaching to begin on what is seen as the necessary task of learning through trial and experiment how to exploit the increasingly large battery of programs available to language learners and teachers. Only teacher knowledge will prevent electronic experts from imposing unsuitable courseware on the profession. Divided into two major sections – the use of video sequences in the development of listening comprehension and the development of students' speaking skills, the paper gives both technical detail on the installation of software and pedagogical detail on its exploitation. Among the activities explained are: the use of networked video sequences available on demand allowing comparative work of different kinds; the creation of video files; the use of *Wordpad* for worksheets and for oral production; the use of authoring programs to create different pathways of exploitation for a video clip; the use of group-work and sound dictionaries; the potential of the *Help Yourself* program for teaching and the creation of learner corpora; and phonetic awareness exercises. The paper emphasises the role of a multimedia pedagogy in the development of autonomous learners and foresees a time when students themselves will author language learning activities, thus gaining the benefits of learning through teaching.

01–16 Coxhead, Averil (Victoria U. of Wellington, New Zealand). A new academic word list. *TESOL Quarterly* (Alexandria, VA, USA), **34**, 2 (2000), 213–38.

One of the most challenging aspects of vocabulary learning and teaching in English for Academic Purposes (EAP) programmes is making principled decisions about which words are worth focusing on during valuable class and independent study time. This article describes the development and evaluation by the author of a new academic word list (AWL) developed through principled corpus analysis using electronic texts. The list was compiled from a corpus of 3.5 million running words of written academic text by examining the range and frequency of words outside the first 2,000 most frequently occurring words of English, as described by West (1953). The author explains the problems with existing word lists for EAP, and highlights the advantages of the new list. The AWL contains 570 word families which account for around 10% of the total words (tokens) in academic texts but only 1.4% of the total words in a fiction collection of the same size. This difference in coverage is seen as providing evidence that the list contains predominantly academic words. By highlighting the words that university students meet in a wide range of academic texts, the AWL shows learners with academic goals which words are most worth studying. The list is also seen as providing a useful basis for further research into the nature of academic vocabulary.

01–17 Čudina-Obradović, Mira (Učiteljska akademija, Zagreb, Croatia). Igra kao strategija podučavanja i učenja u nastavi stranoga jezika. [Games as FL teaching and learning strategies.] *Strani Jezici* (Zagreb, Croatia), **28**, 3/4 (1999), 156–68.

The starting point of this article is that fun and games used as a vehicle of teaching are not efficient unless some conditions of their use are met. The study analyses the characteristics of child's play and the characteristics of an efficient teaching/learning process, hypothesising that the effective use of play and games in the school setting can be achieved only when these two sets of characteristics are skilfully harmonised. It is claimed that play, fun and games in the school setting cover a wide range of activities having a common ludic element which can be described as five elements leading to intrinsic motivation. The analysis of these elements combined with teaching objectives leads to the conclusion that the most effective and useful fun activities for teaching are those in which the ludic element is almost identical with the content of learning and that this concordance is mostly achieved in simulations and individual or group projects. The transfer of training is emphasised as the critical point in school learning, being even more relevant in the case of fun and games applied in the learning situation. Also, a need for the de-emphasis of competitive aspects and highly technical sophistication of the games is stressed because they can distract from the process of learning.

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01–18 Daniels, John (Coates Endowed Middle School, Ponteland, Northumberland, UK). Intensive language work as a catalyst for classroom learning and an antidote for 'vocabulary dormancy'. *Language Learning Journal* (Rugby, UK), **21** (2000), 13–18.

This article examines the characteristics of classroom vocabulary learning and considers why some material targeted for acquisition remains only partially known. The role of intensive language work as an additional learning environment for school-based foreign language learners is then examined through research undertaken by the author with middle-school pupils at an outdoor centre. The research points to the value of intensive work in developing pupils' vocabulary knowledge and demonstrates that, while new vocabulary was acquired, some vocabulary material which remained only receptively known in the classroom became activated. The term 'vocabulary dormancy' is proposed to describe those words which have become fixed at an intermediate stage on a vocabulary knowledge continuum through classroom learning and which require a catalyst to become fully acquired.

01–19 Davies, Joy (Swansea Inst. of Higher Ed., Wales, UK). A study of language skills in the leisure and tourism industry. *Language Learning Journal* (Rugby, UK), **21** (2000), 66–71.

This article reports a wide-ranging, longitudinal study which surveyed students and graduates of leisure and tourism in order to elicit their views on compulsory tertiary foreign language (FL) study; their deployment of language skills in work placements; their use of language skills at work upon completion of their degree; the language skills they considered most important; and the difficulties they experienced. It also surveyed employers in the same sectors to assess the perceived need for employees to demonstrate language skills. Results showed that most students believed that FL skills were both important and – regardless of the type of work placement or its location – relevant. Skills were mostly deployed in social contexts which meant that, apart from lack of confidence, communication skills and lack of vocabulary caused students most concern. Similar data were yielded by the surveys of graduates. Employers rated language skills as desirable rather than essential, but preferred to employ people able to use two or more FLs to deal with clients face to face and by telephone. Having established the importance of language skills in the leisure and tourism industries, the author concludes with some recommendations for language training.

01–20 de Courcy, M. and Burston, M. (La Trobe U., Australia; *Email*: M.decourcy@bendigo.latrobe.edu.au). Learning mathematics through French in Australia. *Language and Education* (Clevedon, UK), **14**, 2 (2000), 75–95.

This paper focuses on an early partial immersion programme in Australia, in which children study mathematics in French. Testing of children's ability in maths in both their first and second languages has been undertaken on a regular basis as part of a long-term evaluation of the immersion programme. In the first year of testing, 1995, there was no significant difference in results of students who took the test in English or French; in 1996, however, a difference was revealed, with Grade 5 students taking the test in English doing significantly better than those who took the test in its French version. Item difficulty analyses were conducted to reveal the misfitting questions, and a content analysis was subsequently conducted on the aberrant items. The study reveals new information about children's reading processes in their second language and provides insights into the development of the students' language in a partial immersion programme. It also provides further evidence for transfer – bilingual children's ability to express knowledge learnt in one language in their other language.

01–21 Diaz-Santos, Gilberto (Universidad de la Habana, Cuba; *Email*: gilbert@comuh.uh.cu). Technothrillers and English for science and technology. *English for Specific Purposes* (Amsterdam, The Netherlands), **19**, 3 (2000), 221–36.

Discussions on pre-historic life, novel techniques for DNA reconstruction, computer algorithms for large-database processing, or applications of chaos theory are topics one would normally find in specialised publications; however, they can appear in contemporary technothriller stories where adventure and academic seminar are skilfully blended. This article focuses on a particular teaching experience where a contemporary fiction work featuring high-tech has been used as source material in English for science and technology (EST) courses, and how this approach has had a positive impact on students' motivation to learn English as well as on their overall performance in the foreign language. It is suggested that, since the same field of information – in this case science – can be accessed through different genres, EST teachers can incorporate fiction literature into their language programmes, and exploit these reading passages through a combination of strategies drawn from literature lessons and tasks from English for Specific Purposes methodology. This choice allows both to attain the goals of EST courses and to initiate students into reading literature in the foreign language.

01–22 Eckerth, Johannes (Universität Hamburg, Germany; *Email*: je@uni-hamburg.de). Zielsprachliche Kommunikation über Grammatik im Fremdsprachenunterricht. [Target language communication via grammar in foreign language teaching.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **11**, 1 (2000), 9–30.

As the vast majority of the applied linguistics literature since the early 1990s supports the idea that some kind

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of focus on form is useful in the learning process, the question arises as to what is to be understood by focus on form and how it can be related to apparently conflicting concepts such as focus on meaning. These two concepts form the background to the discussion in this article of empirical results concerning (1) negotiation of meaning studies, (2) language-related learner questions, and (3) text (re)production group tasks. It has been claimed that during these activities learners reflect upon second language (L2)-structures while communicating in the L2. It is argued that language-related learner questions and text (re)production group tasks do not only deliver data which allow insights into the structure of the learners' L2 knowledge and in learning processes, but that they are also a suitable pedagogical means of encouraging metalinguistic knowledge and communicative skills.

01–23 Edwards, Nathan (Mochizuki-san, 21-3 Midorigaoka, Kashiwa, Chiba 277-0082, Japan). Language for business: effective needs assessment, syllabus design and materials preparation in a practical ESP case study. *English for Specific Purposes* (Amsterdam, The Netherlands), **19**, 3 (2000), 291–96.

This paper presents an English for Specific Purposes (ESP) case study which took place in a specialised business context involving senior German bankers. It is seen as reflecting the all too common situation of many overworked English as a Foreign Language teachers who are underprepared for the ESP assignment they are asked to undertake, and is deemed of especial value to newcomers to the field of ESP in terms of recommendations for both published and authentic materials, as well as suggestions for learner tasks. The author concludes that an effective and flexible ESP course design can be derived from teachers' own practical experiential knowledge and from the students themselves, which may be more effective than following explicit directives as to how to carry out a needs analysis and build ESP curricula. It is suggested that current authentic texts in the media and widely available international textbooks published for such fields as the general 'business English' market can be used selectively and be efficiently adapted to the specific needs of particular students in an ESP context.

01–24 Fischer, Robert and Farris, Michael (Southwest Texas State U., USA; *Emails*: rf02@swt.edu; mf03@swt.edu). The *Libra* multimedia authoring environment and CALL multimedia courseware. *CALICO Journal* (San Marcos, TX, USA), **17**, 1 (1999), 59–82.

This article describes the genesis of the *Libra* authoring system and provides a detailed view of the design of a courseware program for French created by means of it. The *Libra* authoring environment was designed to enable faculty to create multimedia materials which focus on facilitating students' acquisition of listening comprehension proficiency in foreign languages. Funds from multiyear grants supported the development and subsequent dissemination of the authoring system. Lessons learned during the dissemination of the system underscore the need for more in-depth understanding of instructional design and the implementation of pedagogical principles by faculty authors in multimedia materials. Development of the courseware program described here reveals the substantial benefits to be gained by collection and analysis of various forms of student use data.

01–25 Frommer, Judith (Harvard U., USA; *Email*: frommer@fas.harvard.edu) **and Foelsche, Otmar K. E.**. *SuperMacLang*: development of an authoring system. *CALICO Journal* (San Marcos, TX, USA), **17**, 1 (1999), 115–41.

This article describes the development of *SuperMacLang*, the 1990s version of the *MacLang* authoring system, originally distributed in 1986. A joint project between Harvard and Dartmouth, *SuperMacLang* is more powerful than *MacLang*, although the rationale has remained the same. *SuperMacLang* is based on the belief that second language acquisition involves at least some degree of automatic processing requiring practice of structures and vocabulary, and that such practice will be effective only if it is meaningful and contextualised. An analysis of various features of the program explains the ways in which various aspects of collaboration and funding affected developer and programming decisions. References to message archives reveal some of the problems that occur with multiple developers. Mention is also made of why features of *MacLang* were retained or rejected and why new ones were added to *SuperMacLang*. Along with a description of the development process, the attentive reader will find a list of do's and don'ts which, it is suggested, can help anyone who has the courage, energy, perseverance, and funds to embark on a similar undertaking.

01–26 Gillespie, John (U. of Ulster, UK; *Email*: JH.Gillespie@ulst.ac.uk). Towards a computer-based learning environment: a pilot study in the use of FirstClass. *ReCALL* (Cambridge, UK), **12**, 1 (2000), 19–26.

This article outlines the nature of the FirstClass computer conferencing program and considers its effectiveness in helping to develop a computer-based learning environment in modern languages at the University of Ulster. A wide range of different transactions is outlined and surveys of staff and student reactions are assessed. Their positive responses indicate that FirstClass is effective in establishing such an environment. They enable the author and colleagues to draw encouraging lessons from their experience, and point to exciting possibilities of immediate further development.

01–27 Gimeno Sanz, Ana and Navarro Laboulais, Cristina (Universidad Politécnica de Valencia, Spain). A review of *Centro Virtual*

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Cervantes. *ReCALL* (Cambridge, UK), **12**, 1 (2000), 73–77.

This article offers a review of the *Centro Virtual Cervantes* (http://cvc.cervantes.es), the Internet-based branch of the Instituto Cervantes, the official Spanish institution commissioned to disseminate the use and study of Spanish language and culture around the world. Since its creation in December 1997, the CVC has rapidly become one of the most important reference sites devoted to Spanish language and culture on the World Wide Web, having reached an average of over 100,000 visitors a month. This increasing number of visitors is primarily due to the great variety of resources available at the CVC website, which attracts both professionals and the public in general. The article details these resources, and concludes by recommending the website to all those interested in the Spanish-speaking world and the Spanish language, whether as learners, teachers or those working in related fields.

01–28 Godwin-Jones, Robert (Virginia Commonwealth U., USA; *Email*: rgjones@vcu.edu). Web course design and creation for language learning. *CALICO Journal* (San Marcos, TX, USA), **17**, 1 (1999), 43–58.

This article addresses the creation of authoring systems intended to facilitate the construction of courseware by instructors without extensive training requirements. It discusses issues involved in the creation and use of course Web sites for language learning. Examples are drawn from German courses taught by the author. Course Web sites created 'from scratch' are compared with sites created with a template-based authoring tool, *Web Course in a Box*. The development of *Web Course in a Box* is also discussed. An overall concern is to create a useful authoring system feature set in a changing technological environment with limited resources.

01–29 Hémard, Dominique and Cushion, Steve (London Guildhall U., UK). From access to acceptability: exploiting the Web to design a new CALL environment. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 2 (2000), 103–18.

The aim of this paper is to present a Computer Assisted Language Learning (CALL) project through its design process, placing particular emphasis on theoretical design considerations as evidence of good practice and illustration of the important articulation between theory and practice. The paper focuses, then, on conceptual considerations supporting an ongoing CALL project in the Language Studies Department at London Guildhall University, combining Human Computer Interaction, Web-based JAVA programming, CALL authoring and language teaching expertise. Designed to generate new CALL-enhanced curriculum developments, the CALL project adopts a research-based and user-centred approach with a view to improving CALL's usability and, ultimately, its general acceptability amongst a disenfranchised student population.

01–30 Ibarz, Toni, and Monaghan, Anne (U. of Sheffield, UK). Identifying issues in the introduction of Information and Communication Technologies with adult learners of Spanish. *Vida Hispánica* (Rugby, UK), **21** (2000), 8–13.

This paper reports on a comparative study conducted in a university department of adult continuing education as part of a project which explored the potential of using Information and Communication Technology (ICT) with two groups of adult post-beginner students of Spanish-as-foreign-language, all of whom were on-line themselves or had agreed to use the university's IT services. One group was taught in conventional classes and the experimental group was internet-supported, completing tasks on-line and communicating with the teacher and each other using email. A combination of quantitative and qualitative methods was used to gather data, including surveys before and after the course, informal discussion, group and individual interviews, analysis of email messages, and class observation. Detailed examples are provided of data gathered from email communication between students and tutors and also from interviews. Although a considerable amount of data was gathered about the language programme in general, the authors admit that few conclusions can be drawn because of problems with subject selection and previous language learning experience. However, it is suggested that there are gains to be had both for learners and institutions in taking advantage of the ICT that already exists at home and in the work place to enhance learning.

01–31 Johnson, E. Marcia and Brine, John W. (U. of Waikato, New Zealand; *Emails*: marcia@waikato.ac.nz; brine@waikato.ac.nz). Design and development of CALL courses in Japan. *CALICO Journal* (San Marcos, TX, USA), **17**, 2 (2000), 251–68.

Features of Japanese education and student learning styles influenced the authors' design, development, and implementation of a computer-assisted language learning (CALL) curriculum to support English writing and computing skills. The authors' research extended over a four-year period while teaching English as a Foreign Language in a university setting in central Japan. The discussion in this article covers implementation of computer-mediated communication (CMC) and the language and computing skills students need to acquire for cross-cultural email exchanges. CMC syllabus design within the Japanese context and within a second language acquisition research framework is also discussed.

01–32 Jones, Christopher M. (Carnegie Mellon U., USA; *Email*: cjones@andrew.cmu.edu) **and Frommer, Judith**. Building the *Portes ouvertes* CD-ROM. *CALICO Journal* (San Marcos, TX, USA), **17**, 1 (1999), 83–99.

The *Portes ouvertes* CD-ROM was produced as an integrated part of a first-year method for elementary

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French of the same title. The method itself was created by a five-person authoring team including the two present authors together with Margaret Haggstrom, Marie-France Bunting and Laurent Patenotte, and was published in 1998 by Holt, Rinehart. This article details the design and production of the CD-ROM with reference to video and textbook elements where such reference is considered indispensable to an understanding of pedagogical foundations.

01–33 Kasper, Loretta F. (Kingsborough Community Coll. / CUNY, USA; *Email*: drflk@aol.com). New technologies, new literacies: focus discipline research and ESL learning communities. *Language Learning and Technology* (http://llt.msu.edu/), **4**, 2 (2000), 105–28.

This paper argues that content-based instruction can be highly effective in helping English as a Second Language (ESL) students develop the literacies they need to be successful in academic and workforce environments. It describes a classroom study of a content-based instructional model that engages high intermediate ESL students in sustained content study within collaborative learning communities and uses information technology resources to hone linguistic, academic, socioaffective, and metacognitive skills through an activity called 'focus discipline research'. The paper describes how focus discipline research derives from the principles of cognitive learning theory and second language acquisition research and how it incorporates the four critical elements of a pedagogy of multiliteracies as outlined by The New London Group. The paper goes on to detail the study, illustrating how pedagogical activities engaged students in situated practice, overt instruction, critical framing, and transformed practice, and concludes by offering both quantitative and qualitative support for the efficacy of focus discipline research in promoting 'multiliteracies'.

01–34 Kenny, Breda and Sheikh, Haaris (U. of Limerick, Ireland). Foreign languages use and training: a study of US firms operating in the Mid-West Region of Ireland. *Journal of Language for International Business* (Glendale, AZ, USA), **11**,1 (2000), 41–55.

The need for foreign language (FL) skills in companies is a prevalent issue in current literature dealing with international trade, and warnings abound concerning the danger of relying on English as the *lingua franca* in the business world. Despite these warnings, the call for FL training still goes unheeded by the vast majority of companies. In many cases, not only do many managers lack the necessary FL skills, but also the company workforce as a whole has little or no expertise in this area, thus creating predictable communication problems at every customer or client interface. Primarily, this paper aims at reporting on the use of languages and skills and the provision of training from a sample of American companies located in the Mid-West Region in Ireland. The paper first traces the recovery of Ireland's economy since the 1960s and discusses the reasons why foreign inward investment has increased over the last few decades. An outline of the education system in relation to modern languages is next discussed. Thirdly, a synopsis of existing research on industry needs in Ireland, the UK, Northern Ireland, and Europe is provided. The paper concludes with a discussion of the results of the Irish survey, and a list of key recommendations relating to FL education in Ireland.

01–35 Kordić, Ljubica (Pravni fakultet, Osijek, Croatia). Neke strategije uspješnoga učenja gramatike njemačkoga jezika. [Some strategies for the successful learning of German grammar.] *Strani Jezici* (Zagreb, Croatia), **28**, 3/4 (1999), 218–24.

This article examines some learning strategies which it is suggested could be successfully used by Croatian students while acquiring certain grammar rules and structures of German in the foreign language classroom. The strategies are discussed from a theoretical point of view, and are thus seen as generalisable across the learning of other foreign languages, as well as German. The main part of the paper presents an analysis of several learning strategies of a visual and auditory nature (*imagery, auditory representation*). They were used at the secondary school level both as practical teaching techniques and successful mnemonic techniques in the aquisition of grammatical knowledge of German.

01–36 Krouglov, A. (SSEES Communicaid). In search of the maximum effectiveness of CALL programmes. *Rusistika* (Rugby, UK), **21** (2000), 7–11.

This article discusses the most appropriate place and effective use of Computer Assisted Language Learning (CALL) in present-day Russian language teaching. The main dilemma is seen as whether to construct language teaching around existing CALL programmes or to devise CALL programmes to supplement existing teaching programmes. A number of institutions teaching Russian have chosen the second way. The principal trend adopted at the School of Languages, University of Otago, New Zealand, has been the development of in-house computer lessons and programmes based on templates, which are the building blocks of CALL programmes. Templates have been developed to cater for the general needs of language learning as well as for the specific needs of each language. They are seen as allowing for the creation and rapid adoption of lessons and programmes in more than one language, even though they may look completely different because of their interface design. The article details the use of such templates as exemplified in one particular Russian CALL programme. The concluding section highlights a concern with the unavailability of sufficient acceptable Russian language teaching software, seen as probably the main hindrance to using computer-based Russian language instruction as an indivisible component of Russian language teaching.

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01–37 Kwakernaak, Erik (Universitair Centrum voor de Lerarenopleiding Duits, Groningen, Germany). Umgang mit der Norm. Grammatik im postkommunikativen Fremdsprachenunterricht. [Attitude to the norm. Grammar in post-communicative foreign language teaching.] *Fremdsprachen und Hochschule* (Bochum, Germany), **57** (1999), 7–29.

Grammar was a central pillar of foreign language (FL) teaching under the grammar-translation and audio-lingual methods. This changed with the advent of the communicative approach; and no new method has yet crystallised that solves all the problems of FL teaching. This article concerns itself with grammar and the teaching of FL grammar in the post-communicative age of FL teaching. The author outlines the historical background, critiques the communicative approach, and discusses the learnability of grammar using data on acquisition sequences as examples. It is suggested that the process-like nature of (second) language acquisition needs to be transformed into a didactic-methodological approach. The 'norms' of traditional grammar and traditional FL teaching are to be questioned. The whole notion of descriptive as opposed to prescriptive grammar should be central to a post-communicative approach to grammar teaching.

01–38 MacDonald, Malcolm (U. of Stirling, Scotland, UK; *Email*: m.n.macdonald@stir.ac.uk), **Badger, Richard and White, Goodith**. The real thing? Authenticity and academic listening. *English for Specific Purposes* (Amsterdam, The Netherlands), **19**, 3 (2000), 253–67.

This article explores the usefulness of the criterion of authenticity for the selection and evaluation of English for Academic Purposes materials. The materials were specialised listening texts used on a first year undergraduate programme at a UK university. Using a student questionnaire and techniques of discourse analysis based on Halliday's concepts of field, tenor and mode, the present authors investigated the levels of difficulty and relevance of materials using four media: published audio tapes, audio recordings of a live lecture, video materials and a short, simulated lecture by the teacher. It was found that the texts which related to the students' experience and permitted learner interaction appeared to have more potential for language learning than those which merely replicated the discourse of the target situation.

01–39 Mangubhai, Frances (U. of S. Queensland, Toowoomba, Australia; *Email*: mangubha@usq.edu.au), **Dashwood, Ann and Howard, Barbara**. Sometimes I can't help myself: communicative language teaching in the primary classroom. *Babel (AFMLTA)* (North Adelaide, Australia), **35**, 1 (2000), 13–17.

This article reports an exploration of communicative language teaching (CLT) practices among a group of Queensland primary language teachers, which sought to investigate the use of communicative approaches and what assumptions teachers make about how learning takes place. Most of the teachers saw the defining characteristic of CLT as use of the target language; they favoured pair- and groupwork but mentioned constraints such as class size and maintaining discipline. As itinerant teachers they felt hampered by the need for portable, multi-level resources and lack of prior access to the classroom to set up lessons. They took a pragmatic approach to error correction and, although aware that overtly teaching grammar at primary level can be demotivating, some still taught it at times, albeit guiltily. The teachers saw themselves not primarily as figures of authority in the classroom but as materials providers and target language users who could express enthusiasm for the target language and culture(s). They regarded an extrovert personality and readiness to 'perform' in class as assets. As a group they left the role of learners largely unspecified, apart from considering more active interaction in the target language desirable.

01–40 McKay, Penny (Queensland U. of Technology, Australia; *Email*: pa.mckay@qut.edu.au). Language learning and literacy development. Part 1: Current policies and definitions. *Babel (AFMLTA)* (North Adelaide, Australia), **35**, 1 (2000), 4–12.

This article, the first of three, overviews current policies and definitions relating to language learning and literacy development in Australia. The Australian Federal Government's (1998) National Literacy and Numeracy Plan stresses the importance of key enabling and foundational skills in combating behavioural problems and enhancing employment prospects. Its elements include early intervention and measurement of learners' progress against nationally agreed benchmarks. Many teachers, however, question its 'crisis creation' tactics, feeling that oversimplified cause-effect sequences are established, teachers are scapegoated, and readily available solutions with far-reaching funding implications are imposed. Language teachers are responding by examining connections between language learning and literacy. The interface between the two is affected by many variables including teacher attitude, learner age, proficiency and motivation and the definition of 'literacy' itself. The government limits itself to literacy in English and favours a measurable, skills-based approach, abandoning earlier definitions encompassing oral language and critical thinking. The present article puts forward the notion of effective literacy as rendering the reader a code-breaker, text-participant, text-user and text-analyst. The Australian Language Levels curriculum framework has five foundational goals (communication, sociocultural, learning-how-to-learn, language and cultural awareness, general knowledge) which can combine to produce literacy-informed language teaching.

01–41 McKenna, Natalie Seeve and McKenna, Peter (U. of Liverpool / Liverpool Hope U., UK).

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Perception and reality: bridging the Internet gap. *Language Learning Journal* (Rugby, UK), **21** (2000), 8–12.

This article investigates Internet use in Modern Languages (MLs) teaching. It begins by examining the educational benefits of using the Internet and suggests that its potential is not yet being exploited in MLs teaching. Teachers cite financial constraints and a lack of evidence of effective pedagogy as reasons for not using the Internet in class but at the same time they recognise that it is an important resource for maintaining their own language skills. Next, the article outlines what Internet learning can entail, the means of electronic communication, the materials available and modes of instruction, and emphasises the authentic and topical nature of information available on-line. Finally, the authors link Internet language learning activities with existing MLs teaching methodology and theories of second language acquisition, positing that structured Internet tasks facilitate the recycling of known language, introduce students to new language in an interactive environment and then encourage students to manipulate new language autonomously. A sample plan of Internet activities is included as an appendix.

01–42 Miceli, Tiziana and Kennedy, Claire (Griffith U., Australia; *Emails*: T.Miceli@mailbox.gu.edu.au; C.Kennedy@mailbox.gu.edu.au). CALL in a communicative context. *Babel (AFMLTA)* (North Adelaide, Australia), **35**, 1 (2000), 18–38.

Computer Assisted Language Learning (CALL) is often criticised for its lack of conversation and pair work. The authors of this article describe the benefits of a new videodisc program for teaching intermediate and advanced Italian, with special attention given to the role of spoken interaction. Learners are encouraged to collaborate with each other, using the computer only to view authentic videofiles and to improve or test their knowledge of language items. An analysis of student talk at the workstation suggests that the software produces both comprehension and active engagement in collaborative tasks, with Italian used for problem-solving as well as socialisation; similar results were found for different levels of language competence. If designed as a learning aid rather than a participant in conversation, CALL material can enrich communicative language teaching courses without many of the drawbacks usually associated with the medium.

01–43 Möllering, Martina (Macquarie U., Sydney, Australia; *Email*: martina.mollering@mq.edu.au). Computer-mediated communication: learning German online in Australia. *ReCALL* (Cambridge, UK), **12**, 1 (2000), 27–34.

This article investigates the use of computer-mediated communication technologies in the context of teaching German by distance mode in Australia. More conventional delivery modes such as audiocassettes and printed study guides were augmented by electronic support mechanisms. Students were able to access their study guides, timetables and assignment tasks online and communicated with their course convener as well as with fellow students via a bulletin board and an internal email system set up for the course. The article reports on the extent to which students used these facilities rather than more conventional modes of communication (fax, telephone, written submission of assignments), and discusses how students managed the set tasks and what difficulties they encountered.

01–44 Montoussé Vega, Juan Luis (Instituto Cervantes, London, UK). Examining the role of Spanish textbooks in the advanced foreign language classroom. *Vida Hispánica* (Rugby, UK), **21** (2000), 3–7.

This paper examines product- and process-oriented Spanish textbooks for use in advanced-level classrooms. It is argued that, although these books may be successful in helping learners develop their linguistic competence, they do not provide the necessary tools to analyse all the features included in communication, particularly those related to pragmatic aspects of the language. The first part of the paper discusses the contribution of product-oriented textbooks, suggesting that these textbooks focus on the complexities of grammar by designing a syllabus that is actually more similar to any linguistic syllabus oriented to native speakers than it is to a pedagogic syllabus that accounts for the foreign learner's communicative needs. The second part of the article looks at process-oriented textbooks and suggests that these too are lacking in certain key areas of advanced-level instruction with respect to the meta-linguistic and extra-linguistic determinants in real communication. It is concluded that current textbooks do not prepare the student to deal with the target language beyond the limits of the classroom, in particular the pragmatic dimension of the language.

01–45 Müller-Hartmann, Andreas (U. of Giessen, Germany; *Email*: Andreas.Mueller-Hartmann@anglistik.uni-giessen.de). The role of tasks in promoting intercultural learning in electronic learning networks. *Language Learning and Technology* (http://llt.msu.edu/), **4**, 2 (2000), 129–47.

This paper focuses on the role of tasks in promoting intercultural learning in learning networks and is based on qualitative research from three email projects between English as a Foreign Language (EFL) high school classes (years 11 and 12) in Germany, and English and Social Studies classes in the United States and Canada. The joint reading of literary texts formed the basis for discussion on the networks. A comparison between intercultural learning in the actual reading process and the negotiation of meaning in the network phases shows a close resemblance in the structure and use of tasks. Task properties, such as activity, setting, and teacher and learner roles, as well as the personal level

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(i.e., non-thematic exchange of information) in the asynchronous email exchange, proved to be especially influential for intercultural learning in the design and management of task structure.

01–46 Neil, Peter S., Phipps, Wendy and Mallon, Rosemary (The Queen's U. of Belfast, Northern Ireland). The position of German in the Northern Ireland curriculum. *Deutsch: Lehren und Lernen* (Rugby, UK), **21** (2000), 10–14.

This article gives a descriptive overview of the position of German within the Northern Ireland curriculum and shows that German is in fact the fourth foreign language, after French, Irish and Spanish. The main sources of information are the preliminary findings of a recent research survey commissioned by the Department of Education for Northern Ireland on language diversification at year 8 (the first year of post-primary) across the Province. The article seeks to give a brief insight into the state of German in the Northern Ireland school context – many similarities can be found with the situation in the rest of the UK, although German is not in as favourable a position in Northern Ireland. Despite tremendous efforts of a very committed German teaching population, the numbers are in decline, and timetabling and curricular pressures, together with league tables and competition for results, are all taking their toll on the German language. There is still evidence of support for German in many schools and even in the primary sector, however, despite the fact that primary languages are not coordinated. With the commitment of language teachers and advisers, it is hoped that the position of German will be sustained and possibly developed in future.

01–47 Nelson, Terri and Oliver, Walter (California State U., San Bernardino, USA; *Emails*: tnelson@wiley.csusb.edu; woliver@wiley.csusb.edu). Murder on the Internet. *CALICO Journal* (San Marcos, TX, USA), **17**, 1 (1999), 101–14.

This article describes the creation of Web-based courseware with a strong component of computer-mediated communication and the possibility of alteration by end-users. Specifically, the authors describe the design and testing process that resulted in the production of *Un Meurtre à Cinet* and *Un Misterio en Toluca*, two role-playing applications which ask students of French and Spanish to collaborate to solve a murder mystery using email, a listserv, and a culturally rich web site. Using their own pedagogical philosophy and their own production experience as guides, the authors also attempt to elaborate general guidelines for developing and adapting other materials, including other mysteries, for use in a pedagogically appropriate technology-mediated environment.

01–48 O'Dowd, Robert (U. of León, Spain; *Email*: dfmro@isidoro.unileon.es). Intercultural learning via videoconferencing: a pilot exchange project. *ReCALL* (Cambridge, UK), **12**, 1 (2000), 49–61.

This article describes an exchange project carried out by foreign language classes in the University of León, Spain and the University of Northern Michigan, USA. The two groups integrated video-conferencing technology into a task based exchange in order to make students more aware of how they viewed their own and the target cultures. In the course of the project learners also experienced some of the challenges of intercultural communication. The development of the project is described and examples of intercultural learning are looked at. Some guidelines for the use of video-conferencing in such intercultural exchanges are also suggested.

01–49 Overstreet, Maryann (U. of Hawai'i-Manoa, USA) **and Yule, George**. Fostering pragmatic awareness. *Applied Language Learning* (Monterey, USA), **10**, 1/2 (1999), 1–13.

This article offers both examples and proposals for fostering pragmatic awareness in a second language (L2) through the recognition of the interpersonal function of a set of common expressions in contemporary spoken English. These expressions, described as general extenders, include 'and stuff', 'and things (like that)', 'or anything', 'or something (like that)', and 'or whatever'. It is suggested that a number of connections between pragmatic function and linguistic form in English can be demonstrated through a focus on these structurally simple and relatively common expressions. The use of these forms is illustrated in marking assumptions of being similar, being polite, being accurate, being informative, and being emphatic. Despite their general absence from traditional materials, these forms are seen as providing an opportunity, within contemporary language teaching approaches, to raise student awareness of how pragmatic considerations influence the production and interpretation of English in its interpersonal uses.

01–50 Pfromm, Rüdiger (Universität Bonn, Germany). Progressionen im Fremdsprachenunterricht, zur Disposition gestellt? [Progression(s) in foreign language teaching–at your disposal?] *Fremdsprachen und Hochschule* (Bochum, Germany), **58** (2000), 19–40.

The central concern of this article is progression, behind which, it is suggested, lies the learner-oriented idea of reducing cognitive and emotional difficulties in learning. By reducing qualitative and quantitative barriers anxiety is removed, self-confidence increased and forgetting minimised. A second idea behind it is that by making learning easier the willingness to learn may be maintained and even increased. The concept of progression crosses the didactic and methodological divide: in order for a growing, inexperienced student to sensibly solve problems, the problems must first be reduced to their component parts and viewed from the perspective

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of the student's individual assumptions. The author approaches the term 'progression' heuristically on three levels: on the macro-level of (secondary) school learning and teaching in general; on the meso-level of year or semester planning; and on the micro-levels of teaching sequences and the teaching hour. He includes reflections on aspects of analysis and planning.

01–51 Prieto Ramos, Fernando (Dublin City U., Ireland). Consideraciones prácticas sobre la enseñanza del español empresarial. [Practical considerations for teaching Spanish for business purposes.] *Vida Hispánica* (Rugby, UK), **21** (2000), 20–26.

This paper describes the design, planning, and operation of a teaching module which aims to integrate Spanish for business administration and a general introduction to Spanish for professional and academic purposes. The first section describes how needs analyses were designed and implemented with groups of students from many backgrounds and with different long-term goals. The second section describes the module used with second-year undergraduates on an international business and marketing course. The main aim was to give students the basic tools to enable them successfully to follow degree courses in Economic Sciences in Spanish universities the following year. Three course objectives were set: acquisition of sufficient language skills to enable students adequately to participate in university life in the foreign country; development of skills to permit autonomous learning in business studies in the target language; and a general introduction to the Spanish business world. The final part of the paper details aspects of syllabus planning, methodology, materials preparation, and evaluation.

01–52 Pusack, James P. (U. of Iowa, USA; *Email*: james-pusack@uiowa.edu). The *Kontakte* multimedia project at the University of Iowa. *CALICO Journal* (San Marcos, TX, USA), **17**, 1 (1999), 25–42.

This article describes the design and implementation of a CD-ROM-based German exercise package for commercial distribution and a listening and culture package using interactive multimedia based on authentic German television programmes. The project demonstrates how a set of specialised authoring tools can be brought to bear upon the real-world needs and constraints of a curriculum based on a commercial textbook. Solutions to problems arising from the match between theory and technology are detailed and lessons for future projects are suggested. Particular issues raised include the strengths and weaknesses of an authoring system for commercial development and the constraints inherent in production of courseware for a relatively small-market language.

01–53 Quist, Gerdi (U. Coll. London, UK; *Email*: g.quist@ucl.ac.uk). Language teaching at university: a clash of cultures. *Language and Education* (Clevedon, UK), **14**, 2 (2000), 123–39.

Language teaching at university may seem to be flourishing – many students take up the option of an extra module in a foreign language, to add to their skill-base. The thriving of language courses is seen here, however, as largely due to the increased implementation of instrumental values in higher education, which regards language learning as a skill rather than as a creative medium to inform students' understanding of society. This paper traces the roots of these two dominant educational philosophies and examines the place that language teaching occupies within them, relating this to the methodologies employed within these contexts. It is argued that the opposing views both have a limited view on language teaching – one as a tool for providing access to esteemed canonical products and the other to provide a pragmatic application. Whilst the liberal humanist paradigm still influences language teaching at some institutions, the language debate in other institutions has been dominated by instrumental values. It is argued that neither of these approaches to language teaching alone allows for a critical and deep understanding of how language functions within society now. The author also argues for recognising language as a means of expressing individuality. Finally, the paper touches on the possibilities of an integrated approach within these two opposing paradigms.

01–54 Richter, Regina (Katholische Universität Eichstätt, Germany). Selbst gesteuerter Ausspracheerwerb via Multimedia. Lerntheoretische und fertigkeitsbezogene Anforderungen an multimediale Lernumgebungen. [Self-directed pronunciation acquisition via multimedia. Learning theoretical and task-related demands on multimedia learning environments.] *Deutsch als Fremdsprache* (Berlin, Germany), **37**, 2 (2000), 73–81.

The author of this article explores how self-directed learning is promoted within the context of computer-assisted learning in general and computer-assisted pronunciation training in general. She explores the new possibilities opened up by the use of multimedia learning software, and in particular looks at the limitations of self-directed learning in computer-assisted pronunciation training. She examines these questions by exploring what constructivist instruction design theories understand by self-directed learning in computer-assisted learning environments; what pre-conditions underlie self-directed learning in the context of computer-assisted pronunciation training and what software requirements stem from these; and to what extent available multimedia applications aid self-directed pronunciation training. Four multimedia (German) pronunciation applications are tested and examined in the light of the above questions. Finally, the author outlines possible methods for increased learner-individualisation in the field of computer-assisted pronunciation training as well as highlighting outstanding research desiderata.

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01–55 Salaberry, M. Rafael (The Pennsylvania State U., USA; *Email*: salaberry@psu.edu). Pedagogical design of computer mediated communication tasks: learning objectives and technological capabilities. *The Modern Language Journal* (Malden, MA, USA), **84**, 1 (2000), 28–37.

It has been claimed that the recent emergence of internet-based communication constitutes a technological innovation with the potential to create a paradigmatic shift in teaching and learning second languages. However, for this shift to happen, materials designers need to assess critically the effects of the technological capabilities of Computer Mediated Communication (CMC) as well as the features that characterise a potentially new type of literacy. The present author suggests that such a critical assessment will have to be based on the analysis of how specific pedagogical objectives are achieved through the design and implementation of instructional activities in CMC environments. In this respect, the analysis of such theoretical constructs as the grounding criterion and the principle of least collaborative effort provides a useful framework for the examination of factors that affect the choice of communication medium. In particular, different learning objectives may be achieved with a variety of technological tools (e.g., from word processors to collaborative writing software) which exhibit a range of levels of technical sophistication.

01–56 Santoro, Ninetta (Deakin U., Melbourne, Australia). Communicative language teaching materials: a critical language perspective. *Prospect* (Macquarie U., Sydney, Australia), **15**, 1 (2000), 46–60.

This paper presents a view of language as socially shaped and socially shaping, and contributing to the construction of social identities, subject positions and types of self. The key to understanding how language has this shaping power is the notion of 'discourse'. Discourses are patterns of language use, both socially and linguistically organised, which are both multiple and pervasive and have the effect of organising 'reality' and persuading users of the discourse to see the world and themselves in certain ways. The author offers an analysis of language learning activities from some popular adult English as a Second/Foreign Language (ESL/EFL) coursebooks to show how language can serve to position students outside dominant discourses, and to point to some of the contradictions and assumptions inherent in the search for authentic communicative language learning activities.

01–57 Schlak, Torsten (Universität Bielefeld, Germany). Explizite Grammatikvermittlung im Fremdsprachunterricht? Das Interface-Problem Revisited. [Explicit grammar instruction in foreign language teaching? The interface problem revisited.] *Fremdsprachen und Hochschule* (Bochum, Germany), **56** (1999), 5–33.

The interface problem concerns itself with the interface between learning and acquisition, i.e., whether explicit knowledge can be turned into implicit knowledge. This article deals with this question, discussing (in the German-speaking world) much of the recent Anglo-American literature on the subject, including the following positions and theories: Krashen's non-interface position, Pienemann's teachability hypothesis and Schmidt's noticing hypothesis. Finally the author draws on some recent empirical studies for discussion and concludes that none of the theoretical positions has been empirically proven. It is concluded that the position on explicit instruction must therefore be decided on the basis of learning situations and target groups, but the factors of teachability and attention (of the learner) should also be taken into account.

01–58 Shei, C.-C. and Pain, Helen (U. of Edinburgh, Scotland; *Email*: shei@dai.ed.ac.uk). An ESL writer's collocational aid. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 2 (2000), 167–82.

Collocation is one of the most difficult aspects in second language (L2) learning, but has been largely neglected by researchers and practitioners. A questionnaire survey shows advanced Chinese learners' collocational ability in English to be significantly inferior to that of native speakers. The research reported here attempts to correct this problem by developing an on-line correcting program which is able to detect some collocational errors in the learner's English writing and offer examples of standard collocations from a large corpus for reference. The system is based on two kinds of corpora: a learner corpus which is used for the study of known collocational errors, and a reference corpus which is used to extract standard English collocations. The system also makes use of a Dictionary of Synonyms derived from WordNet to discover the potential collocational errors in learners' input, as well as a Paraphrase Database gathered from the learners themselves to help diagnose un-collocational learner phrases. Altogether, it is hoped that the result of this research has not only produced a usable on-line collocational aid, but also demonstrates a simple and efficient way of using learner corpora and reference corpora to support CALL software design.

01–59 Shield, Lesley (Open U., Milton Keynes, UK; *Email*: 1.e.shield@open.ac.uk), **Davies, Lawrence B. and Weininger, Markus J.**. Fostering (pro)active language learning through MOO. *ReCALL* (Cambridge, UK), **12**, 1 (2000), 35–48.

The Internet allows the language learner myriad opportunities to consult authentic sources and to practise using the target language with native speakers and other learners both synchronously and asynchronously. This paper describes the design, development and implementation of language learning activities using text-based virtual reality or MOO (Multi-User Domain 0bject Oriented) in conjunction with the

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World Wide Web. The underlying purpose was to promote active, autonomous learning behaviours by enabling geographically distributed language learners to work with native and non-native speakers of the target language on an engaging and motivating task with a concrete and meaningful outcome.

01–60 Tall, Graham and Hurman, John (U. of Birmingham, UK). Using a dictionary in a written French examination: the students' experience. *Language Learning Journal* (Rugby, UK), **21** (2000), 50–56.

UK pupils have only recently (1998) been able to use a dictionary in their French written GCSE (General Certificate of Secondary Education) examination. The present authors carried out an extensive piece of research to assess the impact of different dictionaries. This research considered the extent to which candidates in 26 schools used their dictionaries in a GCSE written examination and also gathered their opinions on dictionary use. Three types of bilingual dictionary were selected and students' views on their usefulness were canvassed. It was found that the great majority of examination candidates consulted their dictionaries frequently. Few Foundation and Higher Tier candidates used a dictionary primarily to check their answers; and the former used it primarily to understand the question. Most candidates also reported having a dictionary for use at home, and felt more confident if one was available during the examination. Given such extensive use, it is evident that the design and quality of the dictionary is crucial to ensure rapid and effective use.

01–61 Tarone, Elaine (U. of Minnesota, USA) **and Kuehn, Kimberly**. Negotiating the social services oral intake interview: communicative needs of nonnative speakers of English. *TESOL Quarterly* (Alexandria, VA, USA), **34**, 1 (2000), 99–126.

Genre analysis is applied to the study of discourse occurring in the social services financial intake interview, in which information previously written on an application form is reviewed to decide whether an applicant is eligible for benefits. This study of three oral intake interviews used a process of triangulation to establish a prototypical structure for the interview, which followed but did not exactly replicate the application form in content and linguistic structure. Although native-English-speaking and English language learner applicants responded to the interviewer in similar ways, the English language learner used little or no back-channelling to show understanding and fewer explicit responses to confirmation requests and directives. Her responses (or lack of them) often suggested that she did not understand all the information conveyed by the interviewer. Misunderstanding in this context puts an applicant at risk of failing to secure financial support and even of unwittingly committing welfare fraud. This genre may be particularly difficult for English language learners to master, as they have no input on its nature before participating in it and no supportive, mediative collaboration during participation, because their only interlocutor plays a different, more powerful role. It is suggested that TESOL professionals can use the findings of this study to design materials that will prepare nonnative-speaker applicants to negotiate more effectively the social services oral intake interview.

01–62 Taylor, Alison (U. of the West of England, UK). Boy-free zone? *Language Learning Journal* (Rugby, UK), **21** (2000), 3–7.

This article reports on a survey of pupils and their foreign language teachers at 28 UK secondary schools designed to test the hypothesis that more boys than girls take part in international home-to-home exchanges and to examine the factors that influence participation. The results confirmed that fewer boys than girls join such exchange visits, and also indicated that older girls and younger boys were the most likely participants. The questionnaires and a small number of follow-up interviews with non-participants revealed that the factors influencing participation were varied and that generally pupils' and teachers' views coincided. It was found that the greater students' confidence in their linguistic skills and the greater their social maturity the more likely they were to take part, while less confident students were more likely to participate if their friends did. The main reasons for non-participation were cost; the uncertainties of staying with an unknown family; and possible communication problems this might entail. The article examines factors which increase boys' participation in exchange visits and it ends with a number of practical suggestions aimed at encouraging wider participation.

01–63 Toma, Tony (Université Toulouse III, France; *Email*: toma@cict.fr). Fonctions didactiques et architecture d'un laboratoire de langues de type logiciel. [Teaching functions and the design of a software-based language laboratory.] *Les après-midi de LAIRDIL* (Toulouse, France), **10** (2000), 67–99.

This paper proposes a solution to three teaching problems associated with the misuse of multimedia laboratories. The first is the misunderstanding of the concept of 'guided autonomy'. Properly understood, this must include prompt formative feedback by the teacher on the learner's work, which can only be facilitated in a networked environment in which computers transmit video material and save and compress spoken and written student production; the use of separate rooms for video and computers belongs to the past. The second problem concerns the similarly dated idea, associated with dividing large classes into groups, that learners work better if each task is carried out with a different tool, in a different place. The third problem involves the technology used in a computer laboratory in order to maximise the teaching and learning potential and limit costs. The solution proposed to all three problems is the

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software suite *LAVAC* (Active-Comparative Audio-Visual Laboratory) which consists of *Student*, for the transmission of courses; *Follow-up*, for real or deferred time feedback; *Creator*, for authoring without programming; *Assistant*, for the teacher-author; *Utility*, for all cleaning, compression, decompression and copying; *Audio Sequencer* and *Video-Sequencer*. The software will not become obsolete as it can be upgraded and will not cause breakdowns because it can be reinstalled. The optimum conditions for installation and use of the software laboratory, based on twenty years of development by language teachers, are explained in detail.

01–64 Tucker, G. Richard (Carnegie Mellon U., USA; *Email*: grtucker@andrew.cmu.edu). The applied linguist, school reform, and technology: challenges and opportunities for the coming decade. *CALICO Journal* (San Marcos, Texas, USA), **17**, 2 (2000), 197–217.

This paper opens with a brief description of the rapidly changing demography of the US school population (greater cultural and linguistic diversity, and increasing numbers of students with some degree of bilingual proficiency), and considers the implications of these changes for pedagogical practice. Present educational practice does not encourage language minority students to maintain native language skills, and they do not perform as well academically as their language majority counterparts. For language majority students, foreign language learning is failing in terms of both individual achievement and as a national resource. A brief review of recent research in adult second language acquisition is followed by a summary of research priorities for the language education profession recently articulated by professional associations and task forces. The paper concludes by discussing some of the implications of these suggested research priorities and directions for the work of those concerned with improving the effectiveness of language learning and teaching through the use of innovative technologies.

01–65 Vaillant, Christine (IUT, Université Toulouse III, France; *Email*: vaillant@cict.fr). Diplôme Universitaire de Technologie 'Gestion des Entreprises et des Administrations en multimédia à distance avec regroupement', 1989-1999: l'histoire d'une évolution. [University Diploma of Technology in Business and Administration Management, using multimedia in distance mode, and groupwork : 1989-1999 – the story of an evolution.] *Les après-midi de LAIRDIL* (Toulouse, France), **10** (2000), 17–35.

This paper describes the development over a ten-year period of the technological aids used to deliver the English language element of the University Diploma in the title above. The main objectives of the English programme are the systematic revision of English grammar, intensive training in the comprehension of spoken English and an introduction to business English. Keeping the content of the course fairly constant in order to monitor the effects of changes in technology, the developers moved through three major phases. The paper identifies the strengths and limitations of the three generations of support with reference to the programme objectives. The materials and tools reviewed move from print materials, disks installed on students' own DOS-based machines, commercial language programs, e.g., *Logédic*, and audio-and video-cassettes in phase 1, through multi-media CD-ROMs, authoring programs and selected functions of *Word* and *Powerpoint* in phase 2, to the present stage which uses the Internet, permitting students to access material from their home machines, hypertext, the *track changes* function of *Word* and the digitisation of sound and video extracts using *LAVAC* software. The interaction of teachers' rich pedagogical knowledge with an increasing mastery of technological tools is seen to be essential for the future of language teaching.

01–66 Vandeventer, Anne (LATL, Université de Genève, Switzerland; *Email*: vandeventer@latl.unige.ch) **and Hamel, Marie-Josée**. Reusing a syntactic generator for CALL purposes. *ReCALL* (Cambridge, UK), **12**, 1 (2000), 79–91.

This article presents briefly the advantages and disadvantages of reusing natural language processing (NLP) tools in the Computer-Assisted Language Learning (CALL) context. The issue is addressed through the description of GBGen, a sentence generation system. The abstract semantic representation used as input for the generator is described, as well as the actual generation process, from a deep structure to a grammatical sentence through transformations and the application of morphology. The possible didactic value of such a tool is then evaluated and the outline of a CALL scenario given. Finally, proposed adaptations of the generator for the CALL context are discussed.

01–67 Villena-Alvarez, Juanita (U. of South Carolina Beaufort, USA). Giving beginning French students the business: the case for teaching business French at the beginning level. *Journal of Language for International Business* (Glendale, AZ, USA), **11**,1 (2000), 1–16.

This article starts from the premise that beginning French is in crisis, and suggests that, rather than merely reacting to declining enrolments, the curriculum must act on the changing pluri-disciplinary needs of students who are faced with a new globality and technology. The article proposes an alternative beginning French programme enhanced with business vocabulary and commercial discussions to present a new (non-literary) perspective of the language. The programme is seen as serving four purposes for students: (a) to use it as part of their fulfilment of the foreign language (FL) requirements; (b) to encourage them to pursue higher levels of business French; (c) to act as a starting-point for programmes such as FLAC or LAC (FLs or Languages across the Curriculum); and (d) to show that pursuing studies in French need not necessarily lead to literary studies.

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01–68 Vrhovac, Yvonne (Filozofski fakultet, Zagreb U., Croatia). Nastavnikovo jezično ponašanje i strategije podučavanja. [Teacher verbal behaviour and teaching strategies.] *Strani Jezici* (Zagreb, Croatia), **28**, 3/4 (1999), 169–76.

This article discusses teaching strategies evidenced in teacher verbal behavior. The author first comments on the role of strategies in modern foreign language teaching in terms of its main protagonists – the learner and the teacher. She then describes the methodology she used to acquire insight into teacher strategies. The strategy classification applied to the classroom dialogue corpus of transcripts was that developed by O'Malley and Chamot (1990). The examples included in the article illustrate teacher strategies in teaching English and French. In the analysis of the results, the author focuses on three moves that are identified as strategies: questions, error treatment, and evaluation.

01–69 Walker, Constance L. and Tedick, Diane J. (U. of Minnesota, USA; *Emails*: walke002@tc.umn.edu; djtedick@tc.umn.edu). The complexity of immersion education: teachers address the issues. *The Modern Language Journal* (Malden, MA, USA), **84**, 1 (2000), 5–27.

The purpose of the study reported here was to enlist practitioners in language immersion programmes in the identification and elaboration of issues and challenges in immersion language teaching. Through focus groups and extensive individual interviews, six elementary Spanish-language immersion teachers in three school settings (a suburban full-immersion school and two inner-city magnet programmes – one partial and one full immersion) served as informants. Five major themes emerged: the primacy of language, the balance between language and content, assessment, the spectrum of learners in immersion programmes, and the sociopolitical context of immersion schooling. Within each of these themes, teachers described the particular challenges of immersion teaching and illuminated the complexity of immersion classrooms on a microlevel. The authors suggest that, in a complex setting where the learning of curricular content and second language acquisition are expected to develop concurrently, teachers are in a unique position to add to knowledge of immersion schooling.

01–70 Walker, John (Massey U., Palmerston North, New Zealand). ESOL teachers as service providers. *Prospect* (Macquarie U., Sydney, Australia), **15**, 1 (2000), 23–33.

The application of business concepts to the Teaching of English to Speakers of Other Languages (TESOL) is a contentious issue. This paper argues that, while ESOL teachers are perceived principally as educators and linguists, the fact that most TESOL institutions are essentially commercial service operations suggests that ESOL teachers should also be regarded as *service providers*. ESOL teachers have a number of fundamental roles in common with front-line service providers in a range of service industries, namely, *participant/co-communicator, organiser/manager, controller* and *resource/ consultant adviser.* They also share a number of essential communicative, interpersonal and reflective/analytical skills. The perception of the service interaction as akin to a theatrical production is particularly applicable to ESOL teacher-student interactions. ESOL teacher work is therefore seen to fit comfortably within the dimensions of classical services theory and practice. ESOL teachers as service providers are largely responsible for the generation of functional quality within TESOL operations and, as such, can potentially create considerable competitive advantage for their firms. The implications are that key services management themes should characterise the management of TESOL operations and that ESOL teacher training and professional development should not be confined to such subjects as pedagogy alone but should also include elements of services theory and practice.

01–71 Weber-Newth, Inge (U. of North London, UK). German lectors at British universities: changing roles. *Language Learning Journal* (Rugby, UK), **21** (2000), 26–30.

Most modern language departments and German departments in British universities employ 'lectors'. They are native speakers, university graduates who come to Britain to stay for a limited period, their teaching assignments usually consisting of about 12 hours per week. This article compares the results of two separate surveys of lectors and heads of German in the UK carried out in 1984 and 1994. The lector's role in the early 1980s was academically limited, with an emphasis on 'free conversation' and social activities with students. A new emphasis on language skills and changes in course structure and content have led to the lector's role becoming more fully defined and academically meaningful. With the financial support of German and Austrian cultural institutions (the Deutscher Akademischer Austauschdienst and the Austrian Cultural Institute) lectors are increasingly employed as language specialists with other significant teaching duties.

01–72 Williams, Helen and Thorne, David (U. of Wales Lampeter, UK; *Email*: h.williams@lamp.ac.uk). The value of teletext subtitling as a medium for language learning. *System* (Oxford, UK), **28**, 2 (2000), 217–28.

This article describes a pilot study which aimed at gaining insights into how language learners might benefit from training in interlingual subtitling. With the growth in digital broadcasting which will allow for TV and film productions to be shown with a wide choice of subtitles in many languages, there is considerable demand for skilled subtitlers, working in various language combinations, in this specialised medium. Even for students who have no desire to work in the media, the combination of aural, visual and written elements

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required in order to subtitle competently makes it unique as a language-learning tool. This study showed that students' communication competence in both first and second language improved while they simultaneously mastered transferable skills. The use of subtitling is limited, however, mainly due to the cost and time-consuming nature of the training. It is proposed that more practically-based and vocationally-orientated courses, similar to subtitling, would be of benefit to language undergraduates and would contribute to increased motivation in second language acquisition.

01–73 Yang, Jie Chi and Akahori, Kanji (Tokyo Inst. of Technology, Japan; *Email*: yang@src.ncu.edu.tw). A discourse structure analysis of technical Japanese texts and its implementation on the WWW. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 2 (2000), 119–41.

This paper deals with a discourse structure analysis of technical Japanese texts for developing a Japanese writing Computer Assisted Language Learning (CALL) system whose goal is to assist students in learning to write technical Japanese texts. To analyse the texts, cohesive expressions are used as cue words; the rules for the analysis are based on micro-level and macro-level information, namely cohesive expressions and headlines. A CALL system for helping foreigners to learn to write technical Japanese texts is under development using natural language processing (NLP) techniques. This paper describes a completed part of the work, which is a CALL system that can be used for automatically detecting headlines and cohesive expressions of technical Japanese texts on any World Wide Web (WWW) browser. This approach can be considered as a new means of language learning for the future. Furthermore, a system evaluation is conducted to evaluate the performance of the system. The results of this evaluation show that the system obtained a high degree of accuracy on extraction of cohesive expressions and headlines by using the revised rules set proposed in this study.

01–74 Zéphir, Flore (U. of Missouri-Columbia, USA). Focus on form and meaning: perspectives of developing teachers and action-based research. *Foreign Language Annals* (New York, USA), **33**, 1 (2000), 19–30.

This article argues against a unidirectional model of foreign language learning whereby only theories and hypotheses generated from second language acquisition (SLA) research influence language teaching and classroom practices. On the contrary, research generated from classroom settings should help shape classroom practices and SLA theories. To further the debate, the perspectives of practitioners who – unlike theoreticians – assume the bulk of language instruction (be it at the secondary or postsecondary level) are introduced. By raising the 'silent voices' of developing practitioners – and taking their views into account as empirical data – new light can be shone on the central question of focus on form versus focus on meaning. Furthermore, it is argued that action-based research, with practitioners involved in the data collection process, is a viable option for obtaining both the qualitative and quantitative information needed to make any kind of foreign language education model useful. Finally, several research questions which constitute fertile ground for investigation by developing (and actual) teachers, and which address their needs directly, are presented.

Language learning

01–75 Adair-Hauck, Bonnie (U. of Pittsburgh, USA; *Email*: adairhauck@mindspring.com), **Willingham-McLain, Laurel and Youngs, Bonnie Earnest**. Evaluating the integration of technology and second language learning. *CALICO Journal* (San Marcos, TX, USA), **17**, 2 (2000), 269–306.

This article reports the findings of a program evaluation project which assessed the integration of technology-enhanced language learning (TELL) into a second semester, college-level French course. Thirty-three French II students participated in the study. Students in the treatment group met with the instructor three days a week and, for the fourth class, participated in TELL activities. The control group met with the instructor four times a week. Both groups had the same instructor, textbook, and ancillary materials. The article reports on student performance in French for listening, speaking, reading, and writing skills, and on their cultural knowledge. Findings indicate that the students in the treatment group performed equally well as the control group in listening and speaking and better on reading and writing achievement measures. The study also includes findings regarding student motivation, anxiety, and perceptions on meeting the language learning goals students set for themselves. The results may be interpreted that it is both feasible and desirable to integrate, in principled ways, TELL activities into the language learning curriculum.

01–76 Bellingham, Linda (UNITEC Inst. of Technology, Auckland, New Zealand; *Email*: Bellingham@unitec.ac.nz). Language acquisition after forty: a review of the literature. *Babel (AFMLTA)* (North Adelaide, Australia), **35**, 1 (2000), 24–27, 32.

Adults in their middle years are increasingly embarking on learning new languages for a variety of reasons, but there is a widespread belief that they will progress less well than younger learners. Three observations stand out in this review of the literature: findings on the question of age in second language acquisition (SLA) are inconclusive and even controversial; there are no

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