

---

# Language learning and teaching – theory and practice

---

## Language teaching

**97-422 Atkinson, Dwight** (Auburn U.). A critical approach to critical thinking in TESOL. *TESOL Quarterly* (Alexandria, VA), **31**, 1 (1997), 71–94.

This article presents four more-or-less independent reasons why TESOL (Teaching English to Speakers of Other Languages) educators should be cautious about adopting critical thinking pedagogies in their classrooms: (a) critical thinking may be more of the order of a non-overt social practice than a well-defined and teachable pedagogical set of behaviours; (b) critical thinking can be and has been criticised for its exclusive and reductive character; (c) teaching

thinking to nonnative speakers may be fraught with cultural problems; and, (d) once having been taught, thinking skills do not appear to transfer effectively beyond their narrow contexts of instruction. A more recently developed model of cognitive instruction, *cognitive apprenticeship*, is then briefly discussed as a possible alternative to more traditional thinking skills pedagogies.

**97-423 Bejarano, Yael** (The Open U., Tel Aviv) **and others**. The skilled use of interaction strategies: creating a framework for improved small-group communicative interaction in the language classroom. *System* (Oxford), **25**, 2 (1997), 203–14.

This paper reports a study which focused on the need to provide learners of English as a second/foreign language with preparatory training to ensure more effective communicative interaction during group work in the language classroom. It is suggested that one way to improve such interaction is to increase students' use of Modified-Interaction and Social-Interaction Strategies. 34 students in two eleventh-grade classes in a comprehensive high school in Israel participated in the study: they were

designated as a control group and an experimental group which were both involved in similar cooperative group-work activities as part of their English instruction, but the experimental group had special training in the suggested Interaction Strategies. The findings, based on descriptive statistics, indicate that, as a result of the training, the experimental group used significantly more Modified-Interaction and Social-Interaction Strategies, and that this improved their communicative interaction in small groups.

**97-424 Benati, Alessandro** (Queen Mary & Westfield Coll., U. of London). L'insegnamento comunicativo della lingua (ICL) nel corso di lingua straniera: un modello di insegnamento. [Communicative language teaching (CLT) in a foreign language course: a teaching model.] *Tuttitalia* (Rugby), **14** (1996), 3–7.

This paper looks at how a communicative component might be introduced in the teaching of Italian to beginners at university. Many practitioners of CLT concentrate on the message rather than the form. Research has shown, however, that awareness of form can help to achieve fluency. The approach of the course described here was to enable students to become aware of the form of a structure and of its

appropriate use in context before proceeding to activities promoting fluency. Examples are given of communicative activities at the three main stages of presentation, practice and production. It is concluded that the realisation of communicative skills in a learner is a long process, but that in a communicative course it can be helped by the introduction of some reflection on language structure.

**97-425 Bikić, Gorana** (Zagreb U.) Računalo u nastavi francuskog jezika (s posebnim osvrtom na pisanje i čitanje). [The computer in teaching French (with special emphasis on writing and reading).] *Strani Jezici* (Zagreb), **25**, 3-4 (1996), 173-9.

This article deals with the role of the computer in teaching French, with special emphasis on teaching writing and reading. The reading skill is viewed from the standpoint of reinforcing reading speed and comprehension, while writing is approached with respect to orthographic rules and text composition. Examples are presented of such use of the computer in France, as well as the author's own experiences with undergraduate students of French. In some of the described cases the computer use follows, in a general sense, traditional techniques of material pre-

sentation and practice (e.g. in teaching orthography); even in such cases, however, the computer's impact is relevant in that it facilitates an individualised approach to teaching, immediate error correction and continuous learner involvement. In other examples, the computer introduces new dimensions into teaching (e.g. in practising reading speed), primarily due to the dynamics of the picture on the screen. The author concludes that the potential of computer use in teaching reading and writing is worthy of attention and further exploration.

**97-426 Boughey, Chrissie** (U. of Zululand). Learning to write by writing to learn: a group-work approach. *ELT Journal* (Oxford), **51**, 2 (1997), 126-34.

Attempts to use the mainstream curriculum of tertiary institutions to develop reading and writing skills can often be problematic, partly due to the large numbers of students in many classes, and partly the reluctance of mainstream lecturers to transfer the time they previously devoted to the delivery of content to the development of skills. This article discusses the relationship of writing to learning as a means

of motivating lecturers to develop language-related skills, and describes a writing process aimed at overcoming the problem of large numbers by getting students to write in groups. Subjects were 30 first-year university students in a multilingual class which was divided into five homogeneous groups to carry out a writing task.

**97-427 Bruton, Anthony** (Sevilla U.). In what ways do we want EFL coursebooks to differ? *System* (Oxford), **25**, 2 (1997), 275-84.

The aim of this article is to identify those dimensions deemed to be lacking in most current adolescent/adult EFL (English as a Foreign Language) coursebooks whose main purpose is defined as being for developmental language learning in instructed social contexts. Given this, students are assumed to take two major roles in foreign language courses: those of communicator and learner. Factors relevant to the communicator role are developed under the headings of roles/identities, topics and student

contributions, while the learner role includes the factors categorised under itemisation in reception and production, learner contributions and criteria for advancement. Basically, the questions revolve around whether the students are allowed to be themselves, and if the learning is genuinely contextualised and progressive. The conclusion is that most coursebooks fail on both counts, and that, since coursebooks are so central to EFL teaching, they should also be much more central to theoretical EFL debate.

**97-428 Carrell, Patricia L. and Carson, Joan G.** (Georgia State U.). Extensive and intensive reading in an EAP setting. *English for Specific Purposes* (Oxford), **16**, 1 (1997), 47-60.

This article argues for the need for both intensive and extensive reading in an EAP (English for Academic Purposes) reading curriculum, and further argues that a principled curricular approach to combining both is through Task-Based Language Teaching (TBLT). Given the need for academic preparation programmes that focus on college and university requirements so that students are taught

literacy skills which are transferable to academic contexts, it is argued that both intensive and extensive reading are necessary to prepare students for the task and texts they encounter in college. Intensive reading with a focus on skills/strategies instruction has been shown to yield positive effects on second language reading. Students also need the practice of extensive reading in order to orchestrate, coordinate and apply

intensively acquired skills/strategies over the larger texts and multiple reading sources required in all academic course work. TBLT, which focuses on specific tasks, such as evaluated products in academic contexts (e.g. test-taking, report writing), allows students

to acquire relevant skills and strategies in the context of tasks they will eventually encounter in academic courses. It is claimed also that TBLT provides a principled approach to the determination of relevant content.

**97-429 Chávez, Carmen L.** (Clemson U.). Students take flight with Daedalus: learning Spanish in a networked classroom. *Foreign Language Annals* (New York), **30**, 1 (1997), 27-37.

Incorporating computer technology is time-consuming and may be challenging for the language instructor, but bringing technological innovation to the second language classroom can enhance student interest and learning. This article suggests that teachers can benefit from the advances made in Writing Across the Curriculum programmes, and describes the use of Daedalus Integrated Writing Environment (DIWE) in the networked computer classroom to

teach Spanish grammar and composition. Two advantages cited for using computers as a medium for teaching a second language are to increase the amount of writing done and to train students to use computers in their discipline. It is claimed that the use of DIWE not only exposes the teacher to an innovative way of teaching grammar in the composition course, but also makes for a seamless introduction to concepts that the students will find useful.

**97-430 Christin, Régis** (Centre de Linguistique Appliquée, Besançon). Le projet pédagogique en français. [Projects and the teaching of French.] *Le Français dans le Monde* (Paris), **288** (1997), 24-8.

Since the 1980s projects have come to play an increasingly important role in French education and have contributed to breaking down the barriers between the different subjects. The different types of project are described and analysed, together with the skills they require (including linguistic and French language skills), their relationship with other disciplines, how they fit in to the syllabus, how they are

managed and evaluated, and their motivating aspects. The production of a tourist guide in French is used as an illustrative example. It is concluded that new and innovative projects can help to open up the teaching of French as a foreign language (FLE), setting it in a broader context, and so can stimulate or revive interest in FLE in certain countries.

**97-431 Clennell, Charles** (U. of South Australia). Raising the pedagogic status of discourse intonation teaching. *ELT Journal* (Oxford), **51**, 2 (1997), 117-25.

At the heart of many cross-cultural misunderstandings lie problems associated with intonation features of learner English. Failure to make use of the appropriate pragmatic discourse features of English intonation may result in serious communication breakdown between native and non-native speakers of even advanced levels of proficiency. This article sets out a case for teaching such features to overseas students studying on tertiary-level ELT (English lan-

guage teaching) courses, in order to improve cross-cultural communication at both receptive and productive stages. Drawing on data from advanced level EAP (English for Academic Purposes) learners, it advocates a systematic approach to the teaching of the pragmatic and discourse functions of English intonation through a consciousness-raising methodology that uses authentic academic oral texts.

**97-432 Crookes, Graham**, (U. of Hawai'i, Manoa). What influences what and how second and foreign language teachers teach? *The Modern Language Journal* (Madison, WI), **81**, 1 (1997), 67-79.

This article discusses a number of influences on second language (L2) teachers and their teaching. The social context of teaching, i.e. aspects of the educational system and the teaching institution, are seen as

major concerns when examining issues of L2 teachers' professionalism and training. It is claimed that often teaching offers practitioners less autonomy than comparable professions and that teachers may

be prevented from developing professionally because of the constraints and restraints imposed by managerial and administrative frameworks. Administrative and professional support for teacher development are therefore seen as an important means of improving classroom practice. Despite the criticisms directed at teacher education and research in recent years, these

two processes are considered crucial for the development of dynamic learning institutions. Finally, it is suggested that a critical applied linguistic approach to language and L2 education is needed. By taking into account political factors and power-related issues, L2 teachers can be involved in determining how language teaching is constructed.

**97-433 Crookes, Graham** (U. of Hawai'i). SLA and language pedagogy: a socioeducational perspective. *Studies in Second Language Acquisition* (New York), **19**, 1 (1997), 93-116.

The connection between SLA research and second and foreign language (S/FL) teaching is discussed in this paper, from the viewpoint that such a relationship is desirable and that it is advantageous to see it as one mediated by a variety of factors. At the same time, it is asserted that the relationship is presently often weaker than it should be. The conditions under

which S/FL language teaching takes place are identified as strongly contributing to this state of affairs, though other aspects of SLA research that might have limited its relevance to teaching are also considered. A call is made for empirical studies into the use by teachers of research.

**97-434 de Pietro, Jean-François and Muller, Nathalie** (I.R.D.P., Neuchâtel). La construction de l'image de l'autre dans l'interaction: des coulisses de l'implicite à la mise en scène. [Constructing the image of the other in interaction: from behind the scenes to centre stage.] *Bulletin Suisse de Linguistique Appliquée* (Neuchâtel, Switzerland), **65** (1997), 25-46.

This paper examines the way representations of Swiss Germans are discursively constructed in the German-teaching classroom in French-speaking Switzerland. Negative attitudes towards a language have been found to be linked to negative stereotypes of the speakers; this study examines the way these stereotypes function discursively and asks whether pedagogic practices can alter discursive representations. Using methods from social psychology, discourse analysis and conversational analysis, researchers analysed four types of data gathered in a high school on the French-/German-speaking border: questionnaires, general classroom observations, observations of specific pedagogic activities (suggested by the researchers) where students explicitly

discussed stereotypes, and interviews with teachers and students. Stereotypical representations of Swiss Germans were seen at work in most classroom activities, in particular mediating students' attitudes towards the German language. In class discussion, students tended to distance themselves from the use of stereotypes, but there was an underlying resistance to change, with old stereotypes still drawn upon and new ones constructed. This resistance is explained by the construction of group identity entailing construction of 'the other', for which stereotypes are a necessary tool. It is suggested that pedagogic practice be directed towards raising students' awareness of stereotypes and their effect on language attitudes.

**97-435 Dodds, Dinah** (Lewis and Clark Coll.). Using film to build writing proficiency in a second-year language class. *Foreign Language Annals* (New York), **30**, 1 (1997), 140-7.

While the proficiency movement has produced numerous books and articles that deal primarily with oral proficiency, little has been published on the subject of writing proficiency. This article describes the writing curriculum for the first semester of a second-year German course, designed using the *ACTFL* (American Council on the Teaching of

Foreign Languages) *Proficiency Guidelines* as a framework. A traditional review grammar gives students practice manipulating words and sentences while films provide the context for creative, communicative writing. By the end of the semester, all students have mastered Intermediate-level functions, while many can perform at the Advanced level.



**97-436 Elliott, A. Raymond** (U. of Texas, Arlington). On the teaching and acquisition of pronunciation within a communicative approach. *Hispania* (Greely, CO), **80**, 1 (1997), 95-108.

In the United States, the Communicative Approach has been the focus of much intellectual debate resulting in numerous studies examining the acquisition of the four language skills. Although the acquisition of certain morphological structures and discourse strategies has received attention, studies on the acquisition of target language pronunciation have lagged behind. Recent research examining phonological instruction indicates that improvement in pronunciation for adult foreign language learners is possible by employing a multimodal methodology designed to account for individual learning style

variation. An extension of this research, involving 66 undergraduate students enrolled in an intermediate Spanish course, examines experimental subjects' overall improvement in pronunciation accuracy; pinpoints specific areas where pronunciation instruction appears to be most beneficial (e.g., discrete-word repetition, sentence repetition, discrete-word reading, and free speech); and determines natural phoneme classes and specific allophones that improved as a result of phonological instruction. The findings have implications for current communicative approaches.

**97-437 Flowerdew, John and Miller, Lindsay** (City U. of Hong Kong). The teaching of academic listening comprehension and the question of authenticity. *English for Specific Purposes* (Oxford), **16**, 1 (1997), 27-46.

This paper seeks to show a range of insights that can be gained for EAP (English for Academic Purposes) listening comprehension pedagogy from the analysis of a representative authentic lecture. Based on a small survey of academic listening textbooks, the salient features identified in the lecture are found to be

absent from the textbooks. EAP listening instructors, it is argued, need to supplement their commercial texts by exposing their students to authentic lectures; only in this way can they prepare them effectively for authentic academic listening.

**97-438 Gray, Carol** (U. of Birmingham). IT in the West Midlands – facts and views. *Language Learning Journal* (Rugby), **15** (1997), 52-9.

A questionnaire on the use of IT in language teaching was sent to 250 randomly selected secondary schools (comprehensive, selective, mixed, single sex, inner city, suburban, rural) in the West Midlands, UK, in order to discover what heads of department thought about: the facilities available; the regularity of their use, who used them and when; school policy; students' attitudes; the software available; teacher support; and training needs. Eighty-seven

replies were received. Some respondents were sceptical about computers and language teaching, but the majority were cautiously positive. It is concluded that those who seek to promote IT in teaching languages should address teachers' real needs and concerns, particularly as regards support and training, rather than give them superb but unrealistic examples they cannot hope to emulate in present circumstances.

**97-439 Green, C. F., Christopher, E. R. and Lam, J.** (Lang. Centre, Hong Kong U. of Science and Tech.). Developing discussion skills in the ESL classroom. *ELT Journal* (Oxford), **51**, 2 (1997), 135-43.

Discussion skills are often undeveloped in the English as a second/foreign language classroom. A solution adopted by many teachers involves the use of structured or guided discussions; typically, however, these provide a framework within which learners are constrained to operate, and where they have little direct involvement in the discussion process. This article argues for the use of a learner-centred

and cognitive approach, which operates at three stages: at the pre-discussion stage, students choose and organise their own topics; during the discussion itself, they carry out peer and self-observation and evaluation; and at the post-discussion stage, they analyse their findings. It is argued that this approach is likely to produce more positive results for both learner and teacher.

**97-440 Harvey, Christine J.** (Wellfield Comprehensive Sch., Co. Durham). Developing the European dimension – a school initiative. *Language Learning Journal* (Rugby), **15** (1997), 36–9.

This article describes a project to develop European awareness across the curriculum at a large school in the industrial North East of England, where attitudes to Europe are traditionally sceptical and pupil horizons typically somewhat limited. A working party planned a whole school approach, and links were set up with schools in France, Germany and Slovakia. Staff from four subject areas developed programmes with the French school based on the 50th anniversary of D-Day, including a visit to the landing sites. In Germany, a work experience programme for Year 10 pupils enabled them to use their language skills abroad

in a working environment. High-profile events for individual year groups were held at the school to involve the maximum number of pupils, staff and visitors. 200 pupils, many of whom had never been abroad before, made a school visit abroad during the year. All staff were involved in planning, and are now sharing their experiences with other schools through in-service training days. Appreciation has also come from the business community in the region, and the school aims to build on its successes by nurturing partner school links, adding to resources and incorporating a European dimension into schemes of work.

**97-441 Hirvela, Alan** (Ohio State U.). 'Disciplinary portfolios' and EAP writing instruction. *English for Specific Purposes* (Oxford), **16**, 2 (1997), 83–100.

In the 1990s, there has been an emerging interest among second language (L2) compositionists, especially those operating in a context of English for academic or specific purposes in the needs of what has been called a relatively understudied but growing group: NNS (non-native speaker) graduate students. These students face the often daunting task of learning how to read and write effectively within a specific discourse community whose expectations and practices may well seem difficult to identify, let alone control as

L2 academic writers. Helping these NNS writers function successfully within their chosen discourse communities involves, among other tasks, finding ways of sensitising them to the demands and tendencies of those communities. This paper discusses the contributions portfolios can make within a discourse community awareness framework through a 'disciplinary portfolio' pedagogy. The paper outlines the case for such a pedagogy and describes a teaching situation in which the disciplinary portfolio has been employed.

**97-442 James, Carl** (U. of Wales, Bangor). A cross-linguistic approach to Language Awareness. *Language Awareness* (Clevedon), **5**, 3/4 (1996), 138–48.

Although mother tongue and foreign language teaching and learning have much in common, there is little evidence that teachers exploit the relationship in any systematic way. This paper revives Eric Hawkins' idea of a language studies *trivium* where Language Awareness activities should fill the 'space between' the learner's two languages. A distinction is drawn

between awareness and consciousness of language, and cross-linguistic relationships are suggested to be a major, yet unexploited source of input salience strengthening, evidence being adduced from natural bilinguals' metalinguistic activities. Suggestions for the classroom are outlined.

**97-443 Jones, Colin** (France Telecom, Montpellier) and **O'Brien, Teresa** (U. of Manchester). The long and bumpy road to multi-media: hi-tech experiments in teaching a professional genre at distance. *System* (Oxford), **25**, 2 (1997), 157–67.

Developments in distributed data processing technologies have made available a range of scenarios for distance learning. This article considers pedagogical questions that need to be addressed in order to satisfy students' psychological needs for a social dimension to their training. The discussion is illustrated by reference to two hi-tech experiments in teaching the professional genre of minute-writing. The article shows how even a well-balanced programme with

interaction between virtual learners may not guarantee high participation rates and completed programmes of instruction. It is suggested that learners may allow desk-top production tasks to have priority with a concomitant risk that the interpersonal elements of multi-media based training are *crowded out*. In conclusion, it is argued that learners will need encouragement to acquire new attitudes and reflexes before these new training technologies come of age.

**97-444 Knutson, Elizabeth M.** (U.S. Naval Academy). Reading with a purpose: communicative reading tasks for the foreign language classroom. *Foreign Language Annals* (New York), **30**, 1 (1997), 49-57.

Recent reading research has shown that reading comprehension is a function of both text- and reader-based factors. This paper focuses on the reader-based factor of purpose, beginning with a review of research which demonstrates that reading texts with a particular purpose or perspective facilitates comprehension and increases reader interest. The paper suggests approaches to the teaching of texts that provide

learners with purpose, including student-generated text collections, communicative tasks with reading components, and prereading tasks for readings in literature or civilisation. Finally, the paper argues that the concept of purpose provides a useful organising principle for the coordination of reading instruction across the foreign language curriculum.

**97-445 Lauterborn, Wanda** (The American Grad. Sch. of Internat. Management). Using multimedia to teach business Spanish. *Journal of Language for International Business* (Glendale, AZ), **8**, 1 (1997), 32-40.

In a pilot course at the author's institution, multimedia is used to teach intermediate business Spanish. The course is based on the graduate business student's need to develop communication skills and cultural competence for doing business in a technology-driven global economy. The study weighs the challenges and benefits of using instructional technology to teach business Spanish. Among the major challenges identified in the study are the need for: (1) technical support to keep equipment and software operational; (2) technical training for

the instructor to effectively use the new programs; (3) administrative support to make necessary purchases and reward effort given to curricular reform; and (4) quality instructional materials. The benefits of using technology consist of: bringing state-of-the-art technology to the classroom; professional development for the faculty member; learner motivation; and development of communication skills and cultural knowledge. Learning outcomes for students and teacher are deemed to justify the effort necessary for technology-based curricular reform.

**97-446 LeBlanc, Leona B. and Lally, Carolyn G.** (Florida State U.). Making the transition from secondary to postsecondary Spanish study: achieving consistency in college placement for Florida's students. *Hispania* (Greely, CO), **80**, 1 (1997), 124-35.

The transition of students between secondary and postsecondary levels of foreign language study presents a host of problems for all parties involved: instructor, student, and administration. Although several states have begun to address this issue, Florida, with its surging growth rate and high population of Spanish speakers and students, has remained conspic-

uously absent in this discussion. Recently, steps have been taken to review the articulation issue in Florida. The striking inconsistencies found among placement procedures used in the state's universities and community colleges suggest an urgent need for discussion, study, and collaboration.

**97-447 Lee, Lina** (U. of New Hampshire). Using portfolios to develop L2 cultural knowledge and awareness of students in intermediate Spanish. *Hispania* (Greely, CO), **80**, 2 (1997), 355-67.

In spite of many efforts and contributions from previous researchers, the need for a systematic and consistent approach to teaching culture is still unmet. This pilot study involving 52 students in intermediate Spanish claims that the portfolio is a meaningful way to integrate language and culture in a structure that provides opportunities for students to learn about foreign culture while using other skills: reading, listening, writing and speaking. In addition,

resources from the Internet, such as Gopher, World Wide Web, and Listservs have great potential for cultural learning outside the classroom. The author advocates that foreign language teachers should be encouraged to explore and experiment with portfolios in other content areas of language learning, since producing a portfolio involves higher-order cognition as well as all four communicative language skills.

**97-448 Leki, Iлона** (Tennessee U.) **and Carson, Joan** (Georgia State U.). 'Completely different worlds': EAP and the writing experiences of ESL students in university courses. *TESOL Quarterly* (Alexandria, VA), **31**, 1 (1997), 39-69.

One source of information that should inform decisions about English for Academic Purposes (EAP) writing courses is students' experience in those courses and beyond. A survey by the authors of ESL (English as a Second Language) students in the U.S. has indicated that they experience writing differently depending on the source of information drawn on in writing a text: general world knowledge or personal experience; a source text or texts used as a springboard for ideas; or a source text (or other external reality), of which the student must display knowledge of the content. This article, based on interview

data, reports on how ESL students experience writing under each of these conditions in their EAP writing classes and their academic content classes across the curriculum. The findings suggest that writing classes require students to demonstrate knowledge of a source text much less frequently than other academic courses do. It is argued that EAP classes that limit students to writing without source texts or to writing without responsibility for the content of source texts miss the opportunity to engage them in the kinds of interactions with text that promote linguistic and intellectual growth.

**97-449 Lessard-Clouston, Michael** (Kwansei Gakuin U.). Chinese teachers' views of culture in their EFL learning and teaching. *Language, Culture and Curriculum* (Clevedon), **9**, 3 (1996), 197-224.

Although there is an emphasis on culture in English as a Foreign Language (EFL) education, a review of the literature reveals a lack of empirical research on this topic. The article aims to help fill this gap with a case study of one context: EFL in China. The paper first describes relevant background from the literature and then outlines a descriptive case study of 16 Chinese EFL teachers' views of culture in both their EFL learning (during a summer intensive EFL teacher training programme) and teaching (at the middle school level). The participating teachers/

learners were interviewed towards the end of their programme, and their answers provide the data for this study. The findings reveal participants' major support for the role of culture in their EFL learning, but also suggest the need for a greater understanding of how to incorporate culture into their own EFL classes. The findings also suggest that more needs to be done for culture to be incorporated more explicitly into the EFL curriculum, and that more research is needed into this complex yet important aspect of EFL education.

**97-450 Littlewood, William** (Hong Kong Poly. U.). Academic writing in intercultural contexts: integrating conventions and personal voice. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **1**, 1 (1996), 1-18.

There is often a tension in education between the need to teach predetermined skills required for social life and the wish to facilitate individual growth towards self-fulfilment. In intercultural communication there is often a similar tension: the adoption of unfamiliar externally-determined conventions may help gain acceptance from members of a second-language (L2) society, but may conflict with forms of self-expression which derive from the native-language culture. In writing academic English, for example, strict conformity to the supposedly linear nature of English rhetorical patterns may leave insufficient space for L2 students to find their own voice.

Conversely, self-expression which ignores these conventions may result in ineffective communication and failure to be accepted. In order to reconcile these potentially conflicting demands, the author suggests that the teaching of English academic writing to L2 students be guided by a model which emphasises the joint interactive nature of writing and reading. Course design should start from principles which govern effective writing in all contexts; and, in the academic context, such principles should lead students naturally to consider alternative discourse patterns not as rigid conventions, but as ways of improving communication with their readers.



**97-451 Madarić, Renata** (Srednja strukovna škola, Varaždin). Dječje usvajanje vještina čitanja i pisanja u nastavi engleskog jezika u ranoj dobi. [Development of reading and writing skills in the Zagreb early EFL learning project.] *Strani Jezici* (Zagreb), **25**, 3-4 (1996), 190-205.

In recent years there has been a tendency to introduce foreign language learning in schools as soon as possible. This article supports this practice, reporting the results of a research project conducted on a sample of children who had studied English since the first grade in one primary school in Zagreb. The children's knowledge was tested and the results were analysed by enumerating the most common mistakes

and explaining why the children made them. There are also a number of suggestions for different strategies that teachers could use when they work with children. These results can be regarded as a kind of reward to the teachers who worked with those children and can also provide additional motivation in their future work.

**97-452 Manley, Joan H.** (U. of Texas, El Paso) and **Calk, Linda** (Ysleta Independ. Sch. District, El Paso). Grammar instruction for writing skills: do students perceive grammar as useful? *Foreign Language Annals* (New York), **30**, 1 (1997), 73-83.

With the emergence of communication as a goal for second language instruction, the role of grammar in support of communicative goals is being re-examined by the language teaching community. This article describes a classroom-based study to determine the perceptions of language students themselves regarding grammar instruction, specifically as it relates to the writing skill. Issues involved in defining a role for grammar study are first discussed. The study is then described, including excerpts from student essays and explanations of classroom lessons used to teach grammar points using a communicative

approach. Subjects were university students enrolled in a junior level Advanced French Composition course. The results are then presented: student questionnaires indicated that a majority perceived the grammar instruction they received as beneficial to their writing skills; a statistical comparison of the grammar errors in their compositions supported this view, at least for three of the four grammar points under focus. The authors recognise the limited generalisability of the present study, and recommend further research of a similar nature on the topic of grammar instruction.

**97-453 Markee, Numa** (U. of Illinois). Second language acquisition research: a resource for changing teachers' professional cultures? *The Modern Language Journal* (Madison, WI), **81**, 1 (1997), 80-93.

This article situates the role that second language acquisition research can potentially play in promoting change in teachers' methodological beliefs and practices. Drawing on an area of sociological enquiry known as diffusion of innovations research, the article first reviews a theoretical framework for understanding change in language education, which is

constructed by asking the question 'Who adopts what, where, when, why, and how?' The article then discusses the practical applications of this framework with reference to what needs to be done if the innovation of task-based language teaching is to become part of the mainstream in language education.

**97-454 Master, Peter** (San Jose State U.). The English article system: acquisition, function, and pedagogy. *System* (Oxford), **25**, 2 (1997), 215-32.

The teaching of the English article system is a somewhat controversial proposition, with a belief in some quarters that such instruction will have no useful long-term effect. This paper argues that focus-on-form instruction is necessary and can be effective; and, based on this argument, it describes the acquisition, frequency, and function of the English articles (*a*,

*the*, and  $\emptyset$ , the zero article), and suggests a framework for their presentation in the classroom. The two types of zero articles (zero and null) are explained, and it is shown how these occur in alternation with *a* and *the*. A framework is then provided for the classroom presentation of the articles at the three general levels of beginning, intermediate and advanced proficiency.

**97-455 Mateva, Galya** (Technical U. of Sofia). The on-going role play in suggestopedia. *Language Learning Journal* (Rugby), **15** (1997), 26-30.

This article examines the use of *on-going* role play in suggestopedia classes as opposed to the *occasional* role play characteristic of communicative language teaching. On-going role play resembles a simulation: teacher and students assume roles at the beginning of a programme, which they retain and develop as the course progresses, allowing students to create a new reality for themselves. All second language activities are integrated into the framework of these new realities, ensuring continuous interaction and negotiation of meaning in the target language. The teacher's role is considered vital for maintaining the role play and is

clearly defined within the methodology: s/he is compared to a stage director who manages and facilitates communicative events and is responsible for balancing the needs for fluency and accuracy. Although occasionally students may be reluctant to adopt a new identity, or the desire to communicate may result in the production of impoverished or unnatural language, the author suggests that on-going role play promotes language acquisition and contributes to students' social and personal development. The approach is also advocated for use by trained practitioners in non-suggestopedic classes.

**97-456 McNeill, Arthur** (U. of Hong Kong). Vocabulary knowledge profiles: evidence from Chinese-speaking ESL teachers. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **1**, 1 (1996), 39-63.

This paper reports the results of a study which investigated aspects of the English vocabulary knowledge of two groups of Chinese-speaking ESL (English as a Second Language) teachers, one from Hong Kong, the other from Beijing. The study looks, in particular, at the extent to which teachers understand the lexical content of teaching materials. Five tests were constructed based on 30 vocabulary items from a text used to teach English in secondary schools (Form 6) in Hong Kong. For both groups, knowledge of formal aspects of vocabulary outweighed

semantic knowledge. The Hong Kong teachers were able to explain the meaning of just under half of the words tested, which suggests that many teachers have a poor grasp of the meaning of the lexis which occurs in their reading texts. Interestingly, the Hong Kong teachers' scores on a sentence production task were slightly higher than on tests of word meaning. This phenomenon suggests that the ability to produce convincing sentences in L2 may not be a reliable indicator of learners' understanding of the language produced.

**97-457 McWilliam, Norah** (Bradford and Ilkley Coll.). Lexical meaning in the multilingual classroom: the Word-Weaving project. *Language, Culture and Curriculum* (Clevedon), **10**, 1 (1997), 14-29.

Word-meaning is an area that has been neglected in research on teaching and learning in an additional language. Poor command of English lexicon is a major factor in under-achievement for many UK children whose access to the curriculum is through the medium of English as an Additional Language (EAL). In many UK primary schools teaching approaches miss opportunities to apply knowledge available in several theoretical fields. By taking word-meaning as a focus of concern, elements from semantics and from first language development and

cognition may be combined to develop better understanding of EAL pupils' linguistic needs. This paper reports on a small-scale, primary classroom-based project, *Word-Weaving*, which identifies a set of strategies to manage classroom discourse in ways designed to give words and their meanings particular kinds of attention. In this project, target word-meanings related to learning objectives in the UK National Curriculum topics were explored by teachers, EAL pupils and their families, and an example of this process is described.

**97-458 Morgan, Carol** (Bath U.). The interview as a measure of cultural competence: a case study. *Language, Culture and Curriculum* (Clevedon), **9**, 3 (1996), 225-42.

A set of native French speakers' student interviews undertaken during a project encompassing the teaching of cultural awareness at upper secondary level, was analysed to assess the students' cultural competence. The main difference between students'

performances was the level of inter-activeness or ability to build from the interviewee's responses rather than interviewing from a pre-programmed agenda. Three different levels of competence are identified: *limited*, *adequate* and *high*, depending on

the interviewer's responsiveness. These levels do not depend on the student's linguistic ability but rather on the ability to understand contexts from another point of view. The manner of interviewing appropriate to the interviewee's culture is not considered and would need to be supported by quite different kinds of research and teaching. The student in the interviews takes responsibility for the content, organisation and style of the interview and does not follow a

blind pre-set schedule. The pattern followed in oral proficiency interviews (where linguistic skill is measured) is reversed with student as interviewer and native speaker as interviewee. Quite different styles of interviewing seemed to be successful. The key factor was the student interviewer's ability to listen sensitively and respond appropriately, a key competence in cultural understanding.

**97-459 Murray, Garold and Kouritzin, Sandra** (U. of British Columbia). Re-thinking second language instruction, autonomy and technology: a manifesto. *System* (Oxford), **25**, 2 (1997), 185-96.

Based on their ongoing research and development activities, the authors examine the potential for autonomous learning programmes to address the problems of first (minority) language loss. The paper first outlines some of the personal, political, and practical arguments in favour of preventing first language loss during second language acquisition, particularly the cultural and cognitive advantages bilinguals enjoy. The second section explains how an autonomous learning programme in New Brunswick, Canada was able to address these issues by fostering the English as a Second Language (ESL) acquisition of French-

speaking school children without undermining the first language. Finally, the article discusses the implications of autonomous learning programmes, not only to assist in the preservation and maintenance of heritage and minority first languages, but also to expand and develop the prevailing notions of appropriate pedagogies for minority and second language education. By addressing current trends in ESL research, the article also examines how autonomous learning programmes can help to foster a more communal and holistic approach to education, one extending beyond the boundaries of the classroom.

**97-460 Naysmith, John** (Chichester Inst. of Higher Ed.) and **Palma, Albertina** (Escola Superior de Educação de Setúbal). Learning and teaching English in the Portuguese primary school. *Language Learning Journal* (Rugby), **15** (1997), 44-6.

Preliminary findings from an action research project on the teaching of English in Portuguese primary schools revealed great enthusiasm for a highly successful project. A seminar attended by all those involved (pupils, teachers, parents, organisers) suggested some reasons for this success: strong pupil motivation, the playful approach to learning the language, the perception of the importance of English as

a world language. The assumption that the ordinary primary school teacher is the best person to teach English at primary level was confirmed; they know their pupils well and are also the best placed to integrate English with other activities. Ownership of the project by the teachers and creating a space for teachers to work in have been instrumental in creating far-reaching change.

**97-461 Nuessel, Frank** (U. of Louisville). Second-year programmes for Italian in the 1990s: an examination of the current North American textbook market. *Italica* (Columbus, OH), **73**, 4 (1996), 529-62.

This article is a follow-up to Colussi Arthur's evaluation of first-year Italian textbooks [cf. abstract 96-372] and includes investigation of six second year books published up to 1995. Italian coursebooks are deemed to have changed greatly over the last decade, with flexible methodological content and a multi-module approach now the norm, and, typically, with accompanying teacher's guide, workbook, cassette, etc. Selected coursebooks are analysed, with tabular data used for comparative purposes, in terms of e.g. their methodologies, formats, structure, and lexical/grammatical content. Features such as cultural content, sequencing and the range of exercise

types are also considered, and it is suggested that the rational use of graphics/visual features (so-called 'pedagogical graphics') is also essential to the success of a coursebook. It is concluded that coursebook suitability ultimately depends on the demands of specific teaching environments, flexible published material being better suited to a variety of needs. Textbook selection ideally involves the informed participation of all teacher-users; and increased student awareness of 'value for money' has made this even more important, especially in consideration of the coursebook as a key tool for developing practical communicative ability in Italian.

**97-462 Nunan, David** (U. of Hong Kong). An organic approach to the teaching of grammar. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **1**, 1 (1996), 65-86.

Despite the advances that have been made in discourse analysis and the development of functional grammars, a decontextualised view of grammar persists in the popular imagination, in many textbooks, and in a great deal of pedagogical practice. The purpose of this paper is to examine the relationship between grammar and discourse, and to explore the implications of this relationship for language education. It is argued that the linear approach to language

acquisition which has dominated pedagogy is problematic, and does not reflect what is currently known about processes of acquisition. In place of the linear view, an 'organic' approach is advocated, which is suggested is more consistent with what is known about second language acquisition. The author then explores the pedagogical implications of this alternative approach.

**97-463 Paltridge, Brian** (Melbourne U.). Thesis and dissertation writing: preparing ESL students for research. *English for Specific Purposes* (Oxford), **16**, 1 (1997), 61-70.

Large numbers of ESL (English as a Second Language) students are undertaking degrees throughout the world where they are required to write a thesis or dissertation in English. These students often have difficulty in meeting the demands of the kind of writing required of them at this partic-

ular level. They are often unaware of the level of preparation writing a thesis or dissertation requires of them. This article describes a programme which aims to help ESL students prepare for thesis and dissertation writing by focusing on the thesis proposal as an important part of that process.

**97-464 Parle, Dennis J.** (U. of Houston). Current events and country reports: enlivening advanced courses in business Spanish. *Journal of Language for International Business* (Glendale, AZ), **8**, 1 (1997), 67-88.

In advanced courses in business Spanish, pairs of students make oral presentations which analyse the geographical structure and current political/economic conditions of an Hispanic country of their choice. The reports described in this article follow a specific format: (1) a presentation of the country map, focusing on population distribution, the degree of geographical integration, and the country's infrastructure; (2) an analysis of certain statistical data, focusing on key economic indicators which reflect the country's current economic development; (3) current events which suggest the degree of political, economic, and

social stability, affecting the business environment and the potential for near range economic growth. The goal of the report is multifaceted: to create in the students an awareness of the unique identity of each country of the Hispanic world, to introduce them to a variety of research tools for obtaining information on the current political, economic, and business environment of countries in a global marketplace, and to inculcate in them the ability and desire to incorporate linguistic, humanistic, social science, and cultural perspectives into business analysis and decision making.

**97-465 Peacock, Matthew** (City U. of Hong Kong). The effect of authentic materials on the motivation of EFL learners. *ELT Journal* (Oxford), **51**, 2 (1997), 144-56.

This article describes a classroom research project to investigate whether authentic materials increase the classroom motivation of learners, a claim often made but rarely, if ever, tested. A definition of motivation deemed relevant to teachers was adopted: learner interest, persistence, attention, action, and enjoyment. The subjects were 31 university students learning English as a Foreign Language (EFL) in two beginner-level classes. Both classes used authentic

and artificial materials alternately. Results from two observation sheets and a self-report questionnaire indicate that, while on-task behaviour and observed motivation increased significantly when authentic materials were used, self-reported motivation only increased over the last 12 days of the 20 days of the study. However, learners also reported authentic materials to be significantly less interesting than artificial materials.



**97-466 Peterson, Mark** (Japan Advanced Inst. of Science and Technology). Language teaching and networking. *System* (Oxford), **25**, 1 (1997), 29-37.

The utilisation of the internet by language learners and educators has become increasingly widespread in recent years. Within the framework of modern communicative teaching movements, with their emphasis on competence and the negotiation of meaning, the increasing prevalence of internet-based educational

activity raises a number of important issues. This paper examines the impact of computer networking on language teaching and focuses on the competing claims made regarding the value of network-based language learning activity.

**97-467 Plakans, Barbara S.** (The Ohio State U.). Undergraduates' experiences with and attitudes toward international teaching assistants. *TESOL Quarterly* (Alexandria, VA), **31**, 1 (1997), 95-119.

Controversy continues to surround the instructional role of teaching assistants at large U.S. research universities who are not native speakers of English and who received their undergraduate training outside the U.S. Interactions between these international teaching assistants (ITAs) and their undergraduate students is sometimes threatened by miscommunication. The study described in this article adapted the Questionnaire About International Teaching Assistants (QUITA) survey instrument to collect background information about undergraduates at one midwestern university, inquiring about their

experiences with ITAs and their means for dealing with ITA problems, and assessing their attitudes with respect to ITAs. The study examined the relationship between an attitude scale and 11 student background characteristics (e.g., year of enrolment, academic college, age, sex, size of hometown). In addition, focus-group interviews conducted with a subset of respondents explored their experiences and opinions relating to ITAs. The article compares the findings of this study with those of earlier research, and recommends intervention strategies with undergraduates who are likely to encounter ITAs.

**97-468 Platt, Elizabeth** (Florida State U.) and **Troudi, Salah** (The United Arab Emirates U.). Mary and her teachers: a Grebo-speaking child's place in the mainstream classroom. *The Modern Language Journal* (Madison, WI), **81**, 1 (1997), 28-49.

The third-grade classroom experiences of Mary, a child from Liberia with a limited educational and English language background, are viewed in relation to the beliefs that her teacher held about language, acculturation, natural cognitive processes, and cooperative learning. In the case of teaching linguistic minority children in mainstream classrooms, it is

argued that a set of powerful ideas from a sociocultural perspective may have more influence on teachers than those deriving from an input-output model. Such ideas rest on a view of the development of language and cognition in context, as opposed to a modular view of the development of linguistic structure.

**97-469 Poulou, Sofia.** Sexism in the discourse roles of textbook dialogues. *Language Learning Journal* (Rugby), **15** (1997), 68-73.

This article analyses male and female discourse roles in dialogues in textbooks used for teaching Greek as a Foreign Language to adults, and discusses the effects of the apparent sexism revealed on the pedagogical value of the material. The author studied the number of utterances and words, and of initiating and final utterances, and the kind of language functions found in the target books. The analysis indicated that men dominated in either the number or length of utterances, and that they tended to give, rather than ask for, information, in contrast to the women. The author contends that women were stereotypically assigned dependent roles, and were

presented in the textbooks as emotionally weak and less intellectual and well-informed than men. Though it is accepted that men and women may have different communication styles, it is felt that the stereotyping found in these textbook dialogues is not based on research and gives students a skewed impression of gender-based linguistic choice. It may also be de-motivating for female students, though it is suggested that the inherent sexism could be subverted by teachers asking students to rewrite the dialogues or to reverse the gender roles when acting them out.

**97-470 Remmert, Dorothee** (Woodkirk School and U. of Leeds). Introducing autonomous learning in a low ability set. *Language Learning Journal* (Rugby), **15** (1997), 14-20.

This article presents autonomous learning techniques as a possible solution to the problem of differentiating tasks and materials for mixed- to lower-ability foreign language (FL) classes. The rationale for autonomous learning in the FL classroom is discussed and a detailed example given for lower-ability students. The approach is seen as a process where the responsibility for learning is gradually devolved from the teacher to individual students, with the teacher adopting the role of facilitator. It is

suggested that autonomous learning thereby overcomes the uncertainty of the traditional FL classroom, where teachers can never be sure whether learners actually learn what is taught. It is conceded that, in the initial stages at least, autonomous learning results in a heavy workload for the teacher, who needs to devise or select materials. However, these techniques are seen as meeting the diverse needs of each student, and as increasing motivation, encouraging peer support and promoting learning.

**97-471 Rodrigo, Victoria** (Louisiana State U.) ¿Son conscientes los estudiantes de español intermedio de los beneficios que les brinda la lectura? [To what extent are students of intermediate Spanish aware of the benefits of reading in the foreign language?] *Hispania* (Greely, CO), **80**, 2 (1997), 255-64.

Current evidence indicates that extensive, voluntary reading is a highly efficient means of acquiring both first and second languages. This study examined the reactions of students after reading Spanish language texts and the perceived value of such texts as instruments of language learning. 26 university students on intermediate Spanish language courses were interviewed at regular intervals throughout an extensive reading course about their individual reading preferences and the use of the classroom library. In general, the reading course was seen as a positive, useful experience. Four generalised opinions about the course are highlighted and discussed: extensive reading was a powerful instrument in the acquisition and improve-

ment of certain skills; an interest was promoted in reading which effected a change in student attitudes; interest was stimulated in personalised learning at all proficiency levels; and the course succeeded in increasing students' confidence in their ability to complete successfully language activities in class. A post-course questionnaire revealed that vocabulary problems were most often seen as a source of major difficulty in a text, and that student interest in the subject matter and perceived difficulty of the text were crucial factors in promoting this kind of reading. Possible explanations for these results are discussed, together with their implications for extensive reading programmes.

**97-472 Saunders, William, Patthey-Chavez, Genevieve and Goldenberg, Claude** (U. of California, LA). Reflections on the relationship between language, curriculum content and instruction. *Language, Culture and Curriculum* (Clevedon), **10**, 1 (1997), 30-51.

In a 'formative experiment', twenty-seven 4th-grade students transitioning from Spanish to English read a short story (in English) about two mischievous friends and then participated in one of two videotaped lessons by the same teacher: (1) a theme-based discussion following a format called Instructional Conversation, or (2) a more conventional 'basal-like' reading comprehension lesson. The same content was thus approached via different instructional paths, allowing for an examination of the interaction between content and instructional mode in content-based language arts instruction. The students' under-

standing of the material was subsequently gauged by a short-answer comprehension test and an essay on friendship. While students in both conditions achieved equivalent levels of literal comprehension (76%), essays of students who had discussed the reading demonstrated a more complex and differentiated conceptualisation of friendship. These results suggest that the quality of classroom talk can be traced into eventual student uptake of curricular content. For second-language learners, questions of classroom talk and curricular uptake are taken to be of extreme importance.

**97-473 Shook, David J.** (Georgia Inst. of Tech.). Identifying and overcoming possible mismatches in the beginning reader-literary text interaction. *Hispania* (Greely, CO), **80**, 2 (1997), 234-43.

While a focus on the literature of a culture often characterises the 'advanced' level of foreign-language study in most college language departments across the United States, little is known about the value of literary texts as tools for developing foreign language skills of beginning readers. Here it is suggested that such readers often do not possess the linguistic or cultural knowledge shared between the text's author and the original intended readership. Consequently, when faced with a literary text in Spanish, mismatches may

arise between these readers' linguistic and cultural knowledge of the target language which affect comprehension. This paper describes pre-reading, while-reading, and post-reading strategy-based tasks and materials designed to overcome this lack of shared background. It is claimed that such activities will enable the readers to interact successfully at the cognitive level with the text by processing and comprehending more of the inherent linguistic and cultural information than they could do otherwise.

**97-474 Simpson, Colin** (Cheltenham and Gloucester Coll. of Higher Ed.). Culture and foreign language teaching. *Language Learning Journal* (Rugby), **15** (1997), 40-3.

This article considers how cultural content can usefully be included in FL (foreign language) programmes, to enhance student motivation and cognitive development. The author contends that the trend towards communicative language teaching has not had a significant impact in this area, given the tendency to put students in unrealistic rehearsal situations that do not contribute to a larger understanding of the relevant FL culture. It is suggested that the best approach is to establish clear non-linguistic, content aims for FL classes at different levels, possibly even to teach the cultural material in the first language (L1) in order to enhance understanding, make

most efficient use of class contact time, and allow for effective student self-access. Ideally, the drawing together of various elements in integrated syllabi would permit the framing of explicit goals relating to cultural 'competence'; advanced students, for example, might be expected to differentiate native speaker accents and draw cultural inferences on the basis of their knowledge of the institutional, historical and political background. The author concludes that cultural awareness could also be enhanced through the provision of explicit modules on sociolinguistics or language awareness, encouraging students to compare and contrast their own and other languages.

**97-475 Storrer, Angelika and Freese, Katrin** (Inst. für deutsche Sprache, Mannheim). Wörterbücher im Internet. [Dictionaries on the Internet.] *Deutsche Sprache* (Berlin), **24**, 2 (1996), 97-153.

The authors draw up a typological sketch of the lexical databases available on the Internet, to which they add qualitative and quantitative studies of the language pair German-English. They also discuss media-specific features such as hypertextualisation, the use of multimedia and search facilities, using typical examples. It is clear that most of the dictionaries studied do not come close to exhausting the possibilities of the medium and are inferior in quality to professional electronic offline dictionaries. However, the advantages of the online medium of the Internet

can be seen in rapidly growing and changing areas of vocabulary, e.g. terminological databases for natural sciences and computer science. There are also a number of interesting aspects of joint dictionary projects which are facilitated by the combination of information and communication services on the Internet. These new forms of dictionary-making document not only the need for the exchange of knowledge on a global scale, but they also show an interest and enjoyment in communication about language.

**97-476 Tatsuki, Donna Hurst.** Low-tech laser learning: can less be more? *System* (Oxford), **25**, 1 (1997), 55-63.

Laser disk technology has been available for a number of years, and some impressive and innovative courseware packages have been developed. However, there has not been a great rush to install and use this technology for a number of reasons, including cost,

scarcity of courseware, incompatibility of the various delivery systems, and the time investment and technical expertise required of the teacher. This paper examines a low-tech alternative which capitalises on one of the strengths of laser disk technology, i.e. the

element of learner control, which transforms the learner from a passive recipient into a proactive consumer. The author proposes the use of laser disk films in a content-based approach to the teaching of English composition. She first presents the case for using film, and deals with three commonly-raised

objections. Selection criteria are then discussed: in particular, it is important that learner characteristics, learning characteristics, and thematic characteristics are taken into account. Finally, a case study is described.

**97-477 Thomas, Gareth** (Coventry U.). The European challenge: educating for a plurilingual Europe. *Language Learning Journal* (Rugby), **15** (1997), 74-80.

Europe is a mosaic of regional and national cultures, and its future citizens will need to be plurilingual and culturally mobile. This article suggests that Britain's lack of coherence in language teaching pre- and post-National Curriculum 11-16 is therefore cause for concern. Fostering plurilingualism is expensive, which has led to the concept of English as an 'auxiliary language', a universal language of basic communication; but this does not exempt English speakers from the need to learn another language. There are good reasons for learning other languages: both educational and cultural (an 'integrative' approach), and economic (an 'instrumental' approach). European countries with less widely-used

languages have of necessity developed ambitious, well-funded national policies on language learning. In Britain, while growth in foreign languages for non-specialists at university is encouraging, it has been largely unplanned; and it is suggested that investment in a broad 16+ baccalaureate programme would help to address the requirements of international trade. Government policy in languages is seen as having been highly interventionist, but neither systematic nor rational; and the author calls for a National Commission to formulate a comprehensive action plan for lifelong learning, covering language entitlement, provision, resourcing and research.

**97-478 Wales, M. L.** (U. of Queensland). Developing a cross-linguistic grammar programme. *Language Awareness* (Clevedon), **5**, 3/4 (1996), 196-218.

This paper describes a preliminary attempt at an English grammar programme for the first year of secondary schooling in Queensland, linked to the grammatical features introduced in the students' second language programmes. The stages of development are outlined, including: examination of the second language texts to determine what linguistic features were covered in the first year of learning; examination of English course books to see how such features were taught in them; deciding on a lin-

guistic model that would incorporate the needs of English and Modern Language programmes in a clear manner, and also provide insight into the way the different levels of grammatical structure are related; and developing the different sections of the programme syllabus. Extracts of the grammar programme are included showing the direction taken and how the links were made with the other languages. Some cross-curricular and discourse-linked aspects are also shown.

**97-479 Westgate, David and Hughes, Maureen** (U. of Newcastle upon Tyne). Identifying 'quality' in classroom talk: an enduring research task. *Language and Education* (Clevedon), **11**, 2 (1997), 125-39.

After 20 or more years of classroom research using recorded talk-data, many of the substantive as well as the methodological issues addressed by pioneers in the field remain only partially resolved. In the climate of recent educational politics, carefully gathered insights are seen to have been marginalised, and impetus for fresh enquiry reduced. The present paper therefore sets out, first, to reassert the validity of a many-faceted agenda to which qualitative analysis of classroom talk remains central, as well as the need for

a firmer evidence-base upon which to argue the continuing significance of that agenda. Second, a brief review of advances made in the gathering and interpretation of talk-evidence is offered; so that, third, possible lines of further development can be indicated. These bear especially upon long-established issues in respect of (e.g.) interaction, discourse and cognition, upon discourse cohesion and upon the discourse competences of teachers and (especially) pupils.



**97-480 Winser, W. N.** (U. of Wollongong, Australia). Literacy development and teaching East and West: culture and context/text relations. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **1**, 1 (1996), 19-37.

The problem of crossing cultural boundaries in the task of learning and teaching English literacy is examined, with particular reference to dominant approaches to teaching literacy and unexamined assumptions about the use of Western models of language learning. The possibility that target groups of students in Asian (and especially mainland Chinese) contexts may not find these models conducive to effective learning of English is explored, and some features of Asian understandings of discourse and of preferred learning styles are discussed. It is argued

that a systemic-functional theory of language, developed under the influence of Chinese linguists, may provide a more appropriate and effective means of developing culturally sensitive approaches to literacy development and teaching, since such a model can systematically predict text/context relations and allows teachers to construct learning activities that reflect Asian students' expectations and needs. Some features of such an approach are described, including methods of modelling text and involving students in the negotiation of meaning as texts are constructed.

**97-481 Wolfram, Walt and Friday, William C.** (North Carolina State U.) The role of dialect differences in cross-cultural communication: proactive dialect awareness. *Bulletin Suisse de Linguistique Appliquée* (Neuchâtel, Switzerland), **65** (1997), 143-54.

The importance of dialects is often neglected in studies of intercultural communication. There are, however, numerous human, scientific and sociocultural reasons for supporting the integration of dialect study in school programmes for both mother-tongue and foreign language learning. This paper outlines the components of an experimental proactive dialect awareness programme, designed for primary school students in the United States, in which cognitive, affective and social parameters are considered. It includes an example of inductive work on dialect forms which takes students through the steps of

hypothesis formation and testing. Other methods described include awareness-raising through the confrontation of stereotypes, role-play as a way of understanding language pidginisation, and the use of dialect ethnography in the local community. The positive results claimed for such programmes are seen as the replacement of stereotyped mythology about dialects with informed knowledge, the development of a positive understanding of the complexity and naturalness of language variations, and the treatment of the local community as a resource to be valued rather than a liability to be overcome.

## Language learning

**97-482 Bisailon, Jocelyne** (Laval U.). Interrelations entre la mise en texte, la révision et le traitement de texte chez quatre scripteurs en langue seconde. [The relationship between writing, revising and word-processing in four second-language writers.] *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 3 (1997), 530-65.

This article presents the results of a research project which describes the writing processes of four advanced learners in French as a second language as they used word processing software. The results show that writers spend significantly more time correcting text already written than formulating their own ideas. After writing an average of four words in a row,

they would return to make corrections, mostly at the word level. The main reason for these interruptions is their lack of typing skills, and the other reason, which *should* be the main reason, is their preoccupation with meaning. The article concludes with suggestions for teaching writing in a second language using word processing more efficiently.

**97-483 Chapelle, Carol** (Iowa State U.). CALL in the year 2000: still in search of research paradigms? *Language Learning and Technology* (<http://polyglot.cal.msu.edu/llt>), **1**, 1 (1997), 19-43.

Advancements in the design and use of computer-assisted language learning (CALL) activities require that key questions about CALL be identified and

effective research methods be used to answer them. This paper suggests looking to research on other types of second language (L2) classroom learning activities