Language teaching

00–1 Aitsiselmi, Farid (U. of Bradford, UK). **Second language acquisition through email interaction.** *ReCALL* (U. of Hull, UK), **11**, 2 (1999), 4–11.

This paper deals with the analysis of a communicative activity involving English learners of French, its advantages and drawbacks as well as the outcome that teachers might expect of such an activity. The first part examines some reasons, both theoretical and practical, for using communication technology, particularly electronic mail, for promoting language acquisition and developing learner autonomy. The second part of the paper deals with the theoretical framework within which the activity was carried out, that is, Stephen Krashen's language acquisition theory which establishes a distinction between language acquisition and language learning. It is claimed that email interaction offers the possibility of addressing both processes.

00–2 Alalou, Ali (Columbia U., USA) **and Chamberlain, Elizabeth.** **Using student expectations and perceived needs to rethink pedagogy and curriculum: a case study.** *Foreign Language Annals* (New York, USA), **32**, 1 (1999), 27–44.

Given the mission of language departments in large research universities in the USA as, traditionally, the training of graduate students in literary analysis, less attention was devoted to the teaching of lower level language courses. Recently, however, revitalising language programmes has become a major concern for many departments. This study discusses a case of such revitalisation at a major metropolitan university. The paper presents results of a pilot study aimed at assessing student needs in a French language programme and redefining the goals and objectives of a traditional language programme. The students' needs are compared to those of others surveyed elsewhere; and future goals of the designated French language programme are outlined by addressing the issues of programme revitalisation through needs assessment.

00–3 Albero, Brigitte. **Les centres de ressources langues: interfaces entre matérialité et virtualité.** [Language resource centres: interfaces between the material and the virtual.] *Etudes de Linguistique Appliquée* (Paris, France), **112** (1998), 469–82.

This article discusses the ways in which language resource centres can support users' independent learning. It is based on an analysis of the resources offered by 37 such centres, supported by a questionnaire given to 225 users. The results of the questionnaire suggest that many users find independent learning situations difficult and would be more comfortable with more support and guidance. The article goes on to investigate what 'interfaces'–i.e., tools and resources offered by the institution to mediate between users and their learning plans–are offered to assist users in developing autonomy. It recommends that the role of teachers in resource centres should be to help learners to use the tools and resources available in the achievement of their own learning goals, rather than to transmit knowledge themselves. Finally, it is claimed that the use of a resource centre can develop the skills necessary for independent learning, equipping users to deal with complexity, to develop a reflexive attitude and to take control of their own learning. Such resource centres can thereby play a significant role in the promotion of lifelong learning.

00–4 Antes, Theresa A. (Wayne State U., Detroit, USA). **But will I ever use this foreign language? Student perceptions of the applicability of foreign language skills.** *Foreign Language Annals* (New York, USA), **32**, 2 (1999), 219–33.

This article starts from the premise that foreign language teachers are often confronted with students who object to the language requirement at universities and who are thus hostile participants in language classrooms. The article then reports the results of a survey of 358 university students enrolled in first- and second-semester French and Spanish classes from four different geographical locations in the USA, which aimed to determine the prevalence of this feeling and to explore students' perceptions of the applicability of foreign language skills. The results indicate that students are overwhelmingly positive concerning the importance of knowledge of a foreign language. Many predict using the target language during travel, at work, and in their personal lives, and reaffirm the belief that language courses are an important part of their college education. The article discusses the pedagogical implications of these findings.

00–5 Archangeli, Melanie (Ohio U., Athens, USA). **Study abroad and experiential learning in Salzburg, Austria.** *Foreign Language Annals* (New York, USA), **32**, 1 (1999), 115–24.

Professional opinion regarding the effect of interaction with native speakers on gains in language proficiency is mixed; however, in most studies the participants have been students of English as a second language rather than American students studying abroad. The assignment described in this paper claims that, for students studying abroad, out-of-class contact in the form of

interviews with native speakers has a positive effect on the students' self-confidence and their willingness to use the target language. American college students studying for ten weeks in Salzburg, Austria were required to interview two native speakers, one approximately the same age as the students and one older. The students prepared a written protocol of the interview and gave an oral presentation of the results. At the end of the programme, the students assessed the value of the assignment by completing a questionnaire about the interview process. It is suggested that this is a relatively simple yet effective instructional tool that helps students to improve their communication skills, contributes to future learning by facilitating contact with native speakers and narrows the gap between expectations and performance.

00–6 Arneil, Stewart and Holmes, Martin (U. of Victoria, Canada). Juggling hot potatoes: decisions and compromises in creating authoring tools for the Web. *ReCALL* (U. of Hull, UK), **11**, 2 (1999), 12–19.

This discussion paper outlines some of the decisions and issues involved in creating and using authoring tools for language learning through the World Wide Web. The authors outline the development of *Hot Potatoes*, their suite of authoring tools for creating interactive exercises for the World Wide Web, and attempt to draw conclusions from their experience that will be valuable not only to other developers but also to evaluators and users of authoring software. Areas addressed include exercise design, ability to customise and control the output, support for different browser versions, user-interface design, ancillary technology and technical support.

00–7 Asher, Colin, Chambers, Gary and Hall, Ken (U. of Leeds, UK). Dictionary use in MFL examinations in the GCSE: how schools are meeting the challenge. *Language Learning Journal* (Rugby, UK), **19** (1999), 28–32.

This article is concerned with the recent introduction in England and Wales into modern foreign languages (MFLs) examinations at GCSE level (General Certificate of Secondary Education) of bilingual dictionaries–in the reading and writing tests, in the preparation of the speaking tests, and for initial preparation and final checking of the listening tests. Using evidence from a sample of schools in the University of Leeds secondary partnership in initial teacher training, the article describes the first stage of an enquiry into how teachers are framing their policies on resources and adapting their classroom strategies in response to this innovative development. The findings of the preliminary survey reveal a diversity of policy and practice in respect of dictionary use which reflects very closely the variety and individuality of the schools and colleges of which the English education system is composed. Stage two of the project will use this information as a basis for enquiries into the detail of policy implementation and will report on dictionary use as experienced by pupils themselves.

00–8 Bangs, Paul (U. College, London, UK) **and Shield, Lesley.** Why change authors into programmers? *ReCALL* (U. of Hull, UK), **11**, 1 (1999), 19–29.

Experience in developing multimedia programs has found that reliance on commercial developers does not always produce suitable material in terms of pedagogic quality, whereas training content writers as programmers is costly. This paper examines attempts to solve this and illustrates important recent initiatives. The Open University is developing flexible activity-type shells which are content independent. This is matched by an object-oriented approach to the program itself for maximum re-usability. The MALTED project (Multimedia Authoring for Language Tutors and Educational Development) addresses the problem by providing sophisticated authoring tools, but also sets up an asset base to make available re-usable language resources, helping to avoid re-invention of too many wheels.

00–9 Barrow, J. (Osaka Internat. U. for Women, Japan), **Nakanishi, Y. and Ishino, H..** Assessing Japanese college students' vocabulary knowledge with a self-checking familiarity survey. *System* (Oxford, UK), **27**, 2 (1999), 223–47.

Expanding their English vocabulary knowledge is one of the fundamental goals for Japanese students learning English. However, due to the wide variation in the quality of English language programmes and materials used, teachers do not have an accurate picture of the size of students' basic English vocabulary knowledge on entering college. The study reported here set out to determine the basic words unfamiliar to Japanese students and to develop a reliable and user-friendly vocabulary survey. Following a pilot survey administered to 282 students in 1995, the vocabulary familiarity survey proper was undertaken with 1283 students in a number of colleges in 1996. The researchers also investigated the relationship between familiarity and second to first language recall in order to judge more precisely how far students over-estimate their vocabulary knowledge when using a self-checking familiarity survey. The data collected were used to give an approximate estimate of the basic vocabulary size of the average Japanese student surveyed, and to provide both teachers and learners with a list of unfamiliar words.

00–10 Basturkmen, Helen (U. of Auckland, New Zealand). Discourse in MBA seminars: towards a description for pedagogical purposes. *English for Specific Purposes* (Exeter, UK), **18**, 1 (1999), 63–80.

The subject of this paper is a data-driven description of student-led discussion in seminars on an MBA course. It is suggested that such qualitative description of the language of discussion is needed on which to base realistic pedagogical materials for EAP (English for Academic Purposes). Using evidence from a small corpus of academic seminars, data are presented to illustrate some

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language features in student-led talk. These features are then considered in relation to syllabus content. Three aspects of discourse are described: acts for initiating discussion, components of turns, and discourse signalling devices. The value of a discourse-based approach to both the description of formal spoken language genres and to classroom methodology is discussed.

00–11 Borg, Simon (U. of Leeds, UK). Teachers' theories in grammar teaching. *ELT Journal* (Oxford, UK), **53**, 3 (1999), 157–67.

This paper considers how research into teachers' theories in English language teaching may enhance our understanding of instruction, and may provide the basis of effective teacher development work. The nature of teachers' theories is illustrated with examples from classroom research on grammar teaching which involved five teachers of English as a foreign language in Malta. These teachers were observed teaching, and were interviewed about the grammar teaching practices in their lessons. The paper outlines a teacher development strategy through which teachers examine the theories underlying their own work in teaching grammar, and discusses materials intended to assist teachers in implementing this strategy.

00–12 Borg, Simon (U. of Leeds, UK). Studying teacher cognition in second language grammar teaching. *System* (Oxford, UK), **27**, 1 (1999), 19–31.

Although formal instruction in second language (L2) teaching has been extensively researched in the last 20 years, the present author suggests that this work tells us little about the actual processes of grammar teaching as these are perceived by teachers. At the same time, educational research has shown that much can be learned about the nature of instruction through the study of teacher cognition–the store of beliefs, knowledge, assumptions, theories, and attitudes about all aspects of their work which teachers hold and which have a powerful impact on their classroom practices. Studies of teacher cognition have also begun to appear in the field of L2 teaching in recent years, yet formal instruction, inexplicably, has received little attention. This paper makes a case for research on teacher cognition in grammar teaching. It is claimed that such research, which focuses on understanding how teachers approach formal instruction, and why, can tell us much about the nature of grammar teaching as teachers perceive it, information which can be put to effective use in teacher education and development programmes

00–13 Braga, Denise Bertoli (State U. of Campinas [UNICAMP], São Paulo, Brazil). Self-tutoring processes: the role of subjective factors in readiness for autonomous learning of foreign-language reading. [O processo de auto-monitoração: o papel de fatores subjetivos na prontidão para aprendizagem autônoma de leitura em língua estrangeira.] *The ESPecialist* (São Paulo, Brazil), **20**, 1 (1999), 57–75.

This paper discusses how specific subjective factors–cognitive and affective–may affect learners' readiness for the use of pre-packaged material designed for the teaching of reading in English. The study reported here was set up as a preliminary investigation prior to the development of self-tutoring materials intended to allow independent learning with the aid of a computer database. The role of individual differences in learning performance was investigated through the analysis of interviews conducted with two students who attended a regular course focused on task awareness and showed at the end of a semester different levels of improvement in the direction of independent reading. The paper argues that subjective variables–which may have a negative influence on self-tutoring processes–must be taken into consideration in the process of designing and evaluating self-access materials. ˙

00–14 Brenes-García, Ana María (Thunderbird, The American Grad. Sch. of Internat. Business, Glendale, AZ, USA). Teaching business culture: results of a survey administered at Thunderbird. *Journal of Language for International Business* (Glendale, AZ, USA), **10**, 1 (1999), 43–71.

The purpose of this article is to explain the results of a four-page questionnaire administered at Thunderbird during the fall of 1997. The collected data explain students' expectations of advanced courses in business Spanish. The 156 respondents are all graduate students with working experience, and highly motivated to learn a foreign language. It is claimed that they constitute a potentially valuable source of information to design future syllabuses for business Spanish centred on learners' needs, not only at Thunderbird, but also at other institutions interested in implementing this type of instruction. The results of the survey suggest that the students do not expect to discuss the same topics, use the same materials, or practise the same activities in Spanish language seminars as in the specific business classes; and that they would rather see cultural topics in a business context, with business-language oriented materials, and with a focus on current political events.

00–15 Bruning, Roger (U. of Nebraska-Lincoln, USA), **Flowerday, Terri and Trayer, Marie.** Developing foreign language frameworks: an evaluation study. *Foreign Language Annals* (New York, USA), **32**, 2 (1999), 159–76.

In order for Standards-based foreign language (FL) instructional methods to be successfully implemented, teachers need to be confident in using them in their classrooms and capable of explaining Standards-based instruction to parents and community. The Nebraska Foreign Language Standards/Frameworks Project involved a substantial proportion of Nebraska's FL teachers in an intensive process of Standards development and dissemination, with more than half participating in one or more Frameworks activities. The present paper focuses on the involvement of these teachers. The study examined their beliefs about foreign language

teaching and learning as they related to the processes of Standards development. Results indicated that increases in teaching efficacy, professional advocacy, and Standards-based conceptions of FL teaching were associated with Frameworks participation. Instruments developed for the assessment of efficacy beliefs and conceptions of teaching are also presented.

00–16 Bucher-Poteaux, Nicole (Université Louis Pasteur, Strasbourg, France). Des ressources … oui, mais … pourquoi? [Resources … yes, but … why?] *Etudes de Linguistique Appliquée* (Paris, France), **112** (1998), 483–94.

This article reports on four language resource centres designed for non-language specialist students at the author's institution. It begins by discussing the specialist needs of such students and then outlines the organisation of the centres, which offer a variety of resources appropriate to the discipline of the students concerned. The author then reports an on-going evaluation of the service, based on a combination of cost calculations, language tests, students' record cards, and questionnaires and interviews carried out with users of the centre. It was found that these resource centres have become the key site for language learning for these students, that they are more cost-effective than the traditional language class and that they promote harder work from students. Test results showed progress but were not statistically significant. Students were generally positive about the work conditions, i.e., the rich environment and the variety of choices the centres offered, but asked for clearer guidance about what, when and how to learn. The author suggests that students' attitudes towards language learning need to be reconditioned before they can begin to develop independent learning skills. The evaluation also showed, however, great creativity on the part of the students, and the article suggests that the provision of such centres can contribute to the development of a 'university of learning'.

00–17 Calvert, Mike (U. of Sheffield, UK). Tandem: a vehicle for language and intercultural learning. *Language Learning Journal* (Rugby, UK), **19** (1999), 56–60.

This article discusses tandem language learning, which involves pairs of native speakers of different languages studying each other's language and culture and is underpinned by three key principles: reciprocity, responsibility and autonomy. Success requires commitment, tolerance and an awareness of what it takes to learn rigorously and systematically. Tandem learning was initiated at the Universities of Bochum, Sheffield and Oviedo, and has expanded into a worldwide email network. Face-to-face tandem learning began with intensive courses, but free-standing tandems have proved more economical and accessible. The organisational demands are not great and no money changes hands. Regular partner changes help to prevent problems of staleness, incompatibility or dominance of one partner. Observations of tandem sessions have high-

lighted concerns about quality of learning, but counselling students individually or in pairs helps them to articulate and prioritise their needs. Tandem work in schools began with an Irish-German Council of Europe project: pupils were involved in exchange visits, and teachers used simplified tandem activities to encourage more communication, involve other pupils and combat the tedium many exchange visitors can experience in school. It is suggested that younger learners can find a self-conscious approach to their own learning difficult and benefit from extra supervision, tailor-made materials and unambiguous instructions.

00–18 Campo, Ornella (Palermo, Italy). A scuola si raccontano le favole: un'esperienza glotto-didattica col format. [Story-telling at school: a format-based language teaching experience.] *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **1** (1999), 61–96.

This paper discusses the results of a two-year teaching project with Italian primary school learners of English as a foreign language. The author taught 40 third-grade children, using a methodology based on Bruner's notion of 'format', a term for the intersubjective routines that develop between mother and child from the earliest months of life. Like a parent, the teacher tries to elicit communication in the foreign language by generating empathy and interest in herself as a person; expression and gesture are used to guide learners in short story-telling sessions and other confidence-building activities. Most narrative routines are open-ended, to stimulate inductive reasoning and creativity. When tested against a control group of peers taught by 'traditional' methods, the target group showed a greater propensity to verbal communication, a richer and more varied vocabulary, and a greater command of sentence structures. Such findings point to the value of a pedagogy built on the interplay between inductive reasoning, affective response and direct use of the target language without translation or comment in the mother tongue. Its implementation requires full awareness of the underlying theoretical framework and of the psychological demands placed on the teacher.

00–19 Capus, Laurence and Tourigny, Nicole (Université Laval, Québec, Canada). Learning summarisation by using similarities. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 5 (1998), 475–88.

Summarisation is an important–and learned–skill, which is taught as a part of composition courses in language programmes. The final goal of the research project reported here is to design a system to help students to learn to summarise French texts by using a method called Case-Based Reasoning (CBR). Such a system uses previous, similar situations in order to make a new summary by reusing and adapting, if necessary, the same summarisation rules. It then saves the new case–the input text, its summary and the applied summarisation rules–which will serve for future, analogous situations.

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Therefore, each time the system builds a summary, an example of the summarisation process is created. One can learn how to make a summary by observing the system's method of summarisation, and by getting the system-generated explanations which accompany the process. This paper explores this new research topic and describes the rationale underlying the learning of text summarisation by using CBR.

00–20 Chanier, Thierry and Selva, Thierry
(Université de Franche-Comté, France). The ALEXIA system: the use of visual representations to enhance vocabulary learning. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 5 (1998), 489–521.

Cognition-based arguments in support of using multimedia aids for the learning of vocabulary have so far offered only an imprecise, general framework. Experimentalists in CALL (Computer-Assisted Language Learning) have tried to show the effectiveness of multimedia for vocabulary learning, but their attempts reveal that the underlying representations have not been clearly defined. After reviewing these points, the present authors propose criteria for evaluating the quality of a visual representation in a lexical environment. These criteria are then used to discuss visual representations in paper and electronic dictionaries and in CALL environments. There is confusion between multimedia and non-verbal knowledge, hence visual representations are scarce and limited to concrete words. It is suggested that one way to extend multimedia in lexical learning is to rely on linguistic knowledge and build lexical networks. The authors present the ALEXIA system, a lexical learning environment for French as a second/foreign language. They describe its network module, which can automatically build graphs of certain lexical semantic relations; and suggest it is a first step towards offering learners representations they can easily interpret. Visual representations which cover a significant part of the lexicon are computable, extendible and interactive.

00–21 Chen, Hao-Jan Howard (Nat. Taiwan
Ocean U.). Creating a virtual language lab: an EFL experience at National Taiwan Ocean University. *ReCALL* (U. of Hull, UK), **11**, 2 (1999), 20–30.

English listening ability has become increasingly important. Traditionally, the training of listening skills is mainly provided via tape-based language laboratories. However, the tape-based laboratory cannot cope with the rapid development of digital learning media. In addition, it fails to provide students with convenient access because of its limited space and opening hours. The faculty at National Taiwan Ocean University takes advantage of new Web technologies such as RealMedia and JavaScript to create a virtual language lab in the hope of helping students develop listening skills. This paper discusses various problems and solutions in setting up a virtual language lab. It is expected that the experience of the author's institution will be useful for other language professionals.

00–22 Chia, Hiu-Uen (Chung Shan Medical Coll.,
Taichung, Taiwan), **Johnson, Ruth, Chia, Hui-Lung and Olive, Floyd**. English for college students in Taiwan: a study of perceptions of English needs in a medical context. *English for Specific Purposes* (Exeter, UK), **18**, 2, 107–19.

Prior to 1993 in Taiwan, English was a required course for all college students. However, in 1993, the Ministry of Education eliminated the English requirement, basing its decision partly on criticisms that it did not meet the students' needs. To compensate, some colleges are in the process of developing specific English courses, having either a content base or a skills focus. Unfortunately, these courses, too, have been developed without conducting a needs analysis. The purpose of the study reported here was to describe the perceptions held by medical college students and faculty of the students' English language needs. Respondents included 349 medical students and 20 faculty at Chung Shan Medical College. Survey information included respondents' opinions on: (1) the importance of English language use in students' studies and their future careers; (2) basic English skills needed in a freshman English course; and (3) suggestions for development of an English language curriculum. Results showed that English was perceived as important for students' academic studies and their future work. Students wanted a basic English language course at the freshman level, naming listening as the key skill for improvement. Students and faculty desired more than one year of English language study.

00–23 Choi, Jahee and Nesi, Hilary (U. of
Warwick, UK). An account of a pilot keypal project for Korean children. *English Language Teacher Education and Development (ELTED)* (U. of Warwick / U. of Birmingham, UK), **4**, 1 (1998), 21–45.

Project work, using task-based, learner-centred methodologies, can help to motivate primary school children to learn a second language (L2). This article reports on the first email, or 'keypal', exchange project in Korea. An external moderator initiated the project between a Korean school and a Slovak school via the TESL-L mailing list, in order to monitor the effectiveness of keypal exchanges on L2 learning. Class-to-class–and, later, individual–communication was based around a list of agreed topics, with the moderator offering support to teachers and receiving copies of all messages. The project was evaluated by the moderator, using teacher questionnaires, student questionnaires and the email messages. Although the teachers used differing techniques in composing and reading messages with their students, both reported improvements in children's reading skills, consolidation of vocabulary and increased motivation. The teachers' information technology skills improved and their professional horizons were broadened. The article concludes by emphasising the importance of planning and preparation in conducting a keypal exchange and stresses the pivotal role played by the external moderator in such an undertaking.

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00-24   Cook, Vivian (U. of Essex, UK). Going beyond the native speaker in language teaching. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 2 (1999), 185-209.

This article argues that language teaching would benefit by paying attention to the second language (L2) user rather than concentrating primarily on the native speaker. It suggests ways in which language teaching can apply an L2 user model and exploit the students' first language (L1). Because L2 users differ from monolingual native speakers in their knowledge of their L2s and L1s and in some of their cognitive processes, it is argued that they should be considered as speakers in their own right, not as approximations to monolingual native speakers. In the classroom, teachers can recognise this status by incorporating goals based on L2 users in the outside world, bringing L2 user situations and roles into the classroom, deliberately using the students' L1 in teaching activities, and looking to descriptions of L2 users or L2 learners rather than descriptions of native speakers as a source of information. It is suggested, however, that the main benefits of recognising that L2 users are speakers in the own right will come from students and teachers having a positive image of L2 users rather than seeing them as failed native speakers.

00-25   Coyle, Do (U. of Nottingham, UK). The next stage? Is there a future for the present? The legacy of the 'communicative approach'. *Francophonie* (Rugby, UK), **19** (1999), 13-16.

The object of this article is to stimulate discussion by taking a careful look at the 'what' of classroom concerns in UK foreign language teaching. Against the backdrop of the Nuffield Inquiry into Modern Languages aimed at defining in more concrete terms the country's language needs for the next twenty years, the teaching profession is told repeatedly that Britain's linguistic capability lags behind other countries in Europe. The author questions what is meant by the notion of 'linguistic capability' and how that relates to the here and now of classroom concerns. She highlights two key areas which she deems fundamental to moving current practice forward and which she sees as instrumental in increasing learner motivation and commitment to languages: (1) to have a critical review of the content of modern languages communication; (2) to reappraise how communication skills can be developed within the confines of the classroom and the curriculum—that is, the content and the context of communication.

00-26   Crealock, Erin, Derwing, Tracey M. (U. of Alberta, Canada) **and Gibson, Martha.** To homestay or to stay home: the Canadian-Japanese experience. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **16**, 2 (1999), 53-61.

This article describes the experiences of 19 Japanese high school students in a homestay programme. They were interviewed three times during their academic year in Canada; and 13 of the students were inter-

viewed again in Japan four months later. Although students made gains in English proficiency, several expressed dissatisfaction with the organisation of the homestays. They were distressed by the lack of information provided prior to departure and the inaccurate representation of their homestay environments. Students complained about lack of access to counselling promised. Despite significant agency fees, no tuition was paid to schools, no stipend was paid to homestay families, and the students felt that little programme money was spent on monitoring their progress. Although the problems associated with this particular programme may be isolated, there should be no tolerance for homestays that do not safeguard the students' interests; and the authors make suggestions for stricter regulations regarding agencies offering homestay experiences.

00-27   Curtis, Susan A. (U. of British Columbia, Canada), **Duchastel, Joanne and Radic, Nebojsa.** Proposal for an online language course. *ReCALL* (U. of Hull, UK), **11**, 2 (1999), 38-45.

This paper takes the form of a proposal for a computer mediated language course delivered at a distance and administered jointly by two different institutions, the Universities of British Columbia (UBC) and Auckland (UA). It examines the possible institutional context(s) and the target group; gives a course description with a list of learning objectives, curriculum topics, a description of the course's epistemology, design, development plan, delivery methods and student support; and offers a justification for the development of the course. In conclusion, the paper looks into the possible strengths of such a course as well as the challenges of implementation.

00-28   Dargirolle, Françoise (DEFLE, Université Michel de Montaigne, Bordeaux III, France). L'évolution de la conception de l'observation de classe en didactique des langues étrangères. [Foreign language pedagogy and developments in approaches to classroom observation.] *Etudes de Linguistique Appliquée* (Paris, France), **114** (1999), 141-51.

The first section of this article consists of a brief overview of the historical development of classroom observation, showing that researchers in departments of Education, especially in the United States and Canada, were the first to be interested in fieldwork of this kind. Whilst early work focused on teacher behaviour, since the early 1970s research in this field has changed considerably, largely due to developments in disciplines such as cognitive psychology and artificial intelligence, which led to an interest in 'teacher thinking'. The following section contains a brief summary of present-day research published in French on classroom observation in the field of foreign language pedagogy. The concluding section discusses how these new lines of research might be used as a basis for establishing new models for initial or in-service teacher training, particularly in the field of French as a foreign language.

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00-29 Darwin, Clayton M. (U. of Georgia, USA) **and Gray, Loretta S.**. Going after the phrasal verb: an alternative approach to classification. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 1 (1999), 65–83.

The phrasal verb is generally defined as a verb + particle combination that functions as a single verb, both parts giving up meaning in order to form a new lexical item. Some examples are *bring about*, *take on*, and *give up*. For students and teachers in the field of English as a Second Language (ESL), there is little doubt that this construction is problematic. Many consider mastering phrasal verbs to be a very difficult task for the ESL learner. This article critiques past approaches to identifying phrasal verbs and proposes an alternative approach. Instead of requiring verb + particle combinations to demonstrate specific features in order to be identified as phrasal verbs, the new approach calls for researchers and teachers to consider all verb + particle combinations to be potential phrasal verbs until they can be proven otherwise. It is suggested that this approach clarifies the process of classifying phrasal verbs and eliminates curriculum-based problems encountered by students.

00-30 Ellis, Rod (U. of Auckland, New Zealand). Input-based approaches to teaching grammar: a review of classroom-oriented research. *Annual Review of Applied Linguistics* (Cambridge, UK), **19** (1999), 64–80.

This review focuses on input-based grammar teaching, a mode of instruction which attempts to intervene directly in the process of interlanguage development by manipulating the input to which learners are exposed. The first part examines theoretical rationales for input-based grammar teaching, namely Universal Grammar (in which the role of input is to trigger parameter setting in an innate and specific language faculty); information-processing theories (in which language input is processed by general cognitive mechanisms); and skill-learning theories (in which input provides practice to achieve automatisation). The second part of the review presents a critical analysis of empirical studies of input-based grammar instruction (design, methodology and findings). Of the two types of study discussed, 'enriched input' and 'processing instruction', a firm conclusion can only be drawn with respect to the latter: processing instruction promotes intake, but it has not been established that it promotes acquisition. The author concludes by assessing the contribution of input-based studies from the perspective of both pedagogy and second language acquisition theory. Such studies are likely to continue to prove profitable, if controversial. The review includes an annotated bibliography.

00-31 Felix, Uschi (Monash U., Australia). Exploiting the Web for language teaching: selected approaches. *ReCALL* (U. of Hull, UK), **11**, 1 (1999), 30–37.

This paper discusses the findings of an extensive survey of approaches to language teaching and learning via the World Wide Web. Its aim was to find exemplars of best practice in stand-alone courses, integrated mixed-model courses (Web/CD-ROM/face-to-face), and interactive exercises for the development of all four language learning skills. The findings suggest that, in some languages, resources are already so plentiful that it would be more economical to integrate the best of them into existing courses and to focus energies on global co-operation in the production of new high quality materials.

00-32 Germain, Claude (UQAM–Université du Québec à Montréal, Canada). Structure fondamentale de l'enseignement d'une langue étrangère ou seconde. [Underlying structure of foreign or second language teaching.] *Etudes de Linguistique Appliquée* (Paris, France), **114** (1999), 171–86.

This report by the Director of the ASHILE (*Analyse de la structure hiérarchique de l'enseignement d'une langue étrangère ou seconde*–'Analysis of the hierarchical structure of foreign or second language teaching') describes that research group's attempts to contribute to a sorely-needed theory of language teaching by identifying structural regularities in language teaching practices through classroom observation and through interviews with teachers in a number of different countries, including Australia, Canada, China, Japan and Portugal. These regularities take the form of a double structure, linear and hierarchical, which brings out the full complexity of the activity of teaching. A typology of teaching activities is identified, providing classes and units for the description of didactic structures. Didactic activies enter into the linear level of structure either separately or in co-occurrence, but beneath these variations in surface structure there seems to be an underlying three-part structure in which a first, preparatory activity is followed by a principal activity and then by one or more retroactive activities.

00-33 Gillespie, John and McKee, Jane (U. of Ulster, N. Ireland). Resistance to CALL: degrees of student reluctance to use CALL and ICT. *ReCALL* (U. of Hull, UK), **11**, 1 (1999), 38–46.

This paper examines the range of different factors which in the authors' experience contribute to student resistance to the use of computers for language learning. Questionnaires, focus groups and the noting of student reactions and behaviour patterns form the basis of the study described. The problems of student resistance relate to aspects of the computing environment, social and psychological factors and issues relating to the curriculum and teaching methods. The authors make basic suggestions about ways of overcoming these resistances. Their principal finding, however, is that the most effective and coherent way of fostering student adoption of CALL (Computer-Assisted Language Learning) is to develop a computer-based learning environment, which draws on the success of communications software and the Internet, based on the computer conferencing program First Class.

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00–34 Gitsaki, Christina (Nagoya U. of Commerce, Japan) **and Taylor, Richard P..** Internet-based activities for the ESL classroom. *ReCALL* (U. of Hull, UK), **11**, 1 (1999), 47–57.

The Internet offers a wealth of information and unlimited resources that teachers can use in order to expose students to authentic language use. Exposure, however, is not enough to trigger language acquisition. Students need to be involved in tasks that integrate the use of computers and enhance language acquisition. This paper outlines an instructional system designed to guide English as a Second Language (ESL) students through their exploration of the Internet and to carry out projects that will ultimately help them improve their reading and writing skills and enrich their vocabulary. It is suggested that through this instructional system the benefits of using the Internet for ESL purposes with different types of students in different educational environments can be maximised.

00–35 Govoni, Jane M. (Shorecrest Prep. School/Eckerd Coll., St. Petersburg, FL, USA) **and Feyten, Carine M..** Effects of the ACTFL-OPI-type training on student performance, instructional methods and classroom materials in the secondary foreign language classroom. *Foreign Language Annals* (New York, USA), **32**, 2 (1999), 189–204.

The purpose of the study reported here was to investigate the effects of training foreign language (FL) teachers in the ACTFL-OPI-type training on student performance, instructional methods, and classroom materials in the secondary FL classroom. Proficiency-based instruction is one of ACTFL's (American Council on the Teaching of FLs) most significant contributions to FL education; however, scarce research data are available on the effects of the ACTFL-OPI (Oral Proficiency Interview) training at the secondary level. The hypothesis of this study was that teachers who had been trained in the ACTFL-OPI-type training would become more aware of factors contributing to a proficiency-oriented curriculum. It was carried out in the secondary schools in Pinellas County, Florida, in which teachers who were trained in the ACTFL-OPI-type training showed a 35% increase in personalised communication, more specifically when expressing feelings, opinions, and judgements in class. (The analysis of variance (ANOVA) was found to be statistically significant in this communicative category at the .05 alpha level.) Both quantitative and qualitative data were collected and analysed. The results of the teacher interviews and questionnaires also supported the hypothesis that trained teachers were more aware of a proficiency-oriented curriculum. No significant differences were found on student performance. Further studies are suggested due to the large effect sizes found in the teacher categories.

00–36 Gray, Carol (U. of Birmingham, UK). In defence of the secondary teacher? A PGCE tutor's reaction to the great grammar debate. *Language Learning Journal* (Rugby, UK), **19** (1999), 40–45.

The 'great grammar debate' is considered here from the perspective of a PGCE (Post-Graduate Certificate in Education) tutor working in a partnership course with schools. Lack of pupil motivation and pressures in school to achieve good league-table grades are seen as militating against a long-term view of language teaching. The author suggests that the topic-based, communicative approach encourages pupils to use a limited range of language in closely-defined activities and fails to develop their awareness of general language principles, without which they are incapable of creating new utterances to express their own meanings. Whether they label themselves pro- or anti-grammar, experienced heads of department mentoring student teachers agree that learners need to know about patterns in language but cannot be expected to show an interest in grammar for its own sake. It is suggested that grammar needs to be taught in a meaningful context and made more accessible by imaginative drilling within a communicative framework. A further suggestion is that increased co-operation between secondary schools and higher education would produce language graduates better prepared to teach the National Curriculum and to empower language learners. Each cohort of student teachers grapples with the challenge of reducing grammatical complexity to provide a reliable, comprehensive and manageable generative framework for pupils of all abilities.

00–37 Greene, David (Kochi U. of Tech., Japan). LATCH: a syllabus design for EFL instruction in CALL. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 4 (1998), 381–96.

This article looks at an innovative organisational tool for syllabus design of EFL-CALL writing classes which is borrowed from the interdisciplinary field of information architecture. It examines one CALL (Computer-Assisted Language Learning) lab syllabus design for EFL (English as a Foreign Language) students now being developed at a technical and engineering university in Japan. The tool around which this syllabus design is structured is called LATCH, an acronym for *Location-Alphabet-Time-Category-Hierarchy*, to describe the visual organising principles for all information structures. The article discusses three aspects of the syllabus design: (1) the background to LATCH as an information organiser and educational aid, especially for the teaching of EFL in CALL labs; (2) a description of LATCH as it is presented to upper beginner level EFL students in an actual syllabus; and (3) a discussion of the potential for modifications of this syllabus for students at differing levels of EFL learning or computer skills.

00–38 Hadley, Gregory (Nagaoka Nat. Coll. of Technology, Japan). Returning full circle: a survey of EFL syllabus designs for the new millennium. *RELC Journal* (Singapore), **29**, 2 (1998), 50–71.

The author of this paper suggests that the linguistic attention of the English language teaching academic community is continuing to move away from the concerns of second language (L2) syllabus designs as found

in communicative language teaching or task-based learning; and that there are concomitant questions among many as to what form the current paradigm shift will take as we approach the next century. The paper reviews several of the issues currently surrounding today's L2 syllabus designs, and offers a forecast of designs expected to rise and fall in the years to come. The paper begins with a definition of key terms and concepts. A review of L2 syllabus types is then offered, together with a discussion of their relative strengths and weaknesses. Future trends in EFL syllabus designs are suggested, the author forecasting a continued shift away from analytic learner-based or skill-based syllabuses in favour of synthetic content-based syllabuses, and predicting growing interest in lexical, structurally based syllabuses.

00–39   Harben, Paddy (U. of Reading, UK). A checklist for assessing the communicative authenticity of tasks and measures for testing L2 listening comprehension. *CALS Working Papers in TEFL* (Reading U., UK), **2** (1999), 77–100.

This article represents a provisional attempt to establish criteria for assessing the communicative authenticity of tasks and measures for testing second language (L2) listening comprehension. The paper begins with a discussion of general theories of comprehension, from which a set of general assumptions about the nature of communicative listening is derived. Then, the role of a number of variable factors relating to the discourse characteristics of specific real-life listening situations is considered. Following this, a general checklist of criteria is proposed for evaluating the communicative authenticity of L2 listening comprehension tasks (activities designed to provide L2 users with opportunities to comprehend L2 spoken discourse) and measures (procedures designed to assess the level of comprehension achieved in such activities). This checklist is used to evaluate a selection of tasks and measures that have been used in L2 listening research, along with others proposed by the author–most of which are found not to be communicatively authentic. The implications are discussed, and a number of assessment procedures are proposed which appear to conform to the checklist criteria to a greater extent.

00–40   Harrison, Richard (Japanese Language Inst., Kansai, Japan). The evolution of networked computing in the teaching of Japanese as a foreign language. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 4 (1998), 437–52.

Computer-based communications technology such as the Internet and the World Wide Web are having a great impact on the learning of foreign languages (FLs). In the latter half of the 1990s, there has been growing activity among CALL (Computer-Assisted Language Learning) developers working in the area of Japanese as a foreign language to utilise network computing technology. This paper discusses the possibilities for using the Internet for FL learning; reviews the evolution of

Internet-based projects in Japanese CALL; and suggests future directions in which this field may develop, based on both emerging network technology and learning theory.

00–41   Hauck, Mirjam and Haezewindt, Bernard (The Open U., UK). Adding a new perspective to distance (language) learning and teaching–the tutor's perspective. *ReCALL* (U. of Hull, UK), **11**, 2 (1999), 46–54.

To respond to students' need for more speaking practice, the Open University's Centre for Modern Languages is currently investigating the benefits of using an Internet-based, real-time audio application in distance learning/teaching. During a four-month trial period, French and German students met at weekly intervals to use the target language and participated in role-plays or other pre-arranged learning tasks requiring collaborative interaction. This paper describes the FLUENT (Framework for Language Use in Environments Embedded in New Technology) project from the tutors' point of view, focusing on how learner autonomy and the tutor role were affected by the new learning environment.

00–42   Herron, Carol, Corrie, Cathleen, Cole, Steven P. and Henderson, Pablo (Emory U., USA). Do prequestioning techniques facilitate comprehension of French video? *The French Review* (Carbondale, IL, USA), **72**, 6 (1999), 1076–90.

The study reported here investigates how to facilitate comprehension of foreign language video through the use of advance organisers. It tests the results of a previous study where the data suggested that declarative and interrogative advance organisers were equally effective in enhancing recall of French videos. The findings of the present study do not support that conclusion. Participants in the current research were 26 students enrolled in two classes of a French course. By modifying certain elements of the previous research design, these investigators found that the advance organiser interrogative condition aided comprehension more than the declarative one. Differences are discussed in the light of cognitive processing theory.

00–43   Holmes, Bryn (Nagoya U. of Commerce and Business Admin., Japan). Initial perceptions of CALL by Japanese university students. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 4 (1998), 397–409.

Computer-Assisted Language Learning (CALL) classes often represent new ways of language learning when introduced into highly institutionalised educational systems. In Japan, students who learn English using CALL may be faced with new styles of classroom learning. This paper surveys initial student perceptions of a university-level CALL course. Over 100 Japanese first-year students were questioned about the influence of CALL

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in their language classroom and on language education in Japan in general. Their views are presented and analysed in the context of teaching and learning English in Japan. Although there was overall agreement as to the benefits of CALL in language education and the enjoyment of using computers to learn English, the real advantage of using technology in class was linked to the students' goals of communicating internationally

00–44 Hope, Geoffrey R. (U. of Iowa, USA). Assessing the undergraduate French major: institutional and individual accountability. *The French Review* (Carbondale, IL, USA), **72**, 3 (1999), 456–68.

This paper presents suggestions for developing an outcomes assessment plan for the undergraduate major in French. The recommendation is to study both contemporary objectives for the foreign language major and one's own currently constituted major programme to derive the objectives from courses and requirements that already exist. The list of objectives in the appendix is not presented so much as a model for others as an example of what one programme perceives as the once implied, now explicit objectives of its major. To account for progress, through advising, students maintain a portfolio of materials responding to the objectives.

99–45 Hoven, Debra (U. of Queensland, Australia). A model for listening and viewing comprehension in multimedia environments. *Language Learning and Technology* (http://polyglot.cal.msu.edu/llt), **3**, 1 (1999), 88–103.

This paper proposes an instructional design model appropriate for humanistic multimedia Computer-Enhanced Language Learning (CELL) in a self-access environment for second language learning through listening and viewing comprehension. The model is grounded in sociocultural theory, and set against a background of research into the complexities of listening and viewing, individual learner differences and learning styles, characteristics of self-directed and autonomous learning, and user-friendly instructional software design. The term CELL is used here in preference to CALL (Computer-Assisted/Aided Language Learning) to recognise the enhancing role that computers play in the language learning process. The paper is divided into two sections: the first deals predominantly with the application of listening theory in the context of computer technology, and the second with aspects of a sociocultural model for language learning in this context. It is claimed that a CELL environment facilitates and encourages exploration of, and experimentation with, the choices available–within this model, learners are then able to adjust their own learning paths through the texts and tasks, and can do this at their own pace and at their individual points of readiness. In sociocultural terms, the model provides learners with a guiding framework or community of practice within which to develop through their individual Zones of Proximal Development; and with the tools to

mediate meaning in the form of software incorporating information, feedback, and appropriate help systems.

00–46 Hunter, Lawrie (Kochi U. of Tech., Japan). Text nouveau: visible structure in text presentation. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 4 (1998), 363–79.

This article examines the emerging form of text on the English World Wide Web–referred to here as 'text nouveau'–and how it is influencing reading, in particular reading by non-native readers of English. The focus here is on visual representation of text structure, in the interest of designing optimally accessible educational materials for presentation on the web. The author claims in the article that (1) web reading material is radically different from traditional print forms with their pages of dense text and line wrap; (2) visible text structure cues and information-revealing document structure can enhance accessibility of text and reduce the reader's load; and (3) there is a need for a foundation framework for characterising accessibility of text structure.

00–47 James, Carl (U. of Wales, Bangor, UK). Language awareness: implications for the language curriculum. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 1 (1999), 94–115.

This paper is in four parts. It first traces the history of the 'British' Language Awareness (LA) movement, from its grassroots origins through its confrontation with the establishment to its eventual academicisation. There follows an extended definition of LA, wherein it is compared to congeners like Linguistic Awareness, Knowledge about Language and Metalinguistic Awareness. The third part involves a comparison of LA with the complementary and parallel enterprise of Consciousness Raising. Finally, and most substantially, recent developments in the fields of bilingualism and 'new' Contrastive Linguistics are cited in order to define the cross-linguistic dimension of LA–a major concern for the founders of LA, who searched hard for ways to bridge the gap between mother tongue and foreign language education. The paper concludes with some suggestions for implementing cross-linguistic LA in the language classroom.

00–48 Jean, Gladys (Inst. d'Etudes Pédagogiques, Ontario, Canada). L'intégration de la grammaire dans une approche interactive/expérientielle en français de base. [The integration of grammar with an interactive/experiential approach in core French programmes.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 3 (1999), 315–38.

This article examines the integration of grammar in second language classes, more specifically in core French classes in Canada. The author first presents a brief overview of the principal arguments in favour of

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such integration, and of the studies carried out on this topic in different settings and which might therefore point to ideas or directions for the successful integration of grammar. The article then attempts to demonstrate how the sketchy results of the studies thus far available might offer a starting-point for finding solutions to the problem of integrating grammar in core French programmes.

00–49   Jones, Christopher (Manchester Metropolitan U., UK). Laying the foundations: designing a computing course for language students. *ReCALL* (U. of Hull, UK), **11**, 1 (1999), 58–64.

This paper looks at the design of a computing course for modern languages students. The goals of this course are to raise the level of Information Technology skills with which modern languages (MLs) students typically enter higher education; to ensure that students gain the maximum benefit and enjoyment from their programme of study; and to equip students with valuable transferable skills appropriate for an MLs graduate of the twenty-first century. The rationale behind the key decisions affecting the design of the course is explained and practical suggestions for teaching the major topics are given. Particular attention is given to the sensitive issue of assessment which can have a powerful influence on student motivation.

00–50   Jones, Jeremy F. (U. of Canberra, Australia). From silence to talk: cross-cultural ideas on students' participation in academic group discussion. *English for Specific Purposes* (Exeter, UK), **18**, 3 (1999), 243–59.

The author ponders why so many students of non-native-English-speaking background, especially those from Asian cultures, have difficulty participating actively in academic group discussions at English-speaking institutions of higher education. Teachers may recognise that the reasons for their students' inhibitions are cultural in origin, but not know the precise cultural factors that lie behind silence or reticence and not know how to encourage a shift in behaviour towards talkativeness. Approaching the topic from a cross-cultural perspective, this article explores culturally-based perceptions of silence and reticence and the nature of group discussion. It then offers pedagogical directions which course planners, academic advisers and language teachers could follow to help students to realise their potential for active and equal participation and also to help the academics who teach them to understand more clearly the difficulties they face.

00–51   Kim-Rivera, E. G. (U.of Texas, Austin, USA). English language education in the Swedish compulsory school. *Foreign Language Annals* (New York, USA), **32**, 2 (1999), 234–42.

In the 1960s, Sweden instituted educational reforms with the intention of creating a citizenry bilingual in Swedish and English. Today, ordinary Swedes in everyday situations speak English with a high level of communicative competence. A number of social and affective factors have brought about this result. This article sets out to give an overview of English language education in Swedish compulsory schools, where the framework and foundation for the achievement of English fluency is established. Oral skills and the practical aspects of English learning are emphasised in the compulsory school curriculum. In class, pupils are encouraged to speak and their reading and writing competence are aided by the functional approach to English teaching. The author concludes that accounts of the high level of success achieved by the Swedes in the teaching of English and other foreign languages will be of benefit to foreign language educators elsewhere.

00–52   Kimball, Jack (Miyazaki Medical Coll., Japan). Task-based medical English: elements for Internet-assisted language learning. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 4 (1998), 411–17.

Discipline-specific language learning, such as training in medical English, is situated within the long-established EAP (English for Academic Purposes) practice of delivering what learners need to succeed in their professional careers. However, rather than establishing linguistic goals like lexical mastery as reflective of what students require, this article examines needs in terms of social and cognitive processes through which learners themselves discover and generate what is necessary to acquire conceptual knowledge and linguistic control. This approach to needs and syllabus design is illustrated by way of describing pedagogic elements comprising the learning environment of second-year Japanese college students, doctors-in-training, who read, discuss and write in response to medical case studies accessed and mediated through the Internet.

00–53   Kinginger, Celeste (Southwest Missouri State U., USA), **Gourves-Hayward, Alison and Simpson, Vanessa**. A tele-collaborative course on French-American intercultural communication. *The French Review* (Carbondale, IL, USA), **72**, 5 (1999), 853–66.

This article reports on an approach to teaching French-American communication that supports learners' adoption of an intercultural stance, what Kramsch has termed a 'third place'. From the perspective of the third place, learners look critically at their own culture as well as the culture that is the focus of classroom study. Access to people who are members of the group under study is a crucial feature of the approach, and this access is facilitated by the availability of telecommunications technology, especially teleconferencing. The article relates an experience of pairing undergraduate and postgraduate classes, in the United States and France, to work together on a series of tasks organised around the theme of socialisation in childhood. Using analytical concepts from anthropology, and electronic communi-

cation tools, the students collaboratively interpret parallel texts: film remakes and children's literature. It is claimed that the availability of telecommunications technology, especially real-time videoconferencing, allows the classes to overcome the inadequacies of static materials, thereby adding dynamic realism to the interpretive process.

00–54 Koet, Ton (U. of Amsterdam, The Netherlands). ICT and language skills: an integrated course. *ReCALL* (U. of Hull, UK), **11**, 1 (1999), 65–71.

This article starts from the premise that language learning should be enhanced by information and communication technology (ICT). The author argues that at least three applications should be involved–word-processing, communication programs and database management–as well as a presentation program, and that students should be trained to use these tools by embedding them in a language skills course. The article describes a foundation-year curriculum for future language teachers in which training in the use of ICT tools was integrated with language learning and language teaching methodology. A learning environment 'Professional Skills' is described as well as the database applications 'Wordbook' and 'Reading file'. The article concludes by presenting data from a summative evaluation.

00–55 Kötter, Marcus, Shield, Lesley and Stevens, Anne (The Open U., UK). Real-time audio and email for fluency: promoting distance language learners' aural and oral skills via the Internet. *ReCALL* (U. of Hull, UK), **11**, 2 (1999), 55–60.

The study described in this paper outlines work in progress that is part of a larger, long-term project seeking to establish a framework for the use of networking technologies in distance language learning with a particular emphasis on the development of scenarios–that is, task design and learning environments–which will enable participants to improve their spoken and communication skills in the target language. Learners of French and German were invited to participate in a trial project to assess the impact of this new learning environment on their oral and aural performance in the target language. The article describes the pedagogic approach adopted for the study, the learning environment and the Internet-based tools offered to learners and tutors and, through analysis of a series of questionnaire responses from participants, reflects on some of the outcomes in terms of learner perception of and reaction to the combination of media used for the project.

00–56 Krashen, Stephen D. (U. of Southern California, USA). Seeking a role for grammar: a review of some recent studies. *Foreign Language Annals* (New York, USA), **32**, 2 (1999), 245–57.

Following his earlier (1992, 1993) claims that studies attempting to demonstrate the efficacy of direct instruction in grammar showed only a peripheral effect

for grammar teaching, the author presents in this article a review of more recent studies and comes to the same conclusion. He first reviews a set of experiments in which the impact of direct instruction in grammar is measured directly. This is followed by a discussion of individual studies focusing on the issues of consciousness-raising and whether formally learned competence becomes 'automatic'. The final study reviewed here confirms what the present author sees as the limits of 'metalinguistic' knowledge. He concludes that studies of the impact of formal instruction consistently show that more instruction results in, at best, modest increases in consciously-learned competence, a conclusion which the author suggests to be consistent with the claims of his own 'Monitor' hypothesis.

00–57 Kubota, Ryuko (U. of North Carolina, USA). Word processing and WWW projects in a college Japanese language class. *Foreign Language Annals* (New York, USA), **32**, 2 (1999), 205–18.

This paper describes four computer-assisted Japanese language and culture projects using word processing and the World Wide Web (WWW) conducted in a college-level third-year Japanese class, and reports the impact of the projects as assessed by student pre- and post-questionnaires and reflective comments from students, and the instructor's reflective observation notes. Fourteen students provided their feedback on the four projects that they had engaged in: (1) journal writing; (2) creating a personal home page; (3) a Japanese culture project using the WWW; and (4) a collaborative class fiction using a discussion forum on the WWW. The projects were successful in that students enjoyed word processing, creating Web pages, and collaboratively creating a fiction all in the Japanese language. Students also felt that these projects benefited the overall development of their Japanese language skills, understanding of Japanese culture, and computer skills; and that word processing made writing in Japanese easy. There was also an increase in students' motivation and a significant decrease in their anxiety toward using computers. Areas of difficulties included *kanji* recognition in word processing and in reading Web pages and mastering technical skills. This paper offers suggestions for conducting similar computer projects in foreign language classrooms.

00–58 Kyriacou, Chris (U. of York, UK) and Benmansour, Naima. Motivation to become a teacher of a foreign language. *Language Learning Journal* (Rugby, UK), **19** (1999), 69–72.

The study reported here explored the reasons which influenced student teachers' decisions to become a foreign language teacher. A sample of 83 student teachers of English in Morocco and 69 student teachers of French in the UK completed a questionnaire asking them to rate the importance of 22 reasons in influencing their decision. Overall, the four reasons which received the highest ratings for importance were: enjoyment of the subject; a desire to help children succeed; a perception of the language (English or French)

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as important to themselves; and enjoyment of the activity of classroom teaching. In addition, however, a number of interesting differences emerged between the two groups, which may reflect differences in the culture, values and circumstances that surround the work of foreign language teachers in these two countries.

00–59   Lee, Lina (U. of New Hampshire, USA) **and Debevec Henning, Sylvia**. Partners in pedagogy: collaborative teaching for beginning foreign language classes. *Foreign Language Annals* (New York, USA), **32**, 1 (1999), 125–38.

This article describes the 'Partners in Pedagogy Program', a team-teaching structure for the first-year French and Spanish language courses at the Plattsburgh State University of New York, 1993-1995. The overall goals were (1) to facilitate pedagogical co-operation between college foreign language (FL) and literature faculty and local middle and high school teachers; (2) to improve articulation between secondary and post-secondary FL curricula; and (3) to maintain or even strengthen students' communicative skills, particularly speaking and listening, while increasing class size. Participants were faculty at the university and local secondary teachers. The college faculty met with 25-39 university students on Mondays and Wednesdays for presentation of structures, also practice in reading comprehension and writing. High school teachers met with smaller groups of 15 students on Tuesdays and Thursdays for conversational practice of the structures and vocabulary building. Departmental faculty co-ordinated courses, meeting with their partners weekly to discuss pertinent issues related to syllabi, instructional material, procedures of testing and grading criteria. Both students and instructors responded favourably to the programme. Students commented that the conversational sessions let them apply linguistic structures in more practical and realistic contexts, also in a more relaxed atmosphere, reducing learner anxiety. The programme also helped faculty and teachers to develop an articulated FL curriculum where they shared, discussed and agreed on the FL goals, instructional strategies and evaluation standards.

00–60   Lee, Winnie (Chinese U. of Hong Kong) **and Morrison, Bruce**. A role for newspaper articles in developing autonomous language learning skills. *RELC Journal* (Singapore), **29**, 2 (1998), 90–120.

In the last ten years, learner autonomy has become a key issue in English language teaching and learning, and the development of the requisite learner skills has been widely discussed. Less attention has been paid, however, to learners' perceptions of training for the acquisition of such skills. This paper suggests a possible role for newspaper articles in providing learners with opportunities both to develop their autonomous learning skills and to pursue meaningful language skills practice. This role is discussed in the context of results obtained from a survey conducted at Hong Kong Polytechnic University. The survey had two aims: to

discover learners' reactions to being expected to set their own learning objectives, and to select, and decide how to use, newspaper articles; and to discover their preferences as to material-type and, in particular, their opinions of the use of newspaper articles within a self-access learning context. Participants were 17 groups of students following a supplementary English programme in a self-access learning context. Results suggest that newspaper articles, as one material resource, possess great potential for faciliating learners' progress towards learning autonomy. The paper concludes by proposing a framework within which such articles could be used to fulfil the desired role.

00–61   Lelouche, Ruddy and Huot, Diane (Université Laval, Québec, Canada). Influence of communicative situation variables on·linguistic form. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 5 (1998), 523–41.

Language teachers and learners are increasingly aware of the effects of sociolinguistic variables on the form of a message. What is less clear, though, is the detailed nature of these effects, i.e., which pragmatic variable affects which linguistic form. Even though language learners may have understood that each situation variable has a bearing on individual linguistic forms, they are unlikely to know which specific rules guide the native speaker in order to come up with a given message in a given situation, since such rules have not been explicitly formulated. In response to this difficulty, this paper describes a computer program built to provide language learners with the relevant knowledge which should ultimately enable them to recognise or produce linguistic forms appropriate to a given setting, and to choose one form among a set of apparently similar alternatives. In designing the system, so-called communicative situation variables were defined. The authors' main goal here is to show how they explore the influence of pragmatic factors (i.e., the way these variables function) by contrasting learner usage with a computer-based model. They make explicit the implicit rules that a French native speaker may follow intuitively. They also show how a further set of rules, resulting from their model, appears to be necessary in order to organise these variables. Finally, they discuss how their system prototype generates forms appropriate to a given situation and how it analyses submitted linguistic forms.

00–62   Levine, Adina, Ferenz, Orna and Reves, Thea (Bar Ilan U., Ramat Gan, Israel). A computer-mediated curriculum in the EFL academic writing class. *ReCALL* (U. of Hull, UK), **11**, 1 (1999), 72–79.

The study reported here was designed to investigate the application of a computer-mediated curriculum in the instruction of advanced written academic communication skills in a non-immersion situation. While previous studies have focused upon collaborative writing within a computer networked environment, the use of computer-tutorial programs, or the additive effects of supplemental

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computer-based instruction, the present study dealt with the implementation of a fully computer-based EFL (English as a Foreign Language) writing curriculum through the use of authentic electronic computer programs. The study sought to investigate: (1) to what extent the use of authentic tools, tasks and environment encourages communicative competence in the computer networked EFL academic writing classroom; (2) what effect computer-mediated instruction has on teacher-student interaction, collaborative learning, and students' attitudes and motivation; and (3) what benefits are gained from a computer-assisted portfolio assessment. The investigation design consisted of an experimental group studying exclusively in the computerised lab and a control group taught in a regular classroom according to conventional teaching methods. Data-collecting instruments comprised background and attitude questionnaires, onsite observations, informal interviews, and systematic evaluation and assessment. Findings indicate that authentic tools, tasks and environment are a strong motivating factor. While the computer-networked environment enhanced the teacher-student interaction, it diminished peer collaboration. Computer-assisted portfolio assessment appears to be advantageous to both the instructor and students.

00–63 Levis, John M. (North Carolina State U., USA). Intonation in theory and practice, revisited. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 1 (1999), 37–63.

Intonation as currently presented in North American textbooks bears a strong resemblance to textbook treatments from 30-50 years ago, despite tremendous advances in both theoretical and applied research on intonational description and the role of intonation in communication. This article reviews current intonational research which is relevant to teaching and presents implications for pedagogy. It then argues that there are two primary reasons for a lack of innovation in intonation teaching materials. First, current materials are based on an inadequate view of the functions of intonation, especially in their overemphasis on its role in signalling grammatical relations and in their emphasis on its role in conveying speakers' attitudes and emotions. Second, materials lack a communicative purpose, focusing instead on uncontextualised, sentence-level practice of intonational forms. Four principles for intonation teaching materials–namely, (a) that intonation must be taught in context, (b) that intonational meanings must be generalisable, (c) that the teaching of intonation must always be subordinate to larger communicative purposes, and (d) that intonation should be taught with realistic language–are discussed and contrasted with current practice.

00–64 Levy, Mike (U. of Queensland, Brisbane, Australia). Theory and design in a multimedia CALL project in cross-cultural pragmatics. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 1 (1999), 29–57.

Though a number of developers have recommended

that CALL (Computer-Assisted Language Learning) programs be theory-driven, the particular ways in which theory might lead to specific CALL design decisions have, in the main, not been investigated for programs intended for use in real educational settings. This paper explores this issue in connection with a multimedia project designed to assist overseas non-native speakers of English who are commencing study at university in Australia. An integrated design framework for the project is described with special emphasis on how theories on the nature of language and language learning relate to the construction of the program. Specific theoretical bases are described. For language, they include McCarthy's work on language as discourse (1991, 1994) and studies in pragmatics, particulary those of Grice (1975). For language learning, they include Schmidt's work on 'noticing' (1990, 1993) and Cumming's work on levels of learning and transfer (1993). The paper concludes with the preliminary results of an evaluation of the program.

00–65 Li, Defeng (Chinese U. of Hong Kong). 'It's always more difficult than you plan and imagine': teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly* (Alexandria, VA), **32**, 4 (1998), 677–703.

Despite the widespread adoption of communicative language teaching (CLT) in countries where English is a second language, research suggests that curricular innovations prompted by the adoption of CLT in EFL (English as a Foreign Language) countries have generally been difficult. The literature on curriculum innovation suggests that teachers' understanding of an innovation is central to its success. This article reports a study of a group of South Korean secondary school English teachers' perceived difficulties in adopting CLT which reveals that the difficulties have their source in the differences between the underlying educational theories of South Korea and and those of Western countries. The results suggest that, to adopt CLT, EFL countries like South Korea will need to change their fundamental approach to education, and that implementation should be gradual and grounded in the countries' own EFL situations. In the long run, EFL countries should establish their own contingent of language researchers in order to develop English teaching theories more suitable for their EFL teaching contexts. Change agents must study teachers' perceptions of an innovation to ensure its success.

00–66 Liu, Jun (U. of Arizona, USA). Nonnative-English-speaking professionals in TESOL. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 1 (1999), 85–102.

Recent conventions in the Teaching of English to Speakers of Other Languages (TESOL) have witnessed an increase in the number of nonnative speakers (NNSs) of English voicing their concerns and expressing their visions as TESOL professionals. Their unique perspectives have increased an awareness of the impact

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nonnative-English-speaking professionals have on their students; and their interests, concerns, perspectives, and impact on ESL students have led to an examination of the label *nonnative-English-speaking professional in TESOL.* The study reported here explores the labels *native speaker* (NS) and *nonnative speaker* (NNS) from the perspective of seven such nonnative-English-speaking professionals. Using data from email and face-to-face interviews gathered over a 16-month period, the author delineates a number of dimensions surrounding the terms, such as precedence in learning languages, competence in the learned languages, cultural affiliation, social identities, and language environment. Participants also discussed related professional issues, such as the power relations imposed by the labels, the impact of the labels on the hiring process, and the pedagogical implications of the labels. The study calls for more case studies to thoroughly examine other common professional labels.

00-67 Lyster, Roy (McGill U., Montreal, Canada). La négociation de la forme: la suite ... mais pas la fin. [The negotiation of form: the follow-up .. but not the last word.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 3 (1999), 355–84.

This article reports on a set of descriptive studies undertaken in four French immersion classes at the elementary level with a view to further characterising the negotiation of form in classroom discourse. The negotiation of form consists of at least four interactional moves which encourage peer- and self-repair and aim to draw attention to non-target output. Unlike the negotiation of form, recasts—the most widely used type of corrective feedback—are unable to lead to peer- or self-repair. Moreover, they risk being perceived ambiguously by classroom learners because their discourse functions resemble those of non-corrective repetition and because they are often accompanied by signs of approval. Immediate repairs of phonological errors, however, tend to follow recasts, whereas most immediate repairs of lexical and grammatical errors result from negotiation of form.

00-68 Marks, Jonathan (Poland). Is stress-timing real? *ELT Journal* (Oxford, UK), **53**, 3 (1999), 191–99.

This article challenges the notion of 'stress-timing' which is often referred to in pedagogic models of English pronunciation. The author draws on Crystal (1996) in suggesting that characterising English as a 'stress-timed' language—in which there are approximately equal intervals of time between stressed syllables—refers only to 'native' varieties; yet its status as such is firmly established in pedagogical descriptions of English pronunciation, is taught to teachers on training courses, and is frequently used as the basis for published pronunciation practice exercises. The article explores how the notion of stress-timing arose and why it seems so plausible; and whether it captures any real and pedagogically significant differences

between English and certain other languages. Drawing on Brazil (1996), it is concluded that it may be more appropriate in an approach to pronunciation development which takes the tone unit as a basic unit for analysis and practice to focus on rhythmic relationships between tonic prominences rather than to assume that English is stress-timed; and the inclusion of appropriate rhythmically-based material in classroom work is recommended.

00-69 Meecham, Andrew, Paran, Amos and Sturtridge, Gillian (U. of Reading, UK). Issues in the development of materials writers. *CALS Working Papers in TEFL* (Reading U., UK), **2** (1999), 59–76.

The authors note a dearth of literature on training for Non Native Speaking (NNS) materials writers, and adduce three key objectives for novice practitioners. Materials should demonstrate an understanding of language/communication skills and an awareness of effective teaching/learning pedagogies for promoting these; and they should be linguistically, methodologically and culturally suited to the local context. The article outlines constraints, e.g., the 'political' selection of writing teams, the often inadequate proficiency/writing experience/awareness levels of the designers, the methodological resistance of experienced writers, and the often complex relationship between NS external advisers and NNS team members. Five projects involving different educational, proficiency and team characteristics are considered, with reference to specific product difficulties. Two approaches to training are discussed: Incremental Practice, where the team evaluate a range of published material and produce 'more of the same'; and Deep End, which assumes participants are already aware of what is available and that a framework is provided via an accepted syllabus. The former may focus too much on the production of micro-tasks/exercises, whereas the latter can be easily diverted as 'questions' are thrown up by the production process. The choice of approach depends on the local context, though it is felt that the Incremental Practice procedure may be more suitable for entry-level, inexperienced NNS materials writers.

00-70 Met, Myriam (Montgomery County Public Schools) **and Byram, Michael** (U. of Durham, UK). Standards for foreign language learning and the teaching of culture. *Language Learning Journal* (Rugby, UK), **19** (1999), 61–68.

Standards for Foreign Language Learning were released to the U.S. public in November, 1995. The product of a collaborative effort among four major language professional associations, the Standards represent a milestone in the history of education in the U.S.. National standards in a number of disciplines mark the first time in the history of U.S. education that the federal government has taken a leadership role in promoting guidelines that delineate what students should know and be able to do at various points in their pre-collegiate schooling. This article provides information on the

Standards document as well as perspectives from the U.S. and from Britain. The genesis and context of the new national Standards for foreign language learning are first explained and the Standards document described. Then, more specifically, the role of culture learning within the new Standards is discussed and then analysed from a European perspective on the teaching of culture. The article concludes with some observations on the challenges faced by teachers in implementing new approaches to the teaching of culture.

00-71   Morton, Robert (Keio U., Japan).
Abstracts as authentic material for EAP classes.
ELT Journal (Oxford, UK), **53**, 3 (1999), 177–82.

Authentic materials are widely used in teaching English as a foreign language, particularly in English for Academic Purposes (EAP). EAP courses designed to prepare students for a particular discipline such as medicine or engineering generally use authentic materials relating to those disciplines. However, in general EAP courses, course materials are often taken from non-academic sources such as newspapers and magazines. This article questions the extent to which non-academic materials can provide sound reading practice and writing models for EAP students, particularly those from non-Western backgrounds who need to learn Western academic rhetorical patterns as well as academic English. The article proposes that journal article abstracts be used to create authentic academic materials for EAP classes, and offers practical suggestions for how such material can be exploited. It is suggested that other possibilities for using academic materials in the EAP classroom could also be derived from the ideas presented here.

00-72   Myers, Clare (U. of Calgary, Canada).
Developing programme standards for adult ESL.
TESL Canada Journal / La Revue TESL du Canada (Burnaby, B.C.), **16**, 2 (1999), 77–85.

This article is a summary of the process undertaken by the Alberta Teachers of English as a Second Language (ATESL) in developing standards for adult ESL programmes across the province. It outlines the various stages involved in this government-funded project, highlights the outcomes and learnings from each stage, and raises some questions related to the future implementation of programme standards. The author comments that, in many ways, what began as a well-defined government project to establish programme standards evolved over a period of a year and a half into an interesting and challenging learning journey for ATESL, which entailed venturing into uncharted territory, questioning previously held assumptions, and managing a diversity of perspectives. The stages of that journey are recounted here as a resource and a guide to other affiliates who may be thinking of mapping a similar course.

00-73   Nassaji, Hossein. Towards integrating form-focused instruction and communicative interaction in the second language classroom:

some pedagogical possibilities. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 3 (1999), 385–402.

Much has been written, on both theoretical and empirical levels, about the idea of 'focus on form' and the suggestion that some kind of form-focused activity needs to be incorporated into second language (L2) communicative contexts. Much less work has been published, however, on how this aim can be pedagogically fostered. This article first elaborates on the need to incorporate form-focused activities within an integrative approach to L2 teaching. Pedagogical possibilities and strategies are then suggested, and examples provided of tasks which may help to realise this goal in classroom contexts. Relevant empirical evidence on the effectiveness of such tasks is also presented and discussed.

00-74   Neil, P. S., Salters, J. and McEwen, A. (Queen's U. of Belfast, UK). Teachers' use of target language in the German classroom. *Language Learning Journal* (Rugby, UK), **19** (1999), 12–18.

This article reports that the increase in the quantity of target language (TL) use by teachers in the modern language classroom has not been matched by an increase in quality. This finding emerges from a study of the TL used by ten UK teachers of German with pupils at Key Stage 4 (ages 14–16). An analysis of transcriptions of video-recorded lessons showed TL use by the teachers to be relatively straightforward, with a preponderance of simple sentences and verbs used in the imperative or the present tense (often with modals). This tendency to use the present is explained partly by classroom activities, but it is considered that there is a danger of teacher input fossilising as a restricted code or classroom interlanguage, with more complex grammatical forms not reinforced. There appeared to be an inverse relationship between quantity and complexity of TL used; those learners who used least TL, and who were more textbook-bound, used a wider range of tenses. Although such 'syllabus speak' has obvious disadvantages, it is suggested that it may be more complex than spontaneous classroom talk. The teachers' use of subordinate clauses was also restricted, which, it is claimed, provided pupils with unnecessarily impoverished input. It is suggested that teachers need to practise making syntactically complex input comprehensible by the use of repetition, expansions and decreased rate.

00-75   Nelson, Brian (U. of Aizu, Fukushima, Japan). Web-based vocabulary activities: pedagogy and practice. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 4 (1998), 427–35.

This article examines a variety of web-based vocabulary activities currently being used in English reading classes at the author's institution. It begins with a brief review of the pedagogical basis for the creation and implementation of web-based vocabulary exercises, focusing on

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individualisation and feedback capabilities. The activities are then described–multiple-choice, fill-in, and cloze passages–and the features of each outlined. Common program features include basic feedback messages, automatic scoring, email feedback, randomised order of questions, and a minimum per cent score needed to complete each exercise. The article concludes with an examination of the limitations of the programs, and a discussion of possible future improvements.

00–76 Nerbonne, John, Doktor, Duco and Smit, Petra (U. of Groningen, The Netherlands). Morphological processing and computer-assisted language learning. Computer Assisted Language Learning (Lisse, The Netherlands), 11, 5 (1998), 543–59.

It is claimed here that, contrary to most current practice and contrary to the explicit comments of some practitioners, natural language processing (NLP) can now play a valuable role in Computer-Assisted Language Learning (CALL). This paper reports on the GLOSSER project and discusses the position of NLP within CALL using GLOSSER as an example. GLOSSER is an intelligent assistant for Dutch students learning to read in French. It has been fully implemented and tested, and it offers information on approximately 30,000 different words (or, rather, lexemes), which may be taken from any text, with special preparation required. The assistance takes the form of: information on the grammatical meaning of morphology; entries in a bilingual dictionary; and examples of word use taken from over one million words of text (including some bilingual text). The application has received a warm welcome in user-studies, and has been found a useful tool by students. It relies essentially on lemmatisation, part-of-speech (POS) disambiguation, lexeme indexing, and bilingual text alignment–all elements of NLP technology.

00–77 Nunan, David (U. of Hong Kong). A foot in the world of ideas: graduate study through the Internet. Language Learning and Technology (http://polyglot.cal.msu.edu/llt), 3, 1 (1999), 52–74.

The case study reported here is an exploratory investigation of the learning opportunities provided by a Web-based Master of Science programme in TESOL (the Teaching of English to Speakers of Other Languages). The paper begins with a description of the course and its components. The aim of the paper is to evaluate the potential of the Web for delivering graduate level programmes. A secondary purpose is to compare this delivery with both classroom-based and traditional distance learning delivery modes. Data for the paper include transcripts from tutorials conducted through a chat line as well as data provided by students in interviews. Patterns in the data were identified through a grounded procedure in which themes and issues emerged from the data through an iterative process of analysis and tentative category assignment. During the course of the analysis, the following four main themes emerged: the context of learning, the dis-

course of synchronous interaction, student control of the learning process, and the evolving culture of the virtual classroom. These are described and discussed in the body of the paper.

00–78 Nurweni, Ari (U. of Lampung, Bandar Lampung, Indonesia) and Read, John. The English vocabulary knowledge of Indonesian university students. English for Specific Purposes (Exeter, UK), 18, 2, 161–75.

This article reports on a research study conducted in an Indonesian university to estimate the English vocabulary knowledge of a large sample of first-year students. This is a significant topic because the students are expected to be able to read English language texts in their university courses, something that is difficult for them to manage without an adequate knowledge of vocabulary. The participants were tested on their understanding of words that occur frequently in academic writing using three instruments: a translation test, a word associates test and an interview. The tests were designed to measure not only whether the students knew the words but also how well they knew them. The results showed that on average the students had some knowledge of 1,226 English words, a figure that falls far short of the 3,000–5,000 word range that is widely considered the threshold level for independent reading of unsimplified texts. Only a small proportion of the students came close to the threshold, in terms of breadth and depth of knowledge. The article explores the implications of the results and suggests ways in which the students' vocabulary knowledge could be improved.

00–79 Nussbaum, Luci (Université Autonome de Barcelona, Spain). Emergence de la conscience langagière en travail de groupe entre apprenants de langue étrangère. [The emergence of linguistic awareness in group work between foreign language learners.] Langages (Paris, France), 134 (1999), 35–50.

This paper is concerned with the conditions which foster the emergence of linguistic awareness and representations of learning in group work. It opens with a discussion of the perceived benefits of task-based language learning in peer groups. It is suggested that such tasks offer learners a space in which both language acquisition and explicit metalinguistic reflection are possible, and that such reflexive activities are beneficial to language learning. The article goes on to analyse the general characteristics of group work in the language classroom, pointing out the variability inherent in several aspects of the activity. Procedures used by learners in metalinguistic problem-solving tasks and communicative activities are examined, through the comparative analysis of tapescripts of different sets of learners given the same tasks to achieve. These show varying degrees of complexity. It is suggested that the level of complexity can be affected by the way learners conceptualise the task, or by the individual characteristics of

students and the relationships between them. The article concludes that group work has the potential to be a significant space for learning, offering learners the opportunity to learn from each other and to alternate in the 'expert' role. However, this depends on the learners themselves realising through interaction the complexity and learning potential of the task.

00-80 Orsini-Jones, Marina (Coventry U., UK). Implementing institutional change for languages: online collaborative learning environments at Coventry University. ReCALL (U. of Hull, UK), 11, 2 (1999), 61-73.

This paper stems from the author's work developed thanks to her secondment as the representative for Languages to the Task Force for Teaching, Learning and Assessment at Coventry University. The aim of the secondment is to disseminate a recognised model of good CALL (Computer-Assisted Language Learning) practice—the *Fluid RoleExchange Environment (FREE)* (Orsini-Jones & Jones 1996, Orsini-Jones 1999)—to other areas of Italian Studies, to languages other than Italian and to the rest of the university. This paper shows how the model was disseminated to the teaching of English as a Foreign Language (EFL) and Italian translation studies via the use of the Web. In conclusion, the paper considers issues relating to the impact of the implementation of Computer and Information Technology change in Languages.

00-81 Pambianchi, Gabriella
(UQAM–Université du Québec à Montréal, Canada). Description d'une démarche d'observation pour l'analyse de l'enseignement de l'anglais langue étrangère en Chine. [Description of an observation procedure for analysing the teaching of English as a Foreign Language in China.] Etudes de Linguistique Appliquée (Paris, France), 114 (1999), 189-206.

As part of a wider study of classroom practices, English lessons in China were observed and interviews were conducted with the teachers concerned. This article deals mainly with the arrangements made for carrying out the classroom observation and for collecting, processing and analysing data. As the result of a pilot study, it was decided to concentrate on teaching discourse, using 'Didactic Units' of four to six hours in length as a basic descriptive and analytic category. In the main study, three teachers of English were observed over a period of approximately six weeks. A number of methodological aspects are explained and described, including the recruitment and preparation of the teachers, note-taking in real time, recording techniques and problems, preliminary sorting-out of the data, transcription, and methods of analysis. Examples are given of the type of results obtained, illustrating a variety of Didactic Unit structures, but which also confirm the tripartite structure of language teaching postulated by Germain.

00-82 Pasero, Robert and Sabatier, Paul
(Laboratoire d'Informatique de Marseille, CNRS & Université de la Mediterranée, France). Linguistic games for language learning: a special use of the ILLICO Library. Computer Assisted Language Learning (Lisse, The Netherlands), 11, 5 (1998), 561-85.

This paper describes the principles underlying ILLICO, a generic natural language software tool for building larger applications for performing specific linguistic tasks such as analysis, synthesis and guided composition. The authors show to what extent this approach is relevant to CALL (Computer-Assisted Language Learning), or, more precisely, to the development of CALL systems. Their interests lie in the building of linguistic games that allow the production of well-formed sentences (in this particular case, in written French), starting either from a set of constraints or from other sentences. In order to do so, they formally define the relevant constraints and illustrate their use through the linguistic games developed in ILLICO. Finally, they discuss some possible extensions for creating other linguistic games.

00-83 Peacock, Matthew (City U. of Hong Kong). A useful and popular lesson? Comparing students working in pairs and threes in the ESL classroom. RELC Journal (Singapore), 29, 2 (1998), 27-49.

Pairwork and groupwork continue to be very popular with teachers in ESL (English Second Language) classrooms around the world, yet very few studies have compared the two activities regarding their effectiveness for teaching ESL or their popularity with learners. This article reports on a project recently undertaken over six months in eight ESL classrooms in a Hong Kong university to investigate three questions: whether learners work harder in pairs or groups, whether they prefer working in pairs or groups, and whether they learn more working in pairs or groups. Quantitative data on levels of learner on-task behaviour were collected over three months in five of the classrooms; results indicated that learners worked significantly harder in pairs than in groups of three. Of the 158 learners interviewed to collect opinions on the second question, 59% reported that they prefer groupwork, and 41% pairwork. The research also suggests a link between levels of on-task behaviour and linguistic progress. An additional 50 learners, together with 20 teachers from the Department of English, were interviewed; and a majority of both believed groupwork to be more useful than pairwork for learning ESL. The author discusses the disparity between apparent and perceived usefulness of pair- and groupwork, and between their relative utility and popularity.

00-84 Peterson, Mark (Japan Inst. of Science and Tech., Tatsunokuchi). The Virtual Learning Environment: the design of a website for language learning. Computer Assisted Language Learning (Lisse, The Netherlands), 11, 4 (1998), 349-61.

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This paper attempts to delineate the process of how a website called the Virtual Learning Environment (VLE) was created in order to meet the language learning needs of a group of learners at a graduate school in Japan. The main focus of the discussion is on the factors that influenced the design and evolution of the VLE site. Designers of virtual environments for language learning are faced with a number of potential difficulties when attempting to create a website for language learning: these include the challenge of hypermedia authoring software for those with perhaps limited computer skills and knowledge of user interface design, together with the extensive planning and time requirements for producing an effective site. The paper highlights the importance of adopting an integrative learner-centred design rationale encompassing both a high-level theoretical view of how students learn and lower-level issues of interface design and site construction.

00–85 Prechter, Sabine (Justus-Liebig-Universität Giessen, Germany). Women's rights–children's games: sexism in learners' dictionaries of English. *Multilingua* (Berlin, Germany), **18**, 1 (1999), 47–68.

Whereas sexist language use in textbooks has been an important issue for feminist linguistics since this discipline was established in the early 1970s, hardly any research dealing with the importance of dictionaries in the promoting of sexist language use has been carried out up to now. In this paper the degree of sexism in learners' dictionaries of English has been examined, with particular emphasis on the distribution of semantic roles of men and women in the definition and example sections. Another issue is the degree of stereotyping and the fact that no continuous progress seems to have been made in the development of non-sexist learners' dictionaries of English.

00–86 Richards, Jack C. (Regional Lang. Centre, Singapore). Addressing the grammar-gap in task-work. *Prospect* (Macquarie U., Sydney, Australia), **14**, 1 (1999), 4–19.

A current interest in methodology is task-based approaches to teaching. These involve the use of tasks that engage learners in meaningful interaction and negotiation focusing on completion of a task. Learners' grammar needs are determined on the basis of task performance rather than through a pre-determined grammar syllabus. However, whether learners develop acceptable levels of grammatical proficiency through such an approach is problematic. This paper reviews current views about the status of grammar learning through task-work, and suggests that grammar learning can be addressed at several different stages during task performance: prior to the task, during the task, and after the task. Examples are given of how this can be achieved in materials design and in the classroom.

00–87 Ritter, Markus (U. of Siegen, Germany), **Kallenbach, Christiane and Pankhurst, James**.

The 'all-inclusive' tutor–excluding learner autonomy? *ReCALL* (U. of Hull, UK), **11**, 1 (1999), 111–16.

A multimedia learning environment would appear to benefit from an intelligent tutoring system which draws on didactic expertise, knowledge of the program structure, and knowledge of the learner's previous activities. On the other hand, one may argue against a tutor because of the damaging effects on learner autonomy: the tutor may hamper genuine learning by taking the learner by the hand, whereas what the learner needs is to have sufficient space to move freely through material in an explorative rather than an executive mode, generating her own queries and finding her own solutions. This paper is presented in the form of a 'disputation' between two of the authors, in the hope that this polemic form will shed light on the apparent contradiction between an inevitably intrusive tutor and the desirable goal of autonomous learning. It is argued that tutoring may be a necessary stage on the road to autonomy.

00–88 Rolland, Jean-Claude (Internat. Centre for Pedagogical Studies, Sèvres, France), **Noreiko, Stephen F. and Lemnitzer, Lothar**. From DICOFLE to DEMOSTEN: the evolution of a lexis-grammar to a multilingual, electronic dictionary for language learners. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 5 (1998), 587–605.

Since the *Commission du Français Fondamental* published, in 1959, the list of words considered to be basic French vocabulary (1,300 words at the first stage and 1,900 at the second), there have been no other studies of lexical frequency recognised and put to use. This article reports on two projects (DICOFLE and DEMOSTEN) dedicated to the compilation of a 'Basic French' vocabulary list, the translation of this list into five European languages and the publication of the results as an electronic reference book for teachers and learners of French as a second language. The first part stresses the combinations of highly frequent words to a list of basic French vocabulary. A corpus-based statistical extraction process is seen to be a necessary, but not sufficient, step in compiling the material. The second part outlines the process of translating the vocabulary list into five European languages and discusses options for the electronic publishing of the material. The third part gives insights into the circular process of translation and revision of the basic vocabulary list.

00–89 Rosse, Meg. Tracking–a method for teaching prosody to ESL learners. *Prospect* (Macquarie U., Sydney, Australia), **14**, 1 (1999), 53–61.

The pronunciation method presented in this article was first developed over a period of two years of ESL (English as a Second Language) teaching at the University of Melbourne. In addition to its use in the classroom, it was used as the basis for a package of independent learning materials entitled 'Tracking'. The

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method was also used as the basis for pronunciation materials developed at the Centre for English Language Learning in Melbourne, entitled 'Tracking for Stress, Rhythm and Intonation'. It is a method for developing more native-like speech for advanced adult ESL learners, and the article gives a brief account of the way in which it was developed. The origins of the method and its rationale are first explained in some detail. The method is then presented with enough information for a language teacher to implement it with learners. In conclusion, some comments are made about learners' responses to the method; and finally, the issue of evaluation is raised.

00–90   Rubdy, Rani (Nat. U. of Singapore). Sensitising learners towards a more productive classroom participation: an 'exploratory' approach. *RELC Journal* (Singapore), **29**, 2 (1998), 1–26.

This paper reports an informal study which used simple research techniques to sensitise a group of first-year students at the author's institution towards more productive patterns of classroom participation. The 58 learners involved were following a foundation course for students majoring in English. What started out as an innocent attempt at awareness-raising by involving the learners themselves in the observation and analysis of their classroom behaviour soon took on the character of a collaborative investigatory enterprise in the spirit of Allwright's (1992) proposal for an 'exploratory' teaching and learning approach–an approach which sets out to introduce a research perspective into classroom pedagogy. Although the study refers to a particular academic setting as an illustrative case, it is suggested that the trends observed illumine several issues of recent concern for the second language classroom, such as the dynamics of power relations and learner autonomy, the concept of knowledge as socially constructed, and the role of reflection as a tool for awareness-raising among learners and teachers alike. The paper seeks to demonstrate how familiar techniques can be applied to harness student exploration of these issues.

00–91   Scheffel-Dunand, Dominique (U. of Toronto, Canada). Médiathèque virtuelle au service de l'enseignement et de la recherche. [The virtual resource centre serving teaching and research.] *Etudes de Linguistique Appliquée* (Paris, France), **112** (1998), 495–504.

This article reports on a virtual language resource centre, constructed by bringing together pedagogic and linguistic resources on networked servers and databases. Following a reflection on the influence of new technologies on knowledge construction, the organisation of the resource centre is outlined. It was designed to develop organically through connecting a growing number of digitalised resources. Users have access to hypertext indexes and to linguistic data and pedagogic resources, archived locally or on distant servers. Their navigation and interaction with the system generate a web page in real time, thus building up a set of individualised resources for each user. It was found necessary to develop a course teaching multimedia and networking from a cognitivist perspective to train people in the use of this resource. Elements of the network have also been integrated into a variety of learning supports, including a website and a CD-ROM. The author claims that such a virtual resource centre can promote autonomous learning, creating a new type of learner. However, constant work has been required to develop the usability of the interface, and this together with the need for training suggests that many users have a long way to go to achieve complete integration of such resources in their learning practices.

00–92   Schulze, Mathias (UMIST–U. of Manchester Inst. of Science and Technology, UK). From the developer to the learner: describing grammar–learning grammar. *ReCALL* (U. of Hull, UK), **11**, 1 (1999), 117–24.

This paper sketches the place and function of grammar in the context of language learning in general and attempts to show the relevance and usefulness of these formal concepts of grammar to Computer-Assisted Language Learning in particular. The approach to grammar described here is illustrated through a brief discussion of a grammar checker for English learners of German, 'Textana', which is being developed at the author's institution.

00–93   Seedhouse, Paul (U. of Newcastle, UK). Task-based interaction. *ELT Journal* (Oxford, UK), **53**, 3 (1999), 149–56.

The 'task' has become a fundamental concept in language teaching pedagogy. The present author, however, points to a lack of studies which present a 'holistic' analysis and evaluation of the interaction produced by tasks in the classroom. Based on a database of lesson extracts (some 330 second language lessons or fragments of lessons from 14 different countries), this article attempts to characterise task-based interaction as a variety, discusses its pedagogical and interactional advantages and disadvantages, and considers what kinds of learning it might be promoting. The author concludes that it remains to be proven that task-based interaction is more effective than other varieties of classroom interaction; he suggests that it would be unsound to take a 'strong' task-based approach which promoted task-based interaction at the expense of the other varieties, and which took 'task' as the basis for an entire pedagogical methodology and for course and materials design. A more holistic approach to classroom interaction is recommended.

00–94   Silver, Allan (Toronto School Board, Canada). Play: a fundamental equaliser for ESL children. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **16**, 2 (1999), 62–69.

The findings in this article were gathered from a qualitative study with a Grade 5 class of 25 pupils which was

designed to elicit the impact of providing play opportunities for children in the upper elementary school grades. The children themselves were responsible for much of the data collection insofar as they wrote reports about the play activities they engaged in, the interpretation of which largely formed the basis of the findings. The article, then, (a) rationalises the use of play in classes for children aged 9-11; (b) defines play; and (c) describes how play influences ESL (English as a Second Language) children specifically. One of the major themes discerned by the researcher was that play had a significant influence on ESL children by facilitating communication and socialisation at the same time as it nurtured independence and self-esteem.

00-95 Spratt, M. (Hong Kong Poly. U.). How good are we at knowing what learners like? *System* (Oxford, UK), **27**, 2 (1999), 141-55.

This paper reports on a comparison of learners' preferred activities with teachers' perceptions of what those preferences were. The study investigated what English language learning classroom activities learners liked, and then compared these preferences with the activity preferences that teachers thought the learners held. The study made use of questionnaires enquiring about 48 classroom activities to survey 997 tertiary level learners and their 50 teachers on service English programmes at a Hong Kong university. The results show that teachers were able to gauge their learners' preferences with accuracy for 54% of activities, and that there was no clear pattern indicating in what activity areas (e.g., speaking, writing, listening) or with what activity types (communicative or non-communicative) predictions might be more or less accurate. The results are seen as having implications both for syllabus and materials design and also for classroom practice and studies of teachers' decision-making processes.

00-96 Talburt, Susan (Georgia State U., USA) and Stewart, Melissa A.. What's the subject of study abroad?: Race, gender, and 'living culture'. *The Modern Language Journal* (Malden, MA, USA), **83**, 2 (1999), 163-75.

With the current proliferation of study abroad programmes, teachers and researchers have begun to challenge assumptions that immersion creates automatic cultural and language learning, and to ask questions, particularly related to short-term programmes, about the opportunities students have for extended, meaningful interactions with members of the host culture enabling them to make significant gains in their language skills and cultural understanding. Based on an ethnographic study which focused on the relations of students' in- and out-of-class cultural learning during a five-week study abroad programme in Spain, this article analyses processes of teaching and learning in a Spanish culture and civilisation class, the experiences of the only African-American student on the programme, and students' responses to a class meeting in which race was overtly problematised. In contrast to the shared con-

struction of cultural knowledge which characterised the class, discussion of race and gender was limited in its complexity, despite signs of new understandings among students. Given a need for all students to gain multiple cultural perspectives and growing evidence that peer groups constitute sources of identity and cross-cultural understanding for students abroad, the article suggests that study abroad curricula incorporate sustained discussion of students' sociocultural differences and resulting particularities in their experiences in the host culture as part of the formal curriculum.

00-97 Tierney, Daniel (U. of Strathclyde, Scotland). Modern languages in the primary school (MLPS) in Scotland: ten years on. *Language Learning Journal* (Rugby, UK), **19** (1999), 50-55.

This article is based on almost ten years experience of primary language learning in Scotland. It sets out the background, how the pilot programme for modern languages in Scottish primary schools was started and how it moved from there to the present position where a language will soon be taught in almost all Scottish primaries. It gives details of the training: how it was constructed and implemented, the numbers involved, the linguistic background of the teachers and the results. Finally, it goes on to look at what is happening in the classroom and reflects on the lessons learned from the Scottish experience.

00-98 Vandergrift, Larry (U. of Ottawa, Canada). Facilitating second language listening comprehension: acquiring successful strategies. *ELT Journal* (Oxford, UK), **53**, 3 (1999), 168-76.

This paper presents arguments for an emphasis on listening comprehension in second language learning and teaching. An explanation of how listeners can use strategies to enhance the learning process is presented, together with a review of the existing research base on how second language listening is taught. The major part of the paper presents and discusses pedagogical recommendations, as well as examples of performance checklists for developing metacognitive awareness.

00-99 Vanparys, Johan (Facultés Universitaires Notre-Dame de la Paix, Belgium) and Baten, Lut. How to offer real help to grammar learners. *ReCALL* (U. of Hull, UK), **11**, 1 (1999), 125-32.

This article discusses strategies for creating a supportive grammar learning environment which have been implemented in CALL (Computer-Assisted Language Learning) packages for Dutch. The strategies stem from recent advances in cognitive psychology and cognitive linguistics, as well as from the experience of the present authors. The basic metaphor behind their conception of the ideal CALL package is that of a toolbox rather than a set of instructions. Users select a tool from a range of available instruments because they think it is the one that suits their purpose best. Different learners may pick out different tools and use them in different ways, even

if their goals are the same. The article discusses the strategies in detail.

00–100 Wallace, Catherine (Inst. of Ed., U. of London, UK). Critical Language Awareness: key principles for a course in critical reading. *Language Awareness* (Clevedon, UK), **8**, 2 (1999), 98–110.

This paper examines some key principles of Critical Language Awareness (CLA) with reference to a class on Critical Reading which was taught to advanced foreign language learners. The paper argues that CLA needs to be located within Critical Pedagogy, and that Critical Pedagogy is typically conceptualised around three major principles. They are, respectively, teaching as emancipatory, difference-orientated and oppositional. Some applications and implications of these principles are then questioned on the grounds that they, first, position Critical Pedagogy as a marginalised project; and, second, overstate the importance of a confrontational stance to establishment discourse. The final part of the paper examines the extent to which the rationale of the Critical Reading course addressed the need to develop a different understanding of critical pedagogy: one which values commonality rather than difference and resistance rather than opposition, and which aims to bring Critical Pedagogy into the mainstream.

00–101 Walsh, Adele (Vanier Elem. Sch., St. John's, NF, Canada) **and Yeoman, Elizabeth** (Memorial U. of Newfoundland, Canada). Making sense of the French in French immersion: concept development in early Fl. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 3 (1999),339–54.

This article investigates children's concept development and use of exploratory talk in the primary years of early French immersion (Kindergarten to Grade 3). The authors relate data from a case study of a primary programme to personal teaching experience and research in language and learning and developmental psychology. The data analysis highlights one specific weakness of French immersion (FI), namely, the possibilities for exploratory talk. While in no way negating the value of methods currently in use in early French immersion classrooms, the authors suggest that this problem merits more systematic investigation, and that ways of enhancing opportunities for extended learning in early French immersion should be explored. They propose some possible approaches to enhancing concept development and exploratory talk in this particular learning setting, and suggest that there is a place for the first language in the immersion classroom.

00–102 Whistle, Jeremy (U. Coll. Northampton, UK). Concordancing with students using an 'off-the-Web' corpus. *ReCALL* (U. of Hull, UK), **11**, 2 (1999), 74–80.

There is a widespread consensus among foreign lan-

guage (FL) teachers in Higher Education in the UK that students arrive at university with a grammar deficit, and most FL degree courses now contain a substantial grammar revision/development component. The grammar sessions are, however, often perceived–even by students who are successful–as being boring. The low popularity ratings, combined with the perception that teaching grammar seems to have little effect with certain students, led to a re-examination of existing practice and a search for new methods at the present author's institution. Recent research has pointed to the value of concordancing in grammar teaching, although most of the published work describing classroom practice focuses on teaching English as a foreign language. Concordancing was thus introduced into the teaching of grammar to groups of first and second year students of FL French, supplementing other CALL (Computer-Assisted Language Learning) materials already in use. The article describes how a pedagogic corpus can be downloaded from the Web, as well as its experimental exploitation with the undergraduates involved, and highlights the crucial importance of the corpus on which concordances are based.

00–103 Wolf, Alain J. E. (U. of Cambridge, UK). Context and relevance theory in language teaching: an exploratory approach. *IRAL* (Heidelberg, Germany), **37**, 2 (1999), 95–109.

This paper argues that the notion of 'context' and the mechanisms by which the meaning of utterances is recovered by speakers and hearers should be given more importance in foreign language teaching. The author discusses aspects of 'context' from a relevance theoretic perspective and considers how this may lead to a better understanding of how learners recover verbal input. It is posited that one of the most difficult tasks for language teachers is to determine how the content of their lessons can achieve relevance for the students so as to provide them with enough comprehensible input whilst giving them the freedom to create their own contexts. The paper proposes that the way context is defined affects (1) the relationship between knowledge of language and context, and (2) the way speakers access assumptions in everyday communication. In the first instance, the author reviews a framework bridging the gap between context and knowledge of language. In the second, he seeks to show how the framework adopted here clarifies the notion of learners' uptake. More specifically, he proposes three hypotheses about context from a relevance theoretic perspective which form the basis of a textbook evaluation and related proposals about language instruction.

00–104 Wong, Jan and Fauverge, Agnès (U. of Cambridge, UK). LEVERAGE: reciprocal peer tutoring over broadband networks. *ReCALL* (U. of Hull, UK), **11**, 1 (1999), 133–42.

This paper reports on the experimental use of a broadband computer network hypermedia environment for language learning (French, English and Spanish).

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(LEVERAGE–Learn from Video Extensive Real ATM Gigabit Experiment–was a European three-year collaborative research project focusing on task-based multimedia learning of languages.) Using Web-based resources, students engage in a collaborative task over a network which offers high quality video-conferencing, application sharing and access to authentic multimedia resources. One of the main aims was to establish the practicalities of providing learners of languages with opportunities to engage in reciprocal peer tutoring. After outlining the pedagogical assumptions, and describing the set-up of the network-based learning environment, the trials are analysed, and the effectiveness of network-based language in supporting collaborative learning is discussed.

00–105   Wright, Margaret (The Queen's U.of Belfast, Northern Ireland). **Influences on learner attitudes towards foreign language and culture.** *Educational Research* (London, UK), **41**, 2 (1999), 197–208.

There is an assumption in UK National Curriculum documentation that foreign language learning has beneficial effects on pupils' attitudes towards foreign people. Numerous studies have questioned the validity of this assumption, but there has been relatively little research into the determinants of learner attitudes. This paper presents results of research which investigates not only attitudes of GCSE (General Certificate of Secondary Education) learners towards French language and culture, but also learners' perceptions of factors which contribute to the formation of those attitudes. The sample consisted of 898 pupils–all in their fifth year of studying French–from 12 post-primary schools, six grammar (selective) and six secondary (non-selective). The findings indicate salient attitude differences according to gender and school type and point to some clearly perceived sources of significant influence on attitudes. Inside-school influences were seen to be stronger determinants of attitude than outside-school factors. The study's findings are seen as having implications for teachers, for authors of modern language textbooks and for the educational system.

00–106   Wright, Margaret (The Queen's U. of Belfast, Northern Ireland). **Grammar in the languages classroom: findings from research.** *Language Learning Journal* (Rugby, UK), **19** (1999), 33–39.

This article starts from the premise that research on foreign language learning in the past decade has pointed to a decline in students' spoken and written accuracy. Yet syllabuses and marking criteria for examinations in modern foreign languages in the UK continue to imply the need for accuracy and the importance of grammatical knowledge. In the context of renewed grammatical emphasis, the paper reviews research into the various aspects of the grammar debate and suggests that the weight of evidence points to the need for a balanced approach which combines opportunities both for acquisition and for focus on linguistic form.

00–107   Zaid, Mohammed A. (King Said U., Abha, Saudi Arabia). **Cultural confrontation and cultural acquisition in the EFL classroom.** *IRAL* (Heidelberg, Germany), **37**, 2 (1999), 111–26.

This paper argues that the principles about teaching culture in EFL (English as a Foreign Language) have promoted cultural confrontation in the guise of cultural acquisition. It discusses the impact of the culture-oriented classroom on three areas of language pedagogy: approach, design, and procedure. Concerning approach, it is argued that the theories of learning and language adopted by proponents of the culture-centred EFL classroom have resulted in target- and native-culture schematic confrontation, often undermining the students' perspective on their own language and culture. Concerning design, i.e., programme objectives and teacher and student roles, it is argued that the acceptance of cultural knowledge as a basic objective of an EFL programme has frequently led to an overt or covert promotion of the target language at the expense of the native culture, even though the EFL teacher is not a trained sociologist in cultural acquisition. A typical student reaction is to create a hybrid 'third culture', not relevant to the student's own culture nor to the target language community. Concerning procedure, it is argued that, while students expect classroom activities to concentrate on linguistic acquisition, what they get in the EFL culture-oriented classroom is a course in cultural acquisition. The author concludes that, while culture is an important component of language study, cultural confrontation should not take precedence over linguistic acquisition in the EFL classroom.

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00–108   Arditty, Jo and Prodeau, Mireille (Université de Paris VIII, France). **Donner des instructions en langue maternelle et en langue étrangère. [Giving instructions in the native and foreign language.]** *Langages* (Paris, France), **134** (1999), 68–84.

This article proposes an interactional re-analysis of an experiment whose purpose was to study instructions produced by fluent (native) and less fluent speakers of a language. The experimental procedure consisted in asking participants to give oral instructions for assembling a model, first to a partner performing the task, and then alone to a cassette-recorder. The article first outlines the global characteristics of the experimental setting, examining the way in which participants constructed the instruction-giving relationship, the role of the partner in the discourse situation and the role of the experimenter both as a useful resource and as a threatening onlooker. It goes on to analyse the discourse of two instructors in detail, one a native French speaker and the other a semi-beginner. Variations in the texts are analysed and related to the tensions in the situation, in terms of both the cognitive difficulties of the task and

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