
Language learning and teaching – theory and practice

Language teaching

97–279 Arendt, Manfred (Realschule, Hameln). Simulationen. [Simulations.] *Der Fremdsprachliche Unterricht Englisch* (Stuttgart, Germany), **2** (1997), 4–10.

This paper discusses simulations in classroom foreign language teaching, listing these advantages: they are student- and task-oriented, they integrate a variety of skills, learning in a social context is encouraged, and, most importantly, they are grounded in reality. Simulations should be differentiated from other similar, interactive tasks such as role-plays, games and projects. The emphasis is on learning via gathering and sharing of information, and discussion, and any element of fun is a positive side-effect. Three different types of simulation are presented. Type 1 deals with problems of general interest, where each stu-

dent assumes a role and gathers, exchanges and presents information pertinent to that role. Type 2 puts the emphasis on private conflicts that arise in everyday situations, e.g. planning a day out, where the aim is to arrive at a compromise solution acceptable to all. In Type 3, Computer Simulations, students either work individually or in groups with a software program. Finally, the author notes the flexibility of use of simulations. The degree of difficulty can easily be adapted to suit a particular group, e.g. by choosing issues that interest the students.

97–280 Aski, Janice M. (U. of Wisconsin-Madison). Lightening the teacher's load: linguistic analysis and language instruction. *Italica* (Columbus, OH), **73**, 4 (1996), 473–92.

It is argued in this paper that training in linguistic analysis can help the instructor in recognising language patterns and productive rules which textbooks often fail to indicate. The teaching of Italian is usually characterised in textbooks by the presentation of certain aspects of the language in tables and lists, which produce large numbers of exceptions and which rely on memorisation by students. The approach suggested here, based on semantics and a knowledge of the history of the language, enables teachers to present language in a more logical, flexi-

ble, informative and productive way. It is thought to be beneficial to both teachers and students, giving the former more confidence in answering questions about the language, and stimulating in the latter a curiosity that often leads beyond the mere mechanics of language. A number of detailed examples are given, covering different aspects of Italian grammar traditionally presented in tables/lists. Areas for further research are indicated, in particular the effect that this approach has on students' learning: initial reactions appear to be very positive.

97–281 Bartels, Hildegard (U. Frankfurt/Main). Bilder im Fremdsprachenunterricht. [Pictures in foreign language teaching.] *Der Fremdsprachliche Unterricht Französisch* (Stuttgart, Germany), **1** (1997) 4–13.

This paper discusses the use of pictures in foreign language (FL) teaching and suggests criteria for their selection. Recently there have been calls for FL teaching to cease regarding language as the primary channel of information transmission and instead start teaching pupils how to appreciate and interpret pictures in a way which does not make them subordinate to text. Pictures and language are often used together but each medium follows its own rules. It is important that pictures stimulate speculation about the background to and consequences of the situation

they depict by leaving visual 'room' for pupils' imaginations to work. Accounts of creative picture-based FL work are provided, including an exhibition visit with follow-up and the use of comic books and political caricatures. The author describes picture interpretation which is not predicated on 'one right answer' but enables pupils to develop their own subjective responses to visual images while refining their abilities to perceive the unfamiliar. It is felt that the pictures best suited to these aims are those *not* designed for didactic purposes.

97-282 Benesch, Sarah (City U. of New York). Needs analysis and curriculum development in EAP: an example of a critical approach. *TESOL Quarterly* (Alexandria, VA), **30**, 4 (1996), 723-38.

Needs analysis research in English for academic purposes (EAP) and English for special purposes (ESP) is mainly descriptive. Researchers identify and describe existing elements of the target situation to provide the basis for curriculum development. Critical needs analysis, on the other hand, considers the target situation as a site of possible reform. It takes into account the hierarchical nature of social institutions

and treats inequality, both inside and outside the institution, as a central concern. This article explores the literature on needs analysis, offers critical needs analysis as an alternative approach to examining target situations, and describes an example of critical needs analysis and EAP curriculum development in a paired English as a second language (ESL) writing/psychology course at a U.S. college.

97-283 Brett, Paul (U. of Wolverhampton). A comparative study of the effects of the use of multimedia on listening comprehension. *System* (Oxford), **25**, 1 (1997), 39-53.

Listening is a key second language skill which has a vital role in the language acquisition process, and its development is of prime concern to language teachers. Computer software applications to further language learning are becoming commonplace and with advances in technology are now able to include multimedia that deliver video and audio in combination with text. This study investigates listening performance in a computer-based multimedia environment. It compares success rates of advanced undergraduate learners of English on comprehension and language recall tasks while using the three differ-

ent media of audio, video and multimedia. Results of performance on tasks showed more effective comprehension and recall while using multimedia than either audio or video plus pen and paper. A learner questionnaire indicated possible reasons for the greater success of multimedia. Implications of these results for the use of multimedia for listening comprehension are then discussed. Among these are that multi-media-delivered listening comprehension tasks may be more efficient and that ongoing feedback to tasks should improve comprehension.

97-284 Cauldwell, Richard and Hewings, Martin (U. of Birmingham). Intonation rules in ELT textbooks. *ELT Journal* (Oxford), **50**, 4 (1996), 327-34.

This paper examines in detail the two rules of intonation perhaps most commonly found in English language teaching (ELT) textbooks, those concerning intonation in lists and intonation in questions. It is argued that the rules given are inadequate as descriptions of what occurs in naturally occurring speech. Alternative analyses are offered of the various patterns of intonation found in lists and in ques-

tions, using the discourse intonation model. In conclusion it is suggested that teachers and materials writers need to provide learners with descriptions of intonation which will allow them to understand the communicative significance of the patterns of intonation identified in such rules, and of the exceptions to those rules.

97-285 Chambers, Fred (Chichester Inst. of Higher Ed.). Seeking consensus in coursebook evaluation. *ELT Journal* (Oxford), **51**, 1 (1997), 29-35.

Coursebook evaluation and selection involving the whole group of potential teacher-users is one way of ensuring consensus and 'joint ownership'. This article describes a practical exercise in which teachers made use of a pro-forma and group discussion to assess the appropriacy of particular English language teaching books. The author suggests that a carefully constructed set of criteria relating to essential, desirable and additional elements (along with appropriate weightings) can reduce the 'fuzziness' associated

with coursebook evaluation. Essential features identified by the teachers might include, for example, a specific requirement in regard to language level, teaching approach or cost. Desirable features would reflect preferences for such elements as the variety of exercise types available, and whether the coursebook is accompanied by cassettes or a teacher's book. The features are then given a weighting/numerical score, and considered together with 'risk factors', i.e. the potential consequences if the selection turns out to



be wrong. The author suggests that a structured, criterial, group-based approach could also be effective for evaluating computer hardware and software, video equipment, or even staff recruitment.

ive for evaluating computer hardware and software, video equipment, or even staff recruitment.

97-286 Ciccarelli, Andrea (Indiana U.). Teaching culture through language: suggestions for the Italian language class. *Italica* (Columbus, OH), **73**, 4 (1996), 563-76.

This article addresses the problem of language learners' attitudes towards the target language culture and how this may be remedied. Language learners – particularly beginners – often think of learning a language as requiring only memorisation and translation, without considering that a language is part of its own culture and cannot be fully understood without an awareness of that culture. At college level, in particular, learners tend to consider language learning an easy option and do not see it as a serious discipline on a par with other subjects they

study. It is argued, however, that being made aware of the foreign culture and comparing it to their own can motivate and inform students. The three aspects of linguistic-cultural study in Italian described are paralinguistic and onomatopoeia, etymology, and proverbs, and ways of exploiting these language areas for cultural purposes are described in detail. It is reported that students respond enthusiastically to this approach and that it should encourage them to look beyond the mechanics of the target language at the world beyond which has generated it.

97-287 Clas, André (Montreal U.). Dictionnaires généraux bilingues. Le dictionnaire bilingue canadien. [General bilingual dictionaries, and the Bilingual Canadian Dictionary.] *Cahiers de Lexicologie* (Paris), **69** (1996-2), 127-44.

The author first briefly discusses bilingual dictionaries in general, then describes the specific area to which the Bilingual Canadian Dictionary belongs. The Dictionary is currently being compiled; its potential users are identified, and the different questions relating to its macrostructure and microstructure are examined. It is taking its documentary information from a database of 310.4 million words.

The specificity of the Dictionary is explained, and various features are examined: language levels, borrowings, the choice of technical and scientific terms for inclusion, and the question of equivalences. The Dictionary is being prepared by students under the supervision of professional lexicographers and university professors.

97-288 Courtney, Michael (Hong Kong U. of Science and Technology). Talking to learn: selecting and using peer group oral tasks. *ELT Journal* (Oxford), **50**, 4 (1997), 318-26.

There is general consensus that oral communication tasks contribute to second language acquisition, although no formal link has been established. This article begins by examining research into task-based learning and group work, and considers how this relates to second language acquisition in order to determine whether teachers can make a principled selection of oral communication tasks based on output potential. A classification is developed comprising the objectives of a task, what students do and how the information is controlled. Classroom tasks

are then selected according to this taxonomy, and the relationship between task types and performance is investigated by recording and quantifying students' output. Preliminary results confirm that discussion tasks elicit longer turns than jigsaw or information-gap tasks. As a follow-up, the author plans to interview students to determine how they decide which strategies to use as they carry out tasks. It is claimed that group communication tasks chosen by the teacher according to this taxonomy will have potential for effective language development.

97-289 Dabène, Louise (U. Stendhal, Grenoble). Pour une contrastivité «revisitée». [Contrastive analysis 'revisited'.] *Etudes de Linguistique Appliquée* (Paris), **104** (1996), 393-400.

It is argued here that, although contrastive analysis lost its prominence against the combined forces of

progress in language acquisition research and the development of the communicative approach, it has

a useful role to play in language teaching, particularly if the first and second languages are related (e.g. French and Spanish). When it first came to prominence, contrastive analysis was used negatively: it warned learners against false friends to such an extent that they were reluctant to use expressions that were clearly similar. However, research into the learning of a language closely related to the mother tongue shows that the learner's mother tongue is crucial as

the starting point for the learning process, partly because of obvious similarities between the languages, but also because learners bring to the task of making sense of the target language experience of the study of their own (and thus a metalanguage). It is concluded, therefore, that contrastive analysis should be reconsidered as a tool for heightening – and exploiting – learners' awareness of both the target language and their own.

97–290 Décuré, Nicole (U. Toulouse III). *Sous la plage, les pavés*. [Beneath the beach, the stones.] *Les après-midi de LAIRDIL* (Toulouse), **5** (1995), 33–47.

In view of the fact that techniques such as jigsaw and pairwork are often not as successful or widely used as might be expected, a survey was conducted to discover what students' perception of pairwork really was. The sample consisted of students of science or medicine who had chosen to study a language as an option and were generally highly motivated. At the beginning of the academic year, 71 students (41 advanced and 30 intermediate) were asked to fill in a questionnaire assessing the relative merits of pairwork and games, and at the end of the year 84 stu-

dents (39 advanced and 45 intermediate). There were few significant differences between the answers of the two groups, or between the advanced and the intermediate levels. Generally speaking, students viewed both activities positively, counteracting the views of some researchers that pairwork is inherently stressful. However, some respondents gave contradictory replies, suggesting that they felt games were not really work and that they were suspicious of anything enjoyable.

97–291 Décuré, Nicole (U. Toulouse III). *Généralités sur les rapports entre L1 et L2 dans l'enseignement en France*. [General remarks on the relationship between L1 and L2 in teaching in France.] *Les après-midi de LAIRDIL* (Toulouse), **6** (1995), 30–56.

In France use of the first language (L1) has long been seen as undesirable when learning a second language (L2), even though the transfer of meaning from L1 to L2 is common. Left alone, students with the same L1 will use that rather than L2 when speaking together, and L1 can be an aid to understanding L2. Mastery of one language can help in the understanding of another. This paper reports on an experiment amongst 63 French-speaking advanced students of science and medicine which attempted to demonstrate that the knowledge of a given context by means of a French text would enable better compre-

hension of an equivalent English text. Half the group first read a French text followed by a parallel English text. The other half read the English text, then the French text, and then a third text in English. Whatever the order, students underlined any unknown items in the English texts. Fewer words were underlined when the French text was read first, and understanding improved in the second group after reading the French text. The author concludes that the experiment shows that L1 is a useful tool to comprehension.

97–292 Dörnyei, Zoltán (Eötvös Lorand U.) and **Malderez, Angi** (U. of Leeds). Group dynamics and foreign language teaching. *System* (Oxford), **25**, 1 (1997), 65–81.

This paper highlights the importance of the dynamics of the learner group in shaping the second language (L2) learning process. It is argued that group characteristics and group processes significantly contribute to any success or failure in the L2 classroom, and that therefore language teachers could potentially benefit from an awareness of the principles of

group dynamics. An overview is first provided of the aspects of classroom dynamics considered most relevant to L2 teaching. Then, based on the theoretical insights and their own teaching experience, the authors make practical suggestions for teachers on how to exploit the principles of group dynamics in their classrooms to good effect.



97-293 Dyer, Brenda (Chuo U., Tokyo). L1 and L2 composition theories: Hillocks' 'environmental mode' and task-based language teaching. *ELT Journal* (Oxford), **50**, 4 (1996), 312-7.

It has been a decade since Hillocks published his comprehensive survey and analysis of experimental studies in first language (L1) composition instruction, which made a persuasive criticism of pure process writing instruction. Hillocks concluded that a task-based, process/product combination (the 'environmental mode') was the most effective mode of L1 composition instruction. This conclusion has been mirrored in the research of Horowitz, Long

and others involved in second language (L2) task-based instruction. This paper summarises Hillocks' findings and compares them to research into L2 composition instruction. Implications for teaching writing to students of English as a foreign/second language are considered, and a process/product, task-based approach to writing instruction is recommended.

97-294 Ellis, Rod (Temple U.). The empirical evaluation of language teaching materials. *ELT Journal* (Oxford), **51**, 1 (1997), 36-42.

This article distinguishes two types of materials evaluation: a predictive evaluation designed to make a decision regarding what materials to use, and a retrospective evaluation designed to examine materials that have actually been used. Retrospective evaluations can be impressionistic or empirical. It is sug-

gested that one way in which teachers can conduct empirical evaluations is by investigating specific teaching tasks. A procedure for conducting a task evaluation is described. Finally, it is suggested that task evaluations constitute a kind of action research that can contribute to reflective practice in teaching.

97-295 Ellis, Rod (Temple U.). SLA and language pedagogy: an educational perspective. *Studies in Second Language Acquisition* (New York), **19**, 1 (1997), 69-92.

Many second language acquisition (SLA) researchers have demonstrated an interest in language pedagogy (LP), yet the relationship between SLA and LP is a problematic one, not so much because of the limitations of SLA itself but because the two disciplines involve different 'Discourses'. This paper argues that an educational perspective is needed in order to examine how SLA can contribute to LP. Such a perspective suggests ways in which SLA can be appraised in a pedagogically relevant manner and, more importantly, what kinds of applications may be fruitful. It is suggested that relevance is more likely to be achieved if SLA is used to address issues that practitioners nominate as important to them. Different modes of application are considered,

reflecting different ways of viewing teaching. A behavioural model, according to which teachers implement those behaviours that research has shown to be effective, is rejected. However, SLA can serve as an important source of information that can help to shape practitioners' theories of teaching (a cognitive model). Most importantly, it constitutes a source of 'provisional specifications' that practitioners can evaluate in their own contexts of action (an interpretation model). SLA also affords practitioners the means for conducting their own investigations. In short, an educational perspective suggests that, for SLA to influence LP, practitioners need assistance in transforming knowledge about L2 acquisition into practice.

97-296 Ekdawi, Sarah (Queen's U., Belfast). The noises made by poems: an exploration of the use of poetry in the advanced English language classroom. *Teanga* (Dublin), **16** (1996), 97-106.

This article discusses the use of poetry in second language classrooms, focusing in particular on the 'noises' made by poems, i.e. their acoustic, as opposed to syntactic, lexical or figurative, texture. The paper is concerned with a particular group of

advanced English language learners and the multiple uses of poetry to cater to their specific needs. The author first outlines the theoretical basis of the discussion, drawing on literary as well as applied linguistic theory, then moves on to a more general

discussion of the classroom use of poetry under three headings: metrics, grammatical devices and rhetorical devices. It is suggested that there is enormous benefit to be derived from poetry in the sphere of

oracy, extending from oral discussion of grammatical and rhetorical features to rhythmical reading aloud and the study of metrics as a special case of English intonation.

97-297 Gaies, Stephen (U. of Northern Iowa). Maximising the value of jigsaw activities. *Les après-midi de LAIRDIL* (Toulouse), **5** (1995), 9-22.

In this article Jigsaw activity is described and defined and the conditions for success set out. Jigsaw shares some features with other forms of cooperative or group learning e.g. positive interdependence and face-to-face interaction between learners. In Jigsaw, however, it is not possible for an individual learner to opt out: everyone is accountable for at least some part of the solution to a problem. Jigsaw demands

commitment from the teacher and long-term planning. The article discusses how decisions need to be taken regarding the composition of the groups, the amount of teacher guidance, type of Jigsaw activity and choice of materials, use of first language or not and incentives to learning. Thoughtful consideration at all levels of decision-making is a precondition for maximising the value of Jigsaw.

97-298 Giles Jones, Marian, and Norman, Nigel (U. of Wales). Bilingual teaching in secondary education and the problem of teacher supply. *Language Learning Journal* (Rugby), **15** (1997), 60-7.

This article discusses the issue of the use of foreign languages (FLs) as the medium of teaching for 'non-linguistic' subjects such as mathematics, history and science. The immersion programmes in Canada and Wales are considered and it is suggested that it may be beneficial for Britain to introduce the teaching of curriculum subjects in FLs such as French, German or Spanish. The advantage of such a programme would be to increase language proficiency by providing exposure to a language in other subject lessons. The main consideration in establishing this innovation would be the possible source of properly

trained staff able to teach history or maths etc. in an FL. In order to find out to what extent current teacher trainees would be able to teach in a foreign language a series of surveys were carried out, questioning potential teachers about their language training and proficiency. A number of conclusions were drawn from these surveys and it was found that, whilst the idea of teaching subjects through the medium of a second or foreign language is becoming increasingly popular, government policy on foreign language teaching in general means that finding suitable British teachers would be very difficult.

97-299 Goldstein, Tara (Toronto U.). Bilingual life in a multilingual high school classroom: teaching and learning in Cantonese and English. *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 2 (1997), 356-72.

This paper explores the ways in which a group of Cantonese-speaking math students and their Cantonese-speaking teacher use different languages to achieve academic and social success in their multilingual high-school classroom. It also discusses the inter-ethnic/interracial tensions that are related to the use of languages other than English in the multilingual classroom, and raises questions around the

advantages and disadvantages of multilingual teaching practices in terms of issues of accommodation and equity in multilingual, multicultural educational settings. In conclusion, it seems that action and teacher research projects on negotiating language practices in multilingual classrooms are very much needed.

97-300 Gould, M. (Belconnen High School). Teaching languages to students at risk. *Babel* (Victoria, Australia), **31**, 3 (1996), 4-9.

Many educators have long assumed that students who require assistance in their first language cannot successfully acquire a second language. They argue that forcing low-achievers to study a language will

only induce failure. This paper reports on one teacher's study of the foreign language learning environment of small groups of low-achieving students in an Australian high school. A combination of

interviews with local teaching staff and students learning Indonesian, together with data surveys of academic attainment, revealed that initial hypotheses concerning the ability of low-achieving students to progress in a foreign language may have to be revised. Interview protocols from local teachers

indicated both some contradiction with regard to the reasons for failure of these students and distinct solutions to the problems. It is claimed that task design and class size may dictate the amount of success achieved.

97-301 Graden, Ellen Collie (U. of North Carolina). How language teachers' beliefs about reading instruction are mediated by their beliefs about students. *Foreign Language Annals* (New York), **29**, 3 (1996), 387-95.

When the beliefs about reading and reading instruction of six secondary foreign language teachers were compared with their instructional classroom practices, inconsistencies were found in three areas. All six teachers in this qualitative study believed that reading proficiency is facilitated by providing students with frequent opportunities for reading practice, that the use of the target language is preferable for reading instruction, and that oral reading inter-

feres with reading comprehension. Yet, in practice, all six teachers compromised these beliefs because of poor student performance. Implications for teacher education programmes include the need to provide a firmer grounding in second language reading development, to explore the reality of competing belief systems, and to evolve new strategies to maximise preferred reading practices.

97-302 Hemard, D. P. (London Guildhall U.). Design principles and guidelines for authoring hypermedia language learning applications. *System* (Oxford), **25**, 1 (1997), 9-27.

The recent popularity and potential of hypermedia authoring shells are increasingly generating high-profile developments of hypermedia courseware in higher education. However, whilst such projects are currently widely encouraged, very little help in the form of design and technical support is being made available to individual authors with little or no design expertise. Furthermore, the commercially produced hypermedia authoring software, which was never initially intended and therefore conceived

for delivering learning applications, is not a particularly helpful design tool within the learning environment. Against this background, the purpose of this paper is to provide keen, computer-literate language specialists in higher education with a manageable set of domain-specific design principles and guidelines, with a view to alleviating the complexity of design issues arising out of authoring hypermedia language learning applications.

97-303 Henry, Alex (Brunei). Natural chunks of language: teaching speech through speech. *English for Specific Purposes* (Oxford), **15**, 4 (1996), 295-309.

There have been theories concerning the role of prefabricated units in language production since the mid 1970s. Recent work in corpus linguistics has highlighted the importance of these fixed and variable units in speech and writing and has led to an awareness of the need to help language students learn and use these units appropriately. This paper outlines a teaching approach for oral English for specific purposes (ESP) which inputs chunks of natural

language orally that can be segmented by the learner into fixed and variable units and at the same time makes the learners aware of the paradigmatic, syntagmatic and phonological aspects of the language being taught. The teaching method makes extensive use of pictograms and ideograms as mnemonics and advance organisers to make language drills and practice meaningful by relating the language being taught to the learners' knowledge of the real world.

97-304 Hill, David R. (U. of Edinburgh). Survey review: Graded readers. *ELT Journal* (Oxford), **51**, 1 (1997), 57-81.

The author describes graded readers in English, of which he is an increasingly enthusiastic exponent, as

constituting a major teaching resource greatly prized by foreign teachers and learners of English, although

generally disparaged by applied linguists and native-speaker teachers of English as a foreign language on the grounds of inauthenticity. They are extended texts, mostly fiction, written in language reduced in terms of structures and vocabulary. They were initially simplified versions of classics, modern novels, and fairy tales, but since the 1960s an increasing proportion have been written specially for a series. They are a product of the British English language teaching industry, and almost unknown within the

American TESOL (Teaching English to Speakers of Other Languages) industry. This article is a review of 39 series of graded readers containing 1,259 titles, updating and extending previous reviews by both the author and a colleague. The readers reviewed here are taken from the EPER (Edinburgh Project on Extensive Reading) database, which has records of 164 series containing 3,182 titles, of which 69 series and 1,621 titles are currently in print.

97-305 Horsfall, Philip (York U.). Dictionary skills in MFL 11-16. *Language Learning Journal* (Rugby), **15** (1997), 3-9.

Dictionary skills have tended to be neglected in modern foreign language (MFL) teaching. This study discusses how and why changes in attitudes towards dictionary use have come about, and examines the implications for classroom practice. The development of a less prescriptive UK National Curriculum is traced, where learners are required to use bilingual dictionaries to understand the meaning and gist of texts, reflecting developments in communicative language teaching. After considering the suitability of monolingual and bilingual dictionaries and whether dictionary skills should be taught in the first (L1) or second language, it is suggested that bilingual dictionaries are more suitable for post-

beginners and that the best vehicle is therefore the L1. The introduction of dictionary skills into assessment at Keystage 3 (age 11-14) and GCSE (General Certificate of Secondary Education) is then considered. The claim that this will benefit least able students is refuted, since only those who can use dictionaries effectively will benefit from their use in exams. Finally, the author suggests that dictionary work motivates students to be responsible for their own learning and boosts their confidence as they develop a transferable skill. For the teacher it helps with differentiation and increases learners' vocabulary development.

97-306 Hyon, Sunny (California State U.). Genre in three traditions: implications for ESL. *TESOL Quarterly* (Alexandria, VA), **30**, 4 (1996), 693-722.

Within the last two decades, a number of researchers have been interested in genre as a tool for developing first and second language instruction. Both genre and genre-based pedagogy, however, have been conceived of in distinct ways by researchers in different scholarly traditions and in different parts of the world, making the genre literature a complicated body of scholarship to understand. This article aims to provide a map of current genre theories and teaching applications in three research areas where genre scholarship has taken significantly different paths: (a) English for specific purposes (ESP), (b) North American New Rhetoric studies, and (c)

Australian systemic functional linguistics. The article compares definitions and analyses of genres within these three traditions and examines their contexts, goals, and instructional frameworks for genre-based pedagogy. The investigation reveals that ESP and Australian genre research provide ESL instructors with insights into the linguistic features of written texts as well as useful guidelines for presenting these features in classrooms. New Rhetoric scholarship, on the other hand, offers language teachers fuller perspectives on the institutional contexts around academic and professional genres and the functions genres serve within these settings.

97-307 Jones, Rodney H. (City U. of Hong Kong). Beyond 'listen and repeat': pronunciation teaching materials and theories of second language acquisition. *System* (Oxford), **25**, 1 (1997), 103-12.

Materials for the teaching of pronunciation have changed significantly over the past 50 years from emphasising the accurate production of discrete sounds to concentrating more on the broader, more

communicative aspects of connected speech. For many commercially produced materials, however, while the phonological focus has changed, the teaching techniques and task types presented con-

tinue to be based on behaviourist notions of second language acquisition, largely relying on imitation and discrimination drills, reading aloud and contrastive analysis of first and second language sound systems. This paper briefly reviews recent research into the acquisition of second language phonology

and examines if and how these research findings are reflected in currently used pronunciation teaching materials. Suggestions are made for the future production of materials that incorporate activities more fully addressing the communicative, psychological and sociological dimensions of pronunciation.

97-308 Kaikkonen, Pauli (U. of Tampere, Finland). Learning a culture and a foreign language at school – aspects of intercultural learning. *Language Learning Journal* (Rugby), **15** (1997), 47–51.

This article deals with an action research project relating to the teaching of intercultural understanding in the foreign language classroom at secondary school level. A two-year study which aimed to assess the process by which learners acquired knowledge of a 'foreign' culture was undertaken in a Finnish High School. Culture in this context was defined as the communication and interaction between individuals which results in a community. The author suggests that the individual learns about his/her own and others' culture through interaction with others.

Thus the research project centred mainly on the interaction between the Finnish High School students and their foreign exchange partners. Students kept a journal recording their experiences whilst on their study visit to foreign country and also produced a project on a culture-related theme, collecting the views of their foreign peers. In this way it was hoped that the students would become 'sensitised' to the differences between their own and the target language culture.

97-309 Kauffmann, Ruth A. (Rockford Coll.). Writing to read and reading to write: teaching literature in the foreign language classroom. *Foreign Language Annals* (New York), **29**, 3 (1996), 396–402.

This article discusses the use of second language (L2)-writing assignments in relation to reading literature texts. It is suggested that, through writing assignments with an emphasis on 'writing to learn', the capacity of literature students to read and analyse assigned texts can be improved. The strategy advocated involved giving students open questions as preparation for class discussion, which led to re-

formulation of the questions as topics for short essays at frequent intervals and then to a re-written assignment, this time for grading. The results lead the author to claim that this can lead to a higher level of motivation for self-correction, which will enable the students to overcome, rather than fossilise, their errors.

97-310 Kell, James (Bell Sch. of Langs., Saffron Walden) and **Newton, Clive** (Lancaster U.). Roles of pathways in self-access centres. *ELT Journal* (Oxford), **51**, 1 (1997), 48–53.

Despite widely acknowledged benefits, self-access can be an overwhelming experience for students without sufficient support and guidance. This study examines the role of routes, or pathways, to direct students through self-access resources. It reports on one approach to designing such a pathway through self-access materials for general English and English for Science and Technology at a training centre in China, a monolingual, monocultural context, where students are unaccustomed to self-study. The model is based on a system of devolving support. Introductory sessions use jigsaw reading tasks to

establish the purpose and procedures of self-access, and students study in groups with a tutor on hand to support them. Because of students' lack of experience of independent learning, the pathway was based around topics. Core tasks from a course book and optional supplementary materials giving practice in a range of language elements were selected. It is suggested that, by designing uncomplicated pathways, the needs of all learners are met, and self-access can fulfil a range of pedagogical functions such as building confidence and motivating students.

97-311 Kennedy, Judith (U. of Warwick). Classroom explanatory discourse: a look at how teachers explain things to their students. *Language Awareness* (Clevedon), **5**, 1 (1996), 26–39.

In language teaching, explaining is a central part of any teacher's work, but one that perhaps has not received much attention. For both teacher and learner, trying to give effective explanations is difficult and although there has been a long tradition of research into classroom language of both teachers

and students, there is little on when and how teachers explain. Based on a variety of recorded classroom data, this paper seeks to define and describe explanations and to suggest that teacher talk in the form of explanations can be a source of valuable language input for learners.

97-312 Kenning, Marie-Madeleine (U. of East Anglia, Norwich). GCSE decisions in the joint languages model: a case study. *Language Learning Journal* (Rugby), **13** (1996), 25–8.

This paper reports part of a longitudinal study following a cohort of pupils in an 11–16 school (Years 7 to 11) who are receiving a two-language programme involving any combination of French, German and Italian. The author looks first at Year 10 enrolment choices, and then at the data gathered through individual informal interviews and questionnaire to document what lies behind pupils' choices. The combination generating most enthusi-

asm was German–Italian, with French–Italian the least so, possibly because pupils at times confused these two languages. German scored highest on all measures: keenness to continue, difficulty, enjoyment, usefulness and the desire for native speaker contact. The pupils were generally in favour of the two-languages approach, arguing that it opened up possibilities and gave them choice.

97-313 Marsh, Debra (U. of Hull). Computer conferencing: taking the loneliness out of independent learning. *Language Learning Journal* (Rugby), **15** (1997), 21–5.

The provision of self-access facilities and resources is not sufficient in itself to bring about effective independent learning. This paper describes how a project to promote learner independence in learners of English as a foreign language revealed the need to provide support and guidance in any programme of learner training, and shows how e-mail and computer conferencing can be used to encourage collaborative learning among students, independent of a tutor. The introduction of e-mail into a programme of learner training indicated that students appreciated the rapid feedback it allows, felt in closer contact

with the tutor, gained a greater sense of security and confidence, and acquired a greater awareness of the language learning process. It was also found that students expressed themselves more freely to the tutor than in conventional learner diaries, and that tutor–learner communication spontaneously developed into learner–learner communication, thus providing peer support and collaborative learning. It is suggested that computer-mediated conferencing could provide similar learner support and overcome some of the limitations of e-mail.

97-314 Masperi, Monica (U. Stendhal, Grenoble). Quelques réflexions autour du rôle de la parenté linguistique dans une approche de la compréhension écrite de l'italien par des francophones débutants. [The role of linguistic relatedness in an approach to Italian reading comprehension for French-speaking beginners.] *Études de Linguistique Appliquée* (Paris), **104** (1996), 491–501.

13 French-speaking adults, with no knowledge of Italian or any other Romance language except French, were asked to attempt to read an Italian newspaper text, thinking aloud as they did so. Based partly on this data and partly on her own introspec-

tion, the author discusses 'false friends' and 'true friends', factors affecting comprehension, and strategies likely to be used. Six kinds of cognates are distinguished: (1) exact borrowings; (2) other identically spelt words; (3) consonant/vowel change,



e.g. *acceptable/acctabile*; (4) morphological 'recomposition', e.g. *incroyable/incredibile*; (5) cognates in different registers; and (6) partial or total semantic difference. Words in the last category are traditionally called 'false friends', but in certain circumstances, when the Italian can be related to a French 'core meaning', even they can aid text comprehension. Four successful comprehension strategies at the word level are identified: global processing, phonological processing, morphological

segmentation and semantic 'sliding' (*glissement*), e.g. when the first element in *permesso di lavoro* gives the clue to *permission de travail*. But confidence was a problem: subjects often failed to pursue correct guesses. A three-stage teaching procedure is suggested: (1) *romanophonie*, i.e. activating knowledge about the sounds of Romance languages; (2) guided research on vowel and consonant shifts; and (3) systematising the forms and structures of Italian.

97-315 McCarthy, Michael (U. Toulouse III). Ten top principles in the design of vocabulary materials. *Les après-midi de LAIRDIL* (Toulouse), **6** (1995), 8-21.

This article examines ten principles for the design of vocabulary teaching, and considers their theoretical justification and their practical implications for the classroom. Principle 1 suggests that good vocabulary teaching material must include activities which enable learners to organise data themselves. Principle 2 urges that a lexicon be phrasal too, and discusses binomial and trinomial structures. Principle 3 discusses collocation, while Principle 4 stresses the need for notional concepts beyond topic vocabulary. Principle 5 considers word grammar and word formation. Principle 6 examines limits for receptive and productive use. Principle 7 argues that language learners must be good vocabulary learners. Principle 8 urges that the metalanguage of vocabulary is just as

useful as that of grammar, and will help in developing the learners' knowledge about vocabulary. Principle 9 considers activities and exercise types, whereby learners can overcome the view that meaning is fuzzy. Principle 10 argues that the perfect instrument for learning combines monolingualism and bilingualism. The author also discusses the design of reference materials, to include consideration of the kinds of organisation useful for learners, and of alternatives to alphabetical dictionaries. Good reference skills must be taught, to include encyclopaedias, thesauruses and word finders; and dictionaries should become encoding as well as decoding instruments.

97-316 Meier, Ardith J. (U. of Northern Iowa). Teaching the universals of politeness. *ELT Journal* (Oxford), **51**, 1 (1997), 21-8.

This paper argues that research invoking Brown and Levinson's theory of politeness in order to determine 'rules of politeness' should not form the basis of the teaching of 'politeness phenomena' in foreign and second language pedagogy. The author pinpoints several weaknesses in the model proposed by Brown and Levinson, particularly with regard to claims of universality in their framework. It is suggested that studies translating the model into teaching materials have relied too heavily on this flawed theory of universality, resulting in materials which ignore issues of

context such as roles of dominance, power and rights. It is argued that learners should be made aware of the variance of cultural and situational factors, and that existing research should be refocused to teach politeness as appropriateness. This argument does not simply entail the replacement of 'cultural rules' for 'politeness rules', but advocates emphasis on cultural awareness-raising. The author also cites examples of published materials and textbooks which adhere to the approach suggested in this article.

97-317 Mohammed, Abdulmoneim Mahmoud (Sultan Quaboos U., Oman). Informal pedagogical grammar. *IRAL* (Heidelberg, Germany), **34**, 4 (1996), 283-91.

There is a consensus among language teaching specialists that the teaching of grammar helps language learners develop linguistic competence as part of communicative competence. Drawing the learners' attention to linguistic patterns and providing them with the underlying rules and principles can add to, conform or modify the rules which the learners dis-

cover by themselves through the natural process of hypothesis formation and testing. It is suggested that pedagogical grammar can hardly achieve this goal when it is based on metalinguistic terms and concepts (i.e. grammarians' jargon); and that such terms and concepts constitute an additional learning burden and remain as a separate body of knowledge that

has nothing to do with the way people actually process language. Based on the learners' and the teachers' informal explanation of the rules underlying the production of the correct or incorrect inter-language forms, pedagogical grammar can be made

less formal by keeping the amount of metalinguistic terms, concepts and analysis to the minimum. The author suggests giving grammatical explanations in such a way as to approximate the learners' rule-discovery procedure as far as possible.

97-318 Musumeci, Diane (U. of Illinois/Urbana/Champaign). Language and linguistics in the Italian curriculum: towards the integration of language study and the study of language. *Italica* (Columbus, OH), **73**, 4 (1996), 493-507.

This paper addresses the problem of university-level language students dropping out of language classes after basic language instruction because of the concentration on literature at higher levels, which the students do not see as a way of improving their language skills. The solution suggested is two-fold: (1) to introduce more content, especially linguistic, into the basic language sequence; (2) to place more emphasis on language development at higher levels. This fully integrated approach could be realised by the introduction at the basic level of content-based tuition in linguistics (e.g. minilectures) on aspects of

the language such as phonetics, morphology, lexis/semantics, sociolinguistics, etc., perhaps followed by a transitional year of content-based language tuition based on aspects of the culture of the second language, enabling the transfer from simple personal expression to academic expression. It is proposed that higher study (e.g. of literature) should also continue to incorporate elements of language study. While introducing linguistics at a higher level might attract more students, it is suggested that this would only teach them about the language, not develop language skills.

97-319 Neil, Peter S. (Queen's U. of Belfast). German in the classroom: what the pupils think. *Language Learning Journal* (Rugby), **13** (1996), 10-15.

This paper reports the initial findings of a detailed study of 10 secondary grammar school classes in Northern Ireland, focusing on pupils' perceptions of the use of the target language and their preferences for German or English as the language for different areas of their German course. The questionnaire and interview data showed that pupils much preferred teacher-talk in German to video- or audio-

input because it allowed for interaction, and they considered participation in lessons by speaking as essential. The study also showed them to be aware of the extent to which German was used and to seem generally satisfied with this. Most pupils felt they understood most though not all of what their teachers said, with only 5% indicating very little comprehension.

97-320 Pearson, Jennifer (Dublin City U.). Electronic texts and concordances in the translation classroom. *Teanga* (Dublin), **16** (1996), 85-95.

This article examines some of the ways in which corpora and concordancing tools can be used in the context of Language for Special Purposes teaching, with particular emphasis on the specialised translation syllabus. The first section contains a profile of undergraduate and postgraduate translation students at Dublin City University. Normal translation practice is described, together with some of the problems

encountered with a conventional dictionary-based approach. The article goes on to describe the types of electronic sources and software tools available to the students and ways in which they might be usefully exploited. It is suggested that a corpus-based approach to translation is a useful, perhaps even an essential, complement to more conventional approaches.

97-321 Plitsch, Axel (Schule, Wülfrath). Music & Song = Authentic listening in the language classroom. *Der Fremdsprachliche Unterricht Englisch* (Stuttgart, Germany) **1** (1997), 4-13.

This paper considers the use of pop music in foreign language (FL) teaching. Practical lesson-plans are

presented and a brief lexicon of music styles is provided together with a list of media resources (books,



CDs and Internet databases). Despite the confusing variety of musical directions acting upon youth today, the author believes that 'authentic listening' can sharpen listening skills and extend abilities in speech and writing. In using pop songs teachers should encourage purposeful listening through sharply focused pre-listening, while-listening and post-listening activities. It is envisaged that pop music in secondary school FL learning move from first-year practice in elementary listening skills via a

more intensive appreciation of content in years 2 and 3 towards full-scale critical analysis in the final years. The difficulty of selecting songs for teenagers where extreme likes/dislikes and youth culture group dynamics operate is touched upon, the author recommending consultation with pupils and good knowledge of the music scene as partial solutions. Finally a variety of approaches to finding pop material is outlined.

97-322 Rhéaume, Martine (U. of Ottawa). L'enseignement de la grammaire en immersion française au secondaire: les premières lignes d'un curriculum communicatif basé sur les besoins des apprenants.es. [Grammar teaching in French immersion secondary classes: the first stages of a needs-based communicative curriculum.] *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 2 (1997), 403-21.

Although the so-called 'communicative approach' is well-known in second-language education, it is still common practice to teach grammar in French immersion classes using a traditional approach. This paper calls for communicative grammar teaching which will take account of the mental processes that occur in native speakers when they interact, and which will also be a more adequate preparation for students' needs in the highly competitive society of

the future. The author argues that major changes in education also demand a new vision of teaching in the context of multicultural and heterogeneous classes. It is therefore argued that grammar teaching must be reconceptualised in terms of individual learners' needs, both their immediate and long-term employment needs, as well as their psychological and developmental needs.

97-323 Salaberry, M. Rafael (Cornell U.). The role of input and output practice in second language acquisition. *The Canadian Modern Language Review* (Toronto, Ont.) **53**, 2 (1997), 422-51.

The present study extends previous research on the relative effects of two types of instruction (i.e. input processing and output processing) on the use of Spanish clitic pronouns. Thirty-three university classroom learners of Spanish (third semester) were assigned to one of three instructional treatments: input practice, output practice, and no practice. Subjects performed three tasks: a comprehension test, a production test, and a written narrative of a 1-

minute silent video. The results of a repeated measures ANOVA show that both experimental groups (input processing and output processing) significantly improved their scores compared to the control group on the comprehension test. The results of the production and narration task were not affected by experimental instruction. These findings are taken to contradict previous studies supporting the pedagogical value of input processing.

97-324 Senior, Rosemary (Curtin U., Australia). Transforming language classes into bonded groups. *ELT Journal* (Oxford), **51**, 1 (1997), 3-11.

To date little attention has been paid to group processes in language classes. Applied linguistics researchers have preferred to examine classroom interaction from a pedagogic perspective, despite exhortations by various language teaching experts to examine social aspects as well. A recent study by the

author revealed that experienced language teachers perceive that it is important to develop and maintain a positive whole-group feeling among their students. Such teachers appear to have developed a range of personal behaviours which, when examined from a social psychological perspective, reveal an intuitive

knowledge of how to foster and maintain a spirit of cohesion in their classes. In this paper the findings of the study are described, and relevant areas in the field of social psychology identified. Eight facets of the group development process in language classes

are then discussed, and teachers are presented with a number of tactics which can be used to encourage the transformation of their classes into cohesive groups.

97-325 Siegel, Jeff (U. of New England, Australia). Using a pidgin language in formal education: help or hindrance? *Applied Linguistics* (Oxford), **18**, 1 (1997), 86–100.

Pidgin and creole languages are rarely used in formal education because of three arguments: (1) they are degenerate languages; (2) it is a waste of time to use a pidgin or creole when the standard language is the key to success in education and employment; and (3) the use of a pidgin or creole will interfere with students' subsequent acquisition of the standard language. Linguistics can easily refute the first two arguments, but not the third, because of the special circumstances when a pidgin or creole is the first language and its lexifier language is the second. This

article presents the results of research which examines the claims of the third argument. This research is part of an evaluation of a pre-school programme in Papua New Guinea which uses Tok Pisin (Melanesian Pidgin English) as the medium of instruction and initial literacy for students who then go on to an English-medium community school. The results show that initial instruction in Tok Pisin is actually more of a help than a hindrance to learning English and other subjects.

97-326 Stables, Andrew (U. of Bath) and **Stables, Sian** (U. of Wales, Swansea). Modern languages at A-level: the danger of curricular discontinuity. *Language Learning Journal* (Rugby), **14** (1996), 50–2.

This paper reports a study of gender differences in students' attitudes at A(dvanced)-level in a UK tertiary college. The questionnaire study dealt with students' perceptions of how they chose their A-level subjects and of these subjects a few weeks into the course. The findings indicated a significantly lower level of confidence among female students, even though in earlier national examinations their performance was higher than that of male students. Female students' lack of confidence led them to seek advice less, and to be less satisfied with advice given,

as well as to be more likely to feel that they needed advice; they were also more likely to complain about the difficulty of the subject, especially of French. Relative disillusion quickly set in as their A-level course got under way, reflecting the substantial gap between this and the preceding GCSE (General Certificate of Secondary Education) course they had completed. The findings point strongly to what the authors term 'curricular discontinuity' between GCSE and A-level, and they put forward some suggestions for improved practice.

97-327 Stenson, Nancy (U. of Minnesota). Video in the Irish language classroom. *Teanga* (Dublin), **16** (1996), 107–19.

Teachers and learners of less commonly taught languages are well aware that language acquisition can be hampered by a lack of adequate learning materials compared with that available for more commonly taught languages. Celtic languages are a case in point, where teachers often have to produce their own exercises and aids to teaching, and piece together usable samples of authentic language from various sources. One teaching aid which can help to serve these needs is videotape; and this paper reports and illustrates recent efforts to incorporate video-based exercises into a first-year university-level Irish

class, using a variety of video sources. Examples are presented and discussed, showing how their use has helped to bring the language alive in class and to provide a synthesis of grammar and vocabulary from the textbook in ways that make them more meaningful and memorable for the learners. It is claimed that vocabulary and structures learned and used in these activities tend to be better retained than those introduced through the textbook and traditional drillwork alone, and to resurface in spontaneous language use with a higher degree of accuracy.

97-328 Teichert, Herman U. (Western Michigan U.). A comparative study using illustrations, brainstorming, and questions as advance organisers in intermediate college German conversation classes. *The Modern Language Journal* (Madison, WI), **80**, 4 (1996), 509–17.

This research compared student performance in listening comprehension when three advance organisers plus video were used as opposed to when neither advance organisers nor video- and audiotapes were used. The participants were 50 English-speaking college students enrolled in three sections of intermediate German conversation. All three sections used print materials as the primary source for conversation topics, small group activities, and vocabulary development. Students in the experimental

group used illustrations, brain-storming, and questions as advance organisers, plus audio- and video-tapes to gain access to the topic and to interact with each other. Findings indicated that students in the experimental group developed superior listening skills. These results may be interpreted as evidence that multiple advance organisers plus audio and video can enhance listening comprehension at the intermediate level of German.

97-329 Tucker, G. Richard and others (Carnegie Mellon U.). Documenting growth in a Japanese FLES program. *Foreign Language Annals* (New York), **29**, 4 (1996), 539–50.

This paper describes the implementation and evaluation of the second year of a three-year pilot project to teach Japanese to all students in grades K(indergarten) to 5 at a Pittsburgh elementary school. After a review of findings for year one, and a description of year two of the programme, the paper presents quantitative and qualitative evidence of the proficiency in Japanese of 194 children, and also reports on the reliability of the quantitative measures used to assess these abilities. Quantitative evidence from tests of Japanese vocabulary, together with qualitative data from selected oral interviews and the teacher's

assessment of language development, confirmed that subjects had made considerable progress in developing proficiency in Japanese from year one, particularly in their receptive skills. Furthermore, gains were not limited to children in the upper grades of the elementary school. An interview with the teacher also revealed her satisfaction with student progress and her own teaching ability, although doubts were expressed about the long-term success of a programme which is somewhat isolated from the main programme of the school.

97-330 Tudor, A. P. (U. of Hull). An experiment in student peer assessment. *Cahiers AFLS* (Cambridge), **3**, 1 (1997), 13–22.

The author describes a limited exercise in undergraduate peer-correction involving the marking of a 300-word French language essay which students were asked to grade and comment on, with reference to a 50/50 split between language elements and subject matter content. The steps in the experiment are outlined: particular emphasis is given to the importance of explaining the practicalities and rationale to the students at the outset and the need for the target assignments to be anonymous, as well as for tutor-checking and moderation. Students were pre-

pared for the task by a preliminary marking exercise to familiarise them with how to comment on negative and positive points and to encourage them to adduce key marking criteria. The author feels that the students ultimately showed remarkable accuracy in placing essays in order of merit in their scoring. It is concluded that the assignment allowed students to stand back from their work and see things from the 'tutor's point of view', and to experience a new pedagogical and evaluative methodology.

97-331 Ulichny, Polly (Boston Coll.). Performed conversations in an ESL classroom. *TESOL Quarterly* (Alexandria, VA), **30**, 4 (1996), 739–64.

Second language (L2) classroom learners normally expect lessons to give them both language practice and information about language usage. L2 teachers can respond to this implicit request by organising instruction that provides (a) authentic language

activities requiring the selection of language options and the negotiation of meaning among participants, as well as (b) explicit information about formal features of the language. This article argues that the way teachers meet their goals for communication and

instruction can best be examined in process-oriented studies of classroom discourse. A segment of classroom interaction is microanalysed to reveal a structure of classroom interaction that combines the goals of communication and instruction. In addition, the comprehensive analysis reveals insights into the teacher's thinking as she deals with the instructional

constraints produced by a class of intermediate students who do not share a common language background. The article concludes with an evaluation of the effectiveness of this type of interaction for language learners. It also recommends engaging teachers in micro-analysis in order to improve pedagogical practices in L2 classrooms.

97-332 Vespoor, Marjolijn and Winitz, Harris (U. of Missouri). Assessment of the lexical-input approach for intermediate language learners. *IRAL* (Heidelberg, Germany), **35**, 1 (1997), 61-75.

The effectiveness of lexical-field instruction was assessed for intermediate learners of English enrolled in a 15-week university English as a second language programme. In the first investigation, students were assigned to the language laboratory to read and listen to accompanying cassettes of 13 books, each of which was designed to teach a common lexical field, such as walking, business, transportation, and entertainment. Students in the control group attended English grammar, reading, and speaking classes, but did not take the lexical-field books. Students in the

lexical-field group showed greater language achievement on the Michigan Battery Test. In the second investigation, two groups of students took the lexical-field books, but one group was assigned also to English courses in speaking or grammar. There was no significant difference in the language achievement of the two groups as measured by the same test. These results suggest that lexical-field instruction is an effective procedure for teaching general language knowledge through the meaning system.

97-333 Watts, Noel (Massey U., New Zealand). A learner-based design model for interactive multimedia language learning packages. *System* (Oxford), **25**, 1 (1997), 1-8.

In this article an examination is made of the design features of interactive multimedia packages for language learning. Different approaches may be employed in the design of interactive multimedia packages. Design models which follow technology-driven approaches are dominated by hardware considerations. Learner-based design models, however, focus on the needs of users and seek to utilise to the maximum the technological resources available for learning purposes. This leads to the discussion of

possible components of a design model for interactive multimedia programs appropriate to up-to-date language learning requirements. Each of these components is examined and the implications for program design are highlighted. The conclusion advanced is that the potential of interactive multimedia for language learning is high but that to realise this potential designers will need to break with the technology-driven models of the past and develop a more learner-based orientation.

Language learning

97-334 Amer, Aly A. (Sultan Qaboos U., Oman). The effect of the teacher's reading aloud on the reading comprehension of EFL students. *ELT Journal* (Oxford), **51**, 1 (1997), 43-7.

Although reading aloud receives considerable emphasis in English as a first language, it is traditionally discouraged by English as a foreign language (EFL) teachers and methodology specialists. This article suggests that reading aloud is particularly important for EFL learners at the early stage of learning. Beginning readers tend to read word by word. Reading aloud helps them read larger semantic units rather than focusing on graphic cues. The purpose of this study was to investigate the effect of the teacher's reading aloud on the reading comprehension

of EFL students reading a story. 75 students participated in the study. The experimental group had a story read aloud to them by the teacher, whereas the control group read the story silently. Two dependent measures were used: a multiple-choice test and a story frame test. Results showed that the experimental group outperformed the control group on both measures. This indicated that reading aloud by the teacher may have a significant positive effect on learners' reading comprehension.