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98–151   Akyel, Ayşe (Bogaziçi U., Istanbul). Experienced and student EFL teachers' instructional thoughts and actions. *The Canadian Modern Language Review / La revue canadienne des langues vivantes* (Toronto, Ont.), **53**, 4 (1997), 677–704.

The study reported here examined if experienced and student teachers of English as a Foreign Language (EFL) differ from each other in terms of: (a) their use of student performance cues; (b) their instructional actions in response to student performance cues; and (c) their instructional goals and instruction-related knowledge they recalled applying during the process of EFL instruction. Transcriptions of videotaped lessons of five experienced and five student EFL teachers and explanations of their instructional goals and instruction-related knowledge were analysed. The results indicated that there were patterns of similarities and differences between experienced and student teachers' instructional actions and thoughts. The results concerning the differences confirmed the findings of previous studies conducted in instructional contexts with native speakers of English. Moreover, a comparison of the findings of this study with those of a previous study on the instructional thoughts and decisions of student teachers of English as a Second Language (ESL) indicated that there may be patterns of goals and instructional actions that are unique to ESL/EFL instructional contexts.

98–152   Andrews, Stephen (U. of Hong Kong). Metalinguistic awareness and teacher explanation. *Language Awareness* (Clevedon), **6**, 2/3 (1997), 147–61.

In Hong Kong in the past five years, there has been a marked increase of interest in the language awareness of teachers (their 'metalinguistic awareness'). This interest has been stimulated partly by a concern about declining standards of student achievement in both Chinese and English. Dissatisfaction with learners' standards of English is linked to officially expressed concern about the quality of teachers of English, many of whom are neither subject-trained nor professionally trained. The study reported here is part of on-going research into the metalinguistic awareness of Hong Kong secondary-school teachers of English. One observable behaviour most obviously exemplifying the metalinguistic awareness of second language teachers is explaining grammar. The aim of this particular study was to explore the relationship between a teacher's metalinguistic awareness and her ability to explain a grammar point: how might the latter be affected by the former, and what might the latter reveal about the former? A number of

teachers with different backgrounds and experience were asked to role-play the explanation of a grammar point on two separate occasions. The explanations were video-taped, transcribed and analysed. The paper reports the results of the analysis of four samples of performance.

98–153   Argondizzo, Carmen (U. della Cambria). Once more on syllabus design: the ESP/EAP context. *Rassegna Italiana di Linguistica Applicata* (Rome), **29**, 1 (1997), 27–40.

This article reviews the components of syllabus design and examines the principles which are used to organise syllabuses. Discussion begins from the premise that a syllabus is not a fixed product; designing a syllabus is a constantly evolving process. It traces the development of a number of types of syllabus through formal and functional-communicative syllabuses to task-based, skill-based and process-based types, highlighting the major features of each. A number of questions is then proposed which the ESP/EAP (English for Specific and/or Academic Purposes) syllabus designer might usefully answer in order to ensure that an ESP/EAP syllabus is as wide-ranging as possible. Finally, all the strands of the discussion are brought together by means of a practical example, i.e. designing an EAP course for Economics. The proposed design draws on the features of each syllabus type which are most relevant for the EAP course, resulting in a 'comprehensive syllabus' or multi-syllabus, with an explanation of how each element will contribute to the EAP/ESP student's final competence in English for Economics

98–154   Bach, Stephanie A. and Somerholter, Kerstin E. (U. of Texas, Austin). *Deutsche Welle tv:* using video to introduce business German. *Die Unterrichtspraxis/Teaching German* (Cherry Hill, NJ), **1** (1997), 30–35.

This paper provides a description of the use of authentic video in a business German course at the University of Texas at beginners level. Video material is taken from *Deutsche Welle tv*, and is chosen to tie in with the units in the textbook used: *Deutsch Zusammen* (Donahue/Watzinger). The authors discuss the advantages of introducing authentic video material into the foreign language classroom, mention points of relevance in choosing suitable video clips, and finally introduce a sequence of viewing and related activities: from viewing without sound, through pre-viewing, viewing and post-viewing activities. Several of these activities are presented in an appendix. The authors found, via a questionnaire administered mid-semester, that authen-

tic video material occasioned an enthusiastic response from students. They stress that video is the medium *par excellence* which allows introduction of (multiple) native speakers into the classroom.

98–155 Barbot, Marie-José (Ecole Normale Supérieure de Fontenay, Saint-Cloud). Cap sur l'autoformation: multimédias, des outils à s'approprier. [Multimedia as tools of autonomous learning.] *Le Français dans le Monde* (Paris), **special issue** (July 1997), 54–62.

Autonomous language learning is replacing the codified teacher-centred approaches of the past. This article affirms students' need, however, for help and guidance: they need to learn how to learn. Adapting multimedia to the personality and approach of individual learners is an important factor in creating and reinforcing motivation; and materials have to be developed to correspond to different learning styles. The potential of multimedia has to be fully exploited–something that the paper claims many existing commercially produced systems yet fail to do, largely for reasons of cost. It is difficult to assess the impact of multimedia at present, while techniques, content and presentation are in a constant state of flux, but careful analysis will reveal how they can best be integrated into autonomous and distance learning.

98–156 Barton, Amanda (U. of Warwick). Boys' under-achievement in GCSE modern languages: reviewing the reasons. *Language Learning Journal* (Rugby), **16** (1997), 11–16.

Recently there has been debate in the UK about boys' poor performance in secondary-level modern languages. This article re-assesses some of the possible reasons, with the aim of developing strategies to reverse this trend. Influences in childhood and the home are examined, including male-female conflict, subsequent stereotypes which can emerge during play, and the importance of role models. It is suggested that, because boys' talk and girls' talk are reinforced differently, boys and girls do not develop identical communication skills. Thus, foreign language learning may require boys to employ unfamiliar linguistic skills. Research indicates that adolescent boys do not actively reject language learning as 'feminine'; rather, they perpetuate a macho culture of failure. This highlights the importance of non-threatening and relevant language lessons and the need for an integrated approach to developing language awareness beginning in primary school. Lack of self-confidence and the need for acceptance by peers are seen as causes of adolescent male ethnocentricity. Reasons for girls' preferences for languages are proposed, such as the predominance of female language teachers, and a warning is sounded that teachers themselves must avoid stereotyping in the language classroom. Parental involvement is required to promote languages as a viable career option.

98–157 Beeching, Kate (U. of the West of England, Bristol). French for Specific Purposes: the case for spoken corpora. *Applied Linguistics* (Oxford), **18**, 3 (1997), 374–94.

This paper argues that the increasing number of non-specialist students of French in British universities requires urgent investigation of the adequacy of 'general purpose' syllabi, grammars, and methodologies. Drawing on the work of researchers of English for Specific Purposes, of corpus-based approaches, of autonomous learning, and of the exploitation of authentic text, the paper illustrates its thesis by reference to the detailed analysis of a small corpus of spontaneous spoken French video-recorded at a horticultural research station in Normandy. This serves to highlight not only the lexical features associated with a particular field but also the syntactic features which characterise spoken French. Two difficulties of analysis are raised, relating to the indeterminacy of language and the non-discreteness of grammatical categories. A 'fuzzy' approach is recommended to the attribution of functional descriptors to syntactic elements and to the categorisation of grammatical forms. It is concluded that the effective design of syllabi and methodologies for Specific Purposes students is substantially enhanced through the detailed analysis of a spoken corpus which should be examined as a communicative event, not solely as an assemblage of linguistic items.

98–158 Benrabah, M. (U. Grenoble 3). Word-stress: a source of unintelligibility in English. *IRAL* (Heidelberg, Germany), **35**, 3 (1997), 157–65.

After a 'swing of the pendulum' in the mid-eighties, the teaching of pronunciation has again emerged as a skill which the author considers teachers cannot do without. This paper is concerned with English word-stress, a feature deemed essential for efficient communication. The difficulty in assigning this phonological aspect is considered, as well as the effect of its misplacement on comprehension. As an illustration, it is shown how English word-stress differs from that of another stress-timed language, namely Arabic. Data are then presented from three non-native speakers (Indian, Nigerian and Algerian) to show how incorrect word-stress placements can result in miscomprehension. The author concludes by emphasising what he considers the importance of teaching this feature of English pronunciation.

98–159 Berry, Roger (Lingnan Coll., Tuen Mun, Hong Kong). Teachers' awareness of learners' knowledge: the case of metalinguistic terminology. *Language Awareness* (Clevedon), **6**, 2/3 (1997), 136–46.

This paper describes a study which investigated the knowledge of metalinguistic terminology in a group of 372 first-year undergraduates in a tertiary institution in Hong Kong and compared this to their English teachers' estimation of that knowledge and desire to use such

terminology. It found (1) wide differences between learners in their knowledge of terminology; and, (2) wide discrepancies between this and the teachers' expectations, some of which could lead to serious difficulties in the classroom. In general the teachers' awareness of the learners appeared to be rather poor. Reasons why this situation is so serious are offered – notably the clash of academic cultures in the transition from secondary to tertiary education – and ways of resolving the problem are discussed.

98–160 Block, D. (U. of London). Learning by listening to language learners. *System* (Oxford), **25**, 3, (1997), 347–60.

This paper describes a personal version of the action research cycle seen from the point of view of a practising language teacher. In the first part of the paper a model of the cycle is presented which describes the steps the researcher followed in the various research projects carried out over several years. The outlines of two research studies using interview and questionnaire procedures are then discussed as examples of this model, and it is suggested that, at the end of the cycle outlined in the model, the researcher is informed in two ways. Firstly, he or she gains an answer to the questions which motivated the research in the first place, providing information which may lead to significant changes in language teaching practice. Secondly, he or she receives information about the research process, in particular research design and data collection procedures. It is suggested that, beyond mere reporting of what research has indicated about a particular situation, there is a need to address what research actually teaches about the process of research itself.

98–161 Bouza Alvarez, I. (U. of Vigo). Enseignement et apprentissage du français dans les différents domaines d'activité. [Teaching and learning French for special purposes.] *Revue de Phonétique Appliquée* (Paris), **118-119** (1996), 17–29.

The teaching and learning of French for special purposes by undergraduate and graduate students require language instruction of a specific kind, precisely because they need to learn the language in order to be able to follow specialised courses of study. Such instruction has to be based on the learners' needs, which in the institutional context in question means enabling them to read authentic texts in their field of specialisation. It is pointed out, however, that the teacher cannot and should not try to teach law, economics or any other particular discipline, but should instead aim at developing a global approach to reading comprehension which will allow him or her to deal with a variety of text types. Such an approach is illustrated by a detailed analysis of the formal, contextual, thematic, discursive and pragmatic features of an economics text which is provided as an appendix.

98–162 Burns, Anne (Macquarie U., Sydney), **Gollin, Sandra and Joyce, Helen.** Authentic spoken texts in the language classroom. *Prospect* (Macquarie U., Sydney), **12**, 2 (1997), 72–86.

In most contemporary language teaching contexts one of the main aims of teaching is to enable students to engage in successful spoken exchanges with speakers of the target language. This aim is inevitable in an increasingly mobile world where people need to communicate across national borders to do business on a worldwide scale and to develop relationships beyond the confines of a particular culture. This article argues that learners need to be given the opportunity to listen to authentic discourse within the language classroom and to practise forms of language which will enable them to engage in successful exchanges beyond the classroom. The article also examines the main questions which confront the classroom teacher when integrating authentic spoken discourse into a language programme.

98–163 Butzkamm, Wolfgang (Lehrstuhl für Englische Sprache und ihre Didaktik, Aachen). Communicative shifts in the regular FL-classroom and in the bilingual content classroom. *IRAL* (Heidelberg, Germany), **35**, 3 (1997), 167–86.

This article discusses the methodological concepts of medium- and message-oriented communication and applies them to both the conventional foreign language classroom and the bilingual content classroom where school subjects are taught through the medium of a foreign language. It is based on personal classroom observations, mostly in German grammar schools, and makes use of some 200 autobiographical reports, collected over the past few years, in which German university students of English analysed their own language learning at school. The findings are supported by empirical studies where classroom communication was analysed in a more systematic way. It is argued that the interplay between message- and medium-orientation is an important feature of the successful foreign language classroom as well as the bilingual classroom. The article provides two checklists for the analysis of fluctuations between communicative levels in the classrooms, which may be used both for teachers' self-observations and also as tools in further research.

98–164 Byram, Michael (U. of Durham). 'Cultural awareness' as vocabulary learning. *Language Learning Journal* (Rugby), **16** (1997), 51–7.

Following recommendations in the U.K. National Curriculum in 1991, the term 'cultural awareness' has assumed greater significance in foreign language teaching. This has focused attention on the importance of making learners aware of the cultural connotations of language items. The author of this article suggests that it is in the area of vocabulary acquisition that language-culture links are particularly significant. Three approaches to the investigation of vocabulary in terms of cultural content are presented. Dictionary methods

involve students listing words they associate with chosen vocabulary in the first language and then using a bilingual dictionary to collect meanings and associations in the target language. Ethnographic methods involve the learner in the collection of language data relating to certain vocabulary items, using methods such as semi-structured or informal interviews. Historical and literary methods employ literary and ethnographic texts in order to provide insight into cultural contexts such as British school life. Finally, a text to facilitate choice of words is recommended, and four dimensions implicit in this approach to the cultural teaching of vocabulary are summarised.

98–165   Campbell, Ian (U. of New England, Armidale). A question of language awareness: using English to support second language learning. *Babel* (AFMLTA) (Victoria, Australia), **32**, 2 (1997), 10–13, 34.

This paper argues that a knowledge of how English works can help English-speaking students learning a foreign language, particularly one that is cognate with English, such as German. It can help to reveal similarities and differences between English and the target language, thus encouraging students to transfer similarities and to be wary of transfer where there are differences. Areas suggested for useful comparison are the use of 'do', word and sentence stress, separable and inseparable verbs, dental suffixes, weak and strong verbs, vocabulary extension, and idiomatic expressions. It is concluded that, as well as having a direct effect on students' learning, using English as a springboard for their language learning can also enhance their interest in their own language and in language in general.

98–166   Carter, Ronald (U. of Nottingham). Speaking Englishes, speaking cultures, using CANCODE. *Prospect* (Macquarie U., Sydney), **12**, 2 (1997), 4–11.

Descriptions of the English language and of English grammar, in particular, have been largely based on written sources and on written examples. This is inevitable, since examples of written English are easier to obtain and it is only recently that audio technology has facilitated recordings of the spoken language. Corpora of spoken language are now being assembled which will allow more precise description of the properties of spoken English and thus make learners of English more aware of a wider range of forms and structures than hitherto. This article seeks to outline work in the description of spoken English and to discuss some of the implications for English language teaching of using 'real' data, recognising that the term *real* carries positive connotations in our culture (e.g. *real* ale; get *real*; enjoy that *real* country taste; *real* English; you're not living in the *real* world), but remembering that the inflections of words like 'real' and 'authentic' and 'natural' are never without their problems in the context of English language teaching. The corpus which is drawn on is

referred to as CANCODE, Cambridge/Nottingham Corpus of Discourse in English.

98–167   Chambers, Gary N. (U. of Leeds). The exchange *vs.* the media: the struggle for cultural awareness. *Language Learning Journal* (Rugby), **16** (1997), 58–65.

Despite legislation for the teaching of cultural awareness in the U.K. National Curriculum for Foreign Languages, stereotypes and generalisations about foreign cultures persist in school-age children. This article describes a research project which examines the attitudes towards French and German people of three cohorts (aged 11, 13, and 15) of Leeds school pupils. Pupils were asked to complete the sentences 'I think French (German, British) people are...'. The analysis revealed that the youngest pupils appeared to like German and French people, but there were less positive attitudes in the 13–15 age group. Among the 15–17 year old pupils, however, the response became more positive. Possible factors influencing pupils' views are suggested, i.e. children's limited experience of visits abroad, their lack of opportunities for chance encounters with foreigners, and the fact that they did not personally know any French or German people. It is proposed that, overall, these pupils had less chance than their German counterparts of finding themselves in an authentic language context. The author also expresses concern that pupils attached only slight importance to exchange programmes which could provide them with an authentic context and thus potentially counteract their stereotyping of foreign people.

98–168   Chevalier, Yves (U. Lille III), Derville, Bettina and Perrin, Dominique. Vers une conceptualisation des apprentissages assistés? *Je vous ai compris*, plate-forme pour une recherche. [Towards a theory of assisted learning? *Je vous ai compris* as a starting point for research.] *Le Français dans le Monde* (Paris), **special issue** (July 1997), 133–7.

In this paper the authors evaluate a system they have designed for semi-autonomous foreign language learning, *Je vous ai compris*, which uses multimedia materials allowing students to participate in interactive situations. The program is designed to take on the role of tutor in the interaction, while still allowing students a degree of independence in decision-making. The authors conclude that such materials for the development of comprehension and expression should be as 'real' as possible, i.e. requiring students to use the skills needed in real-life situations. Although the computer is designed to be a tutor, complex situations still need to be prepared and discussed with a human tutor too. Problems still remaining are linked to the nature of artificial intelligence: dialogue with a computer is not the same as dialogue with another person, since the cognitive structures of humans and computers are still very different.

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98–169 Christ, Ingeborg (Ministerium für Schule und Weiterbildung des Landes NRW, Düsseldorf). Schulische Wege zur Mehrsprachigkeit. [Achieving multilingualism through school.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **8**, 2 (1997), 147–59.

This article refers to a new agreement of the Permanent Conference of the Ministers of Education in the Federal Republic of Germany concerning the improvement of teaching and learning foreign languages in school in order to prepare young people for their lives in a multilingual Europe. In Germany some steps to multilingualism have already been taken, such as one compulsory foreign language for all pupils; the possibility of opting for two or three foreign languages in some types of secondary schools; programmes of heritage languages for children of migrant families; language teaching in primary schools; and teaching languages through other subjects. It is suggested that there remains much to be done, however, given that many pupils study only one modern foreign language. The article discusses how to improve organisational, pedagogical and psychological conditions in order to motivate more pupils and their parents to dare the *adventure of multilingualism.*

98–170 Christianson, Kiel (U. of Aizu). Dictionary use by EFL writers: what really happens? *Journal of Second Language Writing* (Norwood, NJ), **6**, 1 (1997), 23–43.

The research reported in this paper is an attempt to better understand what happens when for one reason or another 'communication conflicts' occur despite dictionary use. All of the words that 51 Japanese students of English as a Foreign Language (EFL) had looked up in their dictionaries were identified in a 41,024-word corpus of student writing. Forty-two per cent of these 'dictionary words' were found to have been used incorrectly in some way. An analysis of the errors themselves and of interviews with more and less successful dictionary users was conducted in an attempt to better understand why these errors were committed and what can be done to assist students in avoiding such errors. The findings indicate that successful dictionary users, regardless of their level of English proficiency, employ a variety of sophisticated look-up strategies. It is claimed that this research brings into question some of the claims of previous studies into FL dictionary use.

98–171 Cobb, Tom (City U. of Hong Kong). Is there any measurable learning from hands-on Concordancing? *System* (Oxford), **25**, 3 (1997), 301–15.

The study reported here attempts to identify a specific learning effect that can be unambiguously attributed to the use of concordance software by language learners. A base-level hypothesis for learning from concordances is proposed, that a computer concordance might simulate and potentially rationalise off-line vocabulary acquisition

by presenting new words in several contexts. To test this idea, an experimental lexical tutor was developed to introduce new words to subjects, either through concordances or through other sources of lexical information. In a series of tests involving transfer of word knowledge to novel contexts, a small but consistent gain was found for words introduced through concordances.

98–172 Cook, Manuela. Fifty years of Portugese teaching: an overview. *Vida Hispánica* (Rugby), **15** (1997), 12–18.

Portugese is now taught in no fewer than 18 U.K. universities, as compared with only four in 1947, and is increasingly studied in its own right and not as an adjunct to Spanish. Afro-Portugese studies are taking their place alongside Brazilian and Portugese studies; and Portugese is now widely taught in schools and in adult education. Crucially, there is now secure examination provision for Portugese, in spite of the threat posed by the National Curriculum. However, the author affirms that much still remains to be done if Portugese is to attain a more visible share of the modern languages scene in the U.K., to shed the label of a lesser-taught language, and to be recognised as a major world language.

98–173 Coonan, Carmel Mary (U. of Venice). Reactions to practice: implications for teaching. *Rassegna Italiana di Linguistica Applicata* (Rome), **29**, 1 (1997), 117–31.

This article begins by questioning to what extent a teaching qualification and teaching experience alone can equip teachers to judge the effectiveness of their teaching. It is suggested that the experience of becoming a language learner again can usefully complement practitioners' teaching experience, by enabling them to re-evaluate the effectiveness of their own practice and the theories underlying it. To this end, the author describes her own attempt at documenting and analysing a personal language learning experience. An account is given of her experience of trying to learn some Ngala, one of the languages of Zaire: she undertook six hours of instruction in a native-speaking teacher's classroom. Data were collected through lesson recordings and diary-writing. From the analysis of her learning experience, the author attempts to draw out general implications relating to effective teaching.

98–174 Crosnier, Elizabeth (INSA, Toulouse). Etude contrastive de modèles établis à partir de textes scientifiques en français et en anglais en vue de l'apprentissage de l'anglais L2. [Contrastive model analysis of English and French scientific texts, and ESL learning.] *Les après-midi de LAIRDIL* (Toulouse), **8** (1996) 15–29.

This paper emphasises the cultural dimension which French scientists face when confronted by publications in a specialist domain dominated by Anglo-American working practice. The author argues that success

depends not so much on grammatical accuracy as the failure to grasp the differing priorities of the English-speaking discourse community. The paper sets out Swales' move-based approach to rhetorical structure and relates this to the contrastive analysis of French and English scientific articles. The paper compares a bilingual corpus of fifty abstracts and introduction sections from the field of computer science. Concordancing tools are used to establish the general differences between each text. Changes in tense usage and external reference are used as primary dimensions of analysis. In general, English abstracts demonstrate a distinct preference for reporting findings whereas French abstracts tend to prioritise background information. There is no one-to-one correspondence between the tense systems, although there may be other explanations for these differences. The author stresses the dynamic nature of models and the importance of individual variation as opposed to an attempt to impose fixed cultural stereotypes in English for Specific and/or Academic Purposes.

98–175 Deignan, A. (Leeds U.), **Gabryś, D. and Solska, A.** Teaching English metaphors using cross-linguistic awareness-raising activities. *ELT Journal* (Oxford), **51**, 4 (1997), 352–60.

Now that metaphor is recognised as being pervasive in language, it is argued that more attention should be given to the teaching of strategies for comprehending and generating metaphors in a second language (L2). This article reports on a translation exercise undertaken by advanced Polish learners of English which revealed ways in which metaphorical expressions vary between the two languages, and the problems this raises for learners. It is suggested that awareness-raising through discussion and comparison of metaphors in L1 and L2 is a useful approach to helping learners to understand and appropriately produce metaphors. This is followed by some sample teaching materials which have been designed to encourage learners to investigate and compare metaphors in L1 and L2.

98–176 De Jabrun, Pierre (Mansfield State High School, Brisbane, Australia). Academic achievement in late partial immersion French. *Babel* (AFMLTA) (Victoria, Australia), **32**, 2 (1997), 20–23, 35, 37.

In the project described here, secondary level English-speaking pupils at an Australian school were taught maths, science, history and geography through the medium of French. The maths and science strands are the focus of this paper. It was found that, although there were some initial problems, these were overcome by the second half of the year. As far as mastery of the subjects was concerned, in maths the immersion students maintained their slight lead on the English-medium control group throughout, and in science they later made up an early deficit, as they became more proficient in French. It is concluded that, if anything the learners' education in general was enhanced by their

involvement in the immersion programme; and there is anecdotal evidence of improved academic performance at a later stage. The area of French immersion studies is well-documented, and these learners seem to have performed as well as, or better than, participants in other studies.

98–177 Depecker, Loïc (U. de la Sorbonne Nouvelle Paris III). L'internet, un médium qui bouleverse les contenus linguistiques. [The Internet: a medium which radically changes linguistic content.] *Le Français dans le Monde* (Paris), **special issue** (July 1997), 165–82.

This article discusses the influence of the Internet on the evolution of new French vocabulary. A discussion of the various lexicographical resources available on-line is followed by a description of the 'france-langue' forum, an on-line discussion group set up by the Government body, *La Délégation Générale à la Langue Française*, to enable those interested, e.g. teachers and translators, to discuss the French language. This largely involves debates about new technology-based vocabulary. The article examines some of these neologisms and describes 'Balnéo', a database of new vocabulary. The process by means of which terms become accepted is discussed, along with the implications for the compilers of dictionaries and other lexicographical tools. The author concludes by looking forward to new possibilities for active, interactive and reactive lexicographical resources on the Internet that could be open to input from users and so constantly updated and developed.

98–178 Develotte, Christine (Ecole Normale Supérieure de Fontenay / Saint-Cloud). Lecture et cyberlecture. [Reading and cyber-reading.] *Le Français dans le Monde* (Paris), **special issue** (July 1997), 94–104.

This article explores the potential of multimedia CD-ROMs in the teaching of French as a foreign language: those aimed at the general public are analysed, rather than any with a more explicitly pedagogic function. General features of multimedia materials are discussed, and their advantages and disadvantages for language learners and teachers are outlined. They are seen as allowing an interactive relationship between learner and materials, and as being intrinsically enjoyable; features such as the use of several languages and the provision of both textual and oral materials also make them particularly suitable for language learning. Their disadvantages are mainly linked to new spatio-temporal practices associated with their use: instantaneous access to large amounts of information can mean students feel overwhelmed; since there is no physical object to manipulate, it is difficult to gain an overview of the size and limits of the material available; and the traditional paratextual apparatus of a book, e.g. chapter headings and indexes, is radically changed, necessitating new techniques of finding one's way around the material. It is argued that teachers should carefully analyse possible

uses of multimedia materials; and that new methods should be devised for assessing their potential use in language learning.

98–179 Diffey, Norman (U. of Windsor, Ontario). A Scottish approach to differentiation in the language class. *Language Learning Journal* (Rugby), **16** (1997), 17–21.

This article describes a modern languages programme in Scotland where mixed ability teaching and differentiation are successfully incorporated into the school curriculum. First, the syllabus, based on principles of autonomous learning, is outlined. The course is divided into topics with 'menus' of tasks and assessment criteria for students to follow, colour-coded for difficulty and to help teachers monitor progress. Results of twice-yearly tests appear to show that students work to their ability level. Teachers believe that all students can experience success and they find it easier to negotiate goals with individuals. They particularly acknowledge the benefits for weaker students but stress that detailed planning and preparation and clear instructions are essential for classes to run smoothly. Next, some implications of a task-based approach for language development are discussed, questioning the quality of the input students receive and whether or not the approach to learning is too atomistic. Concern about the achievement of more able students is also voiced. A class survey shows that students generally maximise their opportunities for learning but tend to dislike group work. Finally, the author proposes a number of questions which could be usefully addressed by future research into differentiation in the language classroom.

98–180 Duff, Patricia A. (U. of British Columbia) **and Uchida, Yuko.** The negotiation of teachers' sociocultural identities and practices in postsecondary EFL classrooms. *TESOL Quarterly* (Alexandria, VA), **31**, 3 (1997), 451–86.

This article explores the complex interrelationships between language and culture, between teachers' socio-cultural identities and teaching practices, and between their explicit discussions of culture and implicit modes of cultural transmission in their classes. A six-month ethnographic study examined how teachers deal with institutional and curricular expectations regarding their teaching of (North American) culture in their English as a Foreign Language (EFL) classrooms in a postsecondary institution in Japan. The study also explored the teachers' changing understandings of what constitutes culture and of how they viewed themselves in terms of their various social and cultural roles. Common themes included (a) the complexities and paradoxes associated with teachers' professional, social, political, and cultural identities and their (re)presentation of these in class; (b) their quest for interpersonal and intercultural connection in that EFL context; (c) their desire for educational (and personal) control in the face of contested cultural practices; and (d) disjunctures between teachers' implicit and explicit messages in relation to their cultural

understandings and practices. These themes are discussed and recommendations are made for teacher education purposes. It is argued that the cultural underpinnings of language curricula and teaching must be examined further, particularly so in intercultural situations in which participants are negotiating their sociocultural identities as well as the curriculum.

98–181 Fernandez-Toyo, M. (U. of Newcastle-upon-Tyne). Subject-specific video projects for beginners. *Language Learning Journal* (Rugby), **16** (1997), 40–45.

A language-teaching project is described which seeks to make use of video to bring together a range of features including an interdisciplinary approach, learner autonomy, language for specific purposes, and transferable skills, as well as the use of media technology to teach subject-specific language. The first section of the paper describes how the project was set up to answer the needs of students from science and engineering faculties embarking upon language courses, and who have little time to study. The paper goes on to describe the successive stages of the project and discusses the alternative procedures in terms of teaching and learning. There are five production stages: preparation, data-gathering, script-writing, script-learning, and oral presentation; and three post-production stages: editing, feedback, and assessment. The article concludes with a discussion of potential disadvantages of the procedure, with respect to the technical requirements and learner characteristics.

98–182 Freland-Ricard, M. (U. Aix-Marseille I). Mal formés ou mal informés? [Badly trained or badly informed?] *Revue de Phonétique Appliquée* (Paris), **118–119** (1996), 93–112.

Teachers of French as a foreign language are often accused of being inadequately trained for the teaching of prosody, but this paper claims in their defence that, if prosody is to be taught in a formal, rigorous fashion, much remains to be done in the way of developing appropriate theoretical and methodological concepts. At present, the position and role of prosody in language teaching remain unclear, and there is no generally accepted set of written conventions for representing prosodic phenomena in a simple, practical way. Moreover, the assessment of learners' prosodic performance is either completely unsystematic or neglected, since teachers have no theoretical framework on which to base their judgements, and learners mistakenly regard prosody as unimportant. However, with greater emphasis being placed on communicative rather than purely linguistic competence, there are signs that teachers are becoming increasingly sensitive to prosody. The author calls on researchers in phonetics and didactics to develop the knowledge, methodology and materials which teachers urgently need.

98–183 Furstenberg, Gilberte (Massachusetts Inst. of Technology). Scénarios d'exploitation pédagogique. [Applications of multimedia in teaching.] *Le Français dans le Monde* (Paris), **special issue** (July 1997), 64–75.

This article describes and analyses two video-cassettes: an interactive story and an interactive documentary. The primary objective of both is the development of comprehension. Comprehension is not, however, an end in itself; by focusing on visual images and non-verbal communication, hypermedia stress the cultural dimension, and foster comprehension in the widest sense. The article suggests that the fragmentation of imformation characteristic of the hypermedia can be exploited in the follow-up in the exchange of information between groups and individuals. The tasks given the learners need to be appropriate, interactive, and neither too open-ended nor too circumscribed, and should be able to be adapted to suit the level of the students. Hypermedia remain, however, simply a tool, not a replacement for the teacher, who now has a different role: to assist, guide, and encourage, rather than to direct and control.

98–184 Gardner, Rod (U. of Sydney). The listener and minimal responses in conversational interaction. *Prospect* (Macquarie U., Sydney), **12**, 2 (1997), 12–32.

A very common activity of conversationalists is the regular provision of minimal feedback, which includes *yeah, oh, mm, mm hm* and *okay*. These tokens are an important means for letting an interlocutor know how their talk has been received. They can best be understood by a consideration of the turn-taking system in English, and an examination of the kinds of turns they respond to. Minimal feedback tokens are, however, rarely to be found in language teaching materials, and when they are, their distinctive functions are rarely pointed out. In this paper it is argued that enough is now known about these tokens in English for them to be specifically taught. Examples of some of their main uses are presented, together with attention to associated intonation contours and to the conversational environment in which they are found. The paper concludes with one or two suggestions concerning ways in which feedback tokens might be taught.

98–185 Gnutzmann, Claus (Technische Universität Braunschweig, Germany). Multilingualism and language teaching: some pedagogical implications with reference to language awareness. *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **26** (1997), 156–66.

This paper reports on linguistic and educational aspects of multilingual classrooms, and possible implications for language learning and teaching; in particular, the language situation of migrant workers' children in German schools is discussed. It is argued that some awareness regarding the nature of intercultural communication is a

pre-requisite for adequate communication with speakers of different cultural backgrounds, whether in one's own home country or abroad. The importance of cultural awareness does not imply, however, a disregard for linguistic aspects of communication: here, too, the author suggests that language awareness has a role to play. There would seem to be general consensus on the following proposals, in order to meet the linguistic and cultural requirements of growing multilingualism: pupils' competence in their mother tongue should be strengthened; 'systematic' instruction in a foreign language need not necessarily start at primary school level; and pupils should start as early as possible to acquire the pre-requisites of intercultural understanding.

98–186 Gnutzmann, Claus (Technische Universität Braunschweig, Germany). Language awareness: progress in language learning and language education, or reformulation of old ideas? *Language Awareness* (Clevedon), **6**, 2/3 (1997), 65–74.

Internationally, the term 'language awareness' (LA) seems at present to be regarded as a new concept of language pedagogy, perhaps even a new 'paradigm' of our discipline. A review of some of the earlier LA-related work in other European countries suggests, however, that the major ideas of present-day LA have been around for some time, e.g. under such labels as 'conscience métalinguistique', 'Reflexion über Sprache', 'Sprachbewußtsein', 'taalverkenning' and 'taalgevoel'. With regard to the preceding discussion, the paper addresses the following two alternative questions. Are there important characteristics, similarities and parallels between the various concepts of LA which have been unduly overlooked by the continental followers of British LA? If this is the case, the term LA would probably be not much more than an inadequate generalisation of educational, language-related problems and findings within a specific context. On the whole, the recent continental use of LA would not amount to more than a reformulation of old ideas. Or, has the term LA and the British concept behind it added a new dimension to European language learning/teaching methodology and language education? If the latter is the case, then LA should be considered a significant step forward, a landmark of progress in the history of our discipline.

98–187 Guariento, W. A. (U. of Manchester). Innovation management issues raised by a distance-learning project in Eritrea: can such projects be successfully transplanted from one developing country to another? *System* (Oxford), **25**, 3 (1997), 399–407.

This paper, using field work carried out in Eritrea, examines ways of promoting 'ownership' resulting from the adaptation of a project originally developed outside the host country. The author argues that, while project organisers will probably encounter basic problems concerning local competence, the stress must, above all, fall

on an awareness of what Holliday has termed 'inter-competence', 'an intermediate stage in behavioural competence which occurs during confrontation with a new culture' (Holliday, 1994). The author believes that more effort should be dedicated to ways of adapting English language teaching material produced in one developing country in order to enable use in another. Just as there are situations in which context-specificity and differing needs clearly preclude adaptation and transplantation within the developing world, so are there cases in which context and needs resemble one another to an extent suggesting that adaptation may be worthwhile. In countries which lack the resources to fund improvements in teacher training and/or the trainer expertise required to provide such development, the use of materials already existing elsewhere provides a low-cost alternative, and one able to offset local skills-shortfalls.

98–188 Guimbretière, Elisabeth (U. de la Sorbonne-Nouvelle, Paris III). La prosodie dans l'enseignement de l'oral. [Prosody in teaching oral skills.] *Rassegna Italiana di Linguistica Applicata* (Rome), **29**, 2 (1997), 85–93.

This article discusses the contribution of phonetic theory to language teaching: in particular, the role of prosody in encoding and decoding speech. The differences between encoding and decoding spoken language are presented, the latter involving the selection of salient information from a very rich sensory input. To make sense of a sequential input of sound, memory and anticipation are important, supported by an underlying knowledge of the language. Prosody plays an important part in the decoding process. Differences in intonation are used to mark suprasegmental features of language such as sense unities, to accentuate important parts of phrases, and to mark hierarchies in meaning such as parentheses in speech. The author suggests some teaching strategies to give students an awareness of such features, including written exercises to help visualise melodic patterns in phrases. In particular it is suggested that simple repetition of prosodic structures is not enough to give students an awareness of their meaning, since it involves the use only of short-term memory; rather, teaching strategies should be developed that allow students to integrate awareness of prosodic features with their existing linguistic knowledge.

98–189 Harvey, Keith (U. of East Anglia) and Yuill, Deborah. A study of the use of a monolingual pedagogical dictionary by learners of English engaged in writing. *Applied Linguistics* (Oxford), **18**, 3 (1997), 253–78.

This paper is an account of a study of the role played by a dictionary (in this case, the 1987 *Collins COBUILD English Language Dictionary*) in the completion of written (encoding) tasks by learners of English as a Foreign Language. There were 211 informants, from either language schools or university. The study uses an introspective methodology based on the completion of

flowcharts. The results highlight, in particular, the importance of information on spelling and meaning and the central role accorded to the examples for obtaining a wide variety of information, notably on meaning, grammar, and register. *COBUILD*'s full-sentence definitions, together with its real examples, are revealed to be of considerable use to learners. On the other hand, coded syntactic information in the dictionary is largely neglected by learners. Implications for lexicographers and for language teaching and learning are considered.

98–190 Holliday, Adrian (Canterbury Christ Church Coll.). Six lessons: cultural continuity in communicative language teaching. *Language Teaching Research* (London), **1**, 3 (1997), 212–38.

This paper is about what makes 'good' communicative English language teaching as discovered through an ethnographic study of six undergraduate university lessons. Ideas about good teaching emerged from one-off ethnographic observations of the six 'communicative' English language classes in China and India. The lessons were all taught by non-native speakers in classes of between 25 and 45 students. Through analysis of the behaviour and physical environment of the culture of each classroom, it emerged that aspects of a popular view of 'communicative' connected with groupwork, oral practice and teacher withdrawal may be questioned. Instead, cultural continuity between traditional and innovative forms emerges as an essential feature of successful communicative language teaching.

98–191 Holliday, Adrian (Canterbury Christ Church Coll.). The politics of participation in international English language education. *System* (Oxford), **25**, 3 (1997), 409–23.

Within certain influential spheres of international English language education, 'active' student participation is often seen as central not only to the 'good' lesson, but also to the successful conference or training event. It is argued in this paper, however, that this notion of participation seems to be generated by a discourse of power belonging to a particular culture of professionalism. It is thus deemed ethnocentric and potentially inadequate beyond certain contexts. The argument is based upon a small amount of qualitative data presented as instances of a particular notion of participation occurring within professional events. If there are to be principles of good practice which are appropriate in different contexts within an international scenario, they need to exist at a significantly higher level of generality. It is argued that such principles require a sociological imagination and local knowledge on the part of teachers, curriculum designers and researchers.

98-192 Jones, Martha A. (Nottingham U.), **Kitetu, Catherine and Sunderland, Jane.** Discourse roles, gender and language textbook dialogues: who learns what from John and Sally? *Gender and Education* (Abingdon), **9**, 4 (1997), 469-90.

Much work has been done on gender stereotyping in textbooks for foreign language teaching. However, little has focused on the language of dialogues, which are a characteristic feature of language textbooks. In the light of this gap, this article describes the author's own study analysing discourse roles in dialogues in three recent text books for the teaching of English as a Foreign Language. The results showed an encouraging level of gender fairness. The authors then explore whether this fairness was achieved through the creation of gender balance in social and occupational roles, and suggest that this was so in the case of these three books. They also discuss the negative implications of gender-imbalanced dialogues for female students and language practice opportunities. This study has implications for language teachers, teacher educators, and writers and publishers of language teaching materials.

98-193 Kasper, Loretta Frances (Kingsborough Community Coll./CUNY, NY). The impact of content-based instructional programs on the academic progress of ESL students. *English for Specific Purposes* (Oxford), **16**, 4 (1997), 309-20.

Research has suggested that content-based English as a Second Language (ESL) instruction results in improved proficiency in English language skills and appears to ease students' transition into the academic mainstream. Although this research indicates that content-based instruction enhances performance in individual ESL and some related content courses, to date there has been no quantitative evidence that a content-based instructional programme has any further impact on ESL students' academic progress. The study reported here claims to provide such evidence. Analysis of data collected from 152 college students enrolled in intermediate ESL Reading and Writing, 73 allocated to an experimental group and 79 to a control group, suggested that content-based instruction enhanced performance. Moreover, it also appeared to facilitate students' subsequent performance in the college academic mainstream and increase their likelihood of earning a college degree.

98-194 Klapper, John (U. of Birmingham). Language learning at school and university: the great grammar debate continues (I). *Language Learning Journal* (Rugby), **16** (1997), 22-7.

Taking as its starting point the perceived lack of grammatical accuracy demonstrated by first year foreign language (FL) undergraduates, this article (the first of two) explores the apparent methodological gulf between FL teaching in secondary and higher education (HE), and identifies certain weaknesses in both sectors. HE lecturers are seen to be out of step with the nature of the FL curriculum at secondary level, and to have failed to take account of developments in language teaching methodology and research into language acquisition. It is suggested that the lack of formal accuracy in secondary school pupils is a consequence of public examination syllabuses and assessment procedures, and of methodology that is inappropriate to FL classroom conditions in its over-reliance on communicative activities and neglect of focus on form and structure.

98-195 Laufer, Batia and Kimmel, Michael (U. of Haifa, Israel). Bilingualised dictionaries: how learners really use them. *System* (Oxford), **25**, 3 (1997), 361-9.

Bilingualised dictionaries contain the monolingual information about a word and its translation into the learner's mother tongue. This study investigated whether learners read the monolingual or bilingual part, or both, when looking up an unfamiliar word. The test items were 15 unfamiliar low frequency words (10 targets, 5 distractors) in their bilingualised form. The 10 target items contained a deliberate mismatch between the English and the Hebrew parts of the entry: in five, the English part was wrong, in the other five the Hebrew. 70 learners of English as a Foreign Language, native speakers of Hebrew, were given a multiple-choice test requiring them to mark the correct meaning(s) of the target items. Two responses on each test item corresponded to the Hebrew part, two to the English: one response of each two was an exact equivalent, the other approximate. Learners' responses were divided into Hebrew-motivated, English-motivated, English- and Hebrew-motivated; and learners were classified by their favourite look-up pattern, i.e. using one specific language, or different languages for different words, or both languages for the same words. On the basis of the results, it is argued that the bilingualised dictionary is very effective, as it is compatible with all types of individual preferences.

98-196 Lepetit, Daniel (Clemson U., S. Carolina). Le français des affaires: problèmes et perspectives. [French for business and international trade: problems and prospects.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **53**, 4 (1997), 648-62.

In order to counteract the drop in student numbers, some university departments of French and Modern Languages have successfully established courses in business French. This article describes the pedagogical and administrative choices made by two universities when setting up such courses, and the repercussions on the internal organisation of the departments concerned. The aims, structures and syllabuses of the two courses are analysed and compared, and a number of problems are identified. These include the low status accorded to the teaching of language, as opposed to literature and culture, the refusal to recognise as research the work

being carried out by teachers in the field, and the consequent failure of those teachers to obtain tenure or promotion. These points are confirmed by a bibliographical analysis of the relevant literature.

98–197 Leung, Constant, Harris, Roxy and Rampton, Ben (Thames Valley U.). The idealised native speaker, reified ethnicities, and classroom realities. TESOL Quarterly (Alexandria, VA), **31**, 3 (1997), 543–60.

TESOL practice in the schooling sector in England has implicitly assumed that English as a Second Language (ESL) students are linguistic and social outsiders and that there is a neat one-to-one correspondence between ethnicity and language. This perspective has tended to conceptualise second language learners as a linguistically diverse group (from non-English-speaking backgrounds) but with similar language learning needs. However, demographic and social changes in the past 30 years have rendered such assumptions inadequate and misleading, particularly in multiethnic urban areas. This article seeks to (a) offer an alternative account of the classroom realities in contemporary multilingual schools where the linguistic profiles and language learning needs of ESL students are not easily understood in terms of fixed concepts of ethnicity and language; (b) draw on recent developments in cultural theory to clarify the shifting and changing relationship among ethnicity, social identity, and language use in the context of postcolonial diaspora; and (c) question the pedagogical relevance of the notion of *native speaker* and propose that instead TESOL professionals should be concerned with questions about language expertise, language inheritance, and language affiliation.

98–198 Lewis, Derek (Exeter U.). Machine Translation in a modern languages curriculum. Computer Assisted Language Learning (Lisse, The Netherlands), **10**, 3 (1997), 255–71.

This article briefly reviews the current state of Machine Translation (MT) (understood to refer to computer systems that attempt some degree of automatic natural language translation). Particular reference is made to two operational systems and to the training needs of students who will be the professional translators of the immediate future. The experiences of teaching MT to modern language students at the University of Exeter using a commercially available system are described; an overview of the main features of the system is given, along with samples of translation output and indications of how such material may be pedagogically exploited.

98–199 Liu, Ngar-Fun and Littlewood, William (Hong Kong Poly. U.). Why do many students appear reluctant to participate in classroom learning discourse? System (Oxford), **25**, 3 (1997), 371–84.

Teachers sometimes comment on East Asian students' reluctance to adopt active speech roles in classrooms. In two large-scale surveys conducted at the University of Hong Kong, however, students gave no evidence of such reluctance. They expressed a liking for communicative work at school and a preference for university classes in which students do most of the talking. What is the cause, then, of the reticence that some teachers have observed? The surveys indicate that most students have enjoyed inadequate speaking opportunities at school, where 'listening to teacher' has been their most frequent classroom experience. Many have low confidence in their ability to speak without prior planning. Although most see no conflict between speaking English and their Chinese identity, many feel unease when speaking it. This unease is often reinforced by students' anxiety to speak well and some teachers' error treatment techniques. It is suggested in this paper that schoolteachers need to provide more and better contexts for students to develop oral English skills and use these skills in active learning roles in the classroom; and that tertiary teachers need to develop strategies for encouraging students to step into the active learning roles which both sides seem to want. These practical implications are explored further in the paper.

98–200 Lozano, Anthony G. (U. of Colorado at Boulder). Spanish reflexives: a critique of pedagogical descriptions. Hispania (Ann Arbor, MI), **80**, 3 (1997), 549–55.

This paper focuses on Spanish reflexives, first touching on two factors contributing to learning difficulties, namely, unexpressed Spanish subject pronouns, and the overlapping use of English object pronouns as subjects; and then providing a critique of pedagogical descriptions in current high school textbooks. It is noted that textbook writers rarely present the full reflexive construction, e.g., *Me contradije a mí mismo*, displayed with all the grammatical persons and complete English glosses in its expanded form. The textbooks surveyed are also silent on the differences between Spanish and English reflexives, including the permeability of English subject/object pronouns; and they include pseudo-reflexives, including directional verbs, e.g. *subirse*, and verbs of emotion, e.g. *enojarse*, in a fragmentary fashion. Neither does the 'waking-up scene' which appears in various textbooks serve as a stepping-stone to higher levels. It is concluded that the treatment of reflexives in the textbooks examined is uneven; and that a more comprehensive and coherent presentation is required.

98–201 Lynch, Tony (IALS, Edinburgh U.). Nudge, nudge: teacher interventions in task-based talk. ELT Journal (Oxford), **51**, 4 (1997), 317–25.

This article considers two practical questions for the management of learner-centred group work in the light of the notion of 'comprehensible output' (Swain, 1985): firstly, whether teachers should intervene when communication among learners breaks down, and secondly, what form such intervention should take. The author discusses extracts from three adult English foreign language classes, where learners resorted to conversational

repair in order to clarify faulty expressions used in performing a communication task. In two cases, the teachers used different repair tactics to 'nudge' the group towards a successful resolution. In the third case, the effect of the teacher's intervention was to stifle a learner's attempt at repair. In their different ways the extracts suggest that the temptation to step in as soon as learners encounter communication problems should be resisted, and that any eventual intervention needs to be tailored to the specific difficulty.

98–202   McDevitt, Barbara. Learner autonomy and the need for learner training. *Language Learning Journal* (Rugby), **16** (1997), 34–9.

This article discusses the concept of learner autonomy and its significance in language learning. That learners should take responsibility for their learning has long been recognised but the author suggests that inclusion of aspects of autonomous learning in some language courses can be simply token gestures. The definition of autonomy proposed here has at its centre the learners' capacity to improve their own competence and manage their own learning process. It is also deemed important that the learners perceive the teacher as 'enseignante' or 'informed interlocutor' rather than authoritarian rulegiver. The author suggests that learner training is of the utmost importance, and describes a pilot programme at the University of Aberdeen which has three components: a self-access language learning centre, a course in language awareness, and a course in study skills for language learning. It is suggested that self-access provision should be integrated into the teaching programme, that structural and grammatical awareness are a first step to language awareness, and, finally, that simple and frequent practice is an important aspect in acquiring study skills.

98–203   Modard, Daniel (U. of Rouen). Enseignement à distance: stratégies et outils. [Distance teaching : strategies and tools.] *Le Français dans le Monde* (Paris), **special issue** (July 1997), 150–58.

This paper outlines the problems encountered by overseas teachers following the University of Rouen's distance courses for teachers of French as a foreign language, and discusses technological means available for addressing these problems, notably that of 'pedagogical distance'. Rejecting the use of audio-or video-conferencing as inappropriate and costly, the paper goes on to propose a greater use of the Internet. It argues that the first steps toward this goal would involve a personal commitment by teachers and learners to acquisition of the necessary technical skills, and an in-depth examination of the real effectiveness of this new tool as a means of interaction between students and teachers.

98–204   Mondavio, Anna (U. of Budapest). Les représentations des étudiants et des enseignants des classes préparatoires de BTS sur l'italien langue de spécialité. [Perceptions and representations of Italy and Italian of students and teachers of Italian for Specific Purposes.] *Rassegna Italiana di Linguistica Applicata* (Rome), **29**, 2 (1997), 167–82.

This paper is concerned with the socio-cultural context in which a low-diffusion language is taught and learned. It reports a study of French students and teachers of Italian for Specific Purposes. The study focused on the respondents' conceptions and representations of Italy, Italians and the Italian language as expressed through a series of word-association tasks. Three major themes emerged: beauty, vivacity and culture. The representations were found to have their origin in personal tourist experience and media influence rather than previous formal education or the current course which was based on the socio-economic realities of Italy. Affective factors were more important than cognitive factors. It is suggested that such studies can serve as a useful starting point for work on the culture of the target language.

98–205   Morgan, Brian (Ontario Inst. for Studies in Ed., U of Toronto). Identity and intonation: linking dynamic processes in an ESL classroom. *TESOL Quarterly* (Alexandria, VA), **31**, 3 (1997), 431–50.

Through conceptual tools that decontextualise, generalise, and objectify, the field of English as a Second Language (ESL) has implicitly supported a notion of identity as insular and static, passed down intact over time and across locations. This article suggests that identity is not so much a map of experience—a set of fixed coordinates—as it is a guide with which ESL students negotiate their place in a new social order and, if need be, challenge it through the meaning-making activities they participate in. The author seeks to demonstrate how issues of language, power, and changing identity might be approached in ESL pedagogy. The central focus for the discussion is a classroom activity that developed awareness of sentence-level intonation as a strategic resource to challenge forms of ascription based on gender and ethnicity.

98–206   Pinto, Maria Antonietta (U. of Rome, 'La Sapienza'). Une éducation plurilingue pour tous, dès l'école maternelle. Analyse de quelques expériences européennes. [A multilingual education for all, starting in nursery school. Analysis of some European experiments.] *Rassegna Italiana di Linguistica Applicata* (Rome), **29**, 2 (1997), 131–66.

This article consists of a series of reports by different hands-on experiments in the early teaching/learning of foreign languages in Spain and Italy, followed by the author's analysis and general conclusions. The first, 'At three years old I can read Spanish in French', describes the methodology used to introduce a class of Spanish three year-olds to spoken French. The children, who

are learning to write in Spanish, read aloud in French labels and posters in Spanish produced by the teacher. Some of these labels are translations of the children's own oral productions in French, so that work on oral French helps develop their use of written Spanish and work on written Spanish helps them develop their spoken French. The second report, 'Regional language, national language and foreign language', concerns experiments in trilingual (Castillian, Catalan or Basque, English) education carried out in Catalonia and the Basque country. Methodological principles and experimental design are discussed and described, and details of progress over the first three years of what is going to be a twelve-year project involving 2,500 children are given: the study shows that, compared with children in the control groups, children who undergo trilingual education are better equipped to deal with all languages, including their home language. The third report, 'With my body, I discover the sounds of French. With French words I rediscover my body', describes the pedagogical context and materials as well as the hypotheses and methodology of a five-year research project in Italy. Statistics are given in support of the claim that 'spectacular' results in general cognitive development and in mother-tongue competence were obtained, independently of the children's social backgrounds. In her own conclusion, entitled 'A foreign language helps me understand my first language better', Pinto argues, partly on the base of further evaluation and testing, that early-childhood learning of a foreign language is shown by these experiments to increase *metalinguistic skills and cognitive flexibility.*

98–207 Place, J. Dianne (St Andrew's High School, Croydon). 'Boys will be boys': boys and under-achievement in MFL. *Language Learning Journal* (Rugby), **16** (1997), 3–10.

This paper reports on classroom-based action research prompted by the significant under-achievement of boys in U.K. 16+ examinations in French and German. Single-sex language teaching is not always a practical proposition, so strategies for mixed classes are proposed. Teachers should remember the vulnerability experienced by pupils in the early stages of secondary foreign language learning, where they are ignorant and the teacher is the possessor of knowledge. Employing a wide variety of praise words, in the target language, generates new interests amongst pupils, particularly boys. Boys often find it hard to concentrate on extended speaking tasks in the classroom. The teacher can raise the status of these tasks by setting homework to be recorded on individual cassettes, which is then marked, with suggestions for pronunciation practice. Encouraging pupils to reorganise chaotic files and keep systematic vocabulary books helps them all, but especially boys, at revision time. Teachers should hold class discussions of strategies for both vocabulary learning and revision, and point out that learning new words means knowing their meaning, pronunciation and spelling; this again aids boys, who tend to 'half know'

vocabulary. It is helpful to communicate with boys themselves, and their parents, and the nature of the problem.

98–208 Popkin, Debra (Baruch Coll., CUNY). Teaching language through literature at the early stages: an NEH model for proficiency in French. *The French Review* (Champaign, IL), **71**, 1 (1997), 22–32.

This article outlines how, as part of an NEH Project to foster proficiency, nine CUNY French professors developed modules incorporating literary selection at all levels of language study, starting with first and second year French. Pre-reading activities such as brainstorming, word association, and role-playing lay the foundation for in-depth reading probes. Students working in small groups tackle a new text directly in class, skimming, scanning, analysing idioms, and guessing possible outcomes. Post-reading activities, designed for three different levels of proficiency, range from dramatic recitations to the writing of stories, poems, and imaginary sequels. The article gives a practical account of the methodology devised to teach poems by Eluard, Prévert, Apollinaire, and Verlaine.

98–209 Pothier, Maguy (U. Blaise Pascal). Hypermédia et autonomie. [Hypermedia and autonomy.] *Le Français dans le Monde* (Paris), **special issue** (July 1997), 85–93.

This paper asserts that learner autonomy–or self-access–is not the preferred option for every student, and that not every learner knows how to learn. Hypermedia do not create or ensure autonomy, but can facilitate it, however. Two CD-ROMs devised for intermediate or advanced students of business French are examined, and the related learning activities are described; they can be used either by individuals or in groups, with or without teacher guidance. The paper concludes with a call for training for teachers in recognition of their changing role in the face of hypermedia; and acknowledges the research currently being undertaken into students' learning strategies in respect of computer-assisted learning.

98–210 Pugh, Anthony Cheal (Durham U.). CALL in context: French means business. *Computer Assisted Language Learning* (Lisse, The Netherlands), **10**, 3 (1997), 273–97.

Increased student numbers and declining fee income have focused attention on the need for efficient and innovative teaching in British universities. Meanwhile, a number of initiatives have encouraged a policy of integration of Information Technology into the teaching and learning process. It is, however, far from clear what pedagogical rationale is appropriate for advanced language teaching, especially when materials development and research into applied pedagogy are undervalued. Studies have also shown that levels of grammatical knowledge and communicative competence in both

first year and final year students in British universities vary greatly, and, more seriously, are in some cases indistinguishable. The CALL software produced by government-funded consortia is intended to help remedy this situation, but this paper argues that more than a 'remedial' strategy is required if investment in hardware is to be justified by demonstrable outcomes: this will require seeing how the overall 'learning environment' has been modified by economic forces and developing appropriate strategies for countering the negative aspects of change. The experience of designing, delivering and refining the systems and materials involved in delivering a 'French for Business' course is then generalised with a view to showing how new thinking about the nature of university teaching might be combined by the development of more effective CALL programs for advanced language learners about to enter the world of work.

98–211   Reed, Bill and Nolan, Sharon (Abbey Communication Training, UK). Survey review: Business English materials. *ELT Journal* (Oxford), **51**, 4 (1997), 383–97.

Business English publications have to provide challenge and support for users of all nationalities and educational backgrounds, on both extensive and intensive courses. This review looks at a range of publications, either recent or recently updated, classified into coursebooks, business communication skills, and supplementary materials. In concluding, the authors recognise the progress made over recent years in incorporating flexibility, interest and relevance into coursebooks. They suggest, however, that there is still room for more *practice* as well as *study* of the language, and for more snappy simulation activities; although, to offset this, more targeted, specialised materials are also now available. It is also noted that most materials now overcome Anglo-centricity with a variety of native and non-native speakers on audio and video; that resource books for teachers have been greatly extended; and that, partly due to the availability of corpus material, there is a new type of focus on words. Materials have yet to incorporate more fully the language of information technology, however.

98–212   Savic, Jelena M. (Belgrade U.). Teaching Spanish as a foreign language in Belgrade, Yugoslavia: a need to overcome the old ways. *Hispania* (Ann Arbor, MI), **80**, 3 (1997), 541–45.

Although the popularity of Spanish as a foreign language has grown immensely in the last ten years in Belgrade, little attention has been given to the attitudes of Spanish teachers and instructors towards foreign language teaching or to their education and continuous training. This paper reports a survey of twelve female teachers conducted to help better understand teachers' role in promoting and teaching Spanish language and culture to Yugoslav students. The teachers' attitudes toward and assumptions about curriculum and methods were surveyed. The results indicate that the Spanish teaching staff in Belgrade still have very traditional views of the language instruction process. The author

sees the results as indicating that a strong need exists for the organisation of Spanish teachers' training programmes, and for their integration into a broader international community of Spanish teachers through various means of professional communication, which would enable teaching staff to receive information about the most recent developments in this area.

98–213   Schleicher, Antonia Folarin (U. of Wisconsin-Madison). Using greetings to teach cultural understanding. *The Modern Language Journal* (Madison, WI), **81**, 3 (1997), 334–43.

Sociolinguistic journals and books are inundated with issues regarding greetings and forms of address. In these works, the major concern has been to analyse the word or words used to refer to someone greeted. Others have also looked at issues of familiarity, reciprocity, politeness, gestures, and respect in regard to greetings. However, despite this sizeable literature, little or nothing has been done with respect to cultural information provided in the language of greetings. This paper looks at the role Yoruba greetings play in understanding the culture of the speakers. It also illustrates that Yoruba greetings do more than establish an atmosphere of sociability; they also communicate cultural information and serve as value reinforcement for participants and observers. Therefore, teaching greetings in Yoruba goes beyond teaching the meanings of the greetings. It also involves teaching Yoruba learners the link between words and cultural content. It is suggested that various examples of greetings and accounts of personal experience could be useful in methods courses to illustrate the interaction of words and actions in a cultural frame.

98–214   Seedhouse, Paul (York U.). Combining form and meaning. *ELT Journal* (Oxford), **51**, 4 (1997), 336–44.

One of the most controversial areas of second language (L2) pedagogy concerns the extent to which classroom teaching should focus on form and accuracy, or meaning and fluency. This article illustrates the problems inherent in an extreme focus on either of these alternatives. It is argued that current language teaching theory views a 'dual', simultaneous focus on form and accuracy as well as meaning and fluency as highly desirable. However, evidence is lacking as to whether and how such a dual focus can be achieved in practice. There follows an account of a search of a database of L2 lesson transcripts for such evidence, followed by an analysis of the features of an authentic example of dual focus.

98–215   Seedhouse, Paul (York U.). Review article: The case of the missing "No": the relationship between pedagogy and interaction. *Language Learning* (Cambridge, MA), **47**, 3 (1997), 547–83.

This article reviews the relationship between pedagogy and interaction by analysing numerous extracts from Second Language (L2) classroom lessons using a

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Conversation Analysis (CA) methodology. The particular case examined involves the preference organisation of repair in form and accuracy contexts. In general, pedagogical recommendations tend to assume that the L2 classroom does not have an interactional structure of its own. However, in the particular case here, the pedagogical message works in direct opposition to the interactional message. The relationship between pedagogy and interaction is necessarily reflexive; it is concluded that it would be preferable for pedagogical recommendations to work in harmony with the interactional organisation of the L2 classroom, rather than in opposition to it.

98–216   Sharwood Smith, Michael (Utrecht U.). 'Consciousness-raising' meets 'Language Awareness'. *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **26** (1997), 24–32.

This paper asks how far common ground can be established between a general educational goal of Language Awareness, and the specific issue of the role of explicit awareness of grammatical structure inside Second Language Acquisition (SLA). While there is a common domain of application–the language classroom–that applies to both concepts of awareness, it is not easy to link the two. In exploring differences between them, the paper traces some of the major relevant concepts in SLA studies, including 'consciousness-raising' and 'input-enhancement'. On balance, the role of explicit awareness in language acquisition is likely to be strictly limited; regarding general Language Awareness in education and everyday life, however, it would seem that the more we have of this, the better.

98–217   Skowronek, Steffen and Kind, Carol (U. of Potsdam). Sprachenlernen und interkulturelles Lernen via Videokonferenz und Internet. [Learning languages and intercultural learning via video conferencing and the Internet.] *Fremdsprachenunterricht* (Berlin), **4**, 4 (1997), 273–7.

The authors report on a joint project between the University of Potsdam and the Monterey Institute of International Studies in which video conferencing systems were used to hold a transatlantic seminar for German students of English and Politics and American postgraduate students of the social sciences. The pilot seminar took place during the Winter Semester 96/97. The article discusses the organisation of the seminar from both a technical (hardware, software, etc.) and a course content point of view, and includes a brief discussion of each of the interactive sessions. The project was evaluated by the students involved and some of the results are presented; further evaluation is provided by the authors of the benefit of the programme to the language skills of the participants. They also discuss some of the problems encountered during the seminar and make suggestions as to how these are to be remedied, as well as providing more general suggestions as to how the programme as a whole could be improved.

98–218   Slade, Diana (U. of Technology, Sydney). Stories and gossip in English: the macro-structure of casual talk. *Prospect* (Macquarie, U., Sydney), **12**, 2 (1997),43–71.

The paper describes two text-types that commonly occur in casual conversation: stories and gossip. It is argued that casual conversation consists of two types of talk – the 'chat' and the 'chunks'. The focus of the paper is on an analysis of the 'chunks', first detailing the different genres that occurred in three and a half hours of conversational data and then describing in detail the four different kinds of stories told in casual talk. The macro-structure of gossip is then described, demonstrating that gossip is a culturally determined process with a distinctive structure that can be described. The paper concludes with implications of the study for the teaching of English as a second or foreign language.

98–219   Thesen, Lucia (U. of Cape Town). Voices, discourse, and transition: in search of new categories in EAP. *TESOL Quarterly* (Alexandria, VA), **31**, 3 (1997), 487–511.

This article argues that educators need to expand the repertoire of identity categories by which they describe and explain the complex and often contradictory stances that students take in the acquisition of academic literacy. This position is based on an analysis of biographical interviews with first-year students in a South African university in a period of intense sociopolitical flux. The interviews depict the interaction of a wide range of discourses, both those from past out-of-school contexts in which students were engaged and new university-based ones. These interviews challenge the author to examine the discrepancy between the conventional categories by which students are identified and the way students describe themselves. She argues that this gap is in part sustained by critical literacy/discourse theory, which fails to attend adequately to the agency of individuals and the way they locate themselves in relation to discourses. It also assumes a coherent version of the 'mainstream' to which students aspire, which is not borne out in the interviews. She concludes that it is important not to neglect the acting, reasoning individual if the range of identity markers is to be broadened in a joint process with students.

98–220   Thornbury, Scott (International House, Barcelona). Reformulation and reconstruction: tasks that promote 'noticing'. *ELT Journal* (Oxford), **51**, 4 (1997), 326–35.

In various guises reformulation and reconstruction tasks have a long tradition in English language teaching methodology. Since both task types foreground meaning, they fit well into a task-based model of instruction, and because the starting point in both cases is whole texts, their use is consistent with a discourse-oriented view of language. However, their potential for focusing learners' attention on form (that is, *noticing* both what is present in input and absent in output) has received little

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attention. This article seeks to rehabilitate techniques that exploit both the meaning-driven and form-focused potential of these two task types.

98–221 Tse, Lucy (Loyola Marymount U.).
Affecting affect: the impact of ethnic language programs on student attitudes. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **53**, 4 (1997), 705–28.

This paper reviews the available research on the effects of school-sponsored ethnic language programmes on attitudinal factors, including ethnic language attitudes, ethnic group opinions, and students' views of themselves. The studies indicate a generally positive relationship between ethnic language contact and favourable affective orientations. Those who attend ethnic language programmes – especially those integrated into the regular day school curriculum – have more positive views of the language, of the students' own ethnic group, and of themselves. Findings also suggest that students in ethnic language programmes have more favourable attitudes toward speakers of other languages and more positive opinions of other ethnic groups. These results are discussed in terms of ethnic language instruction and suggestions are made for further research.

98–222 van Rijen, Marty (U. of Amsterdam).
Feedback in meertalige kleutergroepen. [Feedback in multilingual kindergarten classes.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **56**, 1 (1997),105–16.

In the second language (L2) classroom, the teacher determines to a high degree the input and feedback L2 learners receive. Feedback informs learners of the accuracy of their production, in the light of which they may alter their hypotheses about the target language. The role of feedback has been investigated from different theoretical viewpoints, and there has been some research on its effect. Most of these studies, however, concern adults; hardly any research has focused on young children. This article discusses some of the literature on the suitability of particular feedback strategies for non-native children in kindergarten acquiring a second language. The author also summarises the results of the analysis of 18 lessons in kindergarten groups in which more than 90% of the children are non-native speakers, with the aim of determining the feedback strategies teachers actually use. The analysis involved 12 different teachers, two learner age groups, two different vocabulary methods and two kinds of lessons.

98–223 Verrier, Jacky (U. of Tarragona, Spain).
Cinq questions sur l'enseignement du FLE en milieu scolaire. [Five questions on the teaching of French as a foreign language in a school context.] *Le Français dans le Monde* (Paris), **291** (1997), 22–28.

The five questions referred to in the title relate to changes taking place in education generally, with particular reference to the teaching of French as a foreign language. It is argued that the previously formal structure of education–reflected in the classroom setting and the teacher as dispenser of knowledge–is gradually breaking down under the influence of the information revolution. Pupils' lives in and out of school are no longer so separate–they have access to information that traditional teaching cannot possibly provide. There is a move away from class-based programmes towards individual pupils' needs; and communicative language teaching has brought the native speaker model into the classroom. Teacher and pupil roles have changed, as have attitudes to language, which, it is suggested, have become more superficial in the consumer society, where new words and expressions are constantly moving in and out of use. It is concluded that the role of the teacher needs redefining, and that language itself must be specifically recognised in terms not only of skills but also of the differences between first and target languages, in order to enhance learners' awareness of differences in cultures.

98–224 Visser, C. and Wight, T. (Napier U., Edinburgh).
Preparing language graduates for a role in European business–a course. *Language Learning Journal* (Rugby), **16** (1997), 76–81.

There is a need for companies to have access to employees who have both foreign language and other, business-orientated skills. This paper describes a course designed to fulfill the demand for short-term initiatives to overcome gaps in language skill. The first section explains the philosophy behind the course and shows how it integrates language skills within the wider area of export marketing studies. Two interrelated objectives are set out in the one-year course: to teach language graduates an additional 'core' subject to complement their language skills, and to make students' existing language skills more relevant to a career in industry. The second section provides details of the student participation and impressions of both students' and employers' initial reactions to the course. Initial student feedback indicates satisfaction with the speed of learning and growth in confidence experienced. Reaction from industry has praised the internal organisation of the course and the relevance of the course content to employers.

98–225 Widdowson, Henry G. (U. of London, Inst. of Ed.). The pedagogic relevance of language awareness. *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **26** (1997), 33–43.

This paper considers the currently fashionable notion of language awareness: what it is, where it comes from, and how far it is pedagogically valid. Awareness (of language as grammatical code) was central to language learning in grammar-translation methodology, but was played down in both structural and communicative language teaching. A communicative approach implied, however, a need to become aware of aspects of language in contextual use, though it was not always clear what the facts were of which one needed to be aware. Now that aspects of language use and of usage have been described, it is valuable that language teachers be aware of these developments. However, whether and in what sense such awareness is of pedagogical relevance cannot be determined by linguistic discovery procedures, or by investigating native-speaker norms. Classroom learning has its own agenda, and the author affirms the need above all to be aware of this.

Language learning

98–226 Bardovi-Harlig, Kathleen (Indiana U.). Another piece of the puzzle: the emergence of the present perfect. *Language Learning* (Cambridge, MA), **47**, 3 (1997), 375–422.

This article examines the emergence of the present perfect in the interlanguage of 16 instructed adult learners of English as a second language. It is part of a longitudinal study of the expression of temporality in interlanguage; it focuses on the learners' form–meaning associations by investigating their use of the present perfect in written and oral texts. The article first describes the order of emergence of the present perfect with respect to other tense/aspect forms and then the potential influence of instruction by comparing production to instructional logs. Examination of the linguistic contexts in which the present perfect appears shows that adding a new inflection in the tense/aspect system requires not only establishing new form–meaning associations but also revising existing ones.

98–227 Bartning, Inge (U. of Stockholm). L'apprenant dit avancé et son acquisition d'une langue étrangère: tour d'horizon et esquisse d'une caractérisation de la varieté avancée. [The so-called 'advanced' learner and his/her acquisition of a foreign language: overview of the issues and preliminary description of the 'advanced' variety.] *Aile* (Paris), **9** (1997), 9–50.

Based on a broad international corpus of evidence, drawn predominantly from learners of French and English, this article attempts to identify the features of language use which distinguish the 'advanced' learner

from, respectively, the beginner, the 'intermediate' learner and the near-native speaker. (It is stressed that these terms as applied to individual learners do not necessarily correlate precisely with formal levels of instruction.) Evidence is presented for a continuum of ability in the target language, encompassing increasing morphological and syntactical complexity and stability, alongside developing discursive and dialogic skills and a growing sensitivity to sociolinguistic variation which approximate increasingly to those of native speakers. Particular mention is made of evidence emerging from the Swedish-based *InterFra* project, documenting the developing use of French by a group of Swedish university students.

98–228 Bergström, Anna (Delaware U.). L'influence des distinctions aspectuelles sur l'acquisition des temps en français langue étrangère. [The influence of aspectual distinctions on the acquisition of tense in French as a foreign language.] *Aile* (Paris), **9** (1997), 51–82.

This article presents the results of a cross-sectional study of the acquisition of tense and aspect by 75 English-speaking classroom learners of French. The goal of the study was to test the Defective Tense Hypothesis proposed for second language acquisition by Andersen (1991). This hypothesis holds that learners initially use verb morphology to mark inherent lexical aspect of verbs, not tense or grammatical aspect. The results of the study reported here indicate that the learners make a stative/dynamic distinction. The author offers an explanation for the robust use of the *passé composé* with dynamic verbs and the slow emergence of the imperfect, based on an analysis of the aspectual features involved.

98–229 Borrell, A. (U. Toulouse-Le Mirail). Systématisation des erreurs de production et donc de perception chez les apprenants étrangers? [Are foreign language learners' errors in production–and hence perception–systematic?] *Revue de Phonétique Appliquée* (Paris), **118–119** (1996), 1–15.

It has long been argued that a learner's speech perception and production of a foreign language are consistently and systematically based on the 'phonological filter' formed by the phonemic units and categories of the mother tongue (L1). This article reports on a research project in contrastive phonology which aimed to establish the limits of such systematicity. Specific aspects of the pronunciation of twenty learners of French as a foreign language, speaking eight different mother-tongues, were compared. Although the systematic operation of L1 'phonological filters' was largely confirmed, there was also a significant amount of inter- and intra-individual variation. It is suggested that this may be due to the influence of extrinsic factors including orthography, teaching methodology, and whether French was being learnt as a foreign or second language. It is also important to remember that phonological systems may vary along parameters such as region, sex or