Language teaching

99–1 Barton, Amanda (U. of Warwick, UK). Unlikely linguists? Raising achievements in modern languages in all-boys teaching groups. *The Linguist* (London), **37**, 3 (1998), 80–83.

A small number of comprehensive (state) secondary schools in the UK are currently seeking to raise pupil achievement in modern languages by teaching in single-sex groups. This article presents preliminary findings of research investigating the experiences and attitudes of the staff and pupils in some of these schools. The research focuses principally on all-boys groups, its broader aim being to identify both the possible causes of boys' under-achievement in modern languages, and teaching strategies which might be seen to boost motivation and improve performance. The evidence presented here is drawn from interviews, questionnaires and classroom observation. Four schools participated in the project in 1997, and three higher-ability all-boys groups in years 8, 9 and 10–pupils aged between 12 and 15 years–are being observed in 1998. While it is too early to draw any firm conclusions, two important ideas have emerged. Generally, girls apparently begin to enjoy the academic and social benefits of single-sex setting much more quickly than boys, in spite of their initial objections, while boys appear much more insecure about their roles in the new setting and need considerably longer to adapt. Secondly, variables other than the single-sex setting may be equally or even more important in creating a positive learning environment, particularly class size, ability setting, the teaching style and the teacher-pupil relationship.

99–2 Barty, Karin (South-Western Region LOTE–Languages Other Than English–by Telematics Project, Australia). Interactive television: how interactive is it? *Babel (AFMLTA)* (Victoria, Australia), **33**, 1 (1998), 28–30, 36, 38.

This article reports on the 1996 Australian Primary Access to Languages (PALS) Programme, where foreign language teaching was conducted using interactive television programmes. Interactive television is based on distance learning approaches with an instructor in a studio broadcasting live to students. Students are able to contact the presenter and participate in the programme. However, teachers have criticised the limited possibilities for students to become involved. Although many teachers used the broadcasts as a basis for classroom-based discussion, 'interactive' does not necessarily mean spoken communication. It also refers to learners' connection with materials and their individual, silent, cognitive involvement with the programme, for example answering questions mentally or predicting turns in dialogues. Although the link between interaction and learning has yet to be proved, the author suggests that this was very important for students involved in the PALS programme, who reached specified curriculum attainment targets. Their lack of direct involvement in interactive broadcasts did not have a negative effect on their achievement. The author claims that the perceived drawbacks of interactive television lie partly in its name leading people to expect that they should interact with the studio-presenter rather than participate in the learning opportunities interactive television creates.

99–3 Berne, Jane E. (U. of North Dakota, USA). Examining the relationship between L2 listening research, pedagogical theory, and practice. *Foreign Language Annals* (New York), **31**, 2 (1998), 169–90.

In recent years, interest in the listening skill in second language (L2) contexts has increased markedly, as evidenced by the steadily growing body of literature related to L2 listening. The present paper reports on a survey of language instructors which was conducted to examine the relationship between L2 listening research, pedagogical theory, and practice. Data were collected by means of a questionnaire distributed to 270 practising language instructors teaching undergraduate language courses in the midwestern United States. Descriptive and qualitative analyses of the responses (28.2% response rate) suggest that there are gaps between L2 listening pedagogical theory and practice, and between L2 listening research and practice. Several suggestions for closing the gap between L2 listening research and practice are then proposed.

99–4 Bleyhl, Werner (Pädagosische Hochschule Ludwigsburg, Germany). Der Fallstrick des traditionellen Lehrens und Lernens fremder Sprachen: vom Unterschied zwischen linerarem und nich-linearem Fremdsprachenunterricht. [The trap in traditional methods of teaching and learning foreign languages: on the difference between linear and non-linear foreign language teaching.] *Fremdsprachenunterricht* (Berlin, Germany), **1** (1998), 2–7.

This paper deals with the subject of linearity in foreign language teaching and the resultant problems, i.e., that individual language phenomena are dealt with singly and comprehensively for a period and then deemed as learnt, but that these phenomena present themselves as problematic at a later date, especially in connection

 © 1999 Cambridge University Press

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

with different phenomena. This leads to frustration for both the learner and the teacher. The author cites specific examples from foreign language teaching literature to highlight his point, and discusses recent insights in psycholinguistics as to how the brain perceives, organises and stores information in a type of neural net, a non-linear phenomenon. In an experiment classes were taught in a non-linear manner, and compared with a control group of roughly the same level and socio-cultural background. Participants were German first-year students of English as a Foreign Language in a comprehensive, a technical and a grammar-type school. The results were positive: the classes taught in a non-linear manner covered more material and thus had more exposure to the language, and achieved higher marks in the tests given. It is also claimed that they were more motivated due to the fun element in the classroom, had better pronunciation, and were more independent.

99–5 Block, David (Inst. of Ed., U. of London). Tale of a language learner. *Language Teaching Research* (London), **2**, 2 (1998), 148–76.

This article presents data collected from an adult language learner attending an EFL (English as a Foreign Language) course at a large language school in Barcelona. The breadth, depth and content of the learner's comments, as well as his manifested ambivalence, are contrasted with an end-of-course, pen-and-paper, evaluation form. In doing this, the author of the article contrasts two very different ways of capturing language learners' ongoing evaluation of courses which they attend. The article is at the same time an exercise in what the author terms *genre-bending*, as he has written it in a style which combines features of academic and narrative writing.

99–6 Boers, Frank and Demecheleer, Murielle (Université Libre de Bruxelles, Belgium). A cognitive semantic approach to teaching prepositions. *ELT Journal* (Oxford, UK), **52**, 3 (1998), 197–204.

Prepositions are typically polysemous items: they have different, but related, senses. According to cognitive semantics, the figurative senses of a preposition are extended from its spatial senses through conceptual metaphors. It is suggested here that in a pedagogical context it may be useful to draw learners' attention to those aspects of a preposition's spatial sense that are especially relevant for its metaphorisation processes. The article examines possible ways in which cognitive semantic analyses of prepositions could be used to anticipate comprehension problems, and to facilitate comprehension of unfamiliar figurative senses.

99–7 Bolt, Philip and Yazdani, Masoud (U. of Exeter, UK). The evolution of a grammar-checking program: *LINGER* to *ISCA*. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 1 (1998), 55–112.

This paper presents and considers the experienc results and prognoses for the development and impl mentation of grammar-checking programs that ca advise effectively on the language produced by learne of English as a Foreign Language. In particular, reports on work at Exeter over the last ten years, an specifically, on two programs, Language Independe Grammatical Error Reporter (*LINGER*) an Interactive Sentence Constructor and Analyser (*ISCA* The work undertaken is considered in relation to th purpose of the software, the necessary representation architecture, and the resulting performance on a ran of problematical sentences. In addition, key design fe tures are considered in relation to those of comparab commercial and non-commercial programs, providin an update report on available software. It is conclude that, while progress can be charted over this perio with improvements in the design which are reflected i better performance, this performance itself brings wit it further issues relating to what the authors term 'syn text' and with which difficulties remain. These includ the notion of grammar (as opposed to syntax), and th range of problems found in many student texts. In add tion, pedagogical possibilities for a more fully deve oped *ISCA* are considered. It is concluded that fo certain learners and in the right pedagogical context focus on sentence level organisation can be of valu Finally, the authors outline an Internet/Intranet-base project which offers the opportunity of setting a *ISCA*-type facility in a learning context.

99–8 Browne, Charles M. (Aoyama Gakuin U., Japan) **and Wada, Minoru**. Current issues in high school English teaching in Japan: an exploratory survey. *Language, Culture and Curriculum* (Clevedon, UK), **11**, 1 (1998), 97–112.

Although there has been a great deal of debate about the strengths and weaknesses of English education in Japanese high schools in English Language Teaching (ELT) publications and newspapers in Japan, the vast majority of these arguments have been based on anecdotal or unsystematic evidence. The purpose of the survey reported here is to begin to develop baseline quantitative data about Japanese high school English teachers–their background and training, their priorities, the problems they face in the classroom and the influence that the 1994 Ministry of Education Course of Study Guidelines have actually had on teaching practice. In this project a 26-question survey was sent to the approximately 1200 high school English teachers working at general (college preparatory) and vocational high schools throughout Chiba prefecture. With an overall response rate of approximately 19%, results indicate that the the type of response a teacher was likely to give varied clearly according to the teachers' major in college as well as the amount of previous team-teaching experience they had.

99–9 Burden, Robert and Williams, Marion (Exeter U., UK). Language learners' perceptions of

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

supportive classroom environments. *Language Learning Journal* (Rugby, UK), **17** (1998), 29–32.

Whilst much recent literature has provided considerable information on different factors involved in successful language learning, little attention has been given to the physical and psychological conditions under which the teaching/learning process is enacted. Furthermore, the information has tended to come mainly from studies carried out in science and mathematics classrooms. This paper presents the results of a pilot study of one group of language learners and their teacher's perceptions of their learning environment and compares findings using the Individualised Classroom Environment Scale (ICEQ) to these previous studies. Data were collected in questionnaire form using the scale, which gauges five aspects of classroom environment: personalisation, participation, independence, investigation, and differentiation. Results showed a general level of agreement between the teacher's and students' perceptions of the amount of personalisation, participation, and differentiation in lessons. Discrepancies were evident, however, in the perception of the amount of investigative work required. In terms of preferences, a discrepancy was found on every scale between both students' and teachers' ideal classroom environments and what was actually taking place. It is concluded that the application of structured questionnaires like the ICEQ is applicable to language classrooms, although the particular questionnaire used would need adjustments to account for differences between the nature of science and language learning.

99–10 Callaghan, Martine (Madeley Court School, Telford, UK). An investigation into the causes of boys' underachievement in French. *Language Learning Journal* (Rugby, UK), **17** (1998), 2–7.

This article addresses the problem of foreign languages (particularly French) being increasingly–and worryingly–perceived as a girls' subject and, by means of a review of research in associated areas, looks at causes of the gender imbalance. Statistics clearly point to boys' lack of interest and underachievement, while general attitudes towards languages, scientific research into language ability, teachers' attitudes towards boys/girls in the language classroom, and differences in skills between girls and boys all indicate how the trend is being reinforced. A study of the content and form of the UK secondary foreign languages syllabus suggests that the choice of topics is biased in favour of girls–which may be reinforced by a female teacher choosing topics she feels more comfortable with; and that the language syllabus–'transactional tourist French'–is largely irrelevant to pupils' real interests and experience. It is concluded that many aspects of the present syllabus are detrimental to girls as well as boys, and it is suggested that the status of foreign languages should be re-valued, the syllabus should be rewritten, and the language should be more widely used as a medium of communication (e.g., by using information technology to forge authentic linguistic links with foreign institutions).

99–11 Cameron, Richard (U. of Illinois, Chicago, USA). A language-focused needs analysis for ESL-speaking nursing students in class and clinic. *Foreign Language Annals* (New York), **31**, 2 (1998), 203–18.

Since clinical experience is essential for nursing education, even students with modest-to-low proficiency in English as a Second Language (ESL) receive traing and provide care in clinics. Yet modest-to-low language proficiency could prove hazardous for the students or their patients, and it is suggested that these nursing students would benefit from special classes in ESL. Such classes require prior needs analyses which precisely articulate academic and clinical language needs; these needs statements then serve as suggestions for course contents. This article reports the results of an extensive needs analysis for ESL-speaking graduate nursing students. (The approach to needs definition derives from Stufflebeam *et al.*, 1985.) The analysis focuses on skills required for school, clinical practice, and interaction with a multicultural, socially stratified patient population. Resulting needs statements are organised in terms of: (1) speech production accuracy, (2) academic performance, (3) clinical performance, (4) dialect (cultural) variation, and (5) inferencing skills.

99–12 Chun, Dorothy M. (U. of California, Santa Barbara, USA). Signal analysis software for teaching discourse intonation. *Language Learning and Technology* (http://polyglot.cal.msu.edu/llt), **2**, 1 (1998), 61–77.

In the last fifteen years, there have been major paradigm shifts in both general and applied linguistics toward acknowledging intonation as an indispensable component of language and communication. In addition, the hardware and software for conducting acoustic phonetic signal analysis have recently become more accessible. The main goal of this paper is thus to integrate the two seemingly disparate subfields of linguistics–acoustic phonetics and discourse intonation–and to suggest a new framework for facilitating and studying the acquisition of suprasegmental phonology. The purpose of this article is threefold: (1) to review previous research on the acquisition of suprasegmentals by second language learners and the potential of computer-based instructional materials for improving intonation; (2) to briefly describe and critique some of the software previously available for this purpose; and (3) to suggest criteria for the conceptualisation of multimedia software and concomitant research on the teaching of discourse-based phonology and intonation. In looking toward the future, this article focuses on providing learners with discourse-level language input and with specific feedback regarding acoustic features of the intonation patterns they produce. Finally, the article urges that software be designed to include both research tools and tools to facilitate, record, and analyse the intonation produced in real interactions between speakers.

99–13 Cooper, Thomas C. (U. of Georgia, Athens). Teaching idioms. *Foreign Language Annals* (New York), **31**, 2 (1998), 255–66.

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

Idioms belong to the category of non-literal or figurative language: an idiom can have a literal meaning, but its alternate, figurative meaning must be understood metaphorically. This article cites research to document that a remarkably high percentage of adult discourse involves the use of idiomatic expressions. Since idioms are figurative expressions that do not mean what they literally state and since they are so frequently encountered in both oral and written discourse, comprehending and producing them present language learners with a special vocabulary learning problem. Idiom acquisition research, however, has uncovered a number of findings that have pedagogical implications for idiom instruction. This article summarises these research findings and presents the language teacher with a systematic plan for teaching idioms to native language learners, bilingual students, and foreign language learners.

99–14 Cullen, Richard (Canterbury Christ Church Coll., UK). Teacher talk and the classroom context. *ELT Journal* (Oxford, UK), **52**, 3 (1998), 179–87.

In the era of communicative language teaching, analyses of teacher talk typically focus on the characteristics that make, or fail to make, such talk 'communicative'. In most cases, the criteria for communicativeness are taken from what is felt to constitute communicative behaviour in the world outside the classroom. Thus, communicative classrooms are held to be those in which features of genuine communication are evident, and, by exclusion, classes where they are not present are considered to be uncommunicative. In the case of teacher talk, similar criteria might be used to assess such aspects of classroom language use as the kind of questions teachers ask their students, or the way they respond to student contributions. This article argues that this analysis of teacher talk is over-simplistic, and ultimately unhelpful to teachers, since its attempt to characterise communicativeness only in terms of features of authentic communication outside the classroom ignores the reality of the classroom context and the features which make for effective communication within that context.

99–15 Derwing, Tracey M. (U. of Alberta, Canada), **Munro, Murray J. and Wiebe, Grace**. Pronunciation instruction for 'fossilized' learners: can it help? *Applied Language Learning* (Monterey, CA), **8**, 2 (1997), 217–35.

Despite a renewed interest in pronunciation instruction, there is still very little empirical evidence available to guide teachers' choice of activities in the English as a Second Language (ESL) classroom; nor is there much indication that classroom pronunciation instruction is effective. The study reported here set out to address this issue of instructional efficacy. Thirteen adult students of ESL enrolled in a speaking improvement programme read aloud a list of true and false sentences at the beginning (Time 1) and end (Time 2) of their twelve-week course. Their recorded utterances were used in a listening task in which 37 native speakers transcribed the utterances as a measure of intelligibility. The listeners were also asked to judge utterances from Time 1 and Time 2 for degree of general comprehensibility and accent. An analysis of the transcriptions indicated that the utterances recorded at Time 2 were more intelligible than those produced at Time 1. However, only the true sentences were rated as significantly less accented and more comprehensible at Time 2 than at Time 1. The authors discuss the role of novelty in the processing of non-native pronunciations. They also outline the nature of the speaking improvement programme, which focused on general speaking habits as opposed to a concentration on individual segments.

99–16 Drew, Fiona and Ottewill, Roger (Sheffield Hallam U., UK). Implications of the increasing provision of OALF for course design and delivery. *Language Learning Journal* (Rugby, UK), **17** (1998), 75–80.

During recent years one of the most significant developments in language education has been the establishment by various universities of an open or self-access facility (OALF). This paper reports on experiences at Sheffield Hallam University, UK with a small action learning project and highlights a number of key principles and practical considerations with respect to OALFS. Two groups of university students were compared, for whom the use of the OALF was either optional or mandatory. Initial results indicated better performance from those students for whom the use of the OALF was effectively obligatory. Subsequent interviews with a sub-group of all participants revealed further insights into perceived performance-related advantages based on factors of integrative/instrumental motivation and the balance of teaching and learning times. Additional data from tutors' perspectives revealed further reasons for the differences in learning style between the two groups. The final part of the paper discusses a number of specific principles arising from the study which it is felt underpin any initiatives involving the use of an OALF.

99–17 Dupuy, Beatrice C. (Louisiana State U., USA). Voices from the classroom: intermediate-level French students favour extensive reading over grammar and give their reasons. *Applied Language Learning* (Monterey, CA), **8**, 2 (1997), 285–93.

Abundant evidence exists which suggests that extensive reading is at least as effective as, if not superior to, grammar instruction and practice in promoting first and second/foreign language acquisition. As extensive reading remains more the exception than the rule, however, in beginning and intermediate foreign language (FL) classes, there has been little opportunity to measure FL students' preferences. The study reported here set out to replicate–and also expand–the one survey known to the present author of FL students' perceptions of both extensive reading and grammar instruction and practice (McQuillan, 1994). Forty-nine intermediate-level stu-

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

dents of FL French were asked to indicate which of these two classroom activities–extensive reading, and grammar instruction and practice–they thought more pleasurable and beneficial for language acquisition, and to explain why. Similar to McQuillan's study, the students overwhelmingly opted for extensive reading. They explained that, while they considered reading to be fun, interesting and beneficial for language acquisition, they found grammar instruction and practice dull and boring, and its effects slight and short-lived.

99–18 Dupuy, B. (Louisiana State U., USA) **and Krashen, S.**. From lower-division to upper-division foreign language classes: obstacles to reaching the promised land. *ITL Review of Applied Linguistics* (Louvain, Belgium), **119-120** (1998), 1–7.

Extensive outside experience of using the target language of foreign language classes may be essential to the development of advanced language skills. This paper reports a research study carried out in order to confirm and develop the results of Graman's (1987) study which found that the vast majority of a given set of advanced undergraduate Spanish classes had experience of using the language outside class. The earlier study also reported increased comfort in speaking the language in class as a result of this experience. In the present study a sample of 104 undergraduate students at three Southern California Universities was asked to fill in background questionnaires. In addition, their classes were observed in order to document seating patterns, and their final grades were examined. The study confirmed Graman's findings, as the majority of students (86%) in the selected advanced classes were found to have had outside experience of the language. Moreover, students who had spent more time (over four months) in the country of the target language reported more comfort in speaking in class. These same students tended to sit in the front rows of the class, were more active participants and also received noticeably higher grades.

99–19 Ehsani, Farzad and Knodt, Eva (Sehda Inc., USA). Speech technology in computer-aided language learning: strengths and limitations of a new CALL paradigm. *Language Learning and Technology* (http://polyglot.cal.msu.edu/llt), **2**, 1 (1998), 45–60.

The authors of this paper investigate the suitability of deploying speech technology in computer-based systems that can be used to teach foreign language skills. In reviewing the current state of speech recognition and speech processing technology and by examining a number of voice-interactive computer-assisted language learning (CALL) applications, they suggest how to create robust interactive learning environments that exploit the strengths of speech technology while working around its limitations. In the conclusion, they draw on their review of these applications to identify directions of future research that might improve both the design and the overall performance of voice-interactive CALL systems.

99–20 Eisenstein Ebsworth, Miriam (New York U.) **and Schweers, C. William**. What researchers say and practitioners do: perspectives on conscious grammar instruction in the ESL classroom. *Applied Language Learning* (Monterey, CA), **8**, 2 (1997), 237–60.

This article reports the approaches of researchers and methodologists to pedagogical grammar and the answers two groups of teachers have developed with respect to the role of explicit grammar instruction for adult English as a Second Language (ESL) learners. A review of suggestions from the literature is contrasted with the reported practice and beliefs of 60 college-level ESL teachers, 30 from Puerto Rico and 30 from the New York area. Based on a questionnaire, interviews with a subset of the participants, and interpretive discussions with two experts, it was found that a majority of the teachers from both groups had clearly defined approaches to grammar teaching. There were between- and within-group distinctions, however, which are explained by different contexts of teaching as well as individual differences in teacher approach.

99–21 Eyring, Janet L. (California State U., Fullerton, USA). What's an objective anyway? *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **15**, 2 (1998), 24–35.

Teacher educators (and thus teacher trainees) can often be confused by the array of terminology used for describing goals and objectives in classroom/programme planning. The present author first poses the question whether, in view of the popularity of learner-centred and task-based learning, it is possible–or even necessary–to specify objectives when holistic 'communicative competence' is the target of instruction. The article acknowledges the controversy among various language experts with regard to the definition and value of objectives; it also confirms the important role that various types of objectives can play in the second language classroom. It seeks to provide clarification of 'objectives' by placing them clearly in the context of programme planning; by distinguishing goals from objectives; by relating objectives to syllabus design; by sequencing objectives in a syllabus; and, finally, by describing performance objectives and discussing their value in a language programme.

99–22 Felix, Uschi (Monash U., Australia). Virtual language learning: potential and practice. *ReCALL* (U. of Hull, UK), **10**, 1 (1998), 53–58.

The author asks how realistic it is to achieve good quality language learning and teaching using technology, and looks in this paper at the advantages and disadvantages of using CD-ROMs and Web-based materials in the quest to provide meaningful interactive language learning strategies for students. It is claimed that the advantages outweigh the disadvantages, at least in terms of pedagogy, and that there is no need to reject technology despite difficulties and frustrations because the lat-

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

est developments, especially on the World Wide Web, have significantly increased the potential for even more authentic interaction in the classroom. Illustrations from the beginners' Vietnamese course used at the author's institution are included: this combines CD-ROM and Web-based applications and is integrated into the first-year course at the University's Centre for Languages. The Web-based materials are extensive and constitute a large part of the teaching materials.

99–23 Ferris, Dana (California State U., USA). Students' views of academic aural/oral skills: a comparative needs analysis. *TESOL Quarterly* (Alexandria, VA), **32**, 2 (1998), 289–318.

In the study reported here, 768 English as a Second Language students at three different tertiary institutions–a community college, a teaching-oriented university, and a research-oriented university–responded to a survey about their college instructors' requirements regarding listening and speaking skills, their own difficulties in meeting those requirements, and the relative importance of seven selected academic aural/oral skills or tasks. A subsample (n = 476) of the students' survey responses was then compared with those of 206 instructors at the same institutions to assess the degree of agreement between the two groups of informants. The findings showed statistically significant differences in the students' responses across several contextual and student demographic variables. In addition, the students' and professors' responses differed dramatically on most survey items as well as in the aural/oral rankings. The study therefore raises implications not only for listening and speaking instruction but also for the interpretation of needs analysis data.

99–24 Field, John (Cambridge U., UK). Skills and strategies: towards a new methodology for listening. *ELT Journal* (Oxford, UK), **52**, 2 (1998), 110–18.

This article calls for a re-thinking of the purposes of the listening lesson, and examines ways in which the skill of listening can be taught rather than simply practised. The approaches proposed are based on micro-listening exercises which practise individual sub-skills of listening. The implications of using authentic materials are then examined, and a case is made for teaching recognition of the features of spontaneous speech. Finally, a strategic view of listening is presented; and it is argued that classroom activities need to take account of the true nature of real-life second language listening, where understanding is partial, and inferencing is crucial.

99–25 Fox, Matthew (Southampton Institute, UK). Breaking down the distance barriers: perceptions and practice in technology-mediated distance language acquisition. *ReCALL* (U. of Hull, UK), **10**, 1 (1998), 59–67.

The author questions whether the time has come to re-evaluate the role of the teacher in technology-enhanced language learning (TELL). Studies into computer-assisted language learning (CALL) and TELL have tended to focus on issues relating to learner/computer interaction or learner/learner interaction mediated via the computer. Relatively little research has been undertaken to try to understand how technology can best be used for language acquisition, particularly at a distance, to improve both the effectiveness of the learning and the learner's enjoyment; and those studies which *have* been undertaken have tended to be inconclusive. This paper attempts to begin to redress the balance by focusing on teaching and learning issues related to technology-mediated distance language acquisition, with particular emphasis on the role of the teacher. The findings reported in this paper are based on the pilot phase of the Language Learning Network, a project to design, deliver and evaluate a technology-mediated vocational distance language course. With distance learning, as with classroom-based courses, communication with and support from the tutor is considered paramount. The project has established models for regular synchronous and asynchronous contact with tutors, provided in the context of time and budgetary constraints. Having validated the courses for accreditation and wider distribution on a commercial and part-time studies basis, much attention has been paid to the questions of learner support, assessment and quality assurance.

99–26 Frantzen, Diana (Indiana U., USA). Intrinsic and extrinsic factors that contribute to the difficulty of learning false cognates. *Foreign Language Annals* (New York), **31**, 2 (1998), 243–54.

This article explores the problems and promises of teaching cognates within the typical foreign language programme. The difficulty posed by false cognates–words in two languages that are similar or identical in form but which have different meanings–is seen as stemming largely from two sources: *intrinsic* factors (inherently confusing characteristics of false cognates themselves); and *extrinsic* factors (ambiguous, contradictory, and sometimes incorrect input). The article identifies and discusses ten factors that contribute to the difficulties which learners may have in dealing with false cognates, and provides suggestions for minimising the confusion. The terms 'reliably false cognates' and 'unreliably false cognates' are propsosed to differentiate the false cognates that never have overlapping meanings from those that have both false and true cognate meanings.

99–27 Gadd, Nick (Victoria U., Melbourne, Australia). Towards less humanistic English teaching. *ELT Journal* (Oxford, UK), **52**, 3 (1998), 223–34.

This article is concerned with humanism and its role in English teaching. It is meant as a critique of the assumptions and philosophy of some influential writers and educators in English as a Second and Foreign Language (ESL/EFL); it is also meant constructively, as

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

a suggestion of what can usefully be adopted from humanism, and how this can be reconciled with product-focused, genre-based approaches. The article begins with a brief survey of the relationship of humanism to English teaching, and goes on to draw a distinction between two types of humanism prominent in ESL/EFL today; some criticisms of certain extreme forms are then suggested. An older rhetorical tradition is then outlined, and an explanation given of why the systematic study of grammar in its social context is so important. Some linguistic and cognitive benefits of this approach are advanced, while recognising the value retained by humanism in certain of its guises.

99–28 Gajo, Laurent and Matthey, Marinette (U. of Neuchâtel, Switzerland). Dénomination et catégorisation des modèles d'enseignement des langues: entre institution et pratique. [Labelling and categorising models of language teaching: between institution and practice.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **67** (1998), 111–24.

In this paper, issues around the labelling of language programmes are assessed and discussed with regard to an experiment in a Swiss primary school. In this cross-cultural experiment, the opportunity was offered to pupils to attend some lessons taught in Italian. The article begins with an analysis of the institutional set-up of the experiment, focusing on the contrasting labels used within official discourse at particular moments within different contexts. Two opposing dimensions of labelling are identified in the experiment: on the one hand, *integration*, a term linked to a wider project of the integration of the various cultures in the community, and used in the institutional and bureaucratic context; and, on the other, *immersion*, a term linked more to a methodology of language teaching, and used in discourse addressed to the children's parents. Analysis of an interview with teachers identifies uncertainties about the naming of different programmes; in particular there appears to be a conflict between the discourse of science and that of pedagogical practice. The article suggests that the different labels are linked to different points of view about language teaching, and that these differences in naming may therefore have effects in pedagogic practice.

99–29 Gardner, Rod (U. of Sydney, Australia). Between speaking and listening: the vocalisation of understandings. *Applied Linguistics* (Oxford, UK), **19**, 2 (1998), 204–24.

In the teaching of listening in language pedagogy, there has been a tendency either to treat this skill as discrete from speaking, particularly as extended texts to be responded to after hearing them, or to focus on speaking rather than listening in the teaching of conversational skills. This paper argues that there are some important aspects of listening as an interactive skill that have been largely neglected. Amongst these are what have been characterised in the literature as backchannels, minimal response or receipt tokens, and include items such as *Yeah*, *Oh*, *Right*, and *Great*. Such vocalisations produced by those in primarily listening roles at any particular moment in spoken interaction provide information to a primary speaker about how their contributions have been understood, and can have a crucial influence on the trajectory of talk. The paper argues that such items might profitably be taught as part of the development of conversational skills, and provides a characterisation of three of them–*Yeah*, *Mm hm* and *Mm*–to illustrate some of their characteristics in terms of placement in sequences of talk, prosodic shape, pause environment and speakership incipiency. Some comments on pedagogical implications are made.

99–30 Gareis, Elisabeth (Baruch Coll./CUNY), **Allard, Martine, Gill, Susan and Saindon, Jacqueline**. Beyond entertainment: novels and film adaptations in the ESL/EFL classroom. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **15**, 2 (1998), 50–58.

Students of English as a Second or Foreign Language (ESL/EFL) often ask to read longer works of literature and watch films as part of their classes. This article suggests that the two media are easily combined, offering myriad opportunities for intensive, contextualised involvement and holistic learning, and explores techniques for their use. Activities include discussions and writing assignments exploring the content of the selected novel or play, whole language exercises combining skill practice with social interactions, a video project allowing students to assume the roles of actors and crew members in their own production of the novel or play, and language learning tasks accompanying the viewing of the novel's or play's film adaptation. The activities aim to address all four skill areas, as well as a wide variety of teaching and learning styles.

99–31 Gibbons, Pauline (U. of Technology, Sydney, Australia). Classroom talk and the learning of new registers in a second language. *Language and Education* (Clevedon, UK), **12**, 2 (1998), 99–118.

This paper describes the role of student-teacher interactions in the development of English, focusing on the more formal academic registers of school, among nine- and ten-year-old ESL (English as a Second Language) students in an inner city mainstream primary classroom in Sydney. The interactions between teacher and learners appeared to play a significant part in facilitating the acquisition of English associated with the science topic that the students were studying, and in the development of literacy skills. Significant factors in this process lay in the place of the interaction within a linguistically based sequence of tasks, and in the degree of student initiation within the interactions. The paper also suggests the need for a broader theoretical base for ESL research in schools, which takes account of both the social and linguistic contexts in which learning occurs.

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

99–32 Goodfellow, Robin and Lamy, Marie-Noëlle (Open U., UK). Learning to learn a language–at home and on the Web. *ReCALL* (U. of Hull, UK), **10**, 1 (1998), 68–78.

This paper reports on work at the Open University's Centre for Modern Languages and Institute of Educational Technology on the use of technology to support language learners working at home and in virtual groups via the Internet. The Lexica On-Line project is described: this created a learning environment for Open University students of French, incorporating computer-based lexical tools to be used at home, an on-line discussion forum, and guided access to the Francophone Web. The authors report on some of the outcomes of this project, and discuss the effectiveness of such a configuration for the promotion of reflective language-learning practices.

99–33 Grotjahn, Rüdiger (Ruhr-Universität Bochum, Germany). Aussprachenunterricht: Ausgewählte Befunde aus der Grundlagenforschung und didaktisch-methodische Implikationen. [Teaching pronunciation: selected findings from basic research and implications for teaching methodology.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **9**, 1 (1998), 35–83.

This article begins with an overview of the current role of the teaching of pronunciation in research and practice. Section 2 deals with *Pronunciation and Communicative Competence*, in particular the role of pronunciation in successful communication, the objective 'pronunciation' as part of the overall learning aim 'communicative competence', and the need for specialised pronunciation training within a communicatively-oriented foreign language classroom. Section 3 outlines the influence of the variable 'age' on pronunciation. Section 4 examines in detail the relationship between perception and pronunciation acquisition; and in Section 5 the importance of psycho-social and motivational factors for pronunciation is discussed. Section 6 summarises the issues raised so far. The following section looks briefly at the empirical findings on the efficiency of pronunciation teaching. In Section 8 some consequences for the methodology of pronunciation training are discussed. The article concludes with some recommendations for the teaching of pronunciation in the light of current trends in foreign language methodology (focus on form, learner autonomy).

99–34 Hajer, Maaike (Hogeschool van Utrecht, Netherlands). De bruikbaarheid van de *content-based approach* in de Nederlandse context. [How useful is the content-based approach in the Dutch context?] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 201–10.

The content-based approach (CBA) to language teaching offers opportunities for language and content teaching in the Netherlands in a wide variety of contexts, varying from elementary school Dutch as a second language to university English as a Foreign Language teaching. In order to promote the exchange of experiences and research from these different fields, this article proposes Dutch equivalents to key terminology (such as 'sheltered content', 'adjunct' model) as well as a common research focus. In empirical research, thoughtful attention should be paid to the teaching process within content-oriented language teaching. Characteristics of CBA curricula and didactic procedures are therefore summarised. It is argued that, in the present phase of development, small-scale case studies with a focus on the teacher and the teaching process are to be preferred over large-scale quantitative studies with a focus on learner outcomes. More emphasis should be placed on the content learning that takes place simultaneously with language learning.

99–35 Hamel, Marie-José (U. of Manchester Inst. of Science and Tech., UK). Les outils de TALN dans SAFRAN. [Using TALN tools in SAFRAN.] *ReCALL* (U. of Hull, UK), **10**, 1 (1998), 79–85.

The SAFRAN project–*Système pour l'Apprentissage du FRANçais* (System for the learning of French)–aims to develop an interface dedicated to the computer-assisted teaching of French which progressively incorporates data-processing tools derived from research in the field of natural languages (*traitement automatique des langues naturelles*–TALN). Within the framework of the SAFRAN project, these tools comprise the parser and voice synthesiser *FIPSvox*, the conceptual electronic dictionary *FR-Tool* and the conjugating tool *FLEX*. It is claimed that these tools allow a rich variety of linguistic resources to be accessed, and that they further experimentation and offer diagnostic support. This article gives an account of the two years of research activity undertaken in the development of a module on the teaching of French phonetics which incorporates the TALN tools enumerated here.

99–36 Herron, Carol (Emory U., Atlanta, USA), **Cole, Steven P., York, Holly and Linden, Paul.** A comparison study of student retention of foreign language video: declarative versus interrogative advance organiser. *The Modern Language Journal* (Madison, WI), **82**, 2 (1998), 237–47.

The study reported here compared student retention of information in foreign language (FL) videos in two advance organiser (AO) conditions. The participants were 67 college students enrolled in five sections (four experimental, one control) of a beginning-level French course. In the advance organiser declarative (AO.) condition, the teacher read aloud six sentences summarising in chronological order major scenes in the upcoming video. In the advance organiser interrogative (AO?) condition, the teacher began by reading aloud the same six sentences, but this time each declarative sentence had been transformed into a question, for

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

each of which the teacher suggested three possible answers, but making no indication as to which one was correct. The control condition consisted of a group of students who watched the same videos as in the AO. and the AO? conditions, but had no advance organiser. Student performance with ten videos introduced in each of these three ways was examined on tests of information in the videos. Results indicated that, although there were no significant differences in scores between the two AO experimental groups, students in both the AO. and AO? conditions scored significantly higher on the tests than the control group. The researchers interpret these findings as supporting the premise that it is significantly better to incorporate an advance organiser with video than not, and that both declarative and interrogative AOs can facilitate extensive listening in the FL classroom.

99–37 Holden III, Wm. R. (Hokuriku U., Japan). A survey of ESP degree, diploma, certificate and credential programs worldwide. *The ESPecialist* (São Paulo, Brazil), **19**, 1 (1998), 123–41.

This survey is a compilation of information regarding ESP degree, diploma, certificate and credential programmes worldwide. To merit inclusion in the survey, a programme must bestow either a credential in English for Specific Purposes or one in an area typically recognised as the province of ESP, such as Business English or English for Science and Technology. While the majority of the institutions offering ESP training are located in the UK, a significant number of the programmes described offer distance or short-term residential options which could be pursued by candidates residing in other locations. All the information contained in the survey was obtained directly from the Internet, and readers are asked to make use of each institution's contact information to obtain current course-related information for any programme(s) included. The author of the survey also invites readers to keep this reference both current and comprehensive by submitting programme information to him at <holden@nsknet.or.jp>. Updates to the information and links to the programmes described are also available online at http://www.nsknet.or.jp/~holden/index.html. (English for Specific Purposes on the WWW Homepage).

99–38 Hughes, Rebecca and McCarthy, Michael (U. of Nottingham, UK). From sentence to discourse: discourse grammar and English language teaching. *TESOL Quarterly* (Alexandria, VA), **32**, 2 (1998), 263–87.

In this article the authors argue that there are very good reasons for developing discourse grammars for second language (L2) teaching, and exemplify the criteria for moving from sentence-based grammar to the discourse level. The criteria are based on pedagogical and descriptive problems in grammar which sentence-based approaches cannot deal with adequately. The authors identify key areas in which a discourse grammar might make significant contributions. These include discourse paradigms (in contrast to traditional ones), the solution of problems brought about by *post facto* rules that fail to generate appropriate choices, different distributions of forms in spoken and written texts, items that make little sense if dealt with in stand-alone sentences, and unresolved grammatical puzzles. The article concludes by considering the problems and prospects for L2 teaching in the kind of probabilistic grammar that emerges from a discourse-based approach.

99–39 Hurd, Stella (The Open U., UK). Autonomy at any price? Issues and concerns from a British HE perspective. *Foreign Language Annals* (New York), **31**, 2 (1998), 219–30.

To remain viable in today's stringent financial climate, British university departments are having to recruit more and more students and look increasingly to less costly, alternative forms of delivery. Autonomous learning is seen by many in higher education (HE) to be the obvious option. Some languages departments have responded by introducing autonomous language learning into their curriculum, and there are a number of interesting and innovative approaches that have been developed in a small number of universities. This article sounds a warning that it is neither an easy nor a cheap alternative, and discusses the important economic, psychological, pedagogical and practical issues to be addressed if autonomous language learning is to achieve any measure of success.

99–40 Jenkins, Jennifer (King's Coll., London). Which pronunciation norms and models for English as an International Language? *ELT Journal* (Oxford, UK), **52**, 2 (1998), 119–26.

The recent growth in the use of English as an International Language (EIL) has led to changes in learners' pronunciation needs and goals. The acquisition of a native-like accent is no longer the ultimate objective of the majority of learners, nor is communication with native speakers their primary motivation for learning English. Instead, what they need above all is to be able to communicate successfully with other non-native speakers of English from different first language backgrounds. This article proposes that, with English assuming the position of the world's major *lingua franca*, a radical re-think is called for in terms of the role of pronunciation and its aims within the English language teaching curriculum. In particular, there is an urgent need to consider the question of which pronunciation norms and models are most appropriate for classes aiming to prepare learners for interaction in EIL contexts and to raise teachers' awareness of the issues involved.

99–41 Johns, Ann M. (San Diego State U., USA). The visual and the verbal: a case study in macroeconomics. *English for Specific Purposes* (Exeter, UK), **17**, 2 (1998), 183–97.

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

For more than two decades, English for Academic Purposes (EAP) and other researchers have been studying attempts by students to comprehend, negotiate and produce written discourses from various academic disciplines. While the current author acknowledges the reasons for this concentration upon the written word, she is concerned to address the relative lack of attention paid to the use of *visual* representation in the disciplines. This paper first reviews the relevant literature from several fields, then describes the strategies of a first-year university student as she privileges visual texts in both her macro-economics and reading/writing classes. Suggestions for research and pedagogy relating to visual representation conclude the paper.

99–42 Juffs, Alan (U. of Pittsburgh, USA). The acquisition of semantics-syntax correspondences and verb frequencies in ESL materials. *Language Teaching Research* (London), **2**, 2 (1998), 93–123.

This article concerns the input that materials for beginning and intermediate learners of English as a Second Language (ESL) provide for the acquisition of the syntactic properties of verbs. The author reports an analysis of the frequency of verbs and their syntactic requirements in *Interchange* (Richards *et al.*, 1991), a popular series of ESL textbooks. Current theoretical approaches to verb classes permit a fine-grained cross-linguistic description of differences in semantics-syntax correspondences for verbs; in this article, transitive verbs are split into five sub-categories, and intransitives are split into two categories. A corpus analysis of *Interchange* suggests that ESL materials may under-represent some of the verb classes that are known to cause learners difficulty. These findings are taken to suggest that weak contrastive analysis and a more careful consideration of syntactic properties of verbs could be useful to teachers and materials writers.

99–43 Kroese, Monique. De 'meerwaarde' van pedagogisch vertalen: een inventarisatie. [Pedagogical translation: what does it contribute to an advanced learner's skills in L2?] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 211–18.

A common form of practising grammar and training vocabulary acquisition at secondary schools, pedagogical translation–from first (L1) into second language (L2)–is generally considered to be particularly beneficial to advanced learners. Although the translation debate in Dutch academic journals in the 1980s suggests that university teachers agree on the importance of pedagogical translation for advanced learners of English at Dutch universities, they do not seem to agree on the particular benefits. At the same time, despite six years of English at secondary school and an extensive exposure to English in Dutch society, students often express a frustration at their inadequacy to master this form of skills training. Little research has been done into the actual effects of L1-L2 translation on advanced learners, either in second language acquisition or in translation studies. The article is a review of the recent literature, and lists a number of possible research questions around the core question: can the effect of pedagogical translation be identified and measured in a systematic way? The author hypothesises that pedagogical translation enhances students' understanding of the nature of Dutch texts and of their specific features, which in turn enables students to communicate the meaning of the text adequately in English.

99–44 Kubota, Ryuko (U. of North Carolina, USA). Voices from the margin: second and foreign language teaching approaches from minority perspectives. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 3 (1998), 394–412.

In the field of second language teaching, extreme ways of conceptualising and implementing communicative approaches have been much criticised. This article takes a further step, synthesising some of the arguments on pedagogical approaches made by educators with minority perspectives. These educators operate in three different contexts, teaching English to minority students in mainstream classes; English or foreign languages to learning disabled or at-risk native speakers of English; and foreign languages less commonly taught in the United States. These 'voices from the margin' criticise 'one-size-fits-all' approaches, and propose ethnically, culturally, linguistically, and cognitively responsive approaches. They particularly stress the importance of teaching language structures directly along with meaningful communication. As the field of second language teaching expands, these perspectives will offer valuable insights into current popularised pedagogical assumptions. This article suggests that second language educators broaden their views for responsive teaching by listening to divergent voices.

99–45 Lando, John (Australian Catholic U., Melbourne). Grammatical instruction and implicational features: evidence from an experiment. *ITL Review of Applied Linguistics* (Louvain, Belgium), **119-120** (1998), 65–78.

The study reported here examines the relationship between direct grammatical teaching of the past tense system of standard Italian and the use of some implicational features which, without being the object of direct instuction, are normally found within the same structure and context of the instructed ones. The participants in the experiment were 60 tertiary learners of Italian as a second language from a variety of Italian regional dialect backgrounds (age 18-25), receiving a period of intensive instruction on the use of the past tense system of standard Italian. The incidence of use of implicational features was measured on the basis of a written test prior to a three-week period of intensive instructional treatment, followed by immediate and delayed written post-tests. Similar monitoring was car-

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

ried out with a control group of 40 comparable learners who had not received direct instruction. The results of the study support the hypothesis that explicit and intensive form-focused instruction, when combined with continuous meaning-focused practice of instructed features, encourages an increased and more accurate use of other features that are closely related to the targeted ones.

99–46 Landsiedler, I., Kerschbaumer, M., Kettemann, B. and Cossée, M. (U. of Graz, Austria). Foreign language education in Austria: facts, trends, policies. *Language Learning Journal* (Rugby, UK), **17** (1998), 57–69.

This article sets out to describe the current situation in the teaching of foreign languages in state institutions in Austria. An introductory sociolinguistic overview gives an idea of the number and range of languages used in the country, the role played by the media, contacts through trade and tourism, and the situation in tertiary education (where English plays an increasingly important part, including in the publication of scientific texts). A detailed description of language teaching in the Austrian school system is then provided, covering policies, curriculum, language teaching textbooks and methodology, language learning outside the classroom and teacher training. A section on assessment and evaluation is followed by a discussion of recent trends and new developments in language education. Although German is the native language of 93% of the population of Austria, significant numbers speak other languages–e.g., Serbo-Croat, Slovene, Hungarian. English is the second most widely-learned and used language, but the government is trying to introduce initiatives to expand the choice and to improve teaching methods, both in schools and in adult education.

99–47 LeBlanc, Leona B. and Lally, Carolyn G. (Florida State U., USA). A comparison of instructor-mediated versus student-mediated explicit language instruction in the communicative classroom. *The French Review* (Carbondale, IL), **71**, 5 (1998), 734–46.

The research reported here compared student performance in listening and reading comprehension in two conditions: instructor-mediated and student-mediated explicit language instruction. Participants were 34 college students who had completed two semesters of beginning French. In the instructor-mediated condition, the teacher presented grammatical structures to the students; instruction was followed by contextualised practice activities. In the student-mediated condition, the students provided their own explicit language instruction through the use of a second out-of-class text. Results indicated that participants who engaged in the student-mediated condition produced higher mean scores in reading comprehension than did those in the instructor-mediated explicit condition. The researchers interpret these results as support for the original hypothesis: that students in a communicatively-based introductory French course combining student-mediated explicit instruction with implicit teaching strategies would be more successful second language learners than those simply exposed to teacher-mediated explicit instruction.

99–48 Lebredo, Maria Concepción Álvarez (Universidad de Santiago de Compostela). El ordenador al servicio del aprendizaje de lenguas: gramática y diccionario automáticos del español. [Computers in the service of language learning: electronic grammars and dictionaries for Spanish.] *The ESPecialist* (São Paulo, Brazil), **19**, 1 (1998), 57–77.

The author of this article first affirms the crucial importance, in second language (L2) learning, of knowing the syntactical-semantic valency of verbs. Non-native speakers may take advantage of tools such as grammars and dictionaries. In the case of Spanish, however, while such tools may provide a great deal of data, they are not deemed suitable for L2 acquisition, since the valency information they contain is not sufficiently explicit to allow the encoding of admissible messages in Spanish. The article describes an automatic recognition system which first analyses the verb constructions proposed by the user and then indicates the verb meaning which is implied in the example. The author seeks to demonstrate how grammar, dictionary and machine join efforts in the process of learning.

99–49 Lessard-Clouston, Michael (Kwansei Gakuin U., Japan). Perspectives on language learning and teaching in Japan: an introduction. *Language, Culture and Curriculum* (Clevedon, UK), **11**, 1 (1998), 1–8.

This article introduces a special issue of *Language, Culture and Curriculum*; the issue focuses on Japan by introducing and highlighting some of the research on Japanese and English language learning and teaching currently taking place in the country. A significant amount of the recent research related to Japan which is available in English has focused on English language education; the present volume therefore aims to provide additional perspectives on the learning and teaching of English as a Second or Foreign Language (ESL/EFL), as well as to present background and describe research on the learning and teaching of Japanese as a first language. This introductory article provides some background on Japan and Japanese society and offers relevant references to works from a variety of fields that provide additional information. The article also introduces each of the papers in the issue and provides an appendix of helpful contacts where readers may obtain further perspectives–and access up-to-date information and research–on language learning and teaching in Japan. *[see also abstracts 99–8, 99–71, 99–122, 99–141, 99–182]*

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

99–50 Liang, Xiaoping, Mohan, Bernard A. and Early, Margaret (U. of British Columbia, Canada). Issues of co-operative learning in ESL classes: a literature review. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **15**, 2 (1998), 13–23.

This article reviews the research literature on co-operative learning in the second language (L2) classroom in relation to L2 acquisition, maintenance of first language (L1), the integration of language and content learning, and L2 learners' perceptions; and discusses some issues and problems of this educational innovation in an English as a Second Language (ESL) context. Although acknowledging the reported potential benefits of co-operative learning for L2 learners, the article calls for further research in four directions: (a) to examine the types of L1 and L2 discourse produced in co-operative groups and find out about student development of academic discourse; (b) to investigate whether L1 use in co-operative groups affects the inter-racial and inter-cultural relationships between students who speak different L1s; (c) to look at the role of students' prior knowledge in L1 in their learning of new content knowledge in L2 in co-operative groups; and (d) to explore how different groups of ESL students perceive co-operative learning and how cultural and educational backgrounds may influence their perceptions.

99–51 Little, David and Ushioda, Ema (Trinity Coll., Dublin, Ireland). Designing, implementing and evaluating a project in tandem language learning via e-mail. *ReCALL* (U. of Hull, UK), **10**, 1 (1998), 95–101.

Tandem language learning is based on a partnership between two people, each of whom is learning the other's language. Successful tandem partnerships observe the principle of reciprocity–'tandem learners support one another equally'–and the principle of learner autonomy–'tandem partners are responsible for their own learning' (Little & Brammerts, 1996). This paper begins by exploring some of the theoretical implications of tandem language learning in general and tandem language learning via e-mail in particular. It then reports on the pilot phase of an e-mail tandem project involving Irish university students learning German and German university students learning English. The first year of the project was devoted to developing robust organisational structures and establishing appropriate monitoring and evaluation procedures which are intended to be used as the basis for conducting a full-scale empirical investigation in the second phase.

99–52 McDonough, Jo (U. of Essex, UK). Survey review: recent materials for the teaching of ESP. *ELT Journal* (Oxford, UK), **52**, 2 (1998), 156–65.

This survey review of recent materials for the teaching of English for Specific Purposes (ESP) takes a broad perspective on the classification of ESP, and follows the generally accepted rationalisation that classifies ESP into two main branches: *English for Occupational Purposes (EOP)* and *English for Academic (or Study) Purposes (EAP)*. The first deals with language learning for the workplace, the second with the language needed by students in a study setting to cope with their own subject specialisms. The various sub-branches then slot into this classification according to learners' goals. All the materials reviewed in this article can be oriented within such a framework. They can also be seen against the background of Robinson's (1991) useful definition of ESP in terms of two criterial features: (1) ESP is goal-directed, a means to an end and not an end in itself; and (2) ESP courses are derived from an analysis of learners' needs.

99–53 Metcalfe, Peter, Laurillard, Diana and Mason, Robin (Inst. of Educational Technology, Open U., UK). 'It's just a word': pupil perceptions of verb form and function. *Language Learning Journal* (Rugby, UK), **17** (1998), 14–20.

Given concerns expressed in the literature about learners' performance with French verbs, this paper reports on a set of written tests and oral interviews administered to pupils in their final-year French GCSE course (in UK upper secondary school) to investigate their knowledge of written verbs. A summary analysis is given of test data and interviews. Findings include: evidence of a general lack of language awareness; variation in performance between judgement and production exercises; the apparent inadequacy of an inductive approach to grammar; and evidence that written language is influenced by the new emphasis on oral language. Reasons are suggested for one of the most common and persistent errors (viz. pronoun + infinitive, e.g., *je suis aller*). The written tests used are given in an appendix.

99–54 Mughan, Terry (Anglia Polytechnic U., UK). Integration of foreign culture awareness into business language teaching materials and methods. *Language Learning Journal* (Rugby, UK), **17** (1998), 41–47.

International understanding is vital to business success. Although it is widely believed that learning a foreign language to a high level necessitates learning about the target culture, there is as yet no systematic way of integrating culture into language teaching materials. The author suggests that business culture needs to be defined to ensure the principled inclusion of aspects of the target culture in a business language syllabus. Two studies which aim to reach an understanding of issues relating to organisation and communication brought about through business contact are synthesised in order to arrive at a new set of categories which could be used to address how interpersonal roles and communication are realised in different cultures. It is suggested that incorporating intercultural awareness into language teaching materials requires bridging the gap between

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

cultural training methods and language training methods. The article concludes by questioning the relevance and validity of designing language materials for business around traditional situations, and suggests that a range of situations representing recurrent communicative behaviours would encourage students to question and reflect. The closer alignment of language and culture in a business language syllabus is bound to lead to increased intercultural understanding.

99–55 Murray, Liam (U. of Warwick, UK). Why integrate? Reactions to *Télé-Textes Author 2*, a CALL multimedia package. *ReCALL* (U. of Hull, UK), **10**, 1 (1998), 102–8.

As one branch of CALL (computer-assisted language learning) research moves further into the analysis of software integration into second language courses, this paper deals with many of the issues involved in the successful integration of a piece of multimedia software into a second language curriculum. The practical purpose of the research was to introduce and make full use of a multimedia CALL package in an advanced level non-specialist course for undergraduate students of French. The background and context of the research are first discussed; the paper then describes the software used–*Télé-Textes Author 2*–and the surrounding integration aspects, as well as the future use and development of the software as adequate courseware and research material.

99–56 Musayeva, Gülşen (Eastern Mediterranean U., North Cyprus). Corrective discourse in Turkish EFL classrooms. *IRAL* (Heidelberg, Germany), **36**, 2 (1998), 138–60.

The study reported here examines oral corrective discourse in preparatory English as a Foreign Language (EFL) classes at the School of English Language, Bilkent University, Turkey. It is a descriptive classroom-centred study carried out within the framework of the discourse analysis tradition. A comprehensive strategy of methodological and data triangulation implemented in the study involved observation and description of teacher-student interactional behaviours in managing corrective discourse, interviews with the two EFL teachers involved, and a questionnaire administered to the 74 Turkish students who participated. The study focused on the evolution of oral corrective discourse in the classes, the teachers' actual corrective feedback provided in formal instruction and their decision-making in error treatment, and the students' stated preferences for the amount and type of corrective feedback from the teachers. Results show a small degree of parity between the students' preferences for error treatment and the teachers' actual corrective practice in the instructional setting.

99–57 Myles, Susan (Middlesex U., UK). The language learner and the software designer: a marriage of true minds or ne'er the twain shall meet? *ReCALL* (U. of Hull, UK), **10**, 1 (1998), 38–45.

This paper describes a research project currently being undertaken in the field of computer assisted vocabulary learning (CAVL). The main aim of the project is to establish what design features need to be incorporated into a CAVL (German) package to maximise its effectiveness. The project takes the form of a case study of a small group of students of German as a foreign language, and has gathered data on the six participants as language learners. It is essentially a qualitative experiment, the value of the data being seen to lie in their ability to point the way to further research. The students trialled four CALL (computer-assisted language learning) software packages each attempting to teach German vocabulary by a different method, and were tested on the 20 items under study. The modes of testing adopted are justified, and findings of previous research experiments in the field are seen to provide some useful guidelines both for analysing the data ands for conducting the second round of trials. Some initial impressions gained from the data are tentatively given, and finally an attempt is made to anticipate the direction in which the results might lead.

99–58 Nesi, Hilary (U. of Warwick, UK). Using the Internet to teach English for Academic Purposes. *ReCALL* (U. of Hull, UK), **10**, 1 (1998), 109–17.

This paper describes how networked self-access English for Academic Purposes (EAP) materials have been developed at Warwick University since 1992. The current package of materials–the CELTE Self-Access Centre–can be freely accessed from the World Wide Web (http://www.warwick.ac.uk/EAP), and aims to provide some basic training in Information Technology alongside more conventional language and study skills activities. It is primarily intended to help students whose first language is not English while they are studying at British universities. The paper discusses problems of development and distribution, including the resistance of those EAP practitioners who have little experience of the Internet in an educational context, and the unwillingness of users to interact with unknown task setters.

99–59 Norman, Nigel (U. of Wales, Swansea). Prescription and autonomy in modern language curricula and materials in Great Britain and Germany. The search for a missing methodology. *Language Learning Journal* (Rugby, UK), **17** (1998), 48–56.

This article compares the different approaches to the teaching of modern languages (German and English respectively) at secondary level in Great Britain and Germany. It seeks to establish whether there are principles at national or state policy level that are common to the two countries, and an underlying methodology that unites them. It examines whether there are identifiable features of language teaching in Germany that can

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

inform the debate on raising standards in modern languages in Britain. The discussion centres on the debate over method and approach, communicative competence and grammatical accuracy, learner-centred and teacher-centred philosophies. An analysis of the National Curriculum for England and Wales, the curriculum for Baden-Württemberg, the UK GCSE and A-level and the German *Abitur* examination syllabuses, and of course books used in Britain and Germany, reveals that language teaching practice is informed by a common body of knowledge and a shared set of principles and beliefs. However, there are fundamental differences in the interpretation of these. The major differences identified are: a long-established, centralised curriculum in Germany which is highly detailed and prescriptive; differing attitudes towards communicative and grammatical competencies; a more learner-centred approach in Britain; and a European dimension to the curriculum and a cross-curricular approach in Germany which are absent in Britain.

99–60 Nunan, David (U. of Hong Kong). Teaching grammar in context. *ELT Journal* (Oxford, UK), **52**, 2 (1998), 101–9.

From a grammatical perspective, many foreign language programmes and teaching materials are based on a linear model of language acquisition, which operates on the premise that learners acquire one target language item at a time, in a sequential step-by-step fashion. Such a model is inconsistent, however, with what is observed as learners go about the process of acquiring another language. This article argues for an alternative to the linear model, a so-called *organic approach* to second language pedagogy. The first part of the article contrasts both approaches and looks at evidence from second language acquisition and discourse analysis supporting the organic view. The second part then outlines some of the pedagogial implications of the organic approach, illustrating them with practical ideas for the classroom.

99–61 Perregaux, Christine (U. of Geneva, Switzerland). Avec les approches d'éveil au langage, l'interculturel est au centre de l'apprentissage scolaire. [With language awareness approaches, the intercultural dimension is at the centre of school-based learning.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **67** (1998), 101–10.

This article assesses the language awareness approach EOLE (*Eveil au langage, Ouverture aux Langues à l'Ecole*) which has been in use in primary education in Switzerland in recent years. After briefly outlining the historical background to the introduction of the approach, the article assesses its benefits: in particular, the means by which these approaches, by drawing on minority language students' own languages, valorise these children's knowledge and develop more favourable attitudes in the classroom both towards minority children's languages and towards language learning as a whole. The article, which draws on previously published research and on observations in kindergarten and primary classrooms in Geneva, concludes that these programmes develop both children's metalinguistic knowledge and their awareness of the intercultural dimension in the classroom.

99–62 Plass, Jan L. (U. of New Mexico, USA). Design and evaluation of the user interface of foreign language multimedia software: a cognitive approach. *Language Learning and Technology* (http://polyglot.cal.msu.edu/llt), **2**, 1 (1998), 33–45.

This paper is concerned with criteria for the design and evaluation of the user interface of foreign language (FL) multimedia software. The author first overviews existing models and approaches to user interface design and concludes that they are either very pragmatic and not based on underlying theories, or that they are theory-driven but too complex to be used in the design process. In order to derive an approach specifically targeted for second language acquisition (SLA) software, he reviews the linguistic and pragmatic competencies that are addressed in FL instruction and then describes a new hybrid approach to interface design for FL multimedia software. This approach combines the theoretical basis of a cognitive approach with the pragmatic methods of software engineering approaches. It is based first and foremost on the competencies and skills to be developed and the cognitive processes underlying them. It is argued that a contextualised cognitive approach to interface design can lead to a more domain-specific support of cognitive processes involved in the acquisition of FL competencies and skills, and will result in a more user-centred design of the user interface. It will also allow for the development of an adaptive domain-specific set of evaluation criteria based on this level of support. The application of the proposed model to the design of multimedia software for reading comprehension and for developing evaluation criteria for such software is demonstrated using *Cyberbuch/Ciberteca*.

99–63 Platz, Gisela (Lehrerkooperative e.V., Germany). FUNETIC–Phonetik mit Haut und Haaren: Ein handliches Unterrichtskonzept. [FUNETICS–wholehearted phonetics: a handy teaching concept.] *Zielsprache Deutsch* (Munich, Germany), **29**, 2 (1998), 66–72.

This article deals with the subject of phonetics, a topic often ignored by foreign language textbooks, or only dealt with in passing. It is suggested that what is required is a dynamic and flexible method of teaching pronunciation with the following characteristics: that it can be integrated into teaching at any time; and that it should be independent of both material and textbooks, and likewise of both level and the source language. Such a method is described here, using 'Sound Worlds' to train pronunciation. Such sound worlds incorporate insights from the actual physical perception of sounds,

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

and other findings from phonetics. What is required of the teacher in order to work with sound worlds is briefly described, and the author cites actual examples of this in teaching, i.e., how problems are recognised, how the problem is then seen in phonetic terms, how the problem is then solved by looking at such distinctions as voiced-unvoiced, etc. Tips for exercises and correction are also provided.

99–64 Richards, David, with Nowicki, Ursula (TAFE, New South Wales, Australia). In search of a viable learning theory to support genre-based teaching to adult migrants: Part 1. *Prospect* (Macquarie U., Sydney), **13**, 1 (1998), 40–52.

This paper is in two parts. In Part 1 a case is made that the genre-based approach to teaching English as a Second Language to adult migrants lacks explicit guidance about learning. Part 2 will attempt to address this omission by proposing a set of well-grounded learning principles to complement the linguistic foundations of genre-based teaching. Any curriculum makes assumptions about content and knowledge, society and culture, and learning and teaching. In the application of genre-based teaching to adult TESOL (Teaching of English to Speakers of Other Languages) contexts, systemic-functional linguistics has provided a rich framework for textual analysis of language as the content to be learned; and because systemic linguistics is about situated language use, it is also more or less explicit about the context of culture. However, genre-based teaching is much less convincing with regard to its values, attitudes and beliefs about learning. It is suggested that what is needed to support genre-based teaching is a theoretical rationale which acknowledges the differences between declarative knowledge (knowing that) and procedural knowledge (knowing how to). From the interactionist perspective that a language is learned through use, a set of empirically validated principles of adult language learning is proposed. Enhancements to the Teaching/Learning Cycle are suggested, so that it can be extended from the teaching of writing to the teaching of spoken language as well.

99–65 Rifkin, Benjamin (U. of Wisconsin-Madison, USA). Gender representation in foreign language textbooks: a case study of textbooks of Russian. *The Modern Language Journal* (Madison, WI), **82**, 2 (1998), 217–36.

This article presents findings from a study which (a) established a series of criteria for assessing the equity of gender representation in foreign language (FL) textbooks; (b) applied the criteria to a number of Russian-language textbooks in order to compare them on this basis as a case study; and (c) considered the criteria as a basis for the examination of gender representation in FL textbooks in general. The study had two main hypotheses: that a series of sound criteria would yield information concerning the equity of gender representation of textbooks examined and demonstrate that recent textbooks were more equitable than textbooks published 10 or 20 years ago; and that textbooks written by women or by a team of authors including at least one woman would be more equitable in terms of gender representation than textbooks written only by men. The analysis identifies areas of greatest inequity in gender representation by examining the data for each criterion across all the textbooks examined.

99–66 Saravia, Graciela, Carlsen, Elena, Briones, Susana, Moreno, Laura and Fernandez, Susana (Universidad Nacional de Salta, Argentina). Reading for information at secondary school level. *The ESPecialist* (São Paulo, Brazil), **19**, 1 (1998), 79–90.

The purpose of this paper is to report on the results obtained in a study carried out in order to explore the advantages of deliberately restricting the coverage of English courses to reading comprehension in the last year of state secondary education in Argentina. Participants were 28 students in a fifth-year secondary school class who had already studied English for four years at secondary level. The data were gathered by means of questionnaires and tests, together with the reports both of the school teacher involved and of the researchers who observed the class. The results are taken to suggest that an emphasis on reading comprehension is to be recommended in the context of the English teaching situation in the North of Argentina.

99–67 Schwienhorst, Klaus (Trinity Coll., Dublin, Ireland). The 'third place'–virtual reality applications for second language learning. *ReCALL* (U. of Hull, UK), **10**, 1 (1998), 118–26.

This paper begins by noting the recent shift in focus in using the Internet from often inappropriate human-computer interactivity to human-human interaction, based on collaborative learning concepts such as learner autonomy and tandem learning. The renewed discussion of interface design has provoked a reconsideration of the traditional graphical user interface and a shift towards more intuitive interfaces like virtual reality, mainly building on the concept of constructionism. The author discusses the MOO–multi-user domain, object oriented–system, and suggests it can provide a flexible, easy-to-use multiple user virtual reality which allows for the integration of language learning tools and resources in a common environment, a 'third place'.

99–68 Sharp, Alistair (Lingnan Coll., Hong Kong). ELT project planning and sustainability. *ELT Journal* (Oxford, UK), **52**, 2 (1998), 140–5.

English Language Teaching (ELT) projects which form part of the UK's overseas aid programme are usually of fixed duration and have clearly defined objectives. This article looks at the project framework document in terms of its development as a tool of accountability. Although it is acknowledged that the project frame-

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

work provides an efficient means of evaluating projects, it is also criticised for being 'hyper-rational' in contexts where it is not always possible to measure development in a quantitative manner. A case study of a University of Malawi project is provided in order to illustrate principles which may improve the sustainability of ELT project objectives. For example, appropriate briefing of incoming staff and effective coordination with existing local projects are stressed as being essential to successful management of projects. Greater flexibility is required both in the application of time-scales and in the adherence to original project frameworks. Finally, it is recommended that a 'systems approach' which takes into account social variables is adopted in the implementation of projects in order to ensure that development aims are achieved and sustained.

99–69 Stapp, Yvonne F. (U. of Tsukuba, Japan). Instructor-employer collaboration: a model for technical workplace English. *English for Specific Purposes* (Exeter, UK), **17**, 2 (1998), 169–82.

For non-native speakers in a skilled-labour working environment, there is a double concern: understanding of the technology on the one hand, and of the language representing that information on the other. The instructional model described in this article offers a framework for the incorporation of technical content in a multilevel workplace English course, together with a strategy for ensuring the relevance and accuracy of such information through instructor-employer collaboration. It is claimed that, if carefully designed, the result is highly effective instruction, even with material and time constraints. In the course described here–for workplace English in a printing company–the required technical information was organised as a content course. To ensure the accuracy of the information, the employer agreed to collaborate with the English for Specific Purposes instructor on the materials and instructional strategies. The simple but effective materials and techniques described here could be adapted for any workplace English course where both increased language proficiency and technical information are objectives.

99–70 Sung, Hyekyung and Padilla, Amado M. (Stanford U., USA). Student motivation, parental attitudes, and involvement in the learning of Asian languages in elementary and secondary schools. *The Modern Language Journal* (Madison, WI), **82**, 2 (1998), 205–16.

Interest in the study of certain Asian languages on the part of many students and parents has resulted in growing numbers of elementary and secondary schools in California beginning to offer these languages. The study reported here examined the motivation of 140 elementary- and 451 secondary-level students for learning the Asian languages Chinese, Japanese, or Korean in formal classroom settings in state schools. Information was also gathered from 847 parents concerning their attitudes towards foreign language (FL) learning and involvement in their child's language study. The findings revealed that elementary students were more motivated overall towards Asian language study than were older students; they also perceived their parents as more involved in their language study. A factor labelled 'Ethnic Heritage-Related Motivation' emerged as a major contributory influence in students learning an Asian language. This was especially true at the elementary level and also in the Korean and Chinese programmes. The findings further revealed that female students, regardless of grade level or language programme type, reported significantly higher motivation to learn an Asian language. Finally, elementary school parents had more positive attitudes towards FL learning and were more involved in the child's language study than were parents of high school students. However, there was no parental gender difference in attitudes or involvement.

99–71 Tajino, Akira (Hiroshima Shudo U., Japan) **and Walker, Larry**. Perspectives on team teaching by students and teachers: exploring foundations for team teaching. *Language, Culture and Curriculum* (Clevedon, UK), **11**, 1 (1998), 113–31.

The number of English language instructors from abroad working in Japan's secondary schools increases yearly. Research shows that, during the years since the introduction of team teaching, a number of yet to be resolved classroom issues have persisted. Japanese teachers of English (JTEs) and native speaker assistant English teachers (AETs) appear to be in touch with their students' needs, but at the same time are more inclined to see their roles as distinct from those of their teaching partners. Students have shown themselves aware of learning strategies regarding how JTEs and AETs may best serve their learning needs, though not necessarily in the same lesson. Given the dominant position traditionally held by a Japanese teacher in the classroom, the role of the JTE at this stage in the development of team teaching might now be best described as ambiguous, perhaps even displaced. The data presented in this paper–gathered by questionnaires distributed to 151 Japanese senior high school students (ages 15-17) and their teachers–suggest that a reformulation of the approach to team-taught lessons is in order. The concept of 'Team Learning' is introduced and explored with the aim of fostering authentic communication, where all the participants of the team-taught class can exchange their ideas and sense of cultural values.

99–72 Thurstun, Jennifer (Macquarie U., Sydney, Australia) **and Candlin, Christopher N.**. Concordancing and the teaching of the vocabulary of academic English. *English for Specific Purposes* (Exeter, UK), **17**, 3 (1998), 267–80.

The project described in this article has used the concordancing program *Microconcord*, together with the *Microconcord Corpus of Academic Texts*, to introduce stu-

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

dents unfamiliar with the language of academic discourse to some of the most important, frequent and significant items of the vocabulary of academic English. The project has developed materials for classroom use and independent learning intended for native speakers of English as well as students of non-English speaking backgrounds. The materials deal in detail with frequently used words which are common to all fields of academic learning, not attempting to include specialised or technical vocabulary items associated with specific disciplines. Those working on the project are convinced of the value of concordancing in the development of teaching materials focusing on vocabulary and grammar and the line between them. This article describes the approach used and deals with the rationale behind that approach.

99–73 Tudini, Vincenza (U. of South Australia) **and Rubino, Antonia**. Connecting people through e-mail: a pilot project. *Babel (AFMLTA)* (Victoria, Australia), **33**, 1 (1998), 18–21, 32–33, 37–38.

This article reflects on the use of asynchronous email ('keypal') exchange between two university classes to give undergraduate students of Italian as a foreign language a real audience and interlocutor for writing tasks. It also examines the effect of using email on students' interest and motivation. Despite the advantages of electronic communication, the authors experienced a number of problems in implementing the exchange. Language programmes had to be adapted to incorporate the tasks at appropriate points; assessment tasks to be carried out outside the classroom had to be determined in advance to ensure that students completed them. Technical problems such as students' lack of computer knowledge and expertise and limited network resources were encountered. In addition, there were practical problems relating to the differences in language proficiency between the two groups and an uneven number of students. Nevertheless, it is concluded that the project was a success because students' communicative ability increased, with some students using the target language to communicate with tutors and displaying an awareness of register, and because students evaluated the course positively.

99–74 Vallance, Michael (Temasek Poly., Singapore). The design and use of an Internet resource for business English learners. *ELT Journal* (Oxford, UK), **52**, 1 (1998), 38–42.

In the face of the current resurgence of interest worldwide in computer-aided instruction and language learning, the project described in this article was motivated by the decision to examine the effect of a completely new medium for learners of English as a Foreign Language by developing a unique Internet Aided Language Learning resource for business English learners. The article details the resulting design of the hypertext decision-making activity, which is located on the Internet and aimed at business English students wishing to review exponents and vocabulary associated with conducting business meetings (URL: http://www.stir.ac.uk/epd/celt/staff/higdox/Vallance/Diss/fp.htm. Statistical data from students who contacted the activity worldwide are discussed, and recommendations offered for future development of Internet resources for language learners.

99–75 Walter, Pierre (Asian Inst. of Technology, Bangkok). Experiential learning in language education: suggestions for TESOL practice. *Prospect* (Macquarie U., Sydney), **13**, 1 (1998), 53–67.

This paper illustrates how an experiential learning approach to language education is applied in an intensive English as a Second Language (ESL) preparatory programme for post-graduate students in science and engineering, and offers practical suggestions for how such an approach might be applied in other TESOL (Teaching of English to Speakers of Other Languages) programmes. Details are provided on the pedagogical principles used in the programme, its experiential learning syllabus and specific learning activities. The programme, designed to promote learner autonomy, moves from preparatory task-based learning in the first half to independent investigative research in the second half. Three suggestions for employing the approach in TESOL practice are made: (a) set aside ESL textbooks and allow students to supply their own language learning content; (b) move learning out of the classroom and into the community at large; and (c) reduce the importance of TESOL teachers by encouraging students to learn how to learn on their own for their own purposes.

99–76 Wilhelm, Kim Hughes (Southern Illinois U., Carbondale, USA) **and Wald, Margi L.**. Instructional weaving: models for scaffolding within and between courses. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **15**, 2 (1998), 1–12.

Teachers and students in English language training often experience problems related to time constraints and the need to practise, reinforce and integrate skills across courses. This article describes a method of instructional design–instructional 'weaving'–which claims to help solve such problems. Teacher-teacher collaboration is encouraged as instructional weaving between classes helps learners cope with complex or difficult tasks. One course builds on another, with teachers reinforcing learning across both time and setting. Examples are provided of how instructional weaving has been applied in an IEP (Intensive English Programmes) setting, with learners working with content-based materials to learn and practise language and literacy skills. The article concludes with a list of tips and caveats for those interested in applying instructional weaving in their own settings.

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press

99–77 Wilson, Jean (Falkirk Coll. of Further and Higher Ed., UK). The fishing rod or the fish: the dual-mode approach to language learning. *Language Issues* (Birmingham, UK), **10**, 1 (1998), 14–18.

A key aim of ESOL provision (the teaching of English to Speakers of Other Languages) is to enable the learner to participate in society. As a consequence, ESOL practitioners frequently determine the content of ESOL classes by analysing the situations in which the students need to use English–a 'situational needs' approach to content which is reflected in ESOL materials. This article suggests that ESOL learners are under pressure to acquire 'take-away' language skills for immediate communicative effectiveness; and that there is a consequent danger that communicative gain may be achieved at the expense of the longer-term development of the language system. Recent views on language acquisition imply that more attention should be paid to grammar when teaching languages. This article examines the relevance of these claims for the learning of English as an Additional Language. Classroom activities are outlined which aim to develop rule-based learning whilst retaining a focus on the ESOL student's communicative needs.

99–78 Wu, Kamyin (U. of Hong Kong) **and Sengupta, Sima**. Hong Kong ESL teachers' questions about English grammar. *Language and Education* (Clevedon, UK), **12**, 2 (1998), 137–52.

This paper reports an exploratory study of questions about English grammar sent in by a group of Hong Kong ESL (English as a Second Language) teachers to a teacher support computer network, *TéléNex*. The study examines the questions Hong Kong ESL teachers ask about the English language. Arising from the questions posed, the paper then delineates the kinds of language support that ESL teachers may need. The grammar questions sent in to the network were analysed in terms of the frequency of the content words used, linguistic categories, and teacher knowledge. The principal findings are that the teachers' grammar-related questions typically arose out of their everyday pedagogical needs, which seem to be shaped by their implicit models of grammar as a set of rules for 'correct' language use. Such information on 'correct' use does not seem to be easily available from major reference books. These findings are seen as confirming the value of a computer network where teachers can obtain continuous informational support and participate in collaborative discussions, which can develop an awareness of grammar as a meaning-making tool.

Language learning

99–79 Antón, Marta and DiCamilla, Frederick (Indiana U. - Purdue U., USA). Socio-cognitive functions of L1 collaborative interaction in the L2 classroom. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 3 (1998), 314–42.

This paper examines the social and cognitive functions of first language (L1) use in the collaborative speech of second language (L2) learners engaged in a writing task in the L2 classroom. Participants in the study were five dyads of adult students, all native speakers of English, who were enrolled in a six-week intensive Spanish course at beginner level. Viewed as a psychological tool that mediates human mental activity on the external (interpsychological) and the internal (intrapsychological) planes, L1 use is found to serve a critical function in students' attempts to mutually define various elements of their task, that is, to establish and maintain intersubjectivity (Rommetveit, 1985). Also, L1 is shown to be an indispensable device for students in providing each other with scaffolded help (Wood, Bruner & Ross, 1976). Finally, this study claims to provide evidence of the use of L1 for the purpose of externalising one's inner speech (Vygotsky, 1986) throughout the task as a means of regulating one's own mental activity. The analysis of student interaction presented here not only highlights these critical functions of L1 in the second language learning process, but attempts to show how various communicative moves and linguistic forms achieve these functions.

99–80 Appel, René (U. of Amsterdam). Linguistic minority children's knowledge of multiple word meanings: polysemy and the testing of lexical skills. *ITL Review of Applied Linguistics* (Louvain, Belgium), **119-120** (1998), 79–89.

It is often observed that minority children's lexical proficiency in the majority language lags behind that of majority children. This observation is substantiated by scores on vocabulary tests. However, in these (traditional) tests words are generally treated as having one meaning, while most words are polysemous, i.e., they have multiple meanings. A new test was designed to measure the knowledge of multiple word meanings of minority and majority children. Participants were 98 primary school children in grades 7 and 8, divided into four sub-groups in respect of their nationality/ethnic background, i.e., Dutch, Moroccan, Turkish, and other minority groups. Results pointed to a rather high correlation between the scores on a traditional vocabulary test and the newly developed test for the minority children. Furthermore, the minority children scored lower on the new test than the majority children, which suggests that they not only have a lexical deficit in their second language in respect of the number of words known, but also in respect of the number of meanings attached to each word.

99–81 Archibald, John (U. of Calgary, Canada). Second language phonology, phonetics, and typology. *Studies in Second Language Acquisition* (New York), **20**, 2 (1998), 189–211.

This paper addresses a number of issues that have to do with the nature of the mental representation of an

https://doi.org/10.1017/S0261444800013586 Published online by Cambridge University Press