# Language teaching

**02–226  Albero, Brigitte** (INRP, Department of New Technologies and Education, France). Les 'Espaces Langues': un potentiel d'évolutions des pratiques d'enseignement et des pratiques d'apprentissage. ['Language Spaces': an opportunity for development in teaching and learning practices.] *Les Langues Modernes* (Paris, France), **2** (2001), 76–84.

This article explores the implications for the pedagogic relationship and for the quality of learning of new forms of spatial organisation and new information and communication technologies. It is argued that, as new technologies take over certain of the functions previously performed by human agency, the teacher is enabled to take on new pedagogic roles such as that of tutor-counsellor or facilitator. At the same time, greater autonomy is accorded to the learner, who thus enters into a different relationship to the knowledge. The author proposes three idealised types of 'Language space', the last of which reasserts the central and independent role of the human actor in a media-rich world.

**02–227  Alosh, Mahdi** (The Ohio State U., Columbus, OH, USA). Learning language at a distance: an Arabic initiative. *Foreign Language Annals* (New York, USA), **34**, 4 (2001), 347–54.

This article describes an Arabic distance-learning course initiative. The most common distance-learning formats are reviewed, and justifications for offering such courses are considered. Next, the experience of instructors who have pioneered the field and some basics that need to be taken into account when developing distance-learning courses are presented. The need to adapt pedagogical practices to the distance learning environment is highlighted. Finally, certain constraints – some language-specific, others specific to the distance-learning medium – and their impact on the effectiveness of Arabic distance-learning courses are examined.

**02–228  Avelino, Cristina** (Faculdade de Letras da Universidade de Lisboa, Portugal) **and Capucho, Maria Filomena** (Faculdade de Letras da Universidade Católica Portuguesa). Grammaire: La forme? Le sens? Le cas des programmes de français dans l'enseignement secondaire au Portugal. [Grammar: questions of form and meaning. The situation regarding French syllabuses in secondary education in Portugal.] *Études de Linguistique Appliquée* (Paris, France), **122** (2001), 241–56.

The authors give an account of recent developments in the teaching of French at secondary level in Portugal, developments in which they have had some personal involvement. Changes in the modern languages curriculum are taking place against the background of a general educational reform undertaken in the late 1980s, but there is still far from universal agreement among language-teaching professionals about the best way forward. The authors take as a key reference point the conceptual framework provided by the Education Committee of the Council of Europe, with its emphasis on 'multilingual and multicultural competence'. From here they develop the ideas of 'task-based learning' and 'discourse competence', which they advocate in contrast to the often theoretically incoherent guidelines of earlier language syllabuses.

**02–229  Barke, Alison** (St. Paul's School, Concord, NH, USA; *Email*: abarker@sps.edu). Ancient Greek with Thrasymachus: A web site for learning Ancient Greek. *CALICO Journal* (San Marcos, TX, USA), **18**, 2 (2001), 393–400.

This project began as an attempt by two teachers of Ancient Greek to provide supplementary materials to accompany Thrasymachus, a first-year textbook for learning ancient Greek. While the text itself offers an excellent and appealing introduction to the language using a reading method, it has little explanation of grammar and insufficient exercises, particularly for students who have not studied Latin – thus, the need for a supplement to the text, now on-line and evolving. The topics discussed in this article include: a brief history and description of the project (see www.vroma.org/~abarker/thrascontents.html), the format of each chapter, a chronology for completion of materials for all 52 chapters in the text, and some ideas for further refinements to link students to on-line information to enhance their study of Ancient Greek.

**02–230  Berrier, Astrid** (UQAM, Canada). Culture et enseignement de l'oral en français langue seconde: Quel cadre et quels aspects présenter en classe. [Culture and oral communication in the teaching of French as a second language: which framework and which aspects should be presented in the classroom?] *Les Langues Modernes* (Paris, France), **1** (2001), 12–18.

This article discusses the potential of the field of pragmatics as a resource in the teaching of spoken French within an intercultural perspective. The limitations of textbook uses of speech act theory are outlined, making reference in particular to the non-authentic nature of many situations and dialogues used as case studies. Corpora are considered to offer better opportunities for both comparative (cross-cultural) and intercultural study. The important concepts of conversational analysis also offer a framework that can be fruitfully used in intercultural work: politeness, face, turntaking, openings, closings, repair, etc. Few textbooks offer useful

work of this kind. The paper suggests ways of encouraging students to study authentic oral interaction through direct observation of both film and the world outside the classroom and through well-chosen role-plays.

**02–231   Birks, Renée** (U. of Glasgow, Scotland). Quelle grammaire pour quel apprenant? Priorité à la grammaire de l'oral. [Which grammar for which learner? The advantages of an oral grammar.] *Études de Linguistique Appliquée* (Paris, France), **122** (2001), 229–39.

This article discusses *Le français en gros plan*, a teaching package comprising videotape and supporting text-book aimed at advanced learners of French, and based on a methodology that emphasises the importance of the spoken language. The aim is to foster in language learners both metalinguistic awareness and communication proficiency. Authentic French interviews, selected to be close to the learner's own interests, are intended to offer students insights into French culture and familiarise them with different styles and registers. Transcriptions of these interviews are subsequently used to reflect on structures raising students' grammatical awareness. Students exploit examples from the interviews to confirm the rules prescribed in grammar books. The comparison of French with the students' mother tongue is regarded as beneficial as it helps enhance metalinguistic awareness. This method of teaching French claims to overcome early fossilization, enhance both grammatical proficiency and communication skills and thereby develop overall expression in the target language.

**02–232   Bonvallet, Susan** (The Wellington School, Columbus, OH, USA; *Email*: bonvallet@wellington.org) **and de Luce, Judith** (Miami U., USA; *Email*: delucej@muohio.edu). Roles for technology in collaborative teaching. *CALICO Journal* (San Marcos, TX, USA), **18**, 2 (2001), 295–303.

A collaborative upper-level Latin literature course taught at a secondary school and a university used a variety of technologies, including the virtual reality environment of a MOO (Multi-User Domain Object Oriented) and email. This article discusses the design of this course on Plautus' *Aulularia* 'Pot of Gold' – the pilot collaborative course for the VRoma Project – including the objectives and learning goals as well as sample collaborative assignments. [The VRoma project (www.vroma.org) is a re-creation of second century Rome that combines a series of chat rooms with web pages to create a virtual city where students and teachers can explore ancient Rome and interact with one another.] In assessing the course and its effectiveness, this article argues that informed use of technology can facilitate collaboration between instructors and students at different levels.

**02–233   Bressan, Dino** (U. of Melbourne, Australia; *Email*: dino@unimelb.edu.au). Letting off that loose Italian canon again? *Babel (AFMLTA)* (North Adelaide, Australia) **36**, 2 (2001), 26–36.

This paper describes how 'canonical literature' was introduced into conversation classes for third and fourth year students of Italian at Melbourne University. Literature has all but disappeared in language studies at school level, but students wanting to learn European languages at university find they have to study literature. The author points out that, apart from being an interesting study in itself, literature is also essential for good communication, since it contains many references students need to be aware of in interaction with native speakers. The problem of selecting suitable texts for low levels of language ability is discussed, including difficulties arising from the use of newspaper and magazine articles. The article lists the Italian 'classics' chosen and justifies each choice, starting with children's books and moving on to adult reading. Details of student feedback are given, both positive and negative, which indicated a 75% approval rate.

**02–234   Cambier, Ann** (Chair of the Association for Language Learning [ALL], UK, French Committee; *Email*: ann.cambier@btinternet.com). Literate in French? Some general points about the importance of becoming literate in French. *Francophonie* (Rugby, UK) **24** (2001), 3–6.

This article reports on tensions observed in the teaching of French to pupils needing to become literate in English, and considers how French teaching could contribute to developing students' general literacy. Literacy is first defined as understanding and using the written and understanding phonics. Reflection on pupils' attitudes towards learning French and questioning of some of the (implicit) principles which could be deemed to underpin foreign language (FL) teaching leads into a suggestion that sound/word links and letter blends should be taught explicitly to increase pupils' confidence in their pronunciation. A more coherent approach to literacy in secondary level FL teaching is recommended, perhaps in collaboration with primary school literacy specialists. The article also puts forward some strategies for classroom teaching and examples from the primary Literacy Strategy. The use of word frames to scaffold learning is considered in detail. The article concludes with a teacher's lesson plan and the author's observation notes on the implementation of that plan highlighting the teacher's strategies for teaching literacy.

**02–235   Cerdan, Martine** (Bureau de Coopération Linguistique et Educative, Salvador, Brazil). Historique et réalités actuelles de la « bivalence ». ['Bivalence', past and present.] *Etudes de Linguistique Appliquée* (Paris, France), **121** (2001), 9–19.

This article describes the origins and the institutional background of a Franco-Brazilian action research programme on 'Bivalence'. Discussing the thinking behind

the project, the author explains that in this context, 'bivalence' is to be understood not simply as the capacity or qualification of an individual to teach two languages, but as as an essential condition for the adoption and development of a genuinely integrated methodology. Details are given of the organisation and structure of the project and of the main activities of which it consists, including research, publications and teacher training as well as teaching programmes at both secondary and tertiary levels. Questionnaires show that the teachers involved are highly satisfied with the approach, since it combines clearly identified linguistic, cultural and cognitive aims with a methodology which gives free rein to their creativity. However, there are two main obstacles which prevent the programme being extended further: lack of funding for further teacher training and the promotion of Spanish as a foreign language at the expense of French. [*See also abstracts 02–237, 02–242, 02–265, 02–275, 02–280, 02–283, 02–288.*]

**02–236  Challe, Odile** (Université de Paris-Dauphine, France). La demande grammaticale des non-spécialistes en langue française. [The grammar requirements of students not specialising in French language.] *Études de Linguistique Appliquée* (Paris, France), **122** (2001), 179–96.

The author discusses her ideas and experience in teaching French grammar to foreign students at a French-speaking university specialising in business studies and economics. For these students, the French language is a means to an end, albeit an important one, rather than an object of study for its own sake. Coming from a variety of cultural backgrounds, which should be acknowledged, the students tend initially to approach grammar as something difficult or problematic. The author aims to respond to their needs on three levels: (i) through their existing awareness of traditional grammatical rules and categories; (ii) through a search for logical explanations; and (iii) through attention to points of detail. The main solution offered is to approach the study of grammar through the ideas, preoccupations, and techniques that the students are already familiar with through their main subjects of study (e.g., set theory, quantification, metaphors from marketing or sociology). The author also advocates the use of computers for personal study and feedback, and the establishment of an intranet for more collaborative modes of working.

**02–237  Chaves da Cunha, José Carlos** (Universidade Federal do Pará, Brazil). Métalangage et didactique intégrée des langues dans le système scolaire brésilien. [The role of metalanguage in an integrated approach to language didactics in the Brazilian school system.] *Etudes de Linguistique Appliquée* (Paris, France), **121** (2001), 37–47.

Any attempt to develop an integrated approach to language didactics necessitates the development of a common theoretical and methodological framework for the teaching and learning of both the mother tongue and the foreign language. The present author argues that in the context of the Brazilian educational system such a framework should include a clear statement of aims in pragmatic and communicative terms, and that activities which heighten the learners' metacognitive and metalinguistic awareness are the ideal way of helping them to interiorise and implement an integrated, 'bivalent' approach effectively. Four classroom activities are then suggested to encourage learners to compare communicative aspects of their mother tongue and the foreign language. Detailed analytic descriptions of these activities are provided, including their linguistic and pragmatic aims, target groups of learners, step-by-step organisation and instructions for both teachers and learners. [*See also abstracts 02–235, 02–242, 02–265, 02–275, 02–280, 02–283, 02–288.*]

**02–238  Chela-Flores, Bertha** (U. of Simón Bolívar, Venezuela). Pronunciation and language learning: An integrative approach. *IRAL* (Berlin, Germany), **39**, 2 (2001), 85–101.

This paper addresses pedagogical issues on the integration of pronunciation into a language programme. Basic to the discussion is the gradual nature of pronunciation learning. Like grammar and vocabulary, the learner should he gradually immersed into pronunciation. It is suggested that this is better achieved by (a) setting priorities for aural-oral intelligibility in order to better deal with immediate phonological needs; and (b) starting instruction from a beginner-level. Instruction is suggested in meaningful units or tone groups rather than with isolated segments or words, even at beginner-level. Rhythmic patterns are presented as the basic realisation of the tone groups. Suggestions are also given on how to integrate pronunciation practice into the listening-speaking activities of a communicative course.

**02–239  Conti, Gianfranco** (U. of Reading, UK). É possible migliorare l'efficacia della correzione attraverso l'istruzione strategica? [Is it possible to improve the effectiveness of correction by means of strategic instruction?] *Tuttitalia* (Rugby, UK), **23** (2001), 4–14.

This paper questions the validity of traditional correction techniques and proposes a model which integrates these with 'Strategic Instruction' (SI) – a self-monitoring training programme. The study was designed to ascertain whether, through SI, the use of editing enables students to reduce their mistakes in written work and whether their attitude to feedback can be improved in such a way as to increase both their language awareness and their self-awareness. The aim of SI is to train students in: the use of editing to enable them to correct mistakes, better feedback handling strategies, the improvement of skills for using resources (dictionaries, grammars), and targeting the areas of correction most appropriate for them. Participants were second-year students of Italian at the University of Reading, and the structure of the programme is given in detail. The results show that students became much more aware of strategies for dealing with correction and realised that,

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by taking on more responsibility for this, they were able to eradicate mistakes and thus improve their accuracy more effectively. The pedagogical implications are also discussed – it became clear, for example, that secondary school students are not taught skills essential for language learning at tertiary level.

**02–240 Cooper, Thomas C.** (U. of Georgia, USA). Foreign language teaching style and personality. *Foreign Language Annals* (New York, USA), **34**, 4 (2001), 301–17.

Every foreign language (FL) teacher develops a teaching style of pedagogical activities and techniques that especially matches his or her personality. In this study, the author administered a Teaching Activity Preference (TAP) Questionnaire to ascertain how well teaching preferences fit personality type as determined by the Myers-Briggs Type Indicator (MBTI). Participants were 38 pre-service FL teachers. The principal findings of the study were: (1) the type distribution among students in the sample confirmed the pattern found by other studies of FL teachers, a group of individuals with a high proportion of feeling types; (2) the TAP Questionnaire distinguished the personality types from one another; and (3) the TAP Questionnaire indicated that preferred teaching activities usually matched the personality dimensions of the participant. Some of the pedagogical implications for foreign language teachers are discussed.

**02–241 Courtillon, Janine.** La mise en oeuvre de la 'grammaire du sens' dans l'approche communicative. [Implementing a semantic grammar in a communicative teaching approach.] *Études de Linguistique Appliquée* (Paris, France), **122** (2001), 153–64.

This paper examines how a semantic grammar ('grammaire du sens') fits into the contemporary communicative approach in language teaching/learning, where oral comprehension and production are paramount. Stressing that a semantic grammar comprises both notional and functional aspects, the author evaluates two such grammars – Charaudeau's and Salin's – in this light. Both are notional in essence; they are compared selectively by way of their respective treatment of quantification and past tenses. A notional approach is, according to the author, only useful if the learner's mother tongue does not grammaticalise structures in the same form as does the target language. It is also shown how notional and functional elements feature in a selection of recent French grammars for learners. On a notional level, instead of using a truly semantic approach, they often fall back on traditional grammar teaching; on a functional level, they use few authentic or typical examples of the target language. It is concluded that contemporary communicative approaches still rely heavily on awkward metalanguage to describe structures – instead of using simple semantic or creative explanations. Neither do these approaches make sufficient use of linguistic contexts that are authentic, credible and relevant to the students personally.

**02–242 Dahlet, Patrick** (Université des Antilles et de la Guyane, IGEREC-F). Langues distinctes et langage mutuel. [Separate tongues and a common language.] *Etudes de Linguistique Appliquée* (Paris, France), **121** (2001), 21–35.

The integrated approach to the teaching of Portuguese as mother tongue and French as a foreign language (FL) is based on the belief that it is both possible and desirable to teach two languages together in a context, such as Brazil, where they do not coexist outside school. Two factors determined the way in which this project was actually put into practice: the fact that Portuguese teachers are 'bivalent', i.e., qualified to teach two subjects, and, secondly, the overall aim, which was to take advantage in secondary schools of the experience and methodological expertise of university departments in teaching French for specialised purposes on a contrastive basis. The main challenges of an integrated approach are discussed, in particular the danger of looking for a single type of method, and the author argues for three underpinning principles: such an approach has to be seen as a way of coordinating many different levels, but without trying to iron out or ignore differences; its aims and activities need to be broken down in detail, so that the widest possible variety of forms of interaction between mother tongue and FL teaching can be developed; and it should aim to heighten learners' awareness not just of linguistic but of social and ethical issues. [*See also abstracts 02–235, 02–237, 02–265, 02–275, 02–280, 02–283, 02–288.*]

**02–243 DiGiovanni, Elaine and Nagaswami, Girija** (Community Coll. of Philadelphia, USA; *Emails*: edigiovanni@ccp.cc.pa.us; gnagaswami@ccp.cc.pa.us). Online peer review: an alternative to face-to-face? *ELT Journal* (Oxford, UK), **55**, 3 (2001), 263–72.

The question of whether online peer review can be a worthwhile alternative to face-to-face peer review led to this exploratory study. It was conducted in two pre-college English Second Language writing classes at Community College of Philadelphia to examine students' responses in both modes of peer review, and to see whether online peer review could become a viable option. A step-by-step training model is first offered to demonstrate how the students were guided from face-to-face to online peer review. A brief analysis of the students' negotiations in both modes is then presented, and their opinions on the two modes of peer review are summarised. The article concludes with a discussion of the findings, and some apparent advantages of online peer review.

**02–244 Early, Margaret** (U. of British Columbia, Canada). Language and content in social practice: a case study. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 1 (2001), 156–79.

This paper argues that schools need to implement substantial, systemic changes in pedagogy, school organisa-

tion and professional development in order to adequately address the changing demographic realities of their communities and the educational imperatives of the 'new economy'. The paper reports on one district's response to this challenge as it sought to implement two action research projects for teachers and administrators to achieve school-wide emphasis on integrated language and content instruction. The analysis suggests that the approach taken (Mohan's Knowledge Framework in combination with principles of social constructivist learning) was successful in drawing teachers' attention to the role of language as a medium of learning, and identifies common elements, together with differences, in the ways in which two pairs of teachers worked to design learning experiences for their students. It is concluded that the approach taken in this school district provides a good starting place for teachers' and students' analysis of classroom practices and that other districts may benefit from its example and understandings.

**02–245 Ecke, Peter**. Simulationen im Unterricht Deutsch als Fremdsprache. [Simulations in German as a foreign language.] *Deutsch als Fremdsprache* (Berlin, Germany), **38**, 3 (2001), 159–65.

Simulations can inspire students to active, motivated, realistic and relatively complex acts in a foreign language. This article examines the potential of simulations for the teaching of German as a foreign language. Beginning with the terminology the author defines simulations as something apart from role-plays. While they share much in common generally simulations involve problem-solving to a greater degree. Simulations enable the integrations of many skills – on the linguistic level, listening, speaking, reading and writing; and, in addition, the application of pragmatic and intercultural competencies as well as more general cognitive skills of problem-solving. The author maintains that simulations are useful at all levels of second language learning, and consequently provides a range of different simulations for use at different levels from beginners to advanced learners. He establishes reasons for his choice of simulation in each case, notes on its development, preparation and implementation and post-learning activities, as well as some remarks about assessment.

**02–246 Fedderholdt, Karen** (Toyama U., Japan; *Email*: karen@hmt.toyama-u.ac.jp). An email exchange project between non-native speakers of English. *ELT Journal* (Oxford, UK), **55**, 3 (2001), 273–80.

This paper describes a recent email writing project between non-native speakers (NNS) of English. The project was carried out by a group of Japanese university students, and a group of Danish students preparing for university entrance examinations. The paper explains the reasons for choosing to use email in writing classes, and why NNS were chosen. A number of practical points relating to the course are noted, followed by some of the responses made by students to a

questionnaire given at the end of the project; their comments in supplementary interviews are also presented, to illustrate some of the benefits of the course. Insights gained by the teachers concerning their attitudes towards their students' writing and their relevance are also included. Finally, following suggestions for improvements to the course, there is a short summary.

**02–247 Fougerouse, Marie-Christine** (Université Jean Monnet, Saint-Étienne, France). L'enseignement de la grammaire en classe de français langue étrangère. [The teaching of grammar in FLE (French as a foreign language) classes.] *Études de Linguistique Appliquée* (Paris, France), **122** (2001), 165–78.

This article reports the results of a questionnaire (appended) issued to teachers of French as a foreign language aimed at gathering information about their practices in the teaching of grammar. Overshadowed for many years by the communicative approach, it emerges that the explicit teaching of grammar is now returning to centre-stage, partly in response to student demand. However, this does not imply a complete return to traditional methods of formal grammar teaching. A greater variety of approaches – and understandings of what constitutes grammar teaching – is now in evidence, drawing on the gains of the communicative approach and notional-functional grammar. Teachers nowadays are more likely to make use of authentic texts, including video and internet sources, which will allow the students to induce grammatical rules for themselves, with a minimal use of metalanguage. However, when it comes to practice in production, traditional gap-filling and transformative exercises are still popular. The author concludes by calling for greater co-operation between researchers and practitioners.

**02–248 Garrett, Peter** (Cardiff U., UK; *Email*: garrettp@cardiff.ac.uk) **and Shortall, Terry**. Learners' evaluations of teacher-fronted and student-centred classroom activities. *Language Teaching Research* (London, UK), **6**, 1 (2002), 25–57.

Various claims have been made in the educational literature about the relative merits of pair and group activities in classrooms. With the shift in language teaching towards a more learner-centred approach, however, there is now a stronger emphasis on the views of learners themselves. One hundred and three Brazilian English as a Foreign Language students (beginners, elementary, intermediate) completed and then evaluated different types of learning activities: teacher-fronted grammar (TFG), student-centred grammar (SCG), teacher-fronted fluency (TFF) and student-centred fluency (SCF). They were asked to evaluate these in terms of affective reactions (enjoyment, anxiety) and perceived learning value, by completing 5-point scales and writing reasons for their ratings. There were some significant differences among the different levels of students. Beginners saw TFG as better for learning than

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SCG. Intermediates saw TFG as less fun. The same groups also viewed SCF as more fun and more relaxing than TFF, though neither of them perceived any difference in learning outcomes. Elementary learners felt TFF was better for learning than SCF, but saw no difference between them when it came to enjoyment and relaxation. These findings are discussed alongside the reasons the learners gave for their ratings.

**02–249 Gavioli, Laura** (U. of Modena, Italy; *Email*: gavioli@sslmit.unibo.it) **and Aston, Guy**. Enriching reality: language corpora in language pedagogy. *ELT Journal* (Oxford, UK), **55**, 3 (2001), 238–46.

In recent years there has been considerable discussion of how far English language teaching syllabuses and materials should be 'corpus–driven' in order to better reflect linguistic reality. This paper argues that this debate has tended to overlook the potential of corpora as tools in the hands of learners, for whom they can provide a wide range of opportunities to observe and participate in real discourse for themselves.

**02–250 Gombocz, Eszter** (Szeged U., Hungary). An der "Schnittfläche" von Synchronie und Diachronie – Probleme bei der Erstellung einer deutsch-ungarischen Wortfamiliensammlung. [At the interface of synchronic and diachronic linguistics – problems in creating a German-Hungarian word families collection.] *Deutsche Sprache* (Berlin, Germany), **29**, 1 (2001), 84–89.

One of the ongoing issues in word families research is the problem of synchronic etymological competence versus diachronic competence. The author suggests that diachronic relationships ought not to be omitted from a didactically oriented word family collection for non-native speakers, here the *WFSuD* (*Wortfamiliensammlung für ungarische Deutschlernende* – 'Word family collection for Hungarian learners of German'). This includes diachronically motivated entries alongside words that are transparent synchronically, which, in the author's view, can help the development of a learner's feel for the language. Care must be taken to maintain a distinction between historical connections which are only of relevance to a historical lexicographer and such connections which are of use to the learner in the acquisition of vocabulary.

**02–251 Grosse, Christine Uber** (Thunderbird, The American Graduate School of International Management, Glendale, AZ, USA). Mexican managers' perceptions of cultural competence. *Foreign Language Annals* (New York, USA), **34**, 4 (2001), 334–40.

The *U.S. Standards for Foreign Language Learning* set interconnected goal areas of communication, cultures, connections, comparisons, and communities. The research project presented here provides information intended to help foreign language instructors and cross-cultural trainers gain a better understanding of the types of cultural knowledge needed by business people, specifically in Mexico but with applicability throughout Latin America and in other parts of the world. In this study, 47 global managers in Mexico identify what their U.S. counterparts should know about Mexican culture to do business effectively. In some respects, U.S. and Mexican cultures are almost direct opposites. The most striking differences cited relate to the following five areas: building business relationships; attitudes toward time; family and religious values; communication patterns; and government-business relations. An understanding of these basic cultural differences should help U.S. managers and business and language students work more effectively with Mexican associates.

**02–252 Gruber-Miller, John and Benton, Cindy** (Cornell Coll., USA; *Email*: jgruber-miller@cornell-iowa.usa). How do you say 'MOO' in Latin? Assessing student learning and motivation in beginning Latin. *CALICO Journal* (San Marcos, TX, USA), **18**, 2 (2001), 305–38.

The development of network-based language learning environments and educational MOOs (Multi–User Domain Object Oriented) in particular has opened new possibilities for foreign language teachers. The VRoma project (www.vroma.org) is one such educational MOO, a re-creation of second century Rome that combines a series of chat rooms with web pages to create a virtual city where students and teachers can explore ancient Rome and interact with one another. This article assesses the value of VRoma for Latin language learning, discussing in particular three exercises the authors developed which combine Latin language and Roman culture in order to help students reinforce their Latin skills and gain a more in-depth understanding of ancient Roman society. Daily journals and evaluations of the assignments provided an assessment of student motivation and information concerning students' perceptions of the benefits and challenges of working in the VRoma MOO. Transcripts and email responses, both composed in Latin, allowed assessment of both the quality of students' interaction in the target language and their understanding of cultural and linguistic structures. It is concluded that, by combining visual arts and cultural data with the capacity for real time communication in Latin, VRoma provides a unique opportunity for students to be immersed in language and culture simultaneously.

**02–253 Haley, Marjorie Hall** (George Mason U., Fairfax, VA, USA). Understanding learner-centred instruction from the perspective of Multiple Intelligences. *Foreign Language Annals* (New York, USA), **34**, 4 (2001), 355–67.

This article describes a pilot study that investigated applications of the Theory of Multiple Intelligences (MI) to shape and inform teaching practices and instructional strategies. The purpose of the study was to identify, document, and promote effective real–world

applications of MI theory in foreign and second language classrooms. Participants in the action research study were 15 foreign language and English as a Second Language (ESL) teachers and 450 students from six different states. Results indicated that teachers were profoundly affected by these approaches: they felt that their teaching experienced a shift in paradigm to a more learner-centred classroom; they were once again energised and enthusiastic about their pedagogy; and they felt that they were able to reach more students. Students demonstrated keen interest in MI concepts and showed positive responses to the increased variety of instructional strategies used in their foreign language/ESL classrooms. For the pilot study, student achievement data are inconclusive. Phase II of the MI study will attempt to collect more detailed data related to classroom performance and student achievement. An unanticipated outcome of the project was the positive impact it had on student attitudes and motivation to learn.

**02–254 Halm-Karadeniz, Katja**. Das Internet: Ideales Medium für DaF und Landeskunde. [The Internet: the ideal medium for German as a foreign language and area studies.] *Info DaF* (München, Germany), **28**, 4 (2001), 375–96.

The Internet provides a host of new opportunities for the learner of German as a foreign language. The teachers' task is to acquaint themselves with what is on offer, make selections and suggest appropriate materials for self-directed learning. Some sources are provided in a separate appendix. In respect of area studies, these are the main portals or collections of links covered here: the *Goethe Institut* pages, *Inter Nationes*, and *Deutsche Welle*. Layout and practical suggestions for navigation of these sites are described in detail. In each case one particular 'route' or 'topic' is chosen, and the author explains how it could be implemented, along with more traditional media, in a series of online-offline segments during the language class.

**02–255 Holtwisch, Herbert**. Lernförderungen durch Vermittlung von Lern- und Arbeitstechniken. Reduktionsverfahren im Englischunterricht der Unterstufe. [Promoting learning through communication of learning and working techniques. The reduction procedure in lower grade English teaching.] *Praxis des neusprachlichen Unterrichts* (Berlin, Germany), **48**, 4 (2001), 355–65.

Text work has undergone a paradigm shift over the past few years from a more text-oriented to a more reading-oriented approach. One side of this is the creative manner of dealing with texts with an emphasis on their experiential nature, the other side consists in the analytical-cognitive approach to learning materials. Students need to acquire structuring and reduction methodologies in order better to understand text contents and to retain them more successfully. In order to enable them to construct and control their learning processes more

effectively they also need to acquire familiarity in the use of learning and working techniques. A concise overview of the relevant literature is followed here by a detailed overview of the practicalities of reducing the information content of texts, with student strategies also discussed. Implementation of such a programme with German lower grade learners of English as a foreign language is then outlined. Various texts are approached in different ways, e.g., visualising, picture sequence, creative writing using clustergrams, grids.

**02–256 Hurd, Stella, Beaven, Tita and Ortega, Ane** (Open U., Milton Keynes, UK; *Email*: m.s.hurd@open.ac.uk). Developing autonomy in a distance language learning context: issues and dilemmas for course writers. *System* (Oxford, UK), **29**, 3 (2001), 341–55.

The relationship between autonomy and the teaching and learning of languages at a distance is complex. On the one hand, the learners need to develop a series of strategies and skills that will enable them to work individually; at the same time, distance learning programmes have a clear structure in which the amount, rate and content are determined by the course writers, and not by the student. If autonomy is about the learner being 'able to make significant decisions about what is to be learned, as well as how and when to do it' (Van Lier, L., 1996. *Interaction in the Language Curriculum, Awareness, Autonomy and Authenticity*. Longman, London & New York, pp. 12–13), then it would seem to be incompatible with distance learning. This paper investigates the notion of autonomy in relation to distance language learning, and examines the skills and strategies needed by the learners in order to achieve successful outcomes. It explores in particular the dilemma posed by the highly structured nature of Open University language courses and the need for learners to develop autonomous approaches. Using examples from the Spanish Diploma, it outlines ways in which autonomy can nevertheless be effectively promoted through careful attention to materials design.

**02–257 Ingram, David** (Griffith U., Australia; *Email*: d.ingram@mailbox,gu.edu.au). Setting standards and measuring outcomes. *Babel (AFMLTA)* (North Adelaide, Australia), **36**, 1, (2001), 4–9, 37.

This paper offers one of three perspectives on the concept of educational standards and outcomes, arising from a panel discussion at the AFMLTA 1999 National Conference [see also abstracts 02–272, 02–290]. The notion of standards is discussed from the perspective of its use as a framework of reference for teachers and students, as a reflection of pupil achievement, and in its most recent expression, where it may acquire administrative, political, and even moralistic value. It is suggested that the notion of a standard is useful if it is set with some rational justification or purpose such as in curriculum development. However, it is less justifiable as

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part of an arbitrary assessment within the framework of some administrative or political expediency. Other perceived misuses of the notion of standards are then discussed within language learning, and it is argued that these can have a potentially damaging effect if they have little relationship to the nature of language or language behaviour or are arbitrarily imposed. The last section of the paper offers a perspective on outcomes and their measurement, focusing on course-related outcomes and measurement, language skills, cultural knowledge and understanding, and attitudes.

**02–258    Ingram, David and O'Neill, Shirley** (Griffith U., Nathan, Brisbane, Australia; *Emails*: d.ingram@mailbox.gu.edu.au; shirley.oneill@ mailbox.gu.edu.au). The enigma of cross-cultural attitudes in language teaching – part 1. *Babel (AFMLTA)* (North Adelaide, Australia) **36**, 2 (2001), 12–18.

This is the first of a two-part paper reporting on a pilot study in Queensland schools that sought to examine the relationship between language learning and cross-cultural attitudes and to identify which elements of language teaching methods might have been factors in influencing these attitudes. There seems to be a strong belief among language teachers, policy makers and syllabus writers that language teaching and learning favourably influence intercultural understanding and attitudes, but there is little research, either empirical or theoretical, to show that this is the case or to identify the variables in the language teaching/learning process that can most effectively be manipulated to foster most positive attitudes. Following a review of relevant literature, which shows that evidence gathered so far is not conclusive, the research method is described, based on questionnaires sent out to Year 10 pupils in Brisbane and teachers of several different languages. The outcomes will be reported in Part 2 of the paper in the next issue of the journal.

**02–259    Jogan, M. Karen** (Albright Coll., Reading, PA, USA), **Heredia, Ana H. and Aguilera, Gladys M**. Cross-cultural email: providing cultural input for the advanced foreign language student. *Foreign Language Annals* (New York, USA), **34**, 4 (2001), 341–46.

This article describes a cross-cultural email exchange that sought to provide students in the United States and Chile with an ongoing source of authentic cultural input from the target country. The exchange was organised between a class of U.S. college students of advanced Spanish conversation and composition and a class of Chilean university students of advanced English as a Foreign Language. Student-to-student dialogue journals exchanged by email in both Spanish and English served as the basis for feedback and cultural commentary from the peer abroad. The cultural input received was observed in the written and oral work of U.S. students participating in this project.

**02–260    Kato, Kumi** (U. of Queensland, Brisbane, Australia; *Email*: k.kato@mailbox.uq.edu.au). Cultural aspects of classroom effectiveness: overseas-educated teachers in Australian classrooms. *Babel (AFMLTA)* (North Adelaide, Australia) **36**, 2 (2001), 30–36.

Many language teachers work in a country other than their own and therefore bring to their classrooms different learning experiences from those of their pupils. This study investigated what cultural factors might influence the classroom performance of such teachers, with particular reference to the early classroom experience of beginning teachers with Japanese as their native language. The findings of the study are discussed with relation to the teacher–learner relationship, interactivity within the classroom, classroom activities, the advantages and disadvantages of being a native speaker, relationships with other teaching staff, the importance of language learning, isolation and visa status. It was found that in the current educational climate, in which the teacher-learner relationship has changed and students are increasingly unwilling to accept teachers' authority, class management was the most-cited cause for concern. For teachers new to the local classroom culture the task is even more demanding, with a diversity of cultural and social factors influencing their performances. It is argued that these teachers require more support, and suggestions are made for how this might be given.

**02–261    Kurtz, Jürgen**. Zur Verknüpfung von Lehrbuch und Internet im Englischunterricht. Praxisskizze und Überlegungen zum Lehrwerk der Zukunft. [Combining the textbook and the Internet in the English classroom. An outline of implementation and considerations on the textbook of the future.] *Englisch* (Berlin, Germany), **36**, 3 (2001), 81–93.

This article draws on the author's own teaching experience to examine how the Internet can be used with a textbook, and to explore the traditional audio-visual media and materials coupled with this. Taking a particular chapter from a sample textbook, the author pinpoints its drawbacks from several aspects, including information content and motivational effect. He then suggests ways of using the Internet to enrich didactically and methodologically the textbook content which is functionally one-sided. The practical implementation is described in detail, including the particular websites consulted for the project, the tasks the students were set, and assessment issues.

**02–262    Lambert, Richard D.** (National Foreign Language Center, The U. of Maryland, Washington, DC, USA; *Email*: richard.d.lambert@worldnet. att.net). Updating the foreign language agenda. *The Modern Language Journal* (Malden, MA, USA), **85**, 3 (2001), 347–62.

At the founding of the National Foreign Language Center (NFLC) in 1987, several major structural prob-

lems facing the field of foreign language (FL) instruction were identified in an editorial in *The Modern Language Journal*. These broad architectural issues are part of a national agenda for change, both in the U.S. and elsewhere, and have been the focus of the NFLC's activities since its establishment. The agenda issues identified in this article are: evaluating language competency; articulating instruction across educational levels and the different contexts in which FLs are taught; increasing the range of languages taught and studied; achieving higher levels of language skills; promoting language competency and use among adults; expanding research and maximising its impact on FL teaching and learning; and assessing and diffusing new technologies in instructional practice, with particular attention to Internet communication, machine translation, and distance education. The article briefly indicates the nature of these challenges and notes the progress that has been made.

**02–263 Latousek, Rob** (Centaur Systems, USA; *Email*: latousek@centaursystems.com). Fifty years of classical computing: A progress report. *CALICO Journal* (San Marcos, TX, USA), **18**, 2 (2001), 211–22.

The use of computers for research and instruction in Classics has a long and proud history, now going back more than 50 years. Over this time classicists have often been on the cutting edge of development, starting with mainframe applications, migrating later to microcomputer, and continuing on through multimedia CD-ROMs, Web-based research tools, and the construction of virtual Rome on-line. This article describes many of the most significant development efforts in this field and discusses some of the trends that are revealed by this history.

**02–264 Liddicoat, Anthony** (Australian National U.; *Email*: Tony.Liddicoat@anu.edu.au). Learning a language, learning about language, learning to be literate. *Babel (AFMLTA)* (North Adelaide, Australia), **35**, 3 (2000–2001), 12–15, 38.

The interest in improving outcomes in literacy education has led to a situation wherein a number of primary schools in Australia have considered removing language programmes to provide more time for literacy development. Literacy development and language learning are viewed as being antagonistic to one another. This paper argues that language learning can facilitate rather than impede literacy development by helping develop the learner's metalinguistic awareness, and a number of criteria are considered through which this may happen. It is additionally concluded that language teachers teach about language as communication, as culture, and as a concept. Thus, learning a language provides an educational dimension which is not available elsewhere in the curriculum and offers an important complement to the work of the generalist/English teacher in the area of acquiring literacy.

**02–265 Lira, Márcia** (Fundaçao Universidade do Amazonas Manaus, AM, Brazil). Les représentations construites en la langue maternelle et les transferts en langue étrangère. [Transfer of mother-tongue representations of language to foreign languages.] *Etudes de Linguistique Appliquée* (Paris, France), **121** (2001), 63–69.

In the research described here, Brazilian beginners in French were asked to write about their impressions of the foreign language they are studying – the discourse they produced contains evidence about their representations of a variety of linguistic, communicative and cultural phenomena. Close scrutiny of these representations can in turn reveal a great deal about the ways in which language has developed as an object of scientific investigation: first and foremost, these learners see the French language as a tool for the acquisition of knowledge, rather than communication, and one to which their attitude is reverential. It is also an instrument for the categorisation of experience, which is why, the author argues, every effort should be made to take into account all the previous knowledge which individual learners bring into the classroom, including knowledge of their own culture and of the role of dialogical discourse in constructing identities and establishing inter-subjectivity. An integrated approach to the teaching of the mother tongue and the foreign language, such as that being developed in the Franco–Portuguese 'Bivalence' programme, would seem to be the appropriate way of achieving that end. [*See also abstracts 02–235, 02–237, 02–242, 02–275, 02–280, 02–283, 02–288.*]

**02–266 Lister, Bob and Smith, Tony** (Cambridge School Classics Project, UK; *Emails*: RLL20@cam.ac.uk; tonydsmith@compuserve.com). Learning Latin by electronic media: edging into the future. *CALICO Journal* (San Marcos, TX, USA), **18**, 2 (2001), 235–48.

Changes in the English educational system have brought classical subjects to the edge of extinction in state schools. The Cambridge School Classics Project (CSCP) has therefore begun to explore the practicalities of providing Latin teaching over the Internet. This paper examines the decline in Latin provision in English state schools before discussing practical, technical, and pedagogical issues arising from a small-scale, one-year project in which two state schools ran Latin classes without Latin specialists but with the support of Web-based electronic resources and email tutors. Consideration is then given to different electronic resources currently under development to enhance the study of Latin.

**02–267 Lo Bianco, Joseph** (U. of Stirling, UK; *Email*: joel@nllia.gov.au). One literacy, double power. *Babel (AFMLTA)* (North Adelaide, Australia), **35**, 3 (2000–2001), 4–11, 37.

This paper discusses the perceived negative effects on language education of recent developments in the

Australian Government's language and literary policy. It is argued that this policy aims to apply a narrowly defined, English-only literacy to all schooling in Australia, thereby marginalising other literacy claims. The paper describes the separate effects of the policy on the teaching of languages of cultural prestige or of powerful trade partners and also on that of community and indigenous languages. It is claimed that, while the teaching programmes of more prestigious languages have suffered minor damage from the implementation of the policy, the community and indigenous language programmes have had their existence threatened. The author concludes with a call to language teaching professionals to develop an alternative approach to literacy which advocates a better treatment for language education in general, and for minority language programmes in particular.

**02–268  Lummel, Michael**. Internetarbeit im Alltag des gymnasialen Englischunterrichts. [Internet work in the day to day teaching of English at a grammar school.] *Englisch* (Berlin, Germany), **36**, 3 (2001), 93–103.

This article critically addresses how the Internet can augment and enrich the traditional teaching of English as a Foreign Language (EFL). Computers and the Internet only make sense when their potential is tapped; and the complexity of the medium has to be harmonised with the principle of economy of learning in order to be implemented during teaching. Discussion of these points is exemplified by practical teaching experience. The author describes how he introduced the Internet successfully into an EFL classroom. Initially there are three progressively ordered phases that should be observed: the receptive, the imitative and the exploratory phases. Complementary to the initial stages is the provision of, or linking to, central websites, be they search organs or directories. Then the student is in a position to move on to the exploratory phase, which includes the collecting of information, the (further) processing of this information, and its presentation. Each of these areas is given particular attention and tips are given towards implementing them.

**02–269  Magrath, William** (Ball State U., USA; *Email*: izeus@netusa1.net). A return to interactivity: the third wave in educational uses of information technology. *CALICO Journal* (San Marcos, TX, USA), **18**, 2 (2001), 283–94.

The introduction of information technology into the classroom brought about obvious and subtle changes. One of the latter was counter-intuitive, namely increased passivity of students toward learning. However, with increasingly sophisticated tools available, faculty can now recreate the conditions for active learning. This situation is demonstrated in a case study involving a large lecture class on World Mythology. The study also addresses the perplexing question of how information technology can be employed to improve student learning.

**02–270  Mahoney, Anne** (Perseus Project, Tufts U., USA; *Email*: amahoney@perseus.tufts.edu). Tools for students in the Perseus Digital Library. *CALICO Journal* (San Marcos, TX, USA), **18**, 2 (2001), 269–82.

The Perseus Digital Library (www.perseus.tufts.edu) is a growing library centred on Ancient Greek and Roman materials. It includes over 100 Greek texts, over 50 Latin texts, English translations, grammars, dictionaries, an atlas, over 15,000 pictures of Greek and Roman art, and nearly 10,000 photos of places in Greece, Italy, and the rest of the classical world. It is easy for new users to get lost in all this material. This article presents a 'guided tour' of the site from the perspective of a Latin or Greek teacher, explaining how Perseus resources can help students learn not only the languages but also something of the culture of these two civilisations. The tour begins with texts and moves on to the historical, geographical, and visual resources in the digital library.

**02–271  Martinez, Hélène** (Universität Gesamthochschule Kassel, Germany). Autonomie: une question d'interdépendance entre apprenants et enseignants. [Autonomy: a question of interdependence between learners and teachers.] *Les Langues Modernes* (Paris, France), **1** (2001), 26–33.

Considering autonomy as a matter of interdependence between learners and teachers allows for a reconsideration of the concept from the point of view of learners, teachers, process and product. This paper argues that, just as learners' progress towards autonomy is dependent on a change in their representation of language and language learning, so teachers wishing to foster autonomy have to shift their own representation of learning and teaching from a transmission model to a constructivist position. This involves the development of a set of professional skills centred on learning rather than teaching, e.g., ability to understand the complexity of language learning problems and to research possible causes. While in-service training has benefited from an emphasis on reflective practice, there has been little similar work in initial training programmes until the advent of the European funded project on convergent reflective practice [see abstract 02–363]. Initial training programmes, it is argued, present an ideal opportunity to introduce innovations of this kind, since trainees are involved in both advanced language learning and in the development of professional skills.

**02–272  McKay, Penny** (Queensland U. of Technology, Australia; *Email*: pa.mckay@qut.edu.au). Why standards? *Babel (AFMLTA)* (North Adelaide, Australia), **36**, 1, (2001), 16–20, 38.

Standards have been introduced into Australian education through more centrally determined outcomes-based syllabuses. Language teachers have been shown to be particularly concerned by this move away from

professionally-based objective-driven syllabuses. This paper offers a challenging perspective on the reasons behind the changes, with the aim of helping teachers improve their understanding of, and ability to articulate, their concerns. A discussion follows of a number of perceived consequences of the introduction of standards, underpinned by principles of individualism, competition, and control. It is concluded that language teaching and assessment is likely to be most effective if teachers' awareness extends beyond the technicalities of assessment. To enhance this knowledge, teachers also need to develop an awareness of Government policies and ideologies that stimulate educational changes in curriculum and assessment.

**02–273  McManus, Barbara F.** (The Coll. of New Rochelle, New York, USA; *Email*: bmcmanus@ix. netcom.com). The VRoma Project: community and context for Latin teaching and learning. *CALICO Journal* (San Marcos, TX, USA), **18**, 2 (2001), 249–68.

The project personnel of the VRoma Project have created an on-line virtual environment that offers new possibilities for Latin teachers and students. Through intensive workshops and follow-up mentoring based on apprenticeship learning, the project personnel engage teachers in an egalitarian multilevel community of practice dedicated to using Internet technology to foster the teaching and learning of the Latin language and Roman culture. For students, it provides opportunities not otherwise available for authentic, situated learning of Latin involving the reading and translation of Latin texts in their physical and cultural context, communication in Latin in an imaginatively created native environment, and emulation of expert practitioners through construction of textual commentaries to be 'published' within the virtual environment.

**02–274  Mir, Montserrat** (Illinois State U., USA). Un modelo didáctico para la enseñanza de la pragmática. [An approach to the teaching of pragmatics.] *Hispania* (Ann Arbor, MI, USA), **84**, 2, (2001), 542–49.

Nowadays the teaching of pragmatics is an essential element of the foreign language curriculum. However, the absence of clear directions for its teaching continues to impede its successful application in the classroom. This paper presents a suggested approach to the teaching of speech acts in Spanish using cinema as the medium. The objective is to promote an understanding of the pragmatic aspects of the language and help the student to apply this knowledge to their own Spanish conversation. Specific reference is made to one teaching unit used with a class of 20 intermediate-level second language Spanish university students. The paper discusses three phases of the teaching unit: diagnostics, presentation, and analysis. It is concluded that this teaching approach also helps students to discover the sociolinguistic norms of the foreign language and their important role in the correct production of language.

**02–275  Moore, Danièle** (Ecole Nationale Supérieure des Lettres et Sciences Humaines, Lyon, France). Une didactique de l'alternance pour mieux apprendre? [A didactic approach to code-switching for better learning?] *Etudes de Linguistique Appliquée* (Paris, France), **121** (2001), 71–78.

The terms of the age-old debate on the role of the mother tongue in foreign language learning have to be redefined in educational contexts, such as the Brazilian 'bivalence' programme, where an integrated approach to the teaching of first and second languages is adopted, since by definition it is no longer possible to argue for the complete separation of the two disciplines. Instead, the author argues, a systematic and principled approach to the management of the relationships between the two languages needs to be developed. This article describes the theoretical and methodological bases of such a didactics of code-switching, which is argued to be very much in tune with research on (a) second language acquisition, where it has been shown that it can heighten metacognitive awareness, and (b) bilingualism, where models for the functional specialisation of language varieties have proved to be relevant to classroom discourse. Cross-fertilisation between different subjects and learning processes is facilitated by basing language choice on such considerations as the nature of the text, topic or task in hand, and on communicative and interactive rather than on purely disciplinary criteria. [*See also abstracts 02–235, 02–237, 02–242, 02–265, 02–280, 02–283, 02–288.*]

**02–276  Morrell, Kenneth Scott** (Rhodes Coll., USA; *Email*: morrell@rhodes.edu). Sunoikisis: computer-mediated communication in the creation of a virtual department. *CALICO Journal* (San Marcos, TX, USA), **18**, 2 (2001), 223–33.

This article chronicles the efforts of faculty members at the institutions of the Associated Colleges of the South (ACS) to create 'Sunoikisis', a virtual department of Greek and Roman Studies. Because the ACS includes colleges in 12 states ranging from Texas to Virginia, the project relies heavily on the Internet. The long-term goal of the project is to expand the academic opportunities available to undergraduates at small liberal arts colleges for studying the languages, literatures, and material culture of the ancient Greco-Roman world. The article addresses the major phases in the evolution of the initiative: making initial steps to develop a sense of community and identify areas of possible collaboration, conducting workshops to train faculty members in the use of information technology, involving faculty members and students in an excavation and survey in southwestern Turkey, and launching Web-based inter-institutional collaborative courses.

**02–277  Müller-Hartmann, Andreas** (Pädagogische Hochschule, Heidelberg, Germany) **and Richter, Annette** (Universität Gießen,

Germany). From classroom learners to world communicators. Das Potenzial der Telekommunikation für den Fremdsprachenunterricht. [From classroom learners to world communicators. The potential of telecommunications for foreign language teaching.] *Der fremdsprachliche Unterricht: Englisch* (Seelze, Germany), **6** (2001), 4–14.

This article takes a look at the potential of telecommunications in the teaching of English as a foreign language, using tried and tested classroom examples. Particular issues considered in detail include: how far the use of telecommunications can assist language acquisition; what forms of computer use are useful, which ones less suitable; how the roles of learner and teacher change; what tasks are suitable in this context; and what effects the use of telecommunications has on the institutional and curricular aspects of foreign language teaching. Examples are drawn from three scenarios: an e-mail project between a school in Germany and Quebec; conference software used by teacher trainees in three German universities; and chat software used in an American college course.

**02–278 Neil, Peter** (Queens U., Belfast, Northern Ireland; *Email*: p.neil@qub.ac.uk) **and Laverty, Rhona**. An analysis of pupils' writing skills in the French GCSE examination. *Francophonie* (Rugby, UK) **24** (2001), 12–17.

This article investigates writing in French in national curriculum guidelines and school examination syllabi for sixteen-year olds in England and Wales in light of a planned revision of assessment criteria placing more emphasis on accuracy. It begins with a detailed description of the history and development of the GCSE (General Certificate of Secondary Education) curriculum and the weighting of components of the examination with reference to writing, and draws attention to aspects of candidates' written accuracy which examiners have identified as needing improvement. Actual language use in a sample of examination scripts achieving grades A★ to C is then examined, concentrating on range and accuracy, specifically the use of verbs and adjectives. The results suggest that, although all candidates achieved a reasonable range of vocabulary and structures, accuracy marks out those attaining higher scores. The latter also manipulated chunks of language and formulaic expressions more effectively. The authors speculate that a more coherent approach to teaching grammar in context might also benefit lower achievers. They conclude that increased emphasis on grammatical accuracy should reward stronger candidates and hope that the extended scope of the examination will so encourage more students to study French to a higher level.

**02–279 O'Loughlin, Kieran** (U. of Melbourne, Australia). Engendering the TESOL classroom. *Prospect* (Macquarie U., Sydney, Australia), **16**, 2 (2001), 33–44.

This paper explores the notion that the TESOL classroom, no less than other social contexts, is an important site for the production and regulation of gender. Previous theoretical and empirical accounts of the relationship between language and gender in applied linguistics have suggested that gender precedes and gives rise to language use. However, post-structuralism radically reframes this relationship by suggesting that our social identities (including gender) are constructed *through* language use. The notion of *performativity* (Butler 1990, 1991) is an important dimension of this new perspective. The implications of this view for TESOL are discussed in relation to both classroom practice and research.

**02–280 Orsoni, Jean-Luc** (Liceu Pasteur, São Paulo, Brazil). Pistes de travail pour un comparaison des discours en portugais du Brésil et en français. [Directions in Brazilian Portuguese / French contrastive discourse analysis.] *Etudes de Linguistique Appliquée* (Paris, France), **121** (2001), 101–10.

The illocutionary and discursive strategies employed by speakers to express their intentions and to reach their communicative goals may vary considerably from one language and culture to another. Such variations can be studied by identifying the different situational features which are emphasised by specific groups of speakers and comparing their formal realisations. The author illustrates this approach to contrastive rhetoric by comparing the preferred strategies of speakers of French and Brazilian Portuguese in two different communicative contexts. In the first case, two groups of ten native speakers and two psychologists were asked (a) how they would go about announcing bad news and (b) how they would tell a story. Significant differences emerged, with the French looking for the right words to get to the point as speedily as possible, preparing the message for their addressees, and the Brazilians adopting a far more digressive style to prepare their addressees for the message. In the second case, texts containing official instructions were compared by pupils learning French, with similar results. [*See also abstracts 02–235, 02–237, 02–242, 02–265, 02–275, 02–283, 02–288.*]

**02–281 Parpette, Chantal** (Université Lyon 2, France; *Email*: chantal.parpette@univ-lyon2.fr). Enseignment de la grammaire et discours spécialisé: intérêt et limites de la combinaison. [The teaching of grammar and specific discourse: value and constraints.] *Les Cahiers de l'APLIUT* (Sèvres, France), **20**, 4 (2001), 9–17.

This article begins from the premise that in language teaching the 'grammar lesson' is based on morphosyntax and tends to neglect discourse. Offering two concrete examples using authentic texts in the context of teaching French for specific purposes, the article sets out to show how grammar teaching can offer learners a progressive pathway from the most elementary level,

i.e., morphological, to a more global level, i.e., discursive-pragmatic. This type of approach leads to the conclusion that the term 'discourse', seen in its entirety, renders 'specific discourse' redundant.

**02–282  Polleti, Axel** (Universität Passau, Germany). Mon Dieu! Qu'est-ce qu'ils faisent? Von kapitalen Böcken und ihrer Erlegung. [Mon Dieu! Qu'est-ce qu'ils faisent? Major blunders and their removal.] *Der fremdsprachliche Unterricht: Französisch* (Seelze, Germany), **4** (2001), 4–14.

The article makes a plea for a different approach to mistakes in the foreign language classroom, which are considered here as opportunities for valuable teaching/learning experiences, provided a cautious, understanding and constructive approach is used. It is suggested that teachers need to address the psychological dimension of the phenomenon by helping students to build up a repertoire of skills, habits and knowledge, and to consider the consequences of mistakes. Mistakes need to be analysed in the light of linguistic processing mechanisms such as transfer and over-generalisation. The didactic and communicative aspects of mistakes are also relevant issues. The author also looks at meaningful correction of mistakes, and addresses such aspects as avoidance strategies and self-correction, divergence in the approach to written and oral work, and error quotients.

**02–283  Prado, Ceres Leite** (Universidade federal de Minas Gerais, Brazil), **Bakich Putziger, Militza and Vianna Santos, Ana Maria Lucena**. Pour une réflexion sur la progression dans le cadre de la 'bivalence'. [Reflections on the notion of progression in a 'bivalent' language syllabus.] *Etudes de Linguistique Appliquée* (Paris, France), **121** (2001), 89–100.

Since language teaching is an activity taking place in real time, any syllabus or course necessarily includes a progression of some kind, conscious or unconscious. However, changes in teaching practice, and in particular the move away from form-focused, teacher-centred methodology towards a functional, learner-centred approach have given rise to more flexible, multi-level types of progression as syllabuses have been enlarged to include communicative and cultural issues. This article explores ways in which the concept of progression needs to be adapted in the context of an integrated, bivalent approach to the teaching of Portuguese as a mother tongue and French as a foreign language in Brazil. It is argued that, by taking a common set of notions and speech acts as a starting-point, it is possible to establish parallel progressions in the mother tongue and the foreign language, facilitating positive transfer between the two at the linguistic, sociocultural and metacognitive levels. The article provides practical suggestions as to how this might be done. [*See also abstracts 02–235, 02–237, 02–242, 02–265, 02–275, 02–280, 02–288.*]

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**02–284  Prince, Steve** (St. Joseph High School, MI, USA; *Email*: sprince@remc11.k12.mi.us). The Perseus Project: eight Latin lesson plans. *CALICO Journal* (San Marcos, TX, USA), **18**, 2 (2001), 357–74.

There are numerous internet sites that students and teachers may access while conducting academic research. The Perseus Project, an on-line database of classical art, archaeology and literature (www.perseus.tufts.edu), is one site considered by the present author extremely helpful to students and teachers of the Classics. This article presents eight lesson plans, from beginning Latin through Advanced Placement Latin, that are intended to help students and teachers navigate through the Perseus Web site. The plans also provide models for preparing students to make increasingly sophisticated use of the resources included in Perseus.

**02–285  Puren, Christian** (IUFM de Paris et Université de Technologie de Compiègne, France) **and Sanchez, Fatima**. L'organisation d'un parcours d'autonomie guidée en enseignment/apprentissage: comparaison entre un dispositif papier (manuel) et un dispositif informatique (site internet). [Guided grammar teaching and learning: a comparison between a textbook design and an internet software package.] *Études de Linguistique Appliquée* (Paris, France), **122** (2001), 211–28.

This article looks at Spanish grammar teaching to French students. It presents and compares two different approaches to grammar teaching in two different media. Both adopt the direct teaching method and are conceived as semi-autonomous, guided courses with grammar explanations and exercises to match different levels of language proficiency. The first course comes as a textbook and is aimed at secondary level students; the second is a software package intended as an independent learning tool for university students who study Spanish as a minor subject. The authors conclude their comparison with two central remarks. In principle, the courses are very similar in their aims and objectives: they are both conceived as a complementary aid to classroom tuition, providing autonomous, yet guided and strongly differentiated grammar instruction. The important difference between them consists not so much in the approach and teaching content, but in the method of delivery. A software package has obvious advantages such as highly flexible and individualised exercises adjusting automatically to the learner's progress.

**02–286  Raia, Ann** (The Coll. of New Rochelle, New York, USA; *Email*: araia@cnr.edu). An on-line program for intermediate level Latin readings. *CALICO Journal* (San Marcos, TX, USA), **18**, 2 (2001), 375–91.

The purpose of this article is to introduce the on-line Intermediate Latin Program to potential users by describing the goals and elements of the site (see

www.iona.edu/latin). The operation of the program is described in full, as well as its benefits for language education, its current uses, and suggestions for more creative uses in the classroom. Included throughout the article are observations on the program made by students, faculty, the design team, and assessors.

**02–287 Reymond, Christine** (Lycée Blaise Pascal, Rouen, France) **and Tardieu, Claire** (IUFM de Rouen, France). L'apprentissage des langues en tandem dans le secondaire: applications et implications. [Learning languages in tandem at the secondary school: applications and implications.] *Les Langues Modernes* (Paris, France), **1** (2001), 54–64.

This paper first describes the staged implementation of a three-year experiment in moving French secondary school learners of English, used to a highly structured, authority-oriented school culture, towards greater autonomy. This involved first changing the teacher-learner relationship in order to provide practice in the social interactive language necessary for email correspondence with counterparts in the UK. Care was taken to satisfy learners' needs to relate practice to formally learned knowledge about English. Developments in linguistic, cultural, intellectual and ethical competence were observed. A semi-structured stage followed; learners could now correspond from their home computers but were required to present evidence in portfolios. Their correspondence became the object of linguistic and reflective activities in class. During the final stage learners discovered other partners of various nationalities for themselves and operated quite autonomously. Tardieu draws out the implications of this movement towards autonomy. For the learners these include more active learning, growing awareness of the inappropriacy of cultural prejudices, and more responsibility for error-correction and evaluation. In parallel, teachers need to accept the notion of the 'expert student', to focus on the student's world, to change their attitudes to error and acquire a new understanding of the teacher's role, related to the Rogerian concept of counselling, and involving respect for the learners.

**02–288 Ribas Auda, Aglaé Terezinha** (Maringá State U., Brazil) **and Scalise Taques, Fonseca**. L'alternance langue maternelle / langue étrangère dans le contexte éducatif brésilien. [Mother tongue / foreign language code-switching in the Brazilian educational context.] *Etudes de Linguistique Appliquée* (Paris, France), **121** (2001), 49–61.

The research on language switching described here was carried out as part of the Franco–Brazilian 'Bivalence' project which aims at developing an integrated approach to the teaching and learning of Portuguese as a mother tongue and French as a foreign language (FL). When learners alternate, they transfer the fruits of their linguistic and cognitive experience from one language to another, and so the authors argue that, by describing

and classifying different forms of switching and their functions, it should be possible to achieve a better understanding of the learning process and to develop pedagogical practices which optimise the benefits to be gained from switching. To this end, a corpus of recordings of French classes was collected in two Brazilian secondary schools and in a teacher training programme. Samples of the corpus are presented and their formal, functional and cultural characteristics are analysed, leading to the recommendation that explicit attention should be paid to the roles of language switching in classroom communication in teacher-training programmes and in FL lessons. [*See also abstracts 02–235, 02–237, 02–242, 02–265, 02–275, 02–280, 02–283.*]

**02–289 Sarkissian, John** (Youngstown State U., USA; *Email*: jesarkis@cc.ysu.edu). Monitoring student behaviour in computerized Latin exercises. *CALICO Journal* (San Marcos, TX, USA), **18**, 2 (2001), 339–55.

This paper presents a preliminary report on a program developed to provide elementary Latin students with focused practice on a variety of grammatical elements they must control in order to be able to translate Latin. It discusses the nature of the computerised material (and the ways in which students use it), offers a preliminary evaluation of the efficacy of the program, and makes some observations on student behaviour as manifested in their use of the computer. It concludes with some comments on how in the future the writer intends to conduct individual conferences with students in an effort to get them to derive fuller benefit from their use of the computerised material.

**02–290 Scarino, Angela** (U. of South Australia; *Email*: angela.scarino@unisa.edu.au). The concept of standards. *Babel (AFMLTA)* (North Adelaide, Australia), **36**, 1, (2001), 10–15, 37.

This paper addresses issues related to contextualising, defining, setting, and using standards. The first part of the paper contrasts the way political and public opinion have contributed distinct ideas about, and definitions of, standards. The paper then discusses four levels of complexity related to the setting of standards: the problem of defining the construct, the conceptualisation of learner achievement, the measurement of performance, and the application of standards to specific languages. Teachers hold different conceptions of standards, based on personal, shared, comprehensive or partial theories of language use and learning. By their very nature, frameworks of standards include political, cultural, and educational aspects underpinned by different strands of theory and research. It is concluded that frameworks of standards will not, of themselves, generate improvement, and that teachers are central in any effort that will lead towards educational improvement. More needs to be known about the internal standards that teachers construct as a potential source of input in conceptualising, developing, and using frameworks of standards.

**02–291 Schmidt, Gabriele** (Australian National U., Canberra, Australia; *Email*: Gabriele.Schmidt@anu. edu.au). Integrating literature into the university language curriculum. A case study from the Australian National University. *Babel (AFMLTA)* (North Adelaide, Australia) **36**, 2 (2001), 19–24.

With students increasingly taking modern European languages at university with no prior knowledge of the target language, language classes tend to concentrate on language skills rather than content; the problem then arises of how to teach the literature (or other aspects of the culture). This paper describes an example of how the teaching of literature and post-war history has been integrated into an advanced German course at the Australian National University. Awareness-raising activities are described that can be used to build up a discussion of what constitutes literature and to enable students to read a longer literary text. It is concluded that this approach is not a compromise, but – as long as the content and language studies are properly integrated – provides a good solution to the dilemma. Students not only learn aspects of the language and literary content, but also develop crucial critical skills. They responded very favourably to the programme.

**02–292 Seferoğlu, Gölge** (Middle East Tech. U., Ankara, Turkey). English skills needed for graduate study in the US: Multiple perspectives. *IRAL* (Berlin, Germany), **39**, 2 (2001), 161–70.

This paper reports on a study of needs analysis conducted with Turkish government-sponsored students studying towards masters or doctoral degrees in the US and with students who attended a specific language programme in Ankara, Turkey before they started graduate programmes in the US. The purpose was two-fold: (1) to gather information about these students' needs in learning English from both graduate students' and prospective graduate students' perspectives, and (2) to explore the extent to which the classroom instruction in the language programme in Turkey responds to these needs. Data were collected by survey questionnaire, interview, and videotaped classroom discourse. Whereas the quantitative data showed that the respondents perceived their academic needs to be far more important than their TOEFL (Test of English as a Foreign Language) and everyday needs, the qualitative data revealed concern for more immediate needs: to attain a score of 500 or more on the TOEFL.

**02–293 Senior, Rose** (Curtin U. of Technology, Perth, Western Australia). The role of humour in the development and maintenance of class cohesion. *Prospect* (Macquarie U., Sydney, Australia), **16**, 2 (2001), 45–54.

This article focuses on humour and the role that it plays in the development and maintenance of class cohesion. Selected findings are presented from a two-phase qualitative study that (1) examined the belief systems of 28 experienced English language teachers, and (2)

documented the social evolution of eight classes of adult language learners from a range of cultural and linguistic backgrounds. The theoretical framework of class cohesion that was developed in the first phase of the study was used to guide the collection, analysis and interpretation of the data gathered in the second phase. The study found that teachers placed a high value on humour and used humour in a range of ways to encourage the evolution of cohesive classroom atmospheres. The teachers valued class cohesion, believing that it enhanced both teaching and learning, and used whole-class laughter as an informal way of assessing cohesion levels in their classes. In their view, classes that laughed readily ranked highly in terms of cohesion, while classes in which students were reluctant to laugh rated poorly.

**02–294 Shi, Ling** (U. of British Columbia, Vancouver, Canada; *Email*: ling.shi@ubc.ca), **Corcos, Robin and Storey, Anne**. Using student performance data to develop an English course for clinical training. *English for Specific Purposes* (Amsterdam, The Netherlands), **20**, 3 (2001), 267–91.

This paper reports the development of an English course for medical students approaching the junior clerkship, the first part of their clinical training. Transcripts of video-/audio-tapes of ward teaching sessions were explored to identify (a) the cognitive demands placed on students as they participated in making diagnostic hypotheses with experienced doctors, and (b) the linguistic skills students needed in order to achieve various cognitive learning objectives, which included using appropriate everyday and technical terms to translate information from doctor-patient to doctor-doctor discourse, using verb tenses correctly to establish chronology in case reports, and describing location and procedure accurately in reporting physical examinations. In the course which was developed, video sequences and teaching tasks were used to raise students' awareness of some of the cognitive and linguistic features of the discourse, and to improve their performance through practice. The study is used to illustrate how authentic data from student performance can be exploited to construct a tightly focused curriculum addressing students' needs.

**02–295 Shopen, Glenda** (James Cook U., Australia; *Email*: Glenda.Shopen@jcu.edu.au). Literacy and languages: a classroom perspective. *Babel (AFMLTA)* (North Adelaide, Australia), **35**, 3 (2000–2001), 16–21, 38.

It is claimed that the rationale behind second language (L2) programmes in Australia nowadays promotes a sense of professional distance between language teachers and general English teachers that can be unproductive for the teaching of literacy. The paper begins with a discussion of factors thought to work against any interaction between these two groups. While the benefits of

English appear immediate, those of learning an L2 are regarded primarily as only potential benefits. Furthermore, too often the resources for research are fragmented and distinguish between literature, literacy, L2 learning, English as a Second Language, and applied linguistics. These distinctions are reinforced by the separate activities of the associations of researchers and teachers in the respective fields. It is also suggested that school administrations regard the language programme as an unnecessary addition to a crowded curriculum and a further competitor for scant resources. The second part of the paper considers the factors working to support interaction. The claim is made that current approaches to curriculum development encourage connections between key learning areas, often using language learning and literacy development as central elements of integration. Language teachers are also encouraged to share their understanding of language development with literacy teachers and participate in action research in the classroom.

**02–296    Solmecke, Gert** (Johann Wolfgang Goethe-Universität, Frankfurt am Main, Germany). Lerneinstiege im Englischunterricht. [Learning inceptions in English teaching.] *Der fremdsprachliche Unterricht: Englisch* (Seelze, Germany), **4** (2001), 4–10.

This article looks at 'learning inceptions', i.e., significant caesura-like moments during instruction which have the characteristics of a beginning and whose features particularly define the quality of what is to follow. Obviously the start of the lesson is one such learning inception: there is an abrupt switch of attention from the extra-curricular environment to the lesson. In English it further requires switching from the mother tongue to the foreign language. But learning inceptions also characterise any change of learning segment. The learning inception can thus be used as a warm-up for the coming segment, be that a grammar exercise, role play, or listening comprehension. The author looks at the aims of learning inceptions and how they can be formed together by both teacher and learner. He also looks at how learning inceptions are planned, considering external factors, the aim of the particular inception and the prerequisites demanded of the student and the teacher.

**02–297    Suzuki, Élie** (Institut National des Langues et Civilisations Orientales, Paris, France). La grammaire dans l'enseignement/apprentissage universitaire du français langue étrangère au Japon. [The place of grammar in the teaching and learning of French as a foreign language in Japanese universities.] *Études de Linguistique Appliquée* (Paris, France), **122** (2001), 143–51.

This article gives an account of the methods and materials used for teaching French grammar in Japanese universities. Although grammar holds a pre-eminent position in the teaching of French, it is almost always treated in isolation from other aspects of language learning such as lexis, phonetics, and civilisation/culture. Grammar classes at Japanese universities follow a fixed format with a high degree of formality; there is a strong emphasis on passive learning, written (as opposed to oral) production, and translation into Japanese. This formality is reinforced by Japanese cultural habits. Grammar teaching materials conform very much to these traditions, with each chapter typically dealing with a different morphosyntactic point, illustrated by a few short sentences, together with translations and explanations in Japanese. Although the communicative approach has made some headway in language teaching outside the university sector, the same cultural factors still play an inhibiting role. The author calls for changes in teacher training to encourage greater variety in teaching methods and a more co- ordinated approach to language teaching.

**02–298    Swain, Merrill** (OISE, U. of Toronto, Ontario, Canada). Integrating language and content teaching through collaborative tasks. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 1 (2001), 44–63.

In French immersion programmes, it is important to integrate the teaching of language and content. One way in which this can be accomplished is through the use of tasks which, using content-relevant material, encourage students to focus on language form. This paper presents tasks which engage students in collaborative writing and therefore in talking about content and the language needed to express that content. Examples of collaborative dialogues between students are presented to show how such tasks provide opportunities for second language learning because, among other things, students may externalise their (sometimes partial) knowledge, allowing them to reflect on it, revise it, and apply it.

**02–299    Vedovelli, Massimo** (U. per Stranieri di Siena, Italy; *Email*: vedovelli@unistrasi.it). L'italiano lingua seconda, in Italia e all'estero. [Italian as a second language, in Italy and abroad.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **73** (2001), 11–48.

As for number of native speakers, Italian only ranks 15th among the world's languages. It remains, however, a favourite choice for foreign-language learners (e.g., the fourth most popular in the USA). The author of this study traces general trends in second language (L2) Italian teaching and learning over the last century. The most prominent of these occurred in the 1970s, when Italy ceased to export its workforce and began itself to attract immigrants. Italian is now perceived as a prestige language, linked to the country's economic success and to its glamorous international image. At the same time, the demand for L2 Italian courses is now stronger among foreigners who have settled in Italy than among

Italians living abroad. Pedagogic interest in this minority language has equally grown and is strengthened by the move to a testing grid based on the Council of Europe's common framework, whose benefits and ambiguities are discussed at length. Experience gained from teaching Italian abroad can help course designers plan for a cross-cultural approach to the language geared not only at immigrant speakers but also at native learners.

**02–300  Verrier, Jacky** (Universitat Rovira I Virgili, Spain). Influences du savoir et de la culture postmodernes sur l'enseignement du français langue étrangère. [The influence of knowledge and postmodern culture on the teaching of French as a foreign language.] *IRAL* (Berlin, Germany), **39**, 2 (2001), 135–51.

Far removed from the certainties of the past, the teaching of French as a foreign language is now constantly adapting to changes in knowledge and culture. For several years now, these two factors have been modifying the paradigm of sociocultural behaviour. In an attempt to find reasons for these changes, the present author here questions some of the notions of postmodern culture and shows how they can shed light on both the principles and daily applications of the field of teaching French as a foreign language.

**02–301  Walsh, Steve** (The Queen's U. of Belfast, N. Ireland; *Email*: s.walsh@qub.ac.uk). Construction or obstruction: teacher talk and learner involvement in the EFL classroom. *Language Teaching Research* (London, UK), **6**, 1 (2002), 3–23.

The author poses three questions: to what extent teachers of English as a Foreign Language (EFL) hinder or facilitate learner contributions by their use of language; how teachers can enhance the quantity and quality of learner output by more careful language use; and in what ways teachers deny learning opportunities by 'filling in the gaps' or 'smoothing over' learner contributions. Adopting the position that maximising learner involvement is conducive to second language acquisition, the paper examines the ways in which teachers, through their choice of language, construct or obstruct learner participation in face-to-face classroom communication. Data were taken from eight experienced EFL teachers, each providing an hour's worth of recorded classroom activity. From the lesson extracts emerge a number of ways in which teachers can improve their teacher talk to facilitate and optimise learner contributions. The conclusion, that teachers' ability to control their use of language is at least as important as their ability to select appropriate methodologies, is seen as having implications for both teacher education and classroom practices.

**02–302  Xavier, Rosely Perez** (Universidade Federal de Santa Catarina, Brazil). A competência comunicativa do professor de inglês e a sua prática docente: três estudos de caso. [The teacher's communicative competence in the English language classroom: three case studies.] *The ESPecialist* (São Paulo, Brazil), **22**, 1 (2001), 1–25.

This paper analyses the teaching practice of three teachers of English in three different secondary school student groups. These teachers were chosen because of their different levels of communicative competence and the ways they used to make themselves understood in the target language. The data were collected through field notes. The results show that a fluent teacher may not be able to provide learning opportunities in class. Indeed, a less fluent teacher may be able to promote successful interaction in the target language despite his/her linguistic deficiencies. It is claimed, therefore, that the teacher of English must develop not only communicative competence in the target language but also meaningful and cooperative interaction in the classroom.

# Language learning

**02–303  Badger, Richard** (U. of Stirling, Scotland, UK; *Email*: rgb3@stir.ac.uk), **White, Goodith, Sutherland, Peter and Haggis, Tamsin**. Note perfect: an investigation of how students view taking notes in lectures. *System* (Oxford, UK), **29**, 3 (2001), 405–17.

Taking notes in lectures is a key component of academic literacy and has been much investigated both from the point of view of the discourse structure of lectures and the ways in which native and non-native speakers of English take notes. However, most research has not considered the role of students' conceptualisations of the process. This paper examines whether research into students' conceptualisations can contribute to our understanding of taking notes in lectures. It describes an illustrative investigation into student conceptualisations based on a series of structured interviews with 18 students, six first year traditional undergraduates, six access students, and six first year international students. The interviews examined how students think about the purposes of taking notes in lectures, the content of the notes, what should happen to the notes after the lecture and the students' previous experience of taking notes. The paper concludes that our understanding of this aspect of academic literacy would be enriched if it took account of students' conceptualisation of the process, that this would lead to a more heterogeneous view of taking notes in lectures and that there may be a case for more integration of English for Academic Purposes into mainstream courses.

**02–304  Belz, Julie A.** (The Pennsylvania State U., USA; *Email*: jab63@psu.edu). The myth of the deficient communicator. *Language Teaching Research* (London, UK), **6**, 1 (2002), 59–82.

The basic argument of this paper is that multiple language use in learner output is not always and exclusively

indicative of the deficient nature of the language learner with respect to an idealised monolingual second language (L2) linguistic norm. Multilingual written learner texts and learners' explications of these texts are examined in detail. These data suggest that learners conceptualise themselves as multicompetent speakers who regularly, playfully and creatively decouple conventionalised L2 form–meaning pairings in order to produce and use their own locally relevant L2 signs. Within mainstream second language acquisition research practices and correctness–oriented foreign language teaching methodologies, this departure from norm approximation may be interpreted to indicate the reduced or deficient nature of the learner. Within a Vygotskian approach to the psychology of mind and language learning, however, the learner's playful use of multiple linguistic codes may index resourceful, creative and pleasurable displays of multicompetence.

**02–305  Bernard, Jeffrey (**Université Paris V, France) **and Grandcolas, Bernadette** (Université Paris VIII, France). Apprendre une troisième langue quand on est bilingue: le français chez un locuteur anglo-espagnol. [Learning a third language: an English-Spanish speaker learning French.] *Aile* (Paris, France), **14** (2001), 111–33.

This article describes the linguistic biography of an adult learner of French as a third language (L3), who comes from a bilingual (English–Spanish) background and who started learning French at the age of 40. His analysis of the different acquisition processes covers such topics as the role of cultural background, of linguistic input, of the classroom and teacher in a guided/unguided environment, and his developing metalinguistic awareness.

**02–306  Biechele, Barbara, Böttcher, Dagmar and Kittner, Ralf.** Ausgewählte Ergebnisse einer empirischen Untersuchung zu subjektiven Theorien. Erfahrungen von DaF-Studierenden in Bezug auf (neue) Medien und Lernen. [Selected results of an empirical study on subjective theories. Experiences of students of German as a foreign language in relation to (new) media and learning.] *Info DaF* (München, Germany), **28**, 4 (2001), 343–68.

The methodological literature for the most part celebrates euphorically the arrival of the Internet and other new technologies. The history of methodologies in foreign language teaching reveals corresponding periods of euphoria and disillusion, e.g., the language laboratory. This article outlines a study of the subjective theories of German second language (L2) learners in respect of media usage, taxonomy as well as attitudes to (new) media and learning (language) with these media. Subjective theories are taken to be a complex aggregate of cognitions about ones view of oneself and the world. The study consists of a two–part questionnaire including both closed and open items given to 104 students

of L2 German at Friedrich–Schiller University, Jena. Students gave information on their personal use of media and details about the purpose and frequency of their usage, and also provided a subjective assessment of their media competency. Practical, methodological experiences with learning to use new media were also assessed. The results are presented and discussed. The article concludes with some consequences for curriculum design.

**02–307  Boers, Frank** (U. of Antwerp, Belgium; *Email*: fboers@uia.ua.ac.be) **and Demecheleer, Murielle**. Measuring the impact of cross-cultural differences on learners' comprehension of imageable idioms. *ELT Journal* (Oxford, UK), **55**, 3 (2001), 255–62.

Imageable idioms are figurative expressions that tend to call up a conventional scene in the native speaker's mind. The question is raised, however, of whether these imageable idioms call up the same scene in the language learner's mind. The article reports on an experiment in which 78 French-speaking students were asked to 'guess' the meaning of unfamiliar English idioms, without the benefit of contextual clues. The results invite teachers and learners to approach the semantics of many imageable idioms as non–arbitrary, while giving due attention to obstacles to comprehension raised by both cross-linguistic and cross-cultural variation. The article concludes with a set of guidelines to anticipate and remedy those comprehension problems.

**02–308  Bogaards, Paul** (Leiden U., The Netherlands; *Email*: p.bogaards@let.leidenuniv.nl). Lexical units and the learning of foreign language vocabulary. *Studies in Second Language Acquisition* (New York, USA), **23**, 3 (2001), 321–43.

In this paper the concept of 'lexical unit' as proposed by Cruse (1986) is introduced in the context of second language (L2) vocabulary learning to replace the rather vague notion of 'word'. This concept is first defined in terms of lexical semantics and then applied to the L2 learning task. Two experimental studies are then described in which the learning of different types of lexical units is examined. In the first study, totally new lexical units are compared with multiword items that are made up of familiar forms. In the second experiment, different types of new senses of familiar forms are compared. Both studies underscore the importance of knowledge of form – but not of previously learned meaning – for the learning of new meanings for familiar forms.

**02–309  Broner, Maggie A.** (St. Olaf Coll., Northfield, USA; *Email*: broner@stolaf.edu) **and Tarone, Elaine E.** (U. of Minnesota, USA; *Email*: etarone@tc.umn.edu). Is it fun? Language play in a fifth-grade Spanish immersion classroom. *The Modern Language Journal* (Malden, MA, USA), **85**, 3 (2001), 363–79.

This article reports an approach to the study of interlanguage that challenges prevailing models of second language acquisition (SLA) which assume that negotiation of meaning is the only causal variable in SLA. Ludic language play may also play a role in the development of interlanguage (Tarone, 2000). The article examines two notions of language play as they have been presented in the applied linguistics literature: ludic language play, as defined in Cook (2000), and language play as rehearsal in private speech, as considered by Lantolf (1997), and its relationship to SLA. The analysis of classroom interactions among children attending a full immersion programme shows that these two types of play can be distinguished in classroom discourse by the presence or absence of five channel cues: presence/absence of laughter; shifts in voice quality and pitch versus shifts in loudness/whispering; use of language forms that are well-known versus forms that are new; presence/absence of a fictional world of reference; and presence/absence of an audience other than the self. It is also argued that the distinction between the two types of language play in learner language allows the study of their distinct roles in the process of SLA.

**02–310  Buckwalter, Peggy** (Black Hills State U., Spearfish, USA; *Email*: pbuckwal@mystic.bhsu.edu). Repair sequences in Spanish L2 dyadic discourse: a descriptive study. *The Modern Language Journal* (Malden, MA, USA), **85**, 3 (2001), 380–97.

This article reports on a qualitative study of dyadic discourse between university students of Spanish as a foreign language (FL). In light of the common acceptance of pair work as an effective pedagogical practice in the FL classroom, the study was designed to explore the social and cognitive behaviour of learners as they participated in second language speaking activities. The construct of repair as formulated in the ethnomethodological approach to conversation analysis provided the lens through which data were examined. Trouble sources were identified and repair sequences were classified in terms of which learner brought attention to the trouble source and which learner resolved it. A clear preference for self-repair and for self-initiated repair was found. Collaborative repair, as well as unsolicited other-repair, operated almost exclusively on the lexicon, whereas self-initiated self-repair included morphosyntax. The study supports the Vygotskian notion that talk is used for cognitive as well as for social purposes.

**02–311  Burger, Sandra and Chrétien, Marie** (U. of Ottawa, Canada). The development of oral production in content-based second language courses at the University of Ottawa. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 1 (2001), 84–102.

This article presents a study focusing on the oral production of students enrolled in adjunct or content-based English and French as Second Language courses linked to an introductory psychology course. The two-year study measured changes in students' oral production over two semesters during the 90-minute-per-week adjunct course, by means of an elicited imitation exercise and a discussion task at the beginning and end of the course (recorded in the language laboratory for later analysis). The elicited imitation task was corrected for accuracy and for the presence of certain prosodic, syntactic, and discourse features. The discussion task scored on content, speed of delivery, pronunciation, grammatical accuracy, and precision of vocabulary. A detailed qualitative analysis was done on the discussions produced by a subgroup of students who had shown gain in grammatical accuracy. The authors discuss the results of the study and its implications for the teaching of oral production in content-based language courses.

**02–312  Chan Pik Ha, Christina** (The U. of Hong Kong). The perception (and production) of English word-initial consonants by native speakers of Cantonese. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **6**, 1 (2001), 26–44.

Phonology has remained an area of general neglect both in terms of classroom practice and research. A closer look into current phonology programmes reveals that the majority of second language (L2) teachers approach their teaching from a restricted perspective which focuses mainly on the place and manner of sound production. This ignores other levels of speech processing, thus contributing to learners' achievements being limited. This study attempts to explore a higher level of speech processing, the perceptual level, and its relationship with the production of the same sound. Two groups of Cantonese learners of similar English experience and proficiency were compared in terms of their ability to produce five word-initial consonants which do not exist in their Chinese L1. The group who could hear the difference between the consonants under study and their minimal pair variant were also able to produce these, while those who could not perceive the difference between the two variants were also unable to produce the 'new' sounds. These results support the perceptual based hypothesis of speech accuracy, and suggest that teachers need to ensure that their students can distinguish between individual sounds of a language, particularly those that do not exist in their L1, before they can be expected to produce the new sounds correctly.

**02–313  Farley, Andrew P.** (U. of Notre Dame, USA). Authentic processing instruction and the Spanish subjunctive. *Hispania* (Ann Arbor, MI, USA), **84**, 2 (2001), 289–99.

This study assigned 29 students enrolled in a fourth-semester Spanish course to one of two treatments: processing instruction and meaning-based output instruction. The results show that processing instruction (PI) has an overall greater effect than meaning-based output instruction on how learners interpret and produce the Spanish subjunctive of doubt. Meaning-based

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output instruction did not have nearly the effect on interpretation as PI; while it did have a positive impact on what learners were able to produce, this effect was no greater than the PI influence on production. These results are seen as emphasising the important role of input in second language acquisition and the benefits of processing instruction in particular. Although Collentine (1998) stated that most uses of the subjunctive do not lend themselves to processing instruction, this study suggests that input can be structured in such a way that the subjunctive is more easily processed by second language learners of Spanish.

**02–314    Franceschina, Florencia** (U. of Essex, UK; *Email*: ffranc@essex.ac.uk). Morphological or syntactic deficits in near-native speakers? An assessment of some current proposals. *Second Language Research* (London, UK), **17**, 3 (2001), 213–47.

Lardiere (1998) and Prevost and White (2000) have proposed that adult second language (L2) learners can in principle acquire native-like syntactic representations of the L2, and that the commonly observed differences between native speakers (NSs) and nonnative speakers (NNSs) are due to the malfunctioning of the morphological module of the grammar or of its interface with the syntactic module. Indeed, they reject the idea that such differences arise as the result of a deficit in the syntax. However, the model of grammar which underlies this proposal is as yet far from clear. To test the strength of the claim, it is important to examine closely the assumed interactions between lexicon, syntax and morphology. This article is a modest attempt to begin this process of scrutiny. Once detail is added to the proposal it becomes clear that theoretical and empirical problems arise. Moreover, some new data collected from a near-native speaker of Spanish bring the empirical problems into sharper focus. It is concluded that existing evidence against a deficit in the syntax is not compelling.

**02–315    Glahn, Esther** (U. of Copenhagen, Denmark; *Email*: eg@cphling.dk), **Håkansson, Gisela, Hammarberg, Björn, Holmen, Anne, Hvenekilde, Anne and Lund, Karen**. Processability in Scandinavian second language acquisition. *Studies in Second Language Acquisition* (New York, USA), **23**, 3 (2001), 389–416.

This paper reports on a test of the validity of Pienemann's (1998) Processability Theory (PT), which predicts that certain morphological and syntactic phenomena are acquired in a fixed sequence. Three phenomena were chosen for this study: attributive adjective morphology, predicative adjective morphology, and subordinate clause syntax (placement of negation). These phenomena are located at successive developmental stages in the hierarchy predicted by PT, and the study tested whether they actually do appear in this predicted hierarchical order in the second language

(L2) of Danish, Norwegian, and Swedish learners. Since these three languages are very closely related and have the same adjective morphology and subordinate clause syntax, they were treated as one language for the purposes of the study. The first analysis follows Pienemann's theory and is concerned only with syntactic levels; the second is a semantic analysis of the acquisition of number versus that of gender; and the third studies the various kinds of mismatches between the inflection of the noun, the controller, and the adjective. The results of the first test support PT as described by Pienemann; the second analysis shows that there is an acquisitional hierarchy such that number is acquired before gender (in adjectives); and the mismatch analysis raises questions about the fundamental assumptions of the theory.

**02–316    Griffiths, Carol** (Internat. Lang. Academies, New Zealand; *Email*: williamg@iconz.co.nz) **and Parr, Judy M**. Language-learning strategies: theory and perception. *ELT Journal* (Oxford, UK), **55**, 3 (2001), 247–57.

This article looks at how the theory of language-learning strategies, as used by speakers of other languages, has developed alongside other theories of language teaching and learning, and at the place of such strategies in the field of contemporary eclectic language teaching and learning. The article then looks at one aspect of language-learning strategies in practice by reporting on a study conducted with speakers of other languages, aimed at discovering the kinds of strategies they use. It also compares these results with those of a survey of teacher perceptions of students' use of such strategies.

**02–317    Herschensohn, Julia** (U. of Washington, USA; *Email*: herschen@u.washington.edu). Missing inflection in second language French: accidental infinitives and other verbal deficits. *Second Language Research* (London, UK), **17**, 3 (2001), 273–305.

This article re-examines the morphology/functional category debate in the light of empirical data drawn from the author's longitudinal study of two intermediate learners of French as a second language (L2). It argues that inflectional deficits – which appear both as nonfinite verbs and as other morphological errors in the interlanguage data – support neither a codependence of syntax and morphology nor a gradual structure-building of L2 functional categories. The French data rather indicate that deficiencies in morphological mapping, not defective syntax (functional categories), are the cause of L2 failed inflection. The data also support the claim that L2 morpholexical characteristics – the most prone to cross-linguistic variation – are more difficult to master than syntactic differences. The theoretical issues are first reviewed, and the morphology/functional category link in L1 and then L2 acquisition discussed. Relevant data on infinitival forms and other errors from the author's study are then presented and

discussed, the author arguing that the infinitival forms of intermediate grammars are not 'root infinitives' such as those seen in early stages of L1 acquisition, but rather examples of defective inflection.

**02–318  Jansen, Louise** (Australian National U.; *Email*: Louise.Jansen@anu.edu.au). No shame, no fear, confidence, competence. *Babel (AFMLTA)* (North Adelaide, Australia), **35**, 3 (2000–2001), 22–24, 38.

This paper discusses how the experience of learning to read in a second language (L2) can positively affect literacy in the L1. It argues that learning an L2 contributes in important ways to developing positive attitudes towards reading as well as heightening reading skills in a learner's L1. The main part of the paper identifies a number of skills that are developed as learners learn how to read L2 texts, and it is argued that these skills enable L2 learners to gain the kind of confidence when confronting a foreign text that will hold them in good stead when tackling difficult texts in their L1. The conclusion is that, while reading in an L2 is more challenging than reading in one's L1, L2 programmes provide a more sheltered learning environment than L1 programmes. Because of this, L2 learning can make a unique contribution to furthering L1 literacy skills.

**02–319  Kao, Rong-Rong**. Where have the prepositions gone? A study of English prepositional verbs and input enhancement in instructed SLA. *IRAL* (Berlin, Germany), **39**, 3 (2001), 195–215.

This study examines the acquisition of English prepositional verbs by Japanese learners of English as a Foreign Language (EFL). The 99 university students were given a task involving grammaticality judgement and correction of individual sentences, each with a prepositional verb. The results show that: (1) the null-preposition construction does occur in second language acquisition (SLA); (2) participants dominantly choose the marked stranding option in the task; and (3) they employ more piping in relative clauses than in *wh*-questions. Three hypotheses are proposed to explain the results: communicational redundant prepositions are likely to be omitted; the frequency of postposed prepositions in English propels second language (L2) learners to antipiping; and reanalysis of prepositional verbs into phrasal verbs leads L2 learners to favour stranding. This reanalysis also reflects how these verbs are taught in EFL classrooms. Implications of these findings for SLA related to input enhancement and the effects on L2 performance are discussed.

**02–320  Kløve, Marit Helene** (U. of Bergen, Norway) **and Young-Scholten, Martha** (Durham U., UK). Repair of L2 syllables through metathesis. *IRAL* (Berlin, Germany), **39**, 2 (2001), 103–33.

Metathesis, the repositioning of segments within a word, has been neglected in analyses of interlanguage syllable structure. Research has revealed that second language (L2) learners delete consonants or epenthesize vowels not only to bring target language syllables into conformity with their native language syllable structure, but also to avoid violations of universal principles. This examination of metathesis in adult L2 Polish and L2 Norwegian leads to the same conclusions, and in addition illustrates the operation of feature-based processes.

**02–321  Leow, Ronald P.** (Georgetown U., USA). Do learners notice enhanced forms while interacting with the L2? An online and offline study of the role of written input enhancement in L2 reading. *Hispania* (Ann Arbor, MI, USA), **84**, 3 (2001), 496–509.

The benefits of enhanced written input, premised on the roles of attention and awareness (noticing) in second/foreign language (L2) learning, have produced mixed results in second language acquisition literature. One plausible explanation may be offline data elicitation procedures typically used to measure the impact (or lack thereof) of enhancement. Employing a more robust online research design to address this issue, think-aloud protocols were gathered to establish that first-year college-level participants (38) indeed noticed targeted linguistic forms (Spanish formal imperatives) while reading an enhanced or unenhanced text. Their performances on immediate and delayed recognition and written production tasks were subsequently submitted to both quantitative and qualitative analyses. Results indicated no significant benefits of written input enhancement over unenhanced written input for (1) the amount of reported noticing of Spanish formal imperatives, (2) readers' comprehension, or (3) readers' intake. Theoretical, methodological, and pedagogical implications are discussed.

**02–322  Lessard, Greg and Levison, Michael**. Lexical creativity in L2 French. *IRAL* (Berlin, Germany), **39**, 3 (2001), 245–57.

In the study reported here, computer-based elicitation techniques were used to evaluate second language (L2) French learners' ability to judge the relative productivity of a class of deverbal suffixes, including *-age*, *-ment*, *-ure*, *-tion*, *-able*. The tests are based on dynamically generated new word forms for which the learners are requested to provide metalinguistic reactions on relative acceptability. L2 results are compared to those obtained from native French speakers by the same testing mechanism. Results show that while more advanced subjects show native-like scores, less advanced speakers show a variety of divergent responses, including failure to distinguish relative productivity of suffixes or misordering of suffixes by relative productivity. The results obtained are seen as illustrating the value of the method and the software used (VINCI). They show as well that a ranking of participants by their recognition of base verbs presented correlates well with their metalinguistic skills in dealing with suffixal productivity.

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**02–323  Li, Ruilin** (Xi'an Foreign Language U., China). Topicalization: a psycholinguistic perspective. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **6**, 1 (2001), 1–25.

This paper explores topicalization in the Chinese-English translation classroom. It first provides an overview of the effect of the students' first language on the target language, then focuses on the principles of acquisition order and developmental sequence. It then proceeds to an elaborate analysis of elicited data through recourse to Manfred Pienemann's Multidimensional Model. The paper not only advocates translation as a useful skill, it also goes some way towards explaining how a careful scrutiny of students' translations from their source language (Chinese) to a foreign language (English) may help towards an understanding of the processes through which learners need to go in order to achieve mastery of the foreign/second language. It concludes by discussing pedagogical implications of the findings and suggesting ways to accelerate students' progress from their current stage of interlanguage to native-like or near-native competence.

**02–324  Liu, Eric T. K. and Shaw, Philip M**. Investigating learner vocabulary: A possible approach to looking at EFL/ESL learners' qualitative knowledge of the word. *IRAL* (Berlin, Germany), **39**, 3 (2001), 171–94.

This paper focuses on an alternative approach to looking at English as Foreign/Second Language (EFL/ESL) learner vocabulary. The majority of studies in vocabulary knowledge have mainly concentrated on investigating *how many* words learners know by measuring vocabulary size in comprehension or production. Given the fact that, among other aspects, a word has many properties in terms of meaning and syntactic behaviour, there is the question of *how well* the learners know them. Instead, therefore, of calculating the quantity of words learners know, this study looks at the quality of learners' word knowledge. A contrastive corpus analysis observing the uses of the high frequency verb *make* in learner and native writing showed the EFL learners' knowledge of a word as common or easy as *make* to differ from that of the native speakers. It is suggested that L2 vocabulary teaching aim at raising awareness of word potential so that its properties can be fully exploited. This study provides researchers with an alternative approach to investigating learners' qualitative knowledge of vocabulary.

**02–325  Lunt, Helen** (U. of Melbourne, Australia). Working in a group or alone: The classroom strategies of adult immigrant learners of English. *Prospect* (Macquarie U., Sydney, Australia), **16**, 2 (2001), 18–32.

This paper reports a study of the preferred classroom learning situation of 11 adult immigrant learners of English in an Adult Migrant English Service (AMES) programme in Melbourne. Qualitative data were gathered during individual interviews which asked learners which they preferred to use in an English language class: the strategy of working alone, or the strategy of working in a group. Analysis of the data using the computer software package, Non-numerical Unstructured Data Indexing Searching and Theory-building (QSR NUD*IST), revealed that, although the age of the learner was pivotal, the choice of strategy was based on the learner's metacognitive knowledge. The choice by younger learners to work either in a group, or alone, depended on the task in hand, whereas the choice by older learners took into account their need to alleviate anxiety and to compensate for an inadequate memory.

**02–326  Lynch, Andrew** (U. of Florida, USA), **Klee, Carol A. and Tedick, Diane J.**. Social factors and language proficiency in postsecondary Spanish immersion: issues and implications. *Hispania* (Ann Arbor, MI, USA), **84**, 3 (2001), 510–24.

A number of second language (L2) acquisition studies indicate that social factors play a crucial role in the language use and performance of L2 learners participating in immersion experiences. Tarone and Swain (1995) described the impact of social pressures in the language choice of primary-level learners, indicating that issues of identity and group acceptance may impede use of the immersion language in informal interactions since learners lack a socially-appropriate vernacular. The present authors suggest that social factors conditioning language use and performance are very important at the postsecondary level too, but the impact of these factors on adult-age learners is of a quite different nature. The diglossic situation created in many primary-level immersion classrooms appears not to be characteristic of immersion learning among adults. For adults, target language use appears to be the most acceptable norm in encounters both inside and outside of the classroom, leading to immersion 'societies' which benefit those participants who already demonstrate higher levels of proficiency in both academic and non-academic interactions. Learners at lower levels of L2 proficiency may be excluded, either voluntarily or involuntarily, from the social community of higher-level learners, thus depriving them of potentially beneficial interactions with more advanced learners and, on socio-psychological grounds, impeding their L2 acquisition. Theoretical and pedagogical implications for postsecondary level immersion programmes are addressed.

**02–327  MacFarlane, Alina**. Are brief contact experiences and classroom language learning complementary? *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 1 (2001), 64–83.

This paper presents the perspectives of a Grade 6 French immersion class from Ontario on a brief exchange experience with francophone peers from Quebec, and describes how this experience complemented their classroom language studies. An earlier study of immersion graduates indicated that students

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who had had contact with native speakers during their immersion studies attained higher French proficiency and integrated French more into their daily lives after graduation than those who had not. The results of that research led to the hypothesis that certain classroom language learning limitations may be overcome by providing young learners with opportunities for contact with native speakers outside the classroom. The study reported here examined immersion students' perception of the operation of both social and cognitive/linguistic processes in the classroom and in the exchange context, the areas in which the classroom context and the exchange context were complementary, and the possible pedagogical implications.

**02–328  Macintyre, Peter D.** (U. College of Cape Breton, Canada; *Email*: pmacinty@uccb.ns.ca), **Baker, Susan C., Clément, Richard and Conrod, Sarah**. Willingness to communicate, social support, and language-learning orientations of immersion students. *Studies in Second Language Acquisition* (New York, USA), **23**, 3 (2001), 369–88.

Willingness to communicate (WTC) has been defined as the intention to initiate communication, given a choice. It was hypothesised that orientations toward language learning as well as social support would influence students' WTC in a second language (L2). Grade 9 students of L2 French immersion, living in a relatively unilingual Anglophone community, participated in the study. WTC was measured in each of four skill areas: speaking, writing, reading, and comprehension. Five orientations or reasons for studying an L2 were examined: travel, job related, friendship with Francophones, personal knowledge, and school achievement. Results showed that endorsement of all five orientations for language learning was positively correlated with WTC both inside and outside the classroom. Results also showed that social support, particularly from friends, was associated with higher levels of WTC outside the classroom but played less of a role inside the classroom. The support of friends was also associated with higher orientations for travel and for friendship with Francophones. Results are discussed in terms of an emerging situated model.

**02–329  Mecartty, Frances H.** (U. of Denver, USA). The effects of modality, information type and language experience on recall by foreign language learners of Spanish. *Hispania* (Ann Arbor, MI, USA), **84**, 2 (2001), 265–78.

This study investigated the effects of modality, information type and language experience on recall by foreign language (FL) learners of Spanish. The participants – 54 intermediate and advanced level university students – read and listened to an expository passage, and then performed a recall task. The protocols were statistically analysed for recall of main ideas, supporting ideas, details, and total recall. The results showed that recall was significantly better in the written modality than in the aural for intermediate learners. Only main idea recall across modalities was significantly different for intermediate vs. advanced learners. Moreover, only the advanced group evidenced a significant difference between recall of main ideas vs. supporting ideas and details. In addition, in the advanced group, a significant effect of modality was seen only for main idea, while in the intermediate group, modality had a significant effect only on supporting ideas and details. Finally, significant differences in recall were found between intermediate– and advanced–level participants only in the aural modality. Implications for research and pedagogy are discussed.

**02–330  Mohan, Bernard and Beckett, Gulbahar Huxur** (U. of British Columbia, Canada). A functional approach to research on content-based language learning: recasts in causal explanations. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 1 (2001), 133–55.

There is wide agreement among researchers that content-based language learning (CBLL) instruction is most effective when it provides both meaningful communication about content and intentional language development. However, it is less widely recognised that a systemic functional linguistic (SFL) approach offers a distinctive theoretical perspective and characterisation of CBLL and addresses issues of advanced language development which are crucial when the second language (L2) is a medium of learning. This study demonstrates this by analysing the grammatical scaffolding by teacher and L2 learner(s) of causal explanations which form part of work by a group of L2 students in a project on the human brain. It shows how an SFL analysis reveals quite different aspects of the recast sequences of these data than does a 'focus on form' approach. These aspects include: the lexicogrammar of causal meanings, the place of 'grammatical metaphor' in the processes of language development, the nature of causal explanations as knowledge structures of 'ideational meaning' in discourse, and the role of knowledge structures as bridges between language learning and content learning. The potential of the functional perspective to increase the range and power of research on CBLL considerably is thus seen.

**02–331  Mougeon, Raymond** (York U., Ontario, Canada; *Email*: rmougeon@yorku.ca) **and Rehner, Katherine** (OISE, U. of Toronto, Ontario, Canada; *Email*: krehner@oise.utoronto.ca). Acquisition of sociolinguistic variants by French immersion students: the case of restrictive expressions, and more. *The Modern Language Journal* (Malden, MA, USA), **85**, 3 (2001), 398–415.

This article investigates the learning of sociostylistic variation by students in French immersion programmes in Ontario. It focuses primarily on their learning of the four expressions of restriction, *ne … que*, *seulement*, *rien*

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*que*, and *juste*, all meaning 'only.' Compared with Canadian Francophones, the students' range of variants were found to be narrower – they used only two, *seulement* and *juste*. Also, the frequency of their use of these variants was affected by a number of extralinguistic and linguistic parameters (e.g., amount of extracurricular exposure to native Canadian French usage, languages spoken at home, social background and gender, and syntactic context). The findings are discussed in the broader context of research on the learning of linguistic variation by: (a) Canadian learners of French as a second language, including the authors' previous research on these same students; and (b) second language learners of other languages. The sociopolitical and pedagogical implications are also touched on.

**02–332 Nishio, Haruko** (Keio U., Japan). Du bon usage de la digression: enseignement du français au Japon. [The value of digression: teaching French in Japan.] *Les Langues Modernes* (Paris, France), **1** (2001), 42–46.

This article argues for the importance of teacher digressions as a motivational force in university foreign language (FL) teaching in Japan. In a context where language learning is grammar-focused and often perceived negatively, teacher digressions are valued for opening up interpersonal potential. The findings are reported of a survey of 140 students and 22 teachers of FLs in Japan on the role of digression in the classroom. All the students viewed it as relaxation or recreation, 84% of them believed that it acted as a spur to language learning and some noted that certain types of personal account aroused interest in French-speaking countries. 62% of the teachers and 51% of the students noted marked improvements in the atmosphere of the class when digression was used. In particular, narratives which relate to teachers' own experiences and perceptions of the target culture were found to have a motivating effect.

**02–333 Osburne, Andrea G.** (Central Connecticut State U., USA) **and Mulling, Sylvia S**. Use of morphological analysis by Spanish L1 ESOL learners. *IRAL* (Berlin, Germany), **39**, 2 (2001), 153–59.

Three prominent strategies available to learners of English as a second or foreign language in English vocabulary recognition are relying on cognates in their native language (if available), relying on English morphology, and relying on context. A previous study found that students who were native speakers of Spanish made heavy use of cognate and context, but barely used morphology. This study attempts to discover whether this can most likely be explained by learners' lack of knowledge of morphological cues or by avoidance of their use. Adult Spanish speakers took part in an English sentence completion task which involved use of morphological cues. Use of such cues was quite high, suggesting that ignorance of such cues cannot explain students' apparent usual non-use. Implications for strategy training are discussed.

**02–334 Peñate Cabrera, Marcos** (U. of Las Palmas de Gran Canaria, Spain; *Email*: mpc@cicei.ulpgc.es) **and Bazo Martínez, Plácido**. The effects of repetition, comprehension checks, and gestures, on primary school children in an EFL situation. *ELT Journal* (Oxford, UK), **55**, 3 (2001), 281–88.

In recent years there have been numerous articles in the *ELT Journal* (notably those by Wong–Fillmore 1985 & Tardif 1994) reporting on the characteristics of input with regard to children learning a second or foreign language. However, most studies to date have taken place in an English as a Second Language (ESL) context, which English as a Foreign Language (EFL) teachers consider to be quite different from, and therefore not necessarily applicable to, their own teaching environment. This article reports a study that investigated the listening comprehension of 60 Spanish primary school children in their second year of EFL. These students listened to two tales which had been simplified under two different conditions: (1) with linguistic adjustments, and (2) with linguistic and interactional adjustments (repetitions, comprehension checks, and gestures). The children were able to follow the thread of the story told by the teacher only under the second condition.

**02–335 Silberstein, Dagmar** (Humboldt Universität, Berlin, Germany). Facteurs interlingues et spécifiques dans l'acquisition non-guidée de la négation en anglais L2. [Specific interlingual factors in the untutored acquisition of negation in L2 English.] *Aile* (Paris, France), **14** (2001), 25–58.

This article retraces the acquisition of means to express negation in second language (L2) English by Santo, an Italian learner of the European Science Foundation corpus. Santo's acquisition was followed from the very beginning 'pre-basic' stages, and it slowed down considerably at 'basic variety' level (Klein & Perdue 1997). To place this case study in wider context, the results are compared with those of other Italians learning German or English – faster and more successfully than Santo in this latter case. The influence of different linguistic factors determining the acquisition process is considered, varying from pragmatic-conceptual factors with crosslinguistic validity, to the specifics of the source- and target-languages, right down to the 'idiosyncratic' aspects of the acquisition process. The results show that the very early negation patterns stem from Santo's understanding of this concept, in that they directly reflect the semantic structure to be expressed. Structures specific to a particular language are however not evidenced until a later stage.

**02–336 Viselthier, Bernard** (Université Paris III, France). Expérimentation de conceptualisation grammaticale dans l'enseignement de l'allemand en France. [Experiments on grammatical conceptualisation by French learners of German.] *Études de Linguistique Appliquée* (Paris, France), **122** (2001), 197–210.

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This paper argues for grammatical conceptualisation in the acquisition of German as a second language. A longitudinal study of French grammar-school pupils shows how teachers and learners work together to build up cognitive networks that help in understanding and memorising German grammatical structures. In line with the spirit of Charaudeau's 'grammaire du sens' (semantic grammar), the teacher aims to show pupils that grammar in the target language does not merely consist of abstract concepts, but is often a matter of common sense. The teacher marks essays for errors only, but does not suggest corrections. By reflecting on possible corrections of their errors, pupils learn to build up their own grammatical awareness. The author concludes that, although the study did not come up with any striking improvements, it certainly showed that students who use auto-evaluation never regress and more often make considerable progress.

**02–337   Williams, Jessica** (U. of Illinois, Chicago, USA; *Email*: jessicaw@uic.edu). The effectiveness of spontaneous attention to form. *System* (Oxford, UK), **29**, 3 (2001), 325–40.

This descriptive study explores episodes of classroom interaction in which there is unplanned attention to form. Data consist of periodic recordings of learners in intensive English classes over a period of 8 weeks, as well as periodic testing of forms that emerged as a focus of attention during these episodes. Analysis of the data points to a strong connection between attention to form and subsequent use of those forms and indicates that this connection is affected by proficiency level. The study also addresses the relationship between roles of the participants in the episodes and the subsequent retention and use of the forms in focus, specifically: (1) initiator of episode: self vs. other learner vs. teacher; (2) provider of new input generated during the episode: self vs. other learner vs. teacher. Results suggest that the participants in episodes that focus on form all have an important role to play in promoting the establishment of form–meaning connections.

**02–338   Wintergerst, Ann C.** (St. John's U., Jamaica, NY, USA; *Email*: winterga@stjohns.edu), **DeCapua, Andrea and Itzen, Richard C**. The construct validity of one learning styles instrument. *System* (Oxford, UK), **29**, 3 (2001), 395–403.

Learning style research has become ubiquitous in second/foreign language teaching and research. While such an approach has a great deal of intuitive appeal, difficulties arise when researchers attempt to conceptualise actual learning styles and relate these to factors other than individual preferences. These difficulties are further compounded when working with second/foreign language learners and the inherent issues of learner proficiency and target language comprehensibility. The present study examines the reliability and validity of Reid's (1984) Perceptual Learning Style Preference Questionnaire (PLSPQ), an instrument used to assess the learning style of English as a Second Language (ESL) students. Exploratory factor analysis was used to explore the dimensionality of the PLSPQ. Results showed that specific survey items did not necessarily group into factors conceptually compatible with Reid's learning style model. Subsequently, an alternative learning style factor structure was explored.

**02–339   Wong, Wynne** (The Ohio State U., USA; *Email*: wong.240@osu.edu). Modality and attention to meaning and form in the input. *Studies in Second Language Acquisition* (New York, USA), **23**, 3 (2001), 345–68.

VanPatten (1990) found that second language (L2) learners of Spanish have difficulty simultaneously attending to meaning and form of aural input. This partial replication of VanPatten addresses the effect of modality on attention to meaning and form by including a written mode and by using a different L2, i.e., English as a foreign language. Six tasks were used: (a) listening to the passage for content only, (b) listening for content while attending to the content word *inflation*, (c) listening for content while attending to the definite article *the*, (d) reading the passage for content only, (e) reading the passage for content while attending to the content word *inflation*, and (f) reading for content while attending to the definite article *the*. Task results in the aural mode mirrored those of VanPatten's original study, but significant differences were not observed for tasks in the written mode. Furthermore, results revealed that listening was more difficult than reading, suggesting that modality is a variable that influences how learners process input. Avenues for future research are discussed.

**02–340   Wong, Wynne** (The Ohio State U., USA) **and Simard, Daphnée** (Université du Québec à Trois-Rivières, Canada; *Email*: Daphnee_simard@uqtr. uquebec.ca). La saisie, cette grande oubliée! [Intake, the forgotten factor.] *Aile* (Paris, France), **14** (2001), 59–86.

The purpose of this article is to examine different conceptualisations of 'intake' and to bring out problems associated with the terminology used to translate the term, a difficulty that may in part account for the lack of consensus concerning the nature of intake in current second language acquisition (SLA) studies. The article begins by addressing how the term 'intake' was first used in SLA research. The different conceptualisations of intake taken from Anglo-Saxon and French-speaking research communities are then overviewed; and the problems associated with translating 'intake' into French discussed. The article concludes with a discussion of the importance of intake in relation to SLA and classroom instruction.

**02–341   Yuan, Boping** (U. of Cambridge, UK: *Email*: by10001@cus.cam.ac.uk). The status of thematic verbs in the second language acquisition

of Chinese: against inevitability of thematic-verb raising in second language acquisition. *Second Language Research* (London, UK), **17**, 3 (2001), 248–72.

This article reports a study investigating the status of thematic verbs in second language acquisition (SLA) of Chinese by French-speaking, German-speaking, and English-speaking learners. Both French and German are languages which allow thematic verbs to raise. In contrast, thematic verbs in English and Chinese must remain *in situ* under V at PF. It has been widely reported in the second-language and nonnative language (L2) literature that (optional) thematic–verb raising occurs in SLA – which has been accounted for on the basis of some hypotheses proposed for the initial state of SLA. Although these hypotheses differ from each other in explaining the presence of thematic-verb raising in SLA, they all predict that thematic-verb raising is inevitable in SLA by speakers of a verb-raising language. Some go so far as to predict thematic-verb raising in SLA by speakers of a non-verb-raising language. This study provides robust evidence that the thematic verb does not raise in SLA of Chinese, which casts doubt on the reliability of these hypotheses in the L2 literature. Both the judgement data and oral production data clearly indicate that thematic verbs remain *in situ* in L2 Chinese. No optionality occurs at any proficiency level. These findings are accounted for in terms of the absence of verbal inflection in Chinese and the evidence in the L2 Chinese input data for the specification of the abstract features associated with the head of IP.

# Reading and writing

**02–342 Brantmeier, Cindy** (Washington U., USA). Second language reading research on passage content and gender: challenges for the intermediate-level curriculum. *Foreign Language Annals* (New York, USA), **34**, 4 (2001), 325–33.

Second language (L2) reading research has shown that content schemata significantly influence comprehension. However, a careful examination of available studies reveals disparities among research methods and procedures, thus making it difficult to formulate theories for re-examining the intermediate-level course, where the reading of lengthy, authentic texts begins. To complicate matters further, females begin to outnumber males at the intermediate level, and this gap widens at the advanced levels. This article offers a careful review of the relevant literature, which shows that much of the L2 reading process at the intermediate level remains unexplained. It concludes with a call for more research at the intermediate level that examines key variables, such as passage content and gender.

**02–343 Cumming, Alister** (Ontario Inst. for Studies in Ed., U. of Toronto, Canada). Curricula for ESL writing instruction: Options in the AMEP and

internationally. *Prospect* (Macquarie U., Sydney, Australia), **16**, 2 (2001), 3–17.

This article discusses four issues central to instructors' conceptualisations of curricula for English Second Language (ESL) writing instruction, citing findings from interviews with 48 highly skilled instructors of ESL writing in settlement and university programmes in countries where English is the dominant language (Australia, Canada, New Zealand) or where English is an international language (Hong Kong, Japan, Thailand). Focusing on curriculum options in the Adult Migrant English Programme in Australia, it is shown how this programme has taken comparatively unique approaches to ESL writing curricula in terms of: (1) theoretical foundations, (2) the integration of curriculum components, (3) the specificity or generality of curriculum purposes, and (4) variability in assessment.

**02–344 Dourado, Maura Regina** (Universidade Federal da Paraíba, Brazil). Task representation, voice expression and beliefs about writing: how do they relate? [Representação da tarefa, expressão de voz e crenças sobre produção textual: como esses aspectos se relacionam?] *The ESPecialist* (São Paulo, Brazil), **22**, 1 (2001), 27–49.

Sociocognitive research has pointed out that the process of building a mental representation of an academic writing task differs from student to student depending on both cognitive and social factors. This study aims at examining whether two English as a Foreign Language undergraduates represented a writing task as inviting them to voice their own ideas about the topic. The process-tracing analysis shows that social, cognitive and affective factors influenced the students' writing process. It is concluded that the results point to the need to encourage students to develop, express and sustain their own ideas about a given theme.

**02–345 Kembo, Jane A.** (Moi U., Eldoret, Kenya; *Email*: pdcea@cats-nets.com). Testing of inferencing behaviour in a second language. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 2 (2001), 77–96.

The term 'inferencing' has been used in many texts to mean a process or a discrete skill in reading, and implies the process of gap-filling. Other texts call this 'pragmatic inferencing', i.e., the incorporation of world knowledge into the meanings reconstructed during the processing of a text. This paper utilises the term after Winne *et al.* (1993) to mean everything a reader does in the process of reconstructing the meaning of a text – a definition synonymous with reading. Inferencing is a complex process and testing its products may never be accurate or even simple. The problems of testing second language (L2) inferencing may result from assumptions made by testers on the nature of reading, or test types to the presumptions and problems that readers bring into the testing situation. This study administered two reading tests to

300 final year secondary school students (L2 speakers of English). One was culturally familiar, the other culturally unfamiliar; and four categories of inferences were tested. The results showed that certain inference types were more difficult to make. Even Short-Answer Questions presented peculiar problems. Readers did significantly better on culturally familiar texts than culturally unfamiliar texts. The ability to identify the locus of an answer was not an adequate requisite for arriving at an acceptable answer.

**02–346    Khaldieh, Salim A.** (Wayne State U., Detroit, USA; *Email*: aa3984@wayne.edu). The relationship between knowledge of *iʿraab*, lexical knowledge, and reading comprehension of nonnative readers of Arabic. *The Modern Language Journal* (Malden, MA, USA), **85**, 3 (2001), 416–31.

This article reports on an investigation into the role played by knowledge of both *iʿraab* and vocabulary in the reading comprehension of American learners of Arabic as a foreign language (AFL). Two groups (46 participants), proficient and less proficient, of nonnative readers of Arabic read an expository text, wrote an immediate recall protocol in their first language to measure their overall reading comprehension, and completed a vocabulary task and an *iʿraab* task. Whereas the analysis of the data revealed that vocabulary knowledge had a significant main effect, *iʿraab* was found not to have a significant role in reading comprehension. Although the issue of *iʿraab* needs further investigation, the results suggest that reading comprehension is independent of a knowledge of *iʿraab* and depends mainly on vocabulary knowledge.

**02–347    Mummert, Ingrid and Pommerin, Gabriele**. Ansätze einer kreativitätsorientierten Textanalyse und Textüberbearbeitung (II). [Approaches to creativity-oriented textual analysis and textual revision (II).] *Deutsch als Fremdsprache* (Berlin, Germany), **38**, 3 (2001), 143–52.

This article describes a particular approach adopted with university-level students of German as a foreign language asked to write their own story [see also abstract 02–163]. The stimulus was a very short text and the students were able to write as they wished, either alone, in pairs or in groups, during the whole hour. Content was to be concentrated, mistakes were of secondary importance. At the end the students were to indicate if their text could be revised in a plenary session. This article reproduces one such text written by a pair of Chinese students and the ensuing group discussion. Students were asked what they liked about the story, what they found original, what irritated them, what was noteworthy, whether anything were missing, and how they would do it differently. The discussion among other class members is summarised, noting particular points made and problems encountered. Particular emphasis is placed on the group effort in evaluating mistakes and correcting them, as well as the

way in which ideas sparked off more ideas in the group and then in the authors for further possible endings.

**02–348    Oded, Brenda and Walters, Joel** (Bar-Ilan U., Ramat Gan, Israel; *Email*: odedbr@mail.biu.ac.il). Deeper processing for better EFL reading comprehension. *System* (Oxford, UK), **29**, 3 (2001), 357–70.

Many first language (L1) studies have established a positive relationship between more effort or more elaborate processing and better comprehension and recall. The depth of processing notion introduced by Craik and Lockhart (Craik, F.I.M. & Lockhart, R.S., 1972. Levels of processing: a framework for memory research. *Journal of Verbal Learning and Verbal Behaviour*, **11**, 671–84) has recently been applied to L2 reading. The present study investigates the extent to which tasks involving processing differences in English as a Foreign Language (EFL) reading result in differences in performance on comprehension. Processing differences were created by the assignment of two different tasks – writing a summary of a text and listing the examples in a text. Text comprehension was measured by performance on a set of comprehension questions. The qualitative processing required in selecting the main ideas and organising them in a summary was expected to lead to greater comprehension; and the task of listing details was expected to result in poorer comprehension. Participants were 65 undergraduate EFL students of two levels of proficiency who performed the tasks on two different passages. The findings discussed have implications for teachers of EFL reading comprehension.

**02–349    de Souza, Patrícia Nora** (Universidade Federal de Juiz de Fora, Brazil) **and Bastos, Lúcia Kopschitz Xavier**. O conhecimento lexical no ensino da leitura em língua estrangeira. [Lexical knowledge in the teaching of reading in a foreign language.] *The ESPecialist* (São Paulo, Brazil), **22**, 1 (2001), 75–86.

This article explores the literature which underpins the teaching of reading in a foreign language, and concludes that an important relationship between lexical competence and comprehension is thereby revealed. The present authors suggest that there is a need for more significant pedagogical proposals relating to the teaching of reading which are guided by both bottom-up and top-down strategies.

## Language testing

**02–350    Alvarez, Herminia Garcia, Hanebna, Cyril, Laheurte, Laetitia, Loos, Melanie, Ott, Angélique and Pla, Caroline** (Université Marc Bloch, Strasbourg, France). Sites sur l'évaluation en langues. [Websites on language testing.] *Les Langues Modernes* (Paris, France), **2** (2001), 71–75.

Compiled by a group of students on an MA course in language teaching in 2000–2001, this annotated listing of websites relevant to language testing is organised according to level (primary and secondary, plus the European Language Portfolio) and by individual languages. It also includes a section on self-evaluation, with special reference to the Dialang project launched in November 2001, which will eventually offer diagnostic tests in the 14 official European languages.

**02–351    Bacha, Nahla** (Lebanese American U., Byblos, Lebanon; *Email*: nbacha@byblos.lau.edu.lb). Writing evaluation: what can analytic versus holistic essay scoring tell us? *System* (Oxford, UK), **29**, 3 (2001), 371–83.

Two important issues in essay evaluation are choice of an appropriate rating scale and setting up criteria based on the purpose of the evaluation. Research has shown that reliable and valid information gained from both analytic and holistic scoring instruments can tell teachers much about their students' proficiency levels. However, it is claimed that the purpose of the essay task, whether for diagnosis, development or promotion, is significant in deciding which scale is chosen. Revisiting the value of these scales is necessary for teachers to continue to be aware of their relevance. This article reports a study carried out on a sample of final exam essays written by first language Arabic non-native students of English attending the Freshman English I course in the English as a Foreign Language (EFL) programme at the Lebanese American University. Specifically, it aims to find out what analytic and holistic scoring using one evaluation instrument, the English as a Second Language Composition Profile (Jacobs *et al.*, 1981. *Testing ESL Composition: A Practical Approach*. Newbury House, Rowley, MA), can tell teachers about their students' essay proficiency on which to base promotional decisions. Findings indicate that the EFL programme would benefit from more analytic measures.

**02–352    Halberstadt, Wolf** (Lycée Fresnel, Caen, France). Le Portfolio européen des langues. [The European Language Portfolio.] *Les Langues Modernes* (Paris, France), **2** (2001), 38–47.

This article offers an introduction to the genesis and development of the European Language Portfolio, designed to represent a standardised indicator of linguistic competency across the European Community. After outlining the objectives of the Portfolio and its emerging definitions of language levels, the author summarises the key findings of the French pilot testing exercise in the years 1998–2000, focusing in particular on reservations expressed about the effectiveness of the self-evaluation component in the absence of a specific induction programme. Whilst acknowledging the potential of the Portfolio, not only as a valuable transferable document in its own right but also as a powerful influence on pedagogic practices and national language

policies, the author reminds us that its successful dissemination remains dependent on the training of educators and learners in its effective use.

**02–353    Laurier, Michel** (Université de Montréal, Canada) **and Lussier, Denise** (Université McGill, Canada). Approches et pratiques en évaluation de la langue seconde au Québec. [Approaches and practices in second language testing in Quebec.] *Les Langues Modernes* (Paris, France), **2** (2001), 62–70.

This article describes recent developments in the policy and practice of language testing in Quebec, both at school level and beyond. Writing in a context where varying degrees of bilingualism are prevalent in the community, the authors stress the importance of 'authentic' language testing in realistic socio-cultural contexts, the recognition of prior knowledge and the transferability of skills. They argue, however, that the effective implementation and evolution of a language testing policy is dependent on the familiarity of teachers with the principles and practice of language testing, and the willingness of teacher educators to engage with teachers in ongoing action research.

**02–354    Puren, Christian** (IUFM de Paris – Université de Technologie de Compiègne, France). La problématique de l'évaluation en didactique scolaire des langues. [The challenge of language testing at school level.] *Les Langues Modernes* (Paris, France), **2** (2001), 12–29.

In a broad-ranging overview of principles and practices in language testing, the author argues against the overstandardisation of testing instruments, and in particular against the uncritical adoption in schools of tools such as the Council of Europe assessment grids which were designed primarily with adults in mind. He argues that language testing at school level legitimately involves a range of objectives including the long-term motivation of individual learners, the induction of generic habits of learning and self-evaluation (learning how to learn), and ongoing accountability to parents and educational authorities. He therefore stresses the importance of evaluating the pedagogic process as well as the product, and reaffirms the critical role of teachers in negotiating this path with their students.

**02–355    Spanos, Tony, Hansen, Cheryl M. and Daines, Erika** (Weber State U., Ogden, Utah, USA). Integrating technology and classroom assessment. *Foreign Language Annals* (New York, USA), **34**, 4 (2001), 318–24.

In the foreign language classroom, the recent shift in emphasis from the instructor to the student makes it more important than ever to assess what students are actually learning. This article examines classroom assessment techniques (CATs) and how technology can be used to enhance their effectiveness. Examples from upper-division courses in German, French, and Spanish

are given. It is suggested that the use of electronic CATs allows students to be actively engaged with course material outside class, and enhances active student learning by promoting conversation and interaction, thereby providing valuable short-term feedback about day-to-day learning and the teaching process.

**02–356   Springer, Claude** (Université Marc Bloch, Strasbourg, France). Diagnostic, bilan de compétences, certification: les nouveaux habits de l'évaluation. [Diagnostic tests, assessment frameworks, certification: new styles of assessment.] *Les Langues Modernes* (Paris, France), **2** (2001), 48–60.

Writing from the perspective of a practitioner within the French educational system, the author reviews recent changes in French government policy on language testing at school level, in which a varied inventory of testing instruments are gradually supplanting the traditional baccalauréat. Recognising the threefold role played by school language assessment as indicator of individual progress, as official certification and as social or professional qualification, he argues that the conventional distinction between formative and summative assessment is inevitably breaking down with the advent of more sophisticated instruments.

**02–357   Strauss, Pat** (Auckland U. of Technology, New Zealand). "I'd rather vomit up a live hedgehog" – L2 students and group assessment in mainstream university programs. *Prospect* (Macquarie U., Sydney, Australia), **16**, 2 (2001), 55–66.

Many of the second language (L2) students enrolled in mainstream programmes at tertiary institutions experience grave difficulties with English as a medium of instruction. Although group work appears to offer these students numerous benefits, the assessment of group work projects is proving to be a thorny issue. The student whose words gave rise to the title of this article had little doubt as to his feelings about group assessment, and it is clear from the literature that it is a contentious issue. A major concern is that some students may be disadvantaged by an approach often perceived by students to be unfair. These comments appear particularly relevant for L2 students who experience difficulty in interacting with their L1 peers, or where the latter feel that their academic standing might be jeopardised by the L2 students. This article explores the potential pitfalls of using group assessment as a means of evaluation, especially when the students involved are not all native speakers of English. Issues of cultural differences and their impact on group formation, and the problems surrounding free-loading in the group assessment process, are discussed. It is argued that a clear distinction needs to be drawn between cooperative learning and group assessment, and that the implementation of the latter should be approached with caution, especially when L2 students are involved.

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**02–358   Weskamp, Ralf**. Leistungsbeurteilung für einen schülerorientierten Fremdsprachenunterricht. Zur Professionalisierung von *Assessment* und Evaluation. [Performance evaluation in student-oriented foreign language teaching. Professionalising assessment and evaluation.] *Praxis des neusprachlichen Unterrichts* (Berlin, Germany), **48**, 3 (2001), 227–38.

This article addresses the issue of student participation in the process of performance evaluation and suggests this may be a prerequisite of student-oriented instruction. Approached in a professional manner, with strengths as well as mistakes and deficiencies highlighted, it may help students to gain insight into their individual learning growth and to become autonomous, self-assured learners. The process also helps the teacher to pinpoint learner types and learning processes, which should lead in turn to more targeted instruction. The article examines performance evaluation, looking at its various aims and present-day implementations. Particular attention is paid to the criteria of validity and reliability. Self- versus peer evaluation in terms of Vygotsky's Zone of Proximal Development are also discussed. In conclusion, the author also outlines the 'European Language Portfolio' as a common European framework of reference.

## Teacher education

**02–359   Farrell, Thomas** (Nat. Inst. of Singapore). Trouble-shooting using electronic mail during the practicum. *The Teacher Trainer* (Canterbury, UK), **15**, 3 (2001), 6–9.

Language teacher preparation in many countries consists of course work on a university campus followed by a practicum in a variety of settings off campus. This article outlines a case study of a trainee teacher on practicum in Singapore using email to communicate with his supervisor over significant problems with one of his classes. Data were collected via email discussion, phone calls, interview and written log and the emphasis was on understanding and interpreting the data. The author concludes that email discussions have great potential for giving supervisors an insight into the perceptions of student teachers on practicum, helping supervisors to support trainees undergoing tremendous reality shock and for the trainee to reflect on their teaching practice. Problems thrown up are those of confidentiality and the large amount of time involved in email correspondence.

**02–360   Ferrão Tavares, Clara** (Instituto Politécnico de Santarém, Escola Superior de Educaçao, Portugal). Former des enseignants plurilingues pour l'enseignement précoce: des enjeux aux propositions d'action. [Training plurilingual primary teachers: an action-oriented approach.] *Les Langues Modernes* (Paris, France), **1** (2001), 47–53.

Inspired by the *Common European Framework*, this paper describes a teacher training programme designed to implement the action-oriented teaching proposed in that document. The programme involved a diagnostic phase during which future Portuguese teachers of English and French experienced 'shock' situations which required them to deal with various languages, not necessarily known to them, encouraging them to draw on their communicative competence in the broadest sense. After participating in Russian lessons which alerted them to their own learning strategies, they drafted a language course for their colleagues. A second phase involved a detailed comparison of the professions of journalist and teacher in order to stimulate non-normative concepts of teaching, e.g., maintaining credibility while captivating an audience. The final, multi-modal phase required trainees to design courses for different learners in different time-frames, enriching their notion of a language course and moving them towards the goal of being plurilingual, pluricultural teachers.

**02–361 Leather, Sue** (Excel Training Services, The Netherlands; *Email*: exceltraining.sue@planet.nl). Training across cultures: content, process, and dialogue. *ELT Journal* (Oxford, UK), **55**, 3 (2001), 228–37.

This article discusses cross-cultural issues in the delivery of teacher training courses. Its main term of reference is the Hallidayan idea that the lasting success of training teachers from different cultural contexts depends largely on finding methodologies which are culturally appropriate. Though the training course described was set within the context of a specific project with teachers from the Republic of Georgia, the culture-to-culture approach described here is seen as having relevance to other cross-cultural contexts. The main focus of the article is a three-week training course which took place in the UK. The author describes the decisions she made about content and process in the light of her awareness about, and knowledge of, the specific national and educational cultures which she first acquired on a visit to Georgia, and then refined as the course progressed.

**02–362 Smith, Joye** (Lehman Coll., The City U. of New York, USA; *Email*: JSMLC@cunyvm.cuny.edu). Modeling the social construction of knowledge in ELT teacher education. *ELT Journal* (Oxford, UK), **55**, 3 (2001), 221–27.

The view that classroom knowledge is socially constructed rather than being merely transmitted from teacher to student has made a significant impact in English language teaching (ELT), as it has in other subject areas. Increasingly, ELT teacher education programmes and Master's degrees are anchored in a strong constructivist stance. However, constructivism is not always well integrated within the training programmes themselves, leaving teachers with a strongly embedded, unconscious, and unchallenged transmission model. Drawing on Vygotsky's concept of relational imitation, and Dewey's notion of learning through direct experience, this paper suggests ways of challenging the transmission paradigm and incorporating constructivism within ELT teacher education in teaching literacy, portfolio assessment, cooperative learning, and lecture classes.

**02–363 Vasseur, Marie-Thérèse** (Université Paris V, France). Activités réflexives convergentes pour un apprentissage globalement langagier. [Convergent reflective activities in the learning and teaching of language.] *Les Langues Modernes* (Paris, France), **1** (2001), 19–25.

This article describes the theoretical framework and associated activities of a European-funded initial teacher training programme for French, English and Austrian students. It draws on Vygotskyan notions of social collaboration in learning, and of verbalisation and internalisation. It draws too on the concept of reflective practice associated with Schön, but here the reflection is performed by both students and trainee teachers. Activities are outlined which involve students and trainees in a mirror-like inquiry designed to raise awareness of difficulties and problems experienced and of strategies used in dealing with them. These reflections are used as the basis of a dialogue between learners and teachers which is both metacognitive and metalinguistic. Similar reflective discussions take place between pairs of trainees and between trainees and trainers.

**02–364 Woodward, Tessa** (Hilderstone Coll., Kent, UK). Working with metaphor in teaching and teacher training. *The Teacher Trainer* (Canterbury, UK), **15**, 3 (2001), 10–11.

After defining metaphor and pointing out its ubiquitous, natural and fundamental relationship with thinking, understanding and communicating, the author of this article goes on to look at ways metaphor is being used as a tool by teacher trainers and teacher educators to describe and evaluate lessons, understand the way organisations work, shape the way we see problems and thus the way we form solutions to them. The author's own work with metaphor is then detailed. It includes inviting teachers and trainers to describe recent courses in terms of metaphor and using an exploration of metaphor for professional development. An example is given of a conversation with a teacher who unconsciously uses a metaphor to describe her feelings about her job. The metaphor is then consciously explored with help from a colleague to see what fruitful suggestions it contains and implies for the speaker. It is suggested that this kind of voluntary exploration of metaphor used in professional conversation is useful, non-invasive and enjoyable for both parties.

# Bilingual education/ bilingualism

### 02–365   Barnard, Carol and Burgess, John
(U. of Manchester, UK; *Email*: john.burgess@man.ac.uk). Secondary INSET in the mainstream education of bilingual pupils in England. *Journal of In-Service Education* (Wallingford, UK), **27**, 2 (2001), 323–52.

This article reports on a study investigating the impact of a series of three linked in–service (INSET) programmes for UK secondary teachers intended to help them meet the needs of developing bilingual pupils through whole–class teaching strategies and through school policies. The programmes were set against a cultural background in which the development of bilingual pupils' language abilities was seen wholly as the province of language support teachers, and the teaching of curriculum subjects solely as the responsibility of mainstream teachers. It was an implicit purpose of the INSET programmes to address this issue of language across the curriculum. It is concluded that the programmes achieved some limited success in modifying teachers' and schools' practice in relation to both provision for developing bilingual pupils and language issues across the curriculum, and it is recommended that more such training should be offered.

### 02–366   Bournot-Trites, Monique and Reeder, Kenneth
(U. of British Columbia, Canada). Interdependence revisited: mathematics achievement in an intensified French immersion programme. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 1 (2001), 27–43.

This study examines the effect of teaching mathematics in French on mathematics achievement evaluated in English. In this context it analyses the effect of increased intensity of bilingual education on mathematics achievement. It also analyses the effects of language of testing in the context of French immersion at the intermediate level. The participants in the study are two cohorts of French immersion pupils followed from Grades 4–7. The treatment group received 80% of the core academic curriculum, including mathematics, in French and 20% in English. The comparison group received 50% of the core academic curriculum in French and 50%, including mathematics, in English. Achievement in mathematics was measured for both groups at the end of Grade 6. Analyses of covariance showed an advantage in mathematics for the 80% French group compared to the 50% French group. These results provide further evidence for Cummins' threshold hypothesis and interdependence hypothesis.

### 02–367   Callahan, Laura
(U. of California at Berkeley, USA). Metalinguistic references in a Spanish/English corpus. *Hispania* (Ann Arbor, MI, USA), **84**, 3 (2001), 417–27.

This article proposes a corpus of novels and short stories containing Spanish/English code-switching as offering a rich source of metalinguistic references reflecting the sociolinguistic pressures faced by Spanish speakers in the United States. Issues represented include: heritage language loss or maintenance, motivations for the acquisition of English or of Spanish, attitudes towards the speakers of each language and towards its different varieties, and beliefs concerning who may use which languages and for what purposes. These texts suggest several implications for use in programmes of Spanish for native speakers as well as in undergraduate courses in Spanish linguistics. Works from this body of literature can be used in the classroom to raise interest in and awareness of personal and societal language attitudes, and of the challenges to Spanish language maintenance. These texts also present many interesting examples of language variation.

### 02–368   Cardarelli, Paola, Lanfranchi, Gabriella, Kurth, Anna, Mero, Romano, Rodinò, Anna and Sguaitamatti, Susi
(Liceo Artistico, Zurich, Switzerland). Il Liceo artistico italo-svizzero di Zurigo. [Zurich's Italian-Swiss art school.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **73** (2001), 175–84.

The Italian government operates a number of state schools throughout the world, mostly at primary and pre-secondary level. Zurich's Italian art school ('Liceo artistico italo–svizzero') was established in 1989 to offer qualifications recognised in both Switzerland and Italy. Co-managed by the Italian foreign ministry and by the Zurich canton authorities, it is today a high–profile example of bilingual education that builds on the appeal of Italy's cultural heritage to motivate interest in its language. German-speakers are gradually introduced to the use of Italian, while Italian-speakers (only 25% of intake) are taught certain subjects in German. This 'reciprocal model' fosters a balanced and integrated approach to their respective cultures, allowing both groups to reach bilingual proficiency by the age of 18. Feedback from students and increasing competition for admission also confirm the school's positive perception and educational impact.

### 02–369   Downes, Simon
(U. of Tsukuba, Japan; *Email*: simond@human.tsukuba.ac.jp). Sense of Japanese cultural identity within an English partial immersion programme: should parents worry? *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 3 (2001), 165–80.

Students in an early English language immersion programme implemented at a Japanese elementary school in 1992 have demonstrated academic achievement and first language proficiency comparable to students in immersion programmes in North America; yet parents reluctant to choose immersion have expressed concerns for their children's sense of Japanese cultural identity. This article reports a questionnaire constructed to examine

how the English immersion students perceived themselves in relation to Japan and the West. Five subscales were identified: attraction towards Western culture, positive attitude towards English, identity with Japan, awareness of Japanese culture, and attraction towards Westerners. The questionnaire was given in Japanese to 109 5th, 6th and 7th grade immersion students at the school and to 409 comparable non-immersion state school students. The results indicated that, in addition to more flexible cross-cultural attitudes, the immersion students in fact displayed a stronger sense of Japanese cultural identity than the comparison group.

**02–370 Duff, Patricia A.** (U. of British Columbia, Canada). Language, literacy, content, and (pop) culture: challenges for ESL students in mainstream courses. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 1 (2001), 103–32.

This paper examines issues confronting English Second Language (ESL) students in mainstream content areas at the secondary school level. Relevant research on the integration of language, content, literacy, and culture in courses is reviewed, followed by a discussion of findings from an ethnographic study conducted at a Canadian school with a high concentration of Asian-background ESL students. The focus is the discourse contexts for mainstreamed ESL students in two Grade 10 social studies classes. Requirements for ESL students' successful participation in such courses included, but went beyond, existing prescriptions and practices for students' integration and academic success. Recorded observations over a two-year period revealed that, to succeed in class, students needed to participate in a variety of types of classroom discussion and reading and writing activities; they also needed a current knowledge of popular North American culture, mass media, and newsworthy events, an ability to express a range of critical perspectives on social issues and to enter quick-paced interactions, and a great deal of confidence. Examples of these features of social studies discourse, implications for ESL students and content teachers, and some instructional remedies are presented and discussed.

**02–371 Lotherington, Heather** (York U., Toronto, Ontario, Canada; *Email*: hlotherin@edu. yorku.ca). A tale of four teachers: a study of an Australian late-entry content-based programme in two Asian languages. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 2 (2001), 97–106.

This article summarises the results of a multidimensional study of a content-based bilingual education programme piloted in a suburban high school in Melbourne in which specialist subjects taught in Chinese and Vietnamese were offered to Grades 9 and 10 students optionally enrolled in the Chinese-English or Vietnamese-English stream. The study incorporated a coordinated action research methodology in which

four participating specialist teachers documented their teaching progress, problems, interventions and reactions which provided the basis for regular shared discussions. The principal researcher, who participated in the meetings, documented the collective progress of the course, focusing particularly on biliteracy acquisition. Problems faced and lessons learned over the pilot year are documented here.

**02–372 Lucchini, Silvia, Flamini, Fiorella and Campolini, Lorenzo** (Université catholique de Louvain, Belgium). Le défi de la pluralité linguistique des apprenants pour l'apprentissage de la lecture et de l'écriture. [The challenge of learners' linguistic plurality in the teaching of reading and writing.] *Les Langues Modernes* (Paris, France), **1** (2001), 35–41.

This article reports three small-scale studies of the reading and writing performances of schoolchildren from families of Italian origin learning to read and write French in francophone Belgian schools. Two of the studies reveal that their performance is inferior to that of their French-speaking peers. The third, based on technical school students, found the same degree of syntactic error in writing as the control francophone group, but analysis of the errors showed them to be different in kind. Many arose from the code-switching and -mixing common in ethnic minority families or from an Italian influenced pronunciation. While acknowledging the advantages of teaching initial reading and writing in the children's first language, the writers argue that, since many of the children speak a non-standard version of Italian with no written form, learning to read and write in standard Italian would have little advantage over learning to read and write in standard French as the children would not have acquired the oral language which is a pre-requisite. The paper argues for the early acquisition of the language of the host country and the later acquisition of standard Italian. It is suggested that an early intercultural approach, involving the whole class, should be used to help maintain the ethnic identity of the children.

**02–373 Mordasini, Riccardo C.** (Gymnasium Lagenthal, Switzerland). L'italiano al Liceo di Lagenthal negli ultimi 30–35 anni: alcune osservazioni ed esperienze personali. [Italian at Lagenthal's grammar school during the last 30–35 years: some observations and personal experiences.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **73** (2001), 197–202.

Italian is the third official language of Switzerland and as such it is taught also to many German-speaking students. This article reports on the first-hand experience of an Italian teacher employed at a high-school in Lagenthal (Oberaargau). During the last thirty years, the school has offered many opportunities for cross-cultural contact with Italian speakers, ranging from student-exchange schemes and drama to summer

camps and exhibitions, both in Italy and in the Swiss Italophone area. Unfortunately, the 1996 national education reform has further weakened the status of Italian – which now competes with Latin and Spanish at middle-school level – but interest remains relatively high, especially among children from a bilingual family background. The author is now afraid that school cuts and the increasing prominence of English as a *lingua franca* will soon drain resources devoted to the teaching of Italian as a second language and the culture it encodes.

**02–374  Nguyen, Anne and Shin, Fay** (California State U., USA) **and Krashen, Steven** (U. of Southern California, USA; *Email*: krashen@usc.edu). Development of the first language is not a barrier to second-language acquisition: evidence from Vietnamese immigration in the United States. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 3 (2001), 159–64.

There is a common misconception that immigrants are clinging to their first languages and cultures, and resisting second language acquisition (SLA) and acculturation. There is no research evidence, however, that first language (L1) use impairs L2 development – in fact, there is clear evidence that home use of the language of the country of origin can actually accelerate SLA. In addition, there is evidence that higher development of literacy in the primary language is causally related to L2 literacy development. This study reports the results of a questionnaire administered to 588 elementary and middle-school children of Vietnamese origin in California. The children reported high levels of oral competence in Vietnamese and a desire to maintain Vietnamese language and culture; but there was no evidence that the development of the L1 was a barrier to second-language acquisition.

**02–375  Pettenati, Claudio** (Wirtschaftsmittelschule Bern, Switzerland). Allievi italofoni alla Wirtschaftsmittelschule Bern – Un'esperienza didattica. [Italophone pupils at Bern's Wirtschaftsmittelschule – A teacher's experience.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **73** (2001), 191–96.

Internal and external immigration have deeply influenced Switzerland's educational map. This paper briefly presents the experience of a teacher in one of Bern's oldest business high schools. In the 1970s an Italian language was introduced to encourage intercultural exchange between native and immigrant children. The course was soon divided into modules, with one component devoted to lexicogrammar and the language of business writing, while another was reserved for literary texts and their appreciation through individual assignments. Unfortunately the scheme was terminated at the end of 2000, due to lack of funding and scarce sensitivity to the benefits of greater cross-cultural awareness in a multilingual country such as Switzerland. In retrospect, the achievements of students involved in this course

confirm the short-sightedness shown by politicians and school managers.

**02–376  Tankersley, Dawn** (4327 N. 69th Way, Scottsdale, Arizona 85251, USA; *Email*: dawntank@aol.com). Bombs or bilingual programmes? Dual-language immersion, transformative education and community building in Macedonia. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 2 (2001), 107–24.

This article documents a Macedonian/Albanian dual-language immersion programme in Macedonia and recommends how to structure bilingual programmes that build community between language groups where there exists an unequal power structure between the two languages. These language groups have a long history of ethnic conflict in the Balkans which was the basis of the war in Kosovo in spring 1999. The community building that occurred in the programme was documented through dialogues with the programme's teachers using a participatory research model. Community building was defined through determining that the use of both languages in the classrooms increased in the participants' ability to develop cross-ethnic friendships, to develop understanding and respect for the two languages and cultures and to resolve conflicts among themselves. Although the dialogues with the teachers affirmed that community building occurred, the use of the Macedonian and Albanian languages did not actually equalise as Macedonian became the language most often used in the classrooms. This was due to the connection between language and power. It is proposed that more than good bilingual programmes are needed to create actual equality among language groups. Bilingual classrooms have to be transformative classrooms.

**02–377  Todisco, Vincenzo** (Kantonsschule und Lehrerseminar in Chur, Switzerland). La posizione dell'italiano lingua seconda (L2) nelle scuole pubbliche della parte di lingua tedesca del Canton Grigioni. [The status of Italian as a second language (L2) in the state schools of German region of the Canton Grisons.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), 73 (2001), 137–53.

The Canton Grisons has three official languages: German, Italian and Rumantch. This article discusses the current status of L1 and L2 Italian in the canton's German-speaking region. Italian or Rumantch have been compulsory as a second language in primary school since 1997 and the former is now offered throughout the region from 4th to 6th form level. It is taught not only as the idiom of a neighbouring canton but also as a medium for internal communication between the different language groups. Despite time constraints, emphasis is placed on oral-aural skills and early results are encouraging – a survey of parental

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attitudes shows that even monolingual (Germanophone) families appreciate this option. At the same time, English is gaining ground in secondary education and may eventually threaten the role of Italian as the third language of Switzerland.

**02–378  Turnbull, Miles, Lapkin, Sharon and Hart, Doug** (OISE, U. of Toronto, Ontario, Canada). Grade 3 immersion students' performance in literacy and mathematics: province-wide results from Ontario (1998–99). *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 1 (2001), 9–26.

In 1996, the Education Quality and Accountability Office introduced a provincial testing programme for all students at Grades 3 and 6 in Ontario. This created a unique opportunity to investigate French immersion students' performance on tests of English reading and writing and mathematics some 25 years after many of the large-scale evaluations of French immersion programmes were first conducted. This study compares immersion and non-immersion students' results on the Grade 3 tests in 1998–99. It also explores the results by immersion programme type, i.e., according to (a) the grade at which English literacy instruction is introduced, and (b) the proportion of instructional time in English. The results from this study corroborate those of large-scale evaluation studies of French immersion programmes conducted some 25 years ago.

**02–379  Zhou, Minglang** (Dickinson Coll., Carlisle, Pennsylvania, USA; *Email*: Zhoum@dickinson.edu). The politics of bilingual education and educational levels in ethnic minority communities in China. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 2 (2001), 125–49.

Using the 1990 Chinese national census data, this study examines educational levels in minority communities during three stages in the politics of bilingual education over the last 50 years. Minority communities are classified into three types: (1) with regular bilingual education, (2) with occasional bilingual education, and (3) without bilingual education. Educational levels within Type 1 and Type 2 communities correlate positively with their literacy rates: communities with higher literacy rates tend to have higher educational levels or vice versa. In Type 3 communities, regardless of literacy rates, communities with higher Chinese proficiency have done well in education, but those with lower Chinese proficiency have not. Primary, secondary and college education in all three types of communities have been affected by the three stages in the politics of bilingual education, though in different ways and to different degrees. This study suggests that regular bilingual education is essential for all three types of communities, regardless of their history of employing written native languages in education, to make progress beyond primary education.

# Sociolinguistics

**02–380  Edwards, John** (St Francis Xavier U., Nova Scotia). No good past Dover. *English Today* (Cambridge, UK) **17**, 4 (2001), 3–12.

The perceived decline in modern foreign language (MFL) teaching in the USA, with the exception of Spanish, leads to a consideration of issues relating to the status of the first language (L1) and MFL teaching. To demonstrate that the influence of a language can rise and fall, the author traces the changing status of English in Europe through history and draws parallels between English as a *lingua franca* today and the predominance of French and Italian in the past. The dominance of one language is not a new phenomenon, but a matter of 'power and prestige'. Moreover, the absence of an institute to maintain a standard variety has meant that English is open to the development of localised varieties. The author discusses the negative impact that being L1 speakers of the dominant language of wider communication has on people's willingness to learn other MFLs, as observed in the USA and UK. He suggests that motivation and attitudes towards learning are tied up with linguistic necessity. Hence, MFL teachers may have to accept that fewer, interested students will learn languages or hope that new circumstances arise whereby the socioeconomic need to learn an MFL increases.

**02–381  Jenkins, Jennifer** (Kings College, London, U.K.), **Modiano, Mark and Seidlhofer, Barbara**. Euro-English. *English Today* (Cambridge, UK) **17**, 4 (2001), 13–19.

This article brings together three perspectives on an emerging variety of English as a *lingua franca* (ELF) in the European Union, 'Euro-English'. Modiano examines the reasons for the development of Euro-English at the level of lexis, highlighting processes of discoursal nativization, where new expressions are coined and retained, and the fossilization of non-standard structures. Next, Seidlhofer outlines preliminary research into the phonology and pragmatics of ELF. Recognising that empirical data are required for the description and codification of ELF, she describes a project to compile a corpus of non-native speaker oral communication. She then posits a number of questions regarding the lexico-grammar and discourse of ELF that such data could be used to address. She concludes with some preliminary observations from corpus data so far. Finally, Jenkins reports on research into the features of Euro-English accents. Pronunciation of ELF is determined by mutual intelligibility. Consequently, it is possible to predict ways in which pronunciation will develop. Jenkins lists these features, which she calls the 'Lingua Franca Core'. She discusses implications of ELF for native English speakers, concluding that ELF may have to be taught in school alongside native speaker varieties, first raising awareness then focusing on production.