Language teaching

99–540 Allen, Linda Quinn (U. of Missouri, St. Louis, USA). Functions of nonverbal communication in teaching and learning a foreign language. *The French Review* (Carbondale, IL, USA), **72**, 3 (1999), 469–80.

Communication is a multi-channelled phenomenon consisting of both verbal and nonverbal behaviour. Given the emphasis on communication in contemporary foreign language (FL) classes, it would seem that the nonverbal should play an integral role. This paper synthesises the literature on nonverbal communication in FL education in order to: (1) define the functions of nonverbal behaviour in teaching and learning an FL in a classroom setting; and (2) provide directions for further research. The first two sections, nonverbals in language encoding and decoding, describe the functions of nonverbals in producing and understanding messages in non-classroom communication, and compare them with those used to produce and comprehend an FL in the classroom. The third section addresses the role of nonverbals in definitions of communicative competence. Section four describes instructional models in which the nonverbal is integral. The fifth section presents ways in which nonverbals can be used as teaching strategies and in classroom management. The final section discusses the importance of the nonverbal as part of the FL culture.

99–541 Arries, Jonathan F. (Coll. of William and Mary, Williamsburg, VA, USA). Learning disabilities and foreign languages: a curriculum approach to the design of inclusive courses. *The Modern Language Journal* (Malden, MA, USA), **83**, 1 (1999), 98–110.

Most American universities require one or two years of foreign language (FL) study in at least one programme as part of their general education requirements, yet many students with learning disabilities (LDs) find it extremely difficult to complete traditional FL courses. This paper describes some of the salient characteristics of these learners and common pedagogical assumptions of FL faculty which may make it difficult for students with LDs to complete the FL general requirement. Specific strategies are listed which, according to students with LDs interviewed by the author, address some of their needs as FL learners. The paper then proposes a systems approach to instructional design which faculty teams could use to redesign beginning Spanish language classes in order to accommodate students with LDs. It is concluded that faculty, with administrative support, can collaborate in the design of inclusive FL courses in which all students – both those with LDs and those without – can experience success.

99–542 Bayer, Veronika and Farah, Jamil (Ecole Nationale Supérieure des Telecommunications (E.N.S.T.), Paris, France). Apprentissage des langues en tandem sur Internet. [Tandem learning of languages on the Internet.] *Etudes de Linguistique Appliquée* (Paris, France), **113** (1999), 73–78.

Tandem learning involves two people with different mother tongues working together to learn each other's language. Distance tandem learning takes place on the Internet, and a growing number of bilingual networks are financed by the European Socrates programme 'Telematics for Autonomous and Intercultural Learning' which gives free access to any adult wishing to work in this way. Each network is run by a team of coordinators who provide help to new participants looking for tandem partners, organise a forum for bilingual exchanges and operate a server giving information on different kinds of learning tasks and materials. Tandem learning is based on two important notions: reciprocity and autonomy. Partners should spend equal amounts of time on each language and they are responsible for directing the course of their own learning, taking turns to play the roles of 'expert' and learner. Tandem learning may occur outside any kind of institutional framework, alongside a taught course, or built in as an integral part of a course. Course-related tandem learning involves specific tasks, such as those developed by the E.N.S.T. for intercultural sensitisation. Advice is also available from the network coordinators for teachers unfamiliar with the Internet.

99–543 Beacco, Jean-Claude and Luzatti, Daniel (Université du Maine, USA). Apprendre les langues à distance? Formes actuelles et à venir des environnements d'enseignement/apprentissage sur support numérique. [Distance learning of foreign languages: present and future forms of learning/teaching environments using digitalised materials.] *Etudes de Linguistique Appliquée* (Paris, France), **113** (1999), 31–4.

This article compares and contrasts traditional teacher-led language learning with distance-learning based on digitalised materials such as CD-ROMs and the Internet. The focus is not on methods so much as on the differences in structure and design resulting from the different natures of these two learning environments. Classroom teaching is invariably based on an externally imposed syllabus and a linear progression of morpho-syntactic items, and consequently does not encourage learner autonomy or choice, whereas digitalised resources facilitate independent study and learning pathways based on multiple criteria. If technical and

human resources allow, it is possible to integrate a number of interactive aspects of the teacher's role into the system, but there are others – particularly those related to the mediation and negotiation of meaning – which cannot satisfactorily be transferred at present. Real progress is being made in the fields of natural language processing and artificial intelligence, making it possible for learners to check spelling and syntax, to have access to dictionaries and corpora, to do spoken dictations and to have conversations with computers. However, the limitations of computers, and in particular the fact that their functions are knowledge-based rather than learning-based, disqualify them from directly intervening in the learning and negotiation processes.

99–544   Bellavia, E. (U. of Gießen, Germany). Die Anwendung der kognitiven Metaphern im Fremdsprachenunterricht. [The use of cognitive metaphors in foreign language teaching.] *Fremdsprachen und Hochschule* (Bochum, Germany), **54** (1998), 44–66.

Bellavia shows how the use of Lakoff and Johnson's cognitive theory of metaphor can be employed to convey vocabulary, grammar and culture. Firstly the lexical and cultural meaning of metaphor in cognitive semantics is illustrated using semantic nets for *up/down* and *forward/backward*, highlighted with many German phrases and sentences. Then the advantages of using metaphor in foreign language pedagogy for conveying structural content are discussed. Using the German preposition *über* ('over'), she shows how the use of the cognitive structures of words can be extended to the study of other linguistic elements such as prepositions and prefixes. As metaphorical or non-literal language is cognitively and culturally structured, it can be seen to impinge upon both the meaning and the structure of language. The author therefore suggests that it is necessary to know the metaphorical character of a language/culture in order to study and understand it, and that to put these principles into practice is desirable.

99–545   Berga, Miguel (Universitat Pompeu Fabra, Barcelona, Spain). Fallen angels: on reading landscape and poetry. *Language Awareness* (Clevedon, UK), **8**, 1 (1999), 51–61.

This paper presents a case in point to illustrate the use of subject-related artistic manifestations as an effective pedagogical strategy to stimulate critical reading in non-native students of English literature. Focusing on literary representations of visual art and confronting students with different types of thematically related texts, a particular step-by-step procedure is suggested which enables students to appropriate a poem without the usual over-deference towards the second language in learners of English as a foreign language. It is claimed that, in the process, students are able gradually to assert their own reading of a poem with a new awareness of its textual and cross-textual connotations while gaining new insights into the nature of artistic discourse in general.

99–546   Bertin, Jean-Claude (Université du Havre, France). Conception de leçons multimédia: liberté ou guidage? [The design of multimedia learning materials: freedom or guidance?] *ASp (Anglais de Spécialité)* (Bordeaux, France), **19-22** (1998), 313–31.

This article considers the options for language teachers in adapting multimedia learning materials to individual needs, using the latest authoring tools. In a survey of French ESP students, the author has demonstrated a correlation between their linguistic competence and their expectations in terms of learning autonomy. Multimedia materials can thus be oriented either more towards the didactic axis (*axe didactique*) – a linear, programmed approach giving learners intensive guidance but little autonomy – or alternatively towards the heuristic axis (*axe heuristique*), which allows a considerable degree of freedom for hypertext browsing, at the risk of some wasted effort and loss of bearings. To these, the author adds a third dimension, consisting of supplementary reference materials (*axe référentiel*) to be accessed by the learner as the need arises. Responding to the demand from even the most competent students for a 'guiding presence' behind the course materials, the author proposes flexible solutions drawing on both didactic and heuristic elements. For instance, an ordered list of texts, exercises, etc. (*plan intéractif de la leçon*) should always be available on screen. This can act either as a series of nodes for further exploration, or as a 'default route' through the material as a whole.

99–547   Blok-Boas, Atie (U. of Amsterdam, The Netherlands). Het nieuwe T2-lezen. De cd-rom in het leesvaardigheidsonderwijs; een voorbeeld uit het Italiaans. [The new L2-reading. The CD-ROM in teaching reading skills; an example from Italian] *Levende Talen* (Amsterdam, The Netherlands), **538** (1999), 241–44.

This article deals with the pros and cons of multimedia applications in language teaching. The author argues that, although multimedia texts have the obvious advantage of integrating text, image and sound, they also have a number of drawbacks, the most important one being the fact that computer screens should ideally contain no more than 10 text lines. Thus, texts tend to become more fragmented on computer screens than they are in books, which allow for a better lay-out of longer stretches of information. The differences between the two media are illustrated by means of a course in medical Italian. A comparison of this coursebook and the accompanying CD-ROM show that both media have their own possibilities and limitations.

99–548   Borg, Simon (U. of Malta). The use of grammatical terminology in the second language classroom: a qualitative study of teachers' practices and cognitions. *Applied Linguistics* (Oxford, UK), **20**, 1 (1999), 95–126.

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The study reported here seeks to address the lack of empirical studies on the role of grammatical terminology in the second language (L2) classroom. The paper describes the use of terminology in the practices of four L2 teachers and discusses the motivations for the teachers' decisions regarding this aspect of their work. The research database consisted of audio-recordings of teachers' lessons and of interviews in which the teachers discussed the use of terminology in these lessons. The analysis highlights a range of experiential, cognitive and contextual factors which impinged on teachers' use of terminology. The paper makes a case for the contribution research into teachers' practices and cognitions can make to a fuller and more realistic understanding of the role of terminology in L2 instruction.

99–549 Brouwer, Catherine E. (U. of Southern Denmark, Odense U.). A conversation analytic view on listening comprehension: implications for the classroom. *Odense Working Papers in Language and Communication* (Odense, Denmark), **18** (1999), 37–48.

This article is an attempt to combine an area of study – second or foreign language pedagogy – with a methodology that examines talk-in-interaction, i.e., Conversation Analysis, which is put forward as a resource in helping develop pedagogical skills for teaching listening. Conversation Analysis as a methodology is first outlined, and the relevant notions and findings for listening theory and pedagogy are presented. The author then seeks to demonstrate how Conversation Analysis can contribute both to our understanding of the interactional aspects of listening in collaborative situations, and to a pedagogical framework for teaching listening.

99–550 Bygate, M. (U. of Leeds, UK). Task as context for the framing, reframing and unframing of language. *System* (Oxford, UK), **27**, 1 (1999), 33–48.

The purpose of this paper is to illustrate how tasks can be used systematically as a context for developing learners' knowledge about language, their skill in using language, and teachers' ability to teach it. It begins by outlining a role for tasks in language learning, identifies a limitation in previous studies of tasks to promote learning, and suggests the need for tasks to lead learners to integrate fluency, accuracy and complexity in communication. It draws on data from a number of recent studies to illustrate how tasks can affect learners' language focus and their language processing. The paper concludes by showing how data from learners working on tasks can provide a basis for developing professional thinking.

99–551 Chan, Philip K. W. (The Open U. of Hong Kong). Literature, language awareness and EFL. *Language Awareness* (Clevedon, UK), **8**, 1 (1999), 38–50.

This article begins by examining the characteristics of the teaching and learning of English as a Foreign Language (EFL) in secondary schools. It then seeks to define language awareness and its role in the context of EFL. It discusses what literature can offer to enhance language awareness. The article concludes by offering examples of tasks which identify and illustrate aspects of language awareness in a literary text for exploitation in the EFL classroom.

99–552 Chung, J. M. and Huang, S. C. (Minghsin Inst. of Technology, Hsin-chu, Taiwan). The effects of three aural advance organisers for video viewing in a foreign language classroom. *System* (Oxford, UK), **26**, 4 (1998), 553–65.

This study investigated the effects of three aural advance organisers on student comprehension of second language videotaped materials. Participants were 160 low-intermediate Chinese students of English in Taiwan, who viewed three video programmes with three different advance organisers (to which they were introduced prior to viewing): (a) main characters, (b) vocabulary and (c) main characters + vocabulary. After two consecutive viewings of each video without captions, 10 comprehension questions in the first language and in multiple-choice form were administered. A statistical analysis of the results using analysis of variance (ANOVA) showed a significant difference and indicated that under the advance organiser (b) condition participants performed better at comprehension than under the other two conditions; also, more surprisingly, they performed least satisfactorily under the combined (c) condition. The study suggests that, in preparing advance organisers for English as a Foreign Language students, teachers should focus on new words rather than on video characters, which students are able to find out and have fun doing. More importantly, the advance organisers should be concise rather than thorough, especially for less motivated students, as the longer warm-up period might decrease their attention and hence offset the effect the advance organisers are intended to produce.

99–553 Claucher, Arlene (U. of Miami, Florida, USA). Métodos de enseñanza en el colegio universitario para fomentar el locus de control interno en el aprendizaje del español como segunda idioma. [Teaching methods in a university college to encourage active use of the internal control locus in the learning of Spanish as a second language.] *Hispania* (Ann Arbor, MI, USA), **82**, 1, (1999), 113–20.

The concept of *control locus* refers to whom or what learners attribute success or failure to in their studies. Those with an internal control locus assume the responsibility is theirs alone, while those with an external orientation see such control as depending on outside factors. This article focuses on a teaching method which aims to improve learning for those with an internal control locus. The first part of the paper summarises the results of a previous study which suggested that an internal control locus impacted not only on

Spanish language competence, but also on self-esteem and self-confidence. The second part of the paper discusses the pedagogical implications of encouraging the development of the internal control locus with particular reference to the case of returning emigrants to Puerto Rico. A Spanish teaching programme is described which aims to stimulate learning by encouraging students to discuss and analyse everyday problems encountered. Three stages in the programme are identified and discussed: listening, dialogue, and action. It is concluded that such a problem-raising method helps create a useful support structure through which such returning emigrants learn to develop an internal control locus and to feel more motivated in their language learning and re-integration into the local community.

99–554   Clennell, Charles (U. of South Australia, Adelaide). Promoting pragmatic awareness and spoken discourse skills with EAP classes. *ELT Journal* (Oxford, UK), **53**, 2 (1999), 83–91.

The development of speaking skills in EAP (English for Academic Purposes) courses is a relatively neglected and under-researched area of English Second Language teaching which relates to a problem facing students preparing for courses in Australian universities. It has become increasingly clear that many of them have difficulty interacting professionally and socially with their native-speaking (NS) peers and teachers in academic contexts. This article draws on recorded data from a recently completed classroom research project, carried out by an EAP class in South Australia, to describe a process which allows non-native speaking (NNS) learners to experience authentic oral interaction with NSs, as well as providing opportunities for them to reflect on the linguistic and socio-pragmatic features of spoken discourse as they arise. This heightened awareness of language in context is claimed to build confidence in the learners' oral skills, and may enhance academic performance.

99–555   Cornell, Alan (U. of Plymouth, UK). Idioms: an approach to identifying major pitfalls for learners. *IRAL* (Heidelberg, Germany), **37**, 1 (1999), 1–22.

This paper considers the treatment of idioms in language learning. Rather than setting out to add to the body of literature on the definition or categorisation of idioms, the paper instead discusses general questions which need to be addressed when making decisions on the role of idioms in language learning programmes. These questions include frequency, contextual constraints and the affective aspect, but the paper concentrates on the extent to which idioms present a particular source of misunderstanding and confusion for learners. Special attention is paid to those 'covert' idioms that learners may not identify as idioms at all, and typical features of such covert idioms are described.

99–556   Déchérat, Jean-Louis, Tauzer-Sabatelli, Françoise and Delaunay, François (CNED - Institut de Poiters Futuroscope, France).

L'expérience du CNED (Centre National d'Enseignement à Distance). [The experience of the National Centre for Distance Teaching (CNED).] *Etudes de Linguistique Appliquée* (Paris, France), **113** (1999), 49–56.

In 1999, the National Centre for Distance Teaching, Europe's largest distance teaching institution, celebrates its sixtieth anniversary. An exponential increase in the demand for the distance teaching of languages and the development of new technologies and media have resulted in major changes not only in the way the Centre operates and the types of materials it provides, but also in the nature of the pedagogical relationship between the institution and its students. In distance teaching, the various roles and tasks of the classroom teacher are shared out amongst a number of different agents and services, and this has specific methodological repercussions. The objectives of self-study materials have to be spelt out in meticulous detail and the guidance provided has to allow for the multiplicity of paths which individual learners may choose to follow. Although the present tendency is for study materials to be provided 'off-line' in the form of printed documents, tapes, CD-ROMs, etc., and tuition to be provided 'on-line' by email, students will increasingly be given access to a vast corpus of on-line materials sharing some of the characteristics of both data-banks and radio broadcasts.

99–557   Coste, Daniel (E.N.S. de Fontenay-Saint Cloud, France). Une distance si proche. [So far, yet so near.] *Etudes de Linguistique Appliquée* (Paris, France), **113** (1999), 5–12.

In this introductory essay to a special issue of *Etudes de Linguistique Appliquée* devoted to distance teaching, Daniel Coste sets out the criteria guiding the selection of articles included. The aim was not to produce yet another survey of the latest developments in educational technology, but simply to inform readers about a number of ongoing projects and to ask questions about present and future developments. The first question concerns the limitations of the distance teaching of foreign languages (FLs): what is, and what is not possible? The second asks whether the new technology will radically change distance teaching. The third wonders why language didactics has had so little to say about forms of learning where teachers and learners are not in one another's presence. The author argues that the main limitation on the distance teaching of FLs has been the belief that the absence of a teacher means that the interaction essential to the acquisition of verbal skills cannot occur. However, the new technologies make exchanges between learners and teachers so rapid that physical distance is of no importance. Current didactic theories need to be adapted to take account of the potential of these new developments in order to produce methodologies which do not depend on the mediating presence of a teacher. *[See also abstracts 99–542, 99–543, 99–556, 99–560, 99–573, 99–574, 99–575, 99–578, 99–584, 99–638.]*

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99-558 Daniëls, John. Internet: geknipt voor het moderne vreemdetalenonderwijs. [The Internet: well-suited for modern foreign-language teaching.] (Amsterdam, The Netherlands), **539** (1999), 306-11.

The author discusses the various ways in which web sites may be incorporated into language teaching. He does so on the basis of Uschi Felix's 1998 book *Virtual language learning: Finding the gems among the pebbles*. The Internet offers materials that may be employed in numerous ways. There are sites offering additional materials to existing courses or coursebooks, but all offer materials that can be used independently. Last but certainly not least, he mentions the so-called chat sites, where language learners can 'meet' other language learners, as well as native speakers, in authentic communicative situations. Since the Internet is basically a huge database of information, it has enormous potential for incidental language learning, occurring as a side-effect when students are searching and collecting information. However, the chaotic nature of the Internet makes it necessary to prestructure the information before it can really be effective.

99-559 Gatbonton, Elizabeth (Concordia U., Canada). Investigating experienced ESL teachers' pedagogical knowledge. *The Modern Language Journal* (Malden, MA, USA), **83**, 1 (1999), 35-50.

This study investigated the hypothesis that it is possible to access the pattern of knowledge about teaching and learning (pedagogical knowledge) utilised by experienced teachers as they teach. This was investigated through qualitative and quantitative analyses of verbal protocols obtained from teachers who simultaneously watched themselves teaching and reported on thoughts they had as they taught these segments. Two sets of experienced teachers (*N*=7) uniformly reported 20 to 21 categories of pedagogical thoughts that they claimed were in their minds while teaching. Of these, seven to eight were reported more frequently than others. The lists of predominant categories for both sets are headed by thoughts concerned with managing both the language the students hear and the language they produce (Language Management). Thoughts about students (Knowledge of Students), thoughts about ensuring the smooth transition of activities in the classroom (Procedure Check), and assessing student participation in and progress with the classroom tasks (Progress Review) also featured highly. In terms of an approach in analysing the thought processes of ESL (English Second Language) teachers, the study suggests that a combination of qualitative and quantitative methods may be profitable.

99-560 Gavelle, Geneviève and de Pembroke, Emmanuelle (Ecole Normale Supérieure, Fontenay/Saint-Cloud, France). Formation à distance: de quelle(s) distance(s) s'agit-il? [Distance teaching: what kinds of distance?] *Etudes de Linguistique Appliquée* (Paris, France), **113** (1999), 105-12.

Two groups of students, one consisting of Swedes, the other of Ghanaians and French expatriates, were questioned about their experience of and attitudes towards their France-based distance teaching. Their answers show that, whereas problems resulting from physical distance can largely be solved by the appropriate use of new technologies, three other kinds of distance continue to be a major concern for these students. Interpersonal distance is related to the different forms of interaction resulting from face-to-face and distance teaching. Cognitive distance is largely related to the students' previous experience of study, including differences concerning objectives, methods, evaluation and the language of instruction. Cultural distance is related to different representations of teaching and learning and, in particular, to different perceptions of the teacher's status and role. The characteristics of the two groups in respect of these three kinds of distance are compared and contrasted; the discussiom is richly illustrated with extracts from the students' replies.

99-561 Gearing, Karen (Hilderstone Coll., Kent, UK). Helping less-experienced teachers of English to evaluate teachers' guides. *ELT Journal* (Oxford, UK), **53**, 2 (1999), 122-27.

This article presents recommendations for an evaluation checklist for teachers' guides intended for less-experienced teachers of English, and for those who lack confidence in their own English proficiency. It is suggested that this fills a gap in the current literature on materials evaluation, which is mainly aimed at an audience of experienced teachers of English. Reasons for evaluating materials are given, followed by a discussion of published checklists, and a revised compilation of their criteria in a concise checklist which makes use of a simple method of priority weighting. The final product is intended for use by teachers independently, or as an introduction to materials evaluation in teacher training.

99-562 Greenstein, Rosalind (Université Paris 1, Panthéon-Sorbonne, France). A propos de la langue et du langage: sensibilisation à la bonne utilisation des dictionnaires. [Language and languages: sensitisation to the appropriate use of dictionaries.] *ASp (Anglais de Spécialité)* (Bordeaux, France), **19-22** (1998), 165-184.

This paper outlines a teaching methodology developed by the author which aims to sensitise students to the subtleties of word meaning through reflection and dictionary-based research. In the first class, students are invited to discuss questions such as 'What is language?' and 'What is a dictionary?', in order to sensitise them to the many potential responses. Examples are given of words that cannot be directly translated between different languages out of context, and the concepts of denotation, connotation and association are introduced. Before the second session, students are asked to research

dictionary definitions of specific words, using a selection of dictionaries from different periods. Presentation of the results in class emphasises the variations in dictionary definitions and the evolution of meanings over time. The author claims that this method sensitises students to the need for clarity and for attention to denotation, connotation and register, discouraging the stilted or unsuccessful translation that can result from merely matching words in a dictionary.

99–563 Groot, Peter (U. of Utrecht, The Netherlands). Computerondersteunde T2-woordverwerving in de bovenbouw. [Computer-assisted vocabulary acquisition in upper secondary school.] *Levende Talen* (Amsterdam, The Netherlands), **537** (1999), 182–91.

This paper deals with vocabulary acquisition by Dutch students of English. Beyond the first few thousand words, so-called incidental acquisition is not efficient enough for acquiring the enormous number of words required for understanding the texts used in final exams. Paradoxically enough, readers who understand most words in a text have better chances of incidentally learning new ones. In order to overcome this paradox, a structured approach to vocabulary learning is required: carefully selected words have to be learned in a well-designed training programme. This will also increase the students' motivation, the author argues. He goes on to describe the computer program he developed for his students. The program is claimed to be based on psycholinguistic theories about lexical knowledge. Words are presented in a number of stages (deduction, usage, examples, lexical retrieval) supposedly mirroring the different stages of natural acquisition of lexical knowledge. Pilot experiments suggest this method to be markedly superior to learning words form bilingual word lists, especially in terms of productive knowledge and in terms of long-term retention.

99–564 Hadley, Gregory S. (Nagacka Nat. Coll. of Tech., Japan). Innovative curricula in tertiary ELT: a Japanese case study. *ELT Journal* (Oxford, UK), **53**, 2 (1999), 92–9.

Since the Japanese Ministry of Education took its historic decision to do away with tertiary-level general education requirements, new and innovative ELT (English Language Teaching) curricula have begun to surface in colleges and universities across Japan. This paper examines some of these new curricula, and considers a number of issues which may need to be addressed if the current educational trend in Japan is to thrive well into the next century. The issues considered include external and internal support for reforms, clarity of the innovations, and resources and incentives.

99–565 Hall, G. M. (Cardiff U., UK). Awareness, response and what might lie beyond: a critical linguistic perspective on literature as a social practice and the implications of this perspective for

the use of literature in education. *Language Awareness* (Clevedon, UK), **8**, 1 (1999), 3–14.

This paper argues the need to develop in students and their teachers a more critical awareness of literature as a discipline, training its subjects in ways of reading, writing and talking about their own experiences and the worlds they inhabit in terms which may be detrimental to their own best interests. Literary education in recent years, except at the most advanced levels, has been most influenced by the reader response paradigm which still assumes a liberal humanist model of communication. Critical Awareness of literature should move beyond the excesses of both an overly pessimistic view of determined 'subjects of literature' (after Althusser, Eagleton) but also (after Gilbert) beyond the R/romantic simplicities of 'spontaneous personal response' and the like (Rosenblatt, Iser), to a cautious but fundamentally optimistic examination of the possibilities indicated by resistant critical readings (Giroux). If Literary Awareness is to make any advance upon current practices and beliefs, it must be founded upon fully defensible models of language and communication, and should promote students' investigations of how texts come to mean, and where 'responses', not to mention 'literature', come from.

99–566 Hanauer, David (Tel-Aviv U., Israel). Attention and literary education: a model of literary knowledge development. *Language Awareness* (Clevedon, UK), **8**, 1 (1999), 15–29.

The aim of this paper is to describe the workings of one cognitive model for the development of literary knowledge. The model dervies from current discussion of the role of conscious processes in language learning. The central aspect of this model is the role of the systems of awareness and attention in developing the individual's ability to detect and internalise specific information from literary texts. The paper begins by defining literary education within the theoretical framework of the cognitive processes of control and analysis. This is followed by a model of the development of literary knowledge based on the central role of awareness and attention. Empirical evidence relevant to the assumptions and predictions of the model is then discussed. The paper concludes by presenting the implications of this model for literary education and recommendations for future research.

99–567 Hochart, Jean-Jacques (Reims Champagne-Ardenne U., France). Improving listening and speaking skills in English through the use of authoring systems. *ReCALL* (U. of Hull, UK), **10**, 2 (1998), 18–24.

This paper is concerned with the pedagogical quality of software rather than with hardware or structures, and aims to present various attempts at resolving problems encountered by French students with understanding and speaking English. The author describes how at his institution they have used authoring toolkits in order to

'feed' computers with teaching methods adapted to students' needs. In the software and related activities presented, it is hypothesised that it is stress, more than the actual pronunciation of words, which plays a role of paramount importance in French students' understanding and speaking of English. In trying to keep a critical eye on their practice, the software they have developed has enabled them to find answers which they feel may serve as a starting-point for new reflections by others.

99–568 Humbley, John (Université Paris 13, France). Le terminologue et le spécialiste de domaine. [The terminologist and the disciplinary specialist.] *ASp (Anglais de Spécialité)* (Bordeaux, France), **19-22** (1998), 137–149.

This paper argues that there is an important role for the 'terminologist' in the teaching of Language for Specific Purposes (LSP). It is suggested that the study of terminology, i.e., the terms specific to a particular domain or discipline, can build a bridge between students' linguistic training and their disciplinary speciality. Following a description of the theoretical role of the terminologist, the paper outlines work carried out in this sphere in the specialist domains of law, banking, life insurance and stress mechanics. It is argued that these examples demonstrate the potential for development of the terminologist's role in the teaching of LSP. Acting as an intermediary between the linguist and the specialist, the terminologist could have a particularly important part to play in teacher training.

99–569 Ikeda, N. (International Student Centre, Fukuoka, Japan). Effects of different types of images on the understanding of stories: basic research to develop Japanese teaching materials for use on the Internet. *System* (Oxford, UK), **27**, 1 (1999), 105–18.

This article describes basic research conducted to develop Japanese multimedia teaching materials for use on the Internet. The experimental research, carried out with 58 elementary Japanese language learners, verified the effects of different types of images used in multimedia teaching materials on the story understanding and story reproduction ability of the learners based on a Japanese fairy tale. Results showed that images promoted both story understanding and story reproduction. In terms of understanding, dynamic pictures were not always more effective than still pictures with designated standards; it was more effective to present important images selected from the story development. In terms of story reproduction, however, dynamic pictures were more effective than still pictures. It is concluded that, when creating such materials for use on the Internet, it is essential to determine the type of images to be incorporated according to the pedagogical objectives.

99–570 Koet, Ton (U. of Amsterdam, The Netherlands). Het elektronische woord- en leesdossier. Een viertalige educatieve database-applicatie. [The electronic word and reading portfolio. An educational database application in four languages.] *Levende Talen* (Amsterdam, The Netherlands), **538** (1999), 208–14.

This paper describes the on-going development of a database application by four language departments of the teacher training institute of the Educational Faculty in Amsterdam. The general idea is that students enter data on the literary works they have read and data on new words they have encountered while reading, and that these entries are later checked by tutors. User evaluations have shown that this is a potentially very powerful application. However, the project has suffered from the premise that one single application should be able to satisfy the needs of literature and linguistics teachers in four different language departments. The technical problems have also limited the success of the application, even though a user interface had been built and even though students had been given (identical) laptop computers to work on. Further developments will, therefore, have to be more language-specific and they will have to be more independent of the type of computer worked on.

99–571 Lewkowicz, Jo and Cooley, Linda (U. of Hong Kong). Oral needs and difficulties of graduate students in Hong Kong. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **3**, 2 (1998), 103–15.

In recent years a considerable amount has been written about the difficulties faced by ESL/EFL (English Second/Foreign Language) graduate students in using spoken English. However, most of the research conducted has studied the problems of teaching assistants in universities in the USA; and little has been reported about the difficulties encountered by the many ESL/EFL graduate students doing research degrees in English-medium institutions elsewhere, such as Hong Kong, who are also faced with teaching duties and need to use spoken English during their studies. This paper reports on a study into the oral needs and difficulties of such students at the University of Hong Kong. Perceptions of the students and their supervisors, together with independent observations, revealed a number of problem areas, and it is argued that the needs of these students should be systematically addressed to ensure they become effective communicators in English.

99–572 Littlewood, William (Hong Kong Baptist U.). Defining and developing autonomy in East Asian contexts. *Applied Linguistics* (Oxford, UK), **20**, 1 (1999), 71–94.

Autonomy in language learning is sometimes presented as a Western concept unsuited to contexts, such as those in East Asia, which have different educational traditions. This paper argues that this view is unfounded but that the different aspects of autonomy need to be matched with the characteristics and needs of learners in specific contexts. The concept of autonomy as it

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relates to language learning is analysed, and a framework proposed which would apply to learners in all contexts. Three sources of influence which many teachers and researchers believe to have an important effect on students' approaches to learning in East Asia are then examined: the collectivist orientation of East Asian societies; their acceptance of relationships based on power and authority; and the belief that success may be achieved through effort as much as innate ability. The paper then considers some of the attitudes and habits of learning which might result from these sociocultural influences. These are presented as hypotheses likely to guide us towards a better understanding of our students but without blinding us to the immense variation that exists in reality. Within the framework for analysing autonomy developed earlier, the paper considers what aspects of autonomy might be most strongly rooted in East Asian traditions and how they might be developed in support of language learning. It warns against setting up stereotypic notions of 'East Asian learners' which, if misused, may make teachers less, rather than more, sensitive to the dispositions and needs of individual students.

99–573   Lopez, Denis (Ecole Internationale de la Francophonie, Bordeaux, France). Distance et présence dans l'enseignement du français : la méthode multimédia *Vifax*. [Distance and presence in teaching French as a foreign language: *Vifax* multimedia course materials.] *Etudes de Linguistique Appliquée* (Paris, France), **113** (1999), 57–72.

The CIFFAD (International Consortium for Distance Education in the French-speaking World) develops distance teaching materials, using the full range of new technologies, including digitalised radio and television broadcasts, CD-ROMs, the Internet and email. However, the principal aim of the organisation is not simply the unilateral provision of a stream of materials. Instead, by working closely with recipient countries and institutions, local educational contexts and needs are taken into account and the materials are used not only for distance teaching, but also in the classroom and for guided self-directed study. This article reports on a specific project – *Vifax* – established in 1990 for the distance teaching of English by video and fax and extended subsequently to German, Spanish and French. In this system, video materials in the relevant foreign languages are recorded twice daily and then processed by a team consisting of two specialists in language didactics, who produce exercises, answer keys and transcriptions. The video sequences selected are then rebroadcast and made available on-line, and the written materials are faxed to the national centres for copying. The availability of up-to-date authentic materials is having a considerable influence on approaches to the teaching of comprehension, as well as on teachers' attitudes to their mediating role with respect to the foreign language and culture, with increasing emphasis being placed on the development of learner autonomy.

99–574   Macré, Patrick (University of Moncton, New Brunswick, Canada). L'enseignement à distance en question. [Problems in distance teaching.] *Etudes de Linguistique Appliquée* (Paris, France), **113** (1999), 79–94.

Drawing on several years' experience in distance teaching at the author's institution, this article puts forwards a series of practical suggestions and observations concerning the use of information technology and telecommunications in the context of university distance teaching. Contrary to the opinions of some specialists, there will never be any world-wide 'stars' in distance-teaching, because any programme worthy of the name generates a considerable volume of student responses, which have to be dealt with individually and interactively. This also explains why it has to be the teacher, not the technician, who retains control of course design and implementation. The advantages and disadvantages of certain types of computers and programs, the Internet, email and CD-ROMs are discussed, the author concluding that technological sophistication for its own sake is to be avoided, especially as few learners possess very powerful or up-to-date equipment.

99–575   Martel, Angéline (Télé-université, Canada). Formation et technologies en Amérique du Nord: carrefour de mise à distance et de proximité pour les langues. [Training and technology in North America: languages at the crossroads between near and far.] *Etudes de Linguistique Appliquée* (Paris, France), **113** (1999), 13–30.

It is posited here that training and technology meet at the crossroads of two mainlines: distance/nearness and control/autonomy. On the basis of this analytic framework, the author provides an historical overview of the technological, institutional and pedagogical development of distance teaching in the United States and Canada, and compares it with the digital networks and information technology to be found in the present-day situation and with developments in other parts of the world. Details and examples of numerous distance-teaching projects are discussed, with particular attention being paid to the teaching/learning environments they determine, and a wide range of new technological resources is listed. The growing influence of constructivism on course design explains the transition from one-way instruction, where the learning process is more closely controlled and the social distance between learner and teacher is preserved, to more pluralistic approaches which encourage learner autonomy and where teachers and learners interact on a more equal basis.

99–576   Matthews, Elizabeth (U. of Exeter, UK). Language learning using multimedia conferencing: the ReLaTe project. *ReCALL* (U. of Hull, UK), **10**, 2 (1998), 25–32.

This article provides a description of the ReLaTe (remote language teaching) project, which aimed to develop a working demonstrator using a multicast-

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based conferencing system (Mbone service), for distance foreign language (FL) tuition. The ReLaTe project is a joint research project between the University of Exeter and University College London which began in 1994. The article reports the work of the project from 1994 through to the end of 1995, covering aspects of technical development for applications over SuperJANET (the UK's academic and research network) and giving an overview of the trials and evaluation, including how students and teachers adjusted to the system; the advantages and drawbacks of the system; and how the system affected learning and teaching in the context of acquisition and delivery of FLs.

99–577 Missaglia, F. (Universita Cattolica, Milano, Italy). Kontrastiver Ansatz im Phonetikunterricht. [A contrastive approach in teaching phonetics.] *Fremdsprachen und Hochschule* (Bochum, Germany), **52** (1998), 73–89.

Since 1994 the German department of the Catholic University of Milan has carried out a phonetics-oriented didactic project on foreign language learning. Competency in prosody is at the very centre of this project, and is dealt with in a contrastive German-Italian framework. Practical experience with Italian speakers of German shows that many difficulties on the segmental level are not primarily due to an incorrect realisation of individual phonemes, but rather to insufficient competence on a suprasegmental level. The author outlines in some detail the differences in accenting in German and Italian and where particular differences arise for Italian native speakers. Concentrating on two particular areas, namely the accents on the two-figure numbers from 21 to 99, as well as compound nouns, many of these accentual differences and peculiarities are highlighted. As a pre-condition for a contrastive phonetics teaching, the learner is required to know and pay attention to phonetic values in both his/her own language as well as in speech acts in interlanguage.

99–578 Modard, Daniel (Université de Rouen, France). La formation à distance, un enjeu stratégique pour la coopération universitaire en français langue étrangère. [Distance teaching as a strategy for inter-university cooperation in French as a Foreign Language.] *Etudes de Linguistique Appliquée* (Paris, France), **113** (1999), 95–104.

Over the past decade, the University of Rouen has established distance teaching courses in Modern Literature, Law, Linguistics and French as a Foreign Language (FLE) at all levels from university entrance to postgraduate studies. This article presents an overview of the main ways in which the FLE programme is organised and taught, with particular reference to forms of cooperation with universities in a number of countries in south-east Asia. Much of the administrative work, such as the copying and distribution of materials, the selection of candidates or the collection of registra-

tion fees, is handled by the cultural services of the nearest French embassy, leaving Rouen staff and their local collaborators free to concentrate on pedagogical issues including materials production, tutoring and examinations. The students following these courses are practising or trainee teachers, and everything possible is done to ensure that the instruction they receive meets local requirements in respect of syllabi and certification.

99–579 Morris, Lori A. (Concordia U., Montreal, Canada). Differences in men's and women's ESL writing at the junior college level: consequences for research on feedback. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 2 (1998), 219–38.

The study reported here – part of an ongoing examination of teacher feedback in the English as a Second Language (ESL) classroom – examines men's and women's ESL writing and their handling of written assignments at the junior college level in Quebec. A series of compositions were assessed for linguistic accuracy, readability, and conformity to assignment guidelines. While the expectation was for the women, who generally outperform men in terms of ESL marks at all levels of state schooling in Quebec, to produce linguistically superior compositions, findings in fact showed the men's and women's texts to be of comparable linguistic quality. Further investigation suggested that the superior marks received by the women were attributable to a combination of the way they handled writing assignments and an inherent bias in the evaluation grid. The women's essays showed much higher levels of adherence to guidelines than the men's, and the evaluation grid richly rewarded this adherence. These findings are taken to suggest that a serious validity problem may be affecting some forms of ESL assessment.

99–580 Nunn, Roger. The purposes of language teachers' questions. *IRAL* (Heidelberg, Germany), **37**, 1 (1999), 23–42.

This article illustrates a three-level analysis of classroom discourse as a means of examining in detail the implications of characterising language teachers' questions as 'display' questions. In particular, it attempts to demonstrate that the characterisation of teachers' questions as display questions because they are non-referential is only relevant on one level of analysis. The author first discusses display questions in EFL (English as a Foreign Language) research, identifying the current orthodoxy which tends to see non-referential questions as purposeless. He then moves into a data-based discussion, where he evaluates what effect questions have within the context of the interaction they initiate, in an attempt to contribute to and broaden the discussion on display questions. The three-level analysis of language classroom discourse proposed seeks to challenge a negative characterisation of the exchanges initiated by teachers' questions.

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99–581 Porte, Graeme (U. of Granada, Spain). English as a forgotten language. *ELT Journal* (Oxford, UK), **53**, 1 (1999), 28–35.

First-language (L1) attrition is typically manifested when the migrant's mother tongue is gradually lost during prolonged residence abroad. If attrition is found to act significantly upon the L1 of the unprepared or unaware resident native-speaker EFL (English as a Foreign Language) teacher, the authenticity or contemporaneity of the language model presented by this teacher may be brought into question. This study surveyed the perceived effects of such attrition on 52 EFL teachers, all long-term residents in Spain. A questionnaire gathered data on aspects of residence abroad, L1/L2 contact, and the perceived manifestations of L1 attrition. Findings suggest that the resident native-speaker teacher's L1 is not a stable system, but rather a changeable one susceptible not only to the pervasive influence of the L2, but also to the kind of defective L1 input typically received in language-learning contexts. The paper discusses the implications of these findings with regard to the progressive erosion of language expertise, and the adverse effects of attrition on error judgements. Suggestions are made for corrective or preventative measures to counteract attrition through periodic monitoring, and constant contact with current L1 input.

99–582 Rees, David (Institut National d'Horticulture, Angers, France). The negotiation of meaning in EFL learning in the language laboratory. *ASp (Anglais de Spécialité)* (Bordeaux, France), **19-22** (1998), 283–309.

In the 24-post language laboratory of the author's institution, modern languages are taught using an interactive method, based on putting non-native speaker students into a task-based situation in which they have to communicate in pairs. It involves the learning of language for specific purposes, in this case, scientific or horticultural, using information gaps as part of the task procedure. The research reported here, involving over 240 French students learning English, is an exploratory comparative study of interactive versus non-interactive learning methods during a two-hour lesson. Following a review of the relevant literature on interaction and negotiation, the author describes how short-term and long-term memory tests were used to gather data which were statistically analysed to measure the differences between the two groups. Results indicated that interactive learning methods do make a difference to the retention and recall of information by students.

99–583 Reiß, Sonja (Universität Augsburg, Germany). Das Genus im Unterricht mit Kindern nichtdeutscher Muttersprache. [Teaching gender to children learning German as a second language.] *Zielsprache Deutsch* (Munich, Germany), **30, 1** (1999), 2–15.

Basing her ideas on recent research into language acquisition, the author of this article seeks to develop a few basic principles for teaching gender to children learning German as a second language. This area of grammar traditionally causes problems since gender-specific inflections and word forms overlap confusingly with case- and number-specific forms. The bulk of the article consists of a critique of Wegener's pedagogy, according to which errors of gender assignment should not be corrected in the classroom, at least in the early years, as this could interfere with the children's acquisition of other grammatical categories, more crucial for communication, such as (in)definiteness and case. In time, children will 'naturally' learn to assign genders correctly through a process of 'hypothesis testing' against the language inputs they receive. The author rejects this view, believing that there is no 'natural disposition' to acquiring gender – in contrast to other grammatical categories. Instead, she advocates an early familiarisation with the concept, through the use of such techniques as colour-coding, the learning of a limited number of everyday nouns, and the avoidance of metalanguage.

99–584 Rivero-Quijano, Mauricio (Keyano College, Fort McMurray, Alberta, Canada). Briser les distances, la solitude et l'assimilation. [Breaking down distances, loneliness and assimilation.] *Etudes de Linguistique Appliquée* (Paris, France), **113** (1999), 43–48.

The Canadian provinces of Alberta, Saskatchewan and Manitoba have widely-scattered French-speaking minorities. Distance teaching, as it is run by and for these French-speaking communities, is considered more than just a useful means of education in this vast country with its long distances and thinly-scattered population – it is also a way of resisting assimilation into the English-speaking majority. All French-speaking schools in the west of Canada have access to the Internet, which can be used as the sole medium of instruction, for tutoring, or combined with more traditional pedagogical materials in multimedia networks. This article focusses on the progress which has been made in recent years and on the difficulties which have been encountered.

99–585 Rivers, William P. (Bryn Mawr Coll., USA). Is being there enough? The effects of homestay placements on language gain during study abroad. *Foreign Language Annals* (New York, USA), **31**, 4 (1998), 492–500.

The Second Language Acquisition community has long held the homestay environment as the *sine qua non* of language study abroad. Implicit in this view is that a continuous immersion environment provides for greater authentic target language (TL) input than dormitory placements with non-native speakers of the TL; and that, in turn, this increased quality and quantity of input should lead to greater language gains during study abroad. An evaluation of these hypotheses is now possible, in the 1976-1996 American Council of Teachers of Russian Student Records Data Base, which

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contains proficiency and background data on over 2500 study-abroad participants, in both dormitory and homestay placements. Standard statistical techniques were used to compare gains made in speaking, listening and reading. Results show that homestay participants were slightly less likely to gain in speaking proficiency, were likely to gain less in listening and more likely to gain in reading than dormitory participants. These results stand counter to the intuition that greater auditory TL input would result in greater gains in listening and possibly speaking. The article cites recent ethnographic research aimed at a description of the homestay environment and at learner behaviour during study abroad which provides an initial explanation for the 'Homestay Effect'. Student preparation has a particularly strong influence on learning behaviours: experienced language learners may be more adept at managing the ceaseless flow of TL input than inexperienced learners. The results of the current investigation, along with recent work in self-directed language learning and immersion, suggest that students in homestay environments may benefit from training in the management of linguistic input.

99–586 Roberts, Jon (Centre for Applied Language Studies [CALS], U. of Reading, UK). Personal Construct Psychology as a framework for research into teacher and learner thinking. *Language Teaching Research* (London, UK), **3**, 2 (1999), 117–44.

This article deals with an area in psychology rarely applied to language teaching studies, i.e., Personal Construct Psychology (PCP). The author tells how some illuminating English language teaching (ELT) studies associated with CALS have used PCP as their theoretical framework. Results suggest that PCP is useful for researchers who wish to understand teacher and learner thinking from the inside: 'the world of lived experience from the point of view of those who live it' (Schwandt, 1994). The first section of the article outlines the fundamentals of PCP. Section II contains a justification for its use. Section III summarises two Ph.D. studies in ELT – in language learners' perceptions of the curriculum and student teachers' changing constructions of good teaching – which exemplify the usefulness of PCP as a framework. The final section discusses some issues relevant to supervision: research values, validity, and the scope of PCP in intercultural studies.

99–587 Schmitt, Lothar M. (U. of Aizu, Aizu-Wakamatsu City, Japan) **and Christianson, Kiel T.**. Pedagogical aspects of a UNIX-based network management system for English instruction. *System* (Oxford, UK), **26**, 4 (1998), 567–89.

The authors describe a UNIX-based management system (*UNEIM*) they developed to support the instructor in teaching English as a second language using a network of workstations. The present implementation is aimed at teaching English composition to Japanese students at the University of Aizu. *UNEIM* has a conve-

nient set-up mechanism designed to assist, in particular, the computer novice. While running, *UNEIM* takes care of a number of tasks using the **cron** mechanism of UNIX: assignments are sent out via email on pre-set dates; if necessary, students are reminded of missing homework; homeback emailed back by students is sorted in regard to course, section and assignment; submission deadlines and required length of homework are enforced; homework is partially evaluated for mechanical mistakes, e.g., spelling, punctuation; evaluation results by the machine are returned to students automatically (to trigger resubmission); students' writings are reformatted to facilitate human correction; the use of global or specialised vocabulary can be measured for individual students as well as classes; authentic, interesting or critical examples of grammatical patterns can be identified and collected for presentation in class or research purposes; desired statistical evidence is generated, and so too is graphical display of data.

99–588 Singleton, James, Keane, John and Nkwenti-Azeh, Blaise (UMIST, Manchester, UK). CALL meets software engineering: towards a multimedia conceptual dictionary. *ReCALL* (U. of Hull, UK), **10**, 2 (1998), 33–43.

The role of the conceptual dictionary in CALL (computer-assisted language learning) to enable both active learning and passive referencing is becoming well-established. The motivation for this work comes from the analysis of an existing conceptual dictionary which, whilst exhibiting many strengths, proved difficult to extend with multimedia capabilities. The focus of this paper is the design and development of a conceptual dictionary, incorporating a multimedia framework, by making use of established techniques from software engineering and computer science. The analysis, data and interface design for the new system are discussed. A prototype system has been developed using Delphi and Paradox running on Windows 95.

99–589 Sturani, Federica and Guarnieri, Maria (Liverpool John Moores U., U. of Central Lancashire, UK). Apprendimento attivo nell'insegnamento dell'italiano per principianti: sfruttamento di materiale autentico. [Active learning in the teaching of Italian for beginners: exploitation of authentic materials.] *Tuttitalia* (Rugby, UK), **19** (1999), 10–13.

It is only very recently that the teaching of Italian as a foreign language in the UK has started to move away from traditional to more communicative methodologies and there is still a reluctance to use authentic materials before lower intermediate level. This paper argues, however, that, given the importance of the cultural aspect of language work, authentic materials should and can – with careful choice of materials and manner of presentation – be introduced from the beginning. The point is illustrated by a detailed description of a project using short videoclips from an Italian film with a group

of non-specialist beginners, with many suggestions for activities. It is pointed out that this sort of material is rich in possibilities for both language and culture teaching that are perfectly accessible to beginners, provided the students are not burdened with too many exercises on the same excerpt and that the video lesson is clearly integrated into an overall plan.

99–590   Swender, Elvira (ACTFL, Yonkers, NY, USA) **and Duncan, Greg**. ACTFL Performance Guidelines for K-12 Learners. *Foreign Language Annals* (New York, USA), **31**, 4 (1998), 479–91.

This article overviews the *ACTFL Performance Guidelines for K-12 Learners*, which are the result of a three-year initiative supported by the United States Department of Education International Research and Studies Programme. The ACTFL (American Council on the Teaching of Foreign Languages) Guidelines comprehensively describe the language performance of students of FLs from Kindergarten through to Year 12 across the three modes of communication – Interpersonal, Interpretive, Presentational, following specific periods of classroom instruction. Informed by the *Standards for Foreign Language Learning* (the 'content' standards), these guidelines (the 'performance' standards) are based on the experience and advice of hundreds of language educators at all levels of instruction throughout the United States.

99–591   Tang Degen (Xiangtan U., China) **and Absalom, Doug**. Teaching across cultures: considerations for Western EFL teachers in China. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **3**, 2 (1998), 117–32.

This paper aims to identify communication difficulties which arise when Eastern and Western cultures meet in the context of language teaching and learning. Despite increased interaction between Chinese and Western academics, it is evident that misunderstandings and even antagonism are a regular feature of cross-cultural discourses – especially so in respect of Australian and other Western teachers entering China to teach English. The paper attempts to make explicit some of the underlying assumptions held by such teachers and to contrast these with the expectations of Chinese students. An understanding of this contrast in terms of cultural awareness and justification is intended to overcome many of the stereotypical attitudes which arise out of individual instances of culture clash and which may go on to constitute communication barriers in themselves. The paper first examines some relevant Chinese cultural perspectives, then looks at how those perspectives produce constraints on Western methodological procedures, offering in conclusion some strategies and suggestions for compromise. In this way, a set of guidelines is formulated with the intention of allowing Western teachers to work comfortably and efficiently in a Chinese context.

99–592   Thomson, Chihiro Kinoshita (U. of New South Wales, Australia). Junior teacher internship:

promoting co-operative interaction and learner autonomy in foreign language classrooms. *Foreign Language Annals* (New York, USA), **31**, 4 (1998), 569–83.

In teaching and learning foreign languages in places where the target language is not spoken, it is difficult but important to increase interactive opportunities among learners. A junior teacher internship project, in which a group of third-year Australian university students of Japanese participated regularly in first-year Japanese classroom activities, as well as lesson planning, is examined in this article. The article discusses learner autonomy and co-operative learning, the project procedures, and project evaluation in terms of reactions by both first-year and third-year students and observations by participating teachers and the project coordinator. Evaluation of the project indicated that it increased interactive opportunities among the third-year as well as the first-year students, enhanced the motivation of first-year students, raised third-year students' awareness in learning and teaching, and, as a result, promoted co-operative and autonomous learning in the learners.

99–593   Tippett, Sandy and Cook, Bridget (U. of Dundee, Scotland). Authoring tools: a comparative study. *ReCALL* (U. of Hull, UK), **10**, 2 (1998), 12–17.

This article demonstrates the methodology behind the way in which two quite different authoring tools were used to complement each other. By using a variety of authentic source materials, and carefully integrating this material into a second-year French course, the authors believe they provide a rich source of material which other universities might well be able to exploit. Based on a case study in the Centre for Applied Language Studies at the University of Dundee, the article looks at the problems involved in producing CALL (computer-assisted language learning) material using two separate authoring packages. It explores the exploitation of authentic material in a multimedia environment, looks at the advantages and disadvantages of the tools used by providing a comparative evaluation, and discusses the complex problems faced by teachers in developing CALL and integrating it into their courses.

99–594   Tjoo, Hong Sing and Lewis, Marilyn (U. of Auckland, Australia). Spontaneous grammar explanations. *Babel (AFMLTA)* (Victoria, Australia), **33**, 3 (1998), 22–25, 38.

Little research has been conducted into how second language (L2) teachers explain grammar to students. Teachers face a number of choices: explanations can be given as problems arise (reactively); the teacher can (proactively) select structures; explanations can be delivered in the first language or the target language. This article reports on a piece of action research undertaken by a native-speaking teacher of Indonesian as an L2 to broaden her grammar teaching skills. The writer opted to give reactive grammar explanations using Indonesian and English to students attending university

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Indonesian language classes. Classes were audio-recorded and partially transcribed. The teacher also recorded her reflections in a journal. Grammar explanations were categorised and then evaluated according to data from the reflective journal. The writer found that spontaneous explanations were generally less structured than those from a textbook and that such grammar explanations also often developed into vocabulary explanations. Discrepancies between textbook explanations and the teacher's intuitive responses sometimes caused the teacher discomfort but led to increased learner autonomy with students determining changes in topic. A larger-scale reflective study of spontaneous grammar explanations is required in order to observe the extent to which experienced teachers are able to change their teaching techniques.

99-595 Vande Berg, Camille Kennedy (Western Michigan U., USA). Metalinguistic competence of beginning French students. *The French Review* (Carbondale, IL, USA), **72**, 4 (1999), 644–57.

Beginner language textbooks typically display an essentially structure-based approach, with linguistic patterns explained overtly through analytical presentations. Textbook authors frequently lace these presentations with grammatical terms such as 'conjugated verb' or 'indirect object'. Many instructors believe, however, that their students are unfamiliar with this metalinguistic vocabulary; anecdotal evidence suggests that language learners may not comprehend even such fundamental structural concepts as 'subject' or 'verb'. This article discusses the results of a study in which beginner French students were tested on their familiarity with ten common grammatical terms, and concludes with some brief remarks on the pedagogical implications of the data.

99-596 Vanegas, Hugo. Humanistic task-based language learning and the ESOL learner: towards a more truly learner-centred approach. *Language Issues* (Birmingham, UK), **10**, 1 (1998), 21–23 + **10**, 2 (1998), 22–27.

This two-part article begins from the premise that, by and large, the principles of humanistic language teaching have failed to permeate second language (L2) teaching and that many L2 classrooms are characterised by demotivated students and a lack of student autonomy. Part 1 critically reviews the major humanistic approaches, assessing the extent to which approaches such as the Silent Way, counselling-learning, TPR and Suggestopedia are in fact learner-centred; how each one compares with communicative language teaching; and whether any of the approaches could feasibly be applied to teaching English to Speakers of Other Languages (ESOL) in Britain. In light of this analysis, Part 2 aims to synthesise cognitive and humanistic L2 teaching techniques into 'humanistic task-based language learning' (HTBLL). Drawing on principles of experiential learning, the author proposes that the teacher, as facilitator, train students in learning strategies

before adopting a task-based learning approach in a caring and sharing environment. Key criteria for task design are discussed with specific reference to the British ESOL context, and an inventory of suitable humanistic task types is proposed. Finally, a lesson using HTBLL is outlined to demonstrate the integration of activities intended to meet students' linguistic, cognitive and psychological/emotional needs.

99-597 Vilar Sánchez, K. (U. of Granada, Spain). Language and role awareness: teaching stylistic variation in German as a foreign language. *System* (Oxford, UK), **27**, 1 (1999), 91–103.

The author of this article posits that one of the most difficult things for foreign language (FL) learners is learning how to make the correct decision when it comes to choosing between stylistic and pragmatic variants expressing roughly the same semantic content. The article puts forward an exercise of parallel text analysis and/or production in FL German intended to demonstrate to students that contextual factors influence the selection of specific variants. These variants must be chosen from so-called 'macroprogrammes' – these list the linguistic and extralinguistic means a language offers to express one defined function. The author also suggests that students need to be senitised to the fact that different languages use different macroprogrammes in order to express the same meaning. It is claimed that the intralingual and interlingual analysis of the different macroprogrammes will help advanced students who already have a command of the main vocabulary and grammatical forms and structures of the FL to acquire greater communicative competence.

99-598 Yu, Feixia (U. of Central Lancashire, UK). Acquisition of pragmatic competence of Chinese ESOL/EFL learners. *Language Issues* (Birmingham, UK), **10**, 2 (1998), 8–14.

Given the importance of politeness in cross-cultural communication, this article reports on research into different strategies used by native speakers (NS) and Chinese speakers of English (CS) to express requests and suggestions in English. The experiment is based around an open-ended, situational questionnaire designed to elicit linguistic responses which require knowledge of power relations and social distance. The research base cited suggests that CS lack communicative competence, especially pragmatic competence, i.e., the ability to communicate appropriately in a given social context. This may be manifested as assigning language items incorrect pragmatic force (pragmalinguistic failure), or making cross-culturally erroneous judgements about appropriate linguistic behaviour (sociopragmatic failure). The former can be taught via consciousness-raising tasks, while the latter requires a more sensitive approach, such as explicit discussion of sociopragmatic norms. The findings of the study show that NS adopt less direct communication strategies than CS. CS tend not to use lexis or syntax to modify structures, thus often seeming (unintentionally) curt or overbearing, because they

draw on appropriate levels of politeness in the first language rather than English. The article concludes that English language teachers ought not to neglect the teaching of pragmatic competence in order to facilitate successful cross-cultural communication.

99–599 Zyngier, Sonia (Federal U. of Rio de Janeiro, Brazil). The unheard voices: a reader model for students. *Language Awareness* (Clevedon, UK), **8**, 1 (1999), 30–37.

For over 20 years studies in literary theory, linguistics and semiotics have been contributing with models which describe the role of readers and how they construct the meaning of a literary text. Most of these studies, however, assume an ideal figure who may not necessarily correspond to classroom reality. This paper proposes a framework offering a more democratic setting. Cognitively, the model is in line with studies which regard learning as a process of development and adjustment. Linguistically, it accommodates different levels of language proficiency comprehending both native and non-native speakers of the language of the text. Culturally, it stresses that the concept of sharedness depends on social praxis. Based on the theoretical assumptions brought about by developments in Language Awareness, the paper discusses the teacher's role in this setting and proposes Literary Awareness as an initial programme by means of which students become sensitised to the construction of verbal art. The author concludes by suggesting that, through the perception and manipulation of linguistic patterns in different texts, students are better placed to produce justifiable interpretations.

Language learning

99–600 Cadierno, Teresa (U. of Southern Denmark, Odense U.). On second language comprehension and acquisition: interactional and psycholinguistic perspectives. *Odense Working Papers in Language and Communication* (Odense, Denmark), **18** (1999), 1–19.

The aim of this paper is to examine the processes of second language (L2) comprehension and acquisition from an interactional and psycholinguistic perspective. Within the interactional perspective two main research areas are reviewed: (1) research on the linguistic modifications of the speech addressed to L2 learners, and the conversational modifications present in the discourse created by native speakers and L2 learners during conversations; and (2) research examining the effects of linguistic and conversational modifications on L2 comprehension and acquisition. The psycholinguistic perspective, on the other hand, has examined the cognitive processes involved in L2 comprehension and acquisition. Here several second language acquisition (SLA) models and research are reviewed which attempt to explain how learners construct their mental representations of the L2. Issues such as the role of (comprehensible) input in SLA, the differentiation between comprehension and acquisition processes and the role of attention in acquisition are discussed.

99–601 Cameron, Catherine Ann and Lee, Kang (U. of New Brunswick, USA). Emergent use of English grammatical morphemes by Chinese-speaking children. *IRAL* (Heidelberg, Germany), **37**, 1 (1999), 43–58.

The longitudinal study reported here examined the emergent use of major English grammatical morphology by three six-year-old Chinese-speaking children learning English as a second language. Although Chinese is morphologically different from English (in that it has no articles, tense or plural inflections, or auxiliaries), articles (*a, the*) are among the first morphemes used correctly by the three children. This contrasts with the finding that articles are most difficult for Chinese-speaking adults to acquire. Morphemes that have similar linguistic representations in Chinese (*in, on* and possessives) also emerged very early. A common developmental pattern is revealed among these three children in the emergent use of tense markers: present and progressive markers are used first, future second, and past tense markers last. Third person singular verbs and plural nouns emerge relatively late. These findings suggest that Chinese-as-a-first-language plays a mixed role in the emergence of the grammatical morphemes of English when learned by children as a second language.

99–602 Carroll, Susanne E. (U. of Potsdam, Germany). Input and SLA: adults' sensitivity to different sorts of cues to French gender. *Language Learning* (Malden, MA, USA), **49**, 1 (1999), 37–92.

This article investigates experimentally if beginner adult learners, given auditory stimuli, are equally likely to represent French gender subclasses in terms of phonological, morphosyntactic, and/or semantic representations. The study can be located within a broader programme to characterise Universal Grammar as one type of preparedness to learn. Participants – 88 adult English speakers – learned patterned $[Det + N]_{French}$ + translation equivalent$_{English}$ lists. Analyses of results reveal that participants more readily recognised 'natural' semantic and morphological patterns; these same lists lent themselves to generalisation. The results are taken to demonstrate that, for this group of learners, the construct of input for gender learning emerges through the construction of abstract knowledge representations, apparently on the basis of prior knowledge, and not solely from objective patterns in the speech signal. They thereby provide support for theories of linguistic cognition involving mediating structural representations, as well as learning theories in which conceptual information can guide grammatical development.

99–603 Eviatar, Zohar, Leikin, Mark and Ibrahim, Raphiq (U. of Haifa, Israel). Phonological