

Language teaching

00-239 Amritavalli, R. (Central Inst. of English and Foreign Languages, Hyderabad, India). Dictionaries are unpredictable. *ELT Journal* (Oxford, UK), **53**, 4 (1999), 262-9.

Commonsense suggests that definitions in dictionaries for speakers of English as a foreign or other language should not be more difficult than the words they define. This article reveals typical problems of syntactic complexity, idiomaticity, and cultural specificity which inappropriate explanations and examples may pose for learners. In so doing, it also reflects the relative effectiveness of some learners' dictionaries. Corpus-based 'genuine' examples are argued to be incomprehensible as well as inauthentic for learners. A comparison of published dictionaries with the functioning of a live, on-line dictionary (in the person of the teacher in the classroom) suggests that the detailed and painstaking explanation of word meaning must yield to the 'telling' example, where a 'telling' example is characterised by concreteness, cultural familiarity, and simplicity of structure.

00-240 Andrews, Stephen (U. of Hong Kong). 'All these little name things': a comparative study of language teachers' explicit knowledge of grammar and grammatical terminology. *Language Awareness* (Clevedon, UK), **8**, 3/4 (1999), 143-59.

This paper reports an in-depth investigation currently being conducted into the metalinguistic awareness of a group of practising second language (L2) teachers, all non-native speakers teaching English in Hong Kong secondary schools. The investigation focuses on teacher metalinguistic awareness as it relates to grammar. As part of the study, a test was administered in order to explore the declarative dimension of the teachers' metalinguistic awareness: their explicit knowledge of grammar and grammatical terminology. The test was based largely on Alderson *et al.* (1996), which in turn draws upon Bloor (1986). The present paper reports on the test performance of these serving teachers as an indication of the level and nature of their explicit knowledge of grammar and grammatical terminology. It also compares their performance with that of two groups of prospective teachers of English as a second/foreign language: one group of native-speakers and the other of non-native speakers. Comparison with the former helps to shed light on the native/non-native issue (Medgyes, 1994 is cited) as it relates to explicit knowledge of grammar, while comparison with the latter offers some indication of the effects of post-secondary education and teaching experience upon such knowledge.

00-241 Andrews, Stephen (U. of Hong Kong). Why do L2 teachers need to know about language? Teacher metalinguistic awareness and input for learning. *Language and Education* (Clevedon, UK), **13**, 3 (1999), 161-77.

This paper sets out to examine the importance in the instructed-learning setting of the second language (L2) teacher's 'knowledge about language' (her *metalinguistic awareness*, or TMA). Three questions are examined in relation to TMA: (1) whether L2 teachers need to 'know about language'; (2) if so, why, and in what ways; and (3) what impact the level/nature of a teacher's metalinguistic awareness has on the input which is made available for learning. The paper first of all adopts a theoretical stance in relation to these three questions. A model of TMA is proposed where it is seen as performing a crucial role in the language teaching/language learning process because of its potential impact upon input for learning. The paper then examines empirical evidence relating to the three questions and to the validity of the TMA construct by reporting on data gathered from classroom observation and semi-structured interviews with three L2 teachers working in secondary schools in Hong Kong.

00-242 Antón, Marta (Indiana U.-Purdue U., USA; Email: manton@iupui.edu). The discourse of a learner-centred classroom: sociocultural perspectives on teacher-learner interaction in the second-language classroom. *The Modern Language Journal* (Malden, MA, USA), **83**, 3 (1999), 303-18.

The study reported here investigates learner-centred and teacher-centred discourse in interactive exchanges between teachers and learners in the second language (L2) classroom. Data were gathered from observation of first-year university French and Italian classes throughout a semester. The analysis of interaction shows that learner-centred discourse provides opportunities for negotiation (of form, content, and classroom rules of behaviour), which creates an environment favourable to L2 learning. In contrast, teacher-centred discourse is shown to provide rare opportunities for negotiation. Placing the analysis within the context of the role of discourse in the mediation of cognitive development, a central point in sociocultural theory, the study is taken to demonstrate that, when learners are engaged in negotiation, language is used to serve the functions of scaffolding (Wood, Bruner, & Ross, 1976) and to provide effective assistance as learners progress in the Zone of Proximal Development (Vygotsky, 1978). The analysis presented here attempts to show how various communicative moves and linguistic forms are deployed to achieve these functions.

00-243 Bailly, Sophie and Poncet, Florence (Université Nancy 2, France). Enseigner l'anglais au CE2: pistes d'utilisation pour la vidéo 'Sans Frontière'. [Teaching English in the French primary school system: ways of using the video 'Sans Frontière'.] *Mélanges CRAPEL* (Nancy, France), **24** (1999), 7-43.

The increase in foreign language teaching throughout the French primary school system has drawn attention to the fact that some teachers are inadequately trained, both linguistically and methodologically. With this in mind, the French Ministry of Education has produced a set of language teaching materials, *Sans Frontière*, designed so that it could be used even by teachers with low levels of proficiency. The materials, which consist of a video cassette and a user's guide, are described and discussed in this article, and some methodological suggestions are put forward.

00-244 Basturkman, Helen (U. of Auckland, New Zealand). A content analysis of ELT textbook blurbs: reflections of theory-in-use. *RELC Journal* (Singapore), **30**, 1 (1999), 18-38.

Language teaching is value-laden and based on theories about language and learning. The present author suggests that textbook blurbs are an important site for the visibility of the theories-in-use of the teaching community. However, little research has been done on this site to identify aspects of pedagogy considered particularly important in English language teaching (ELT). This article describes a content analysis made of a corpus of back cover blurbs of textbooks which were best sellers in Auckland, New Zealand, 1998. Results indicated that the ELT community value practical solutions in preference to theoretical rationalisation, 'buy into' techniques and practices derived from a cognitive theory of language learning and view language as at core a set of grammatical structures.

00-245 Bowker, Lynne (Dublin City U., Ireland). Exploring the potential of corpora for raising language awareness in student translators. *Language Awareness* (Clevedon, UK), **8**, 3/4 (1999), 160-73.

This paper explores the potential of a corpus-based approach for promoting language awareness in student translators. It begins by examining the principal criteria required to produce a good translation, and then explores some of the principal obstacles to language awareness that can be found in the translation classroom: resistance to correction, lack of motivation, and lack of awareness of the distinction between language for general purposes (LGP) and language for special purposes (LSP). The potential of electronic corpora and corpus analysis tools for helping to overcome these obstacles was investigated by testing the following hypotheses: (1) when faced with expert testimony in the form of a corpus, students will be more accepting of corrections; (2) corpora present the students with a

new and interesting way of working so they will be more motivated to learn; and (3) the corpus provides a testbed against which students can evaluate LGP/LSP distinctions. A group of students translated a text twice, once using conventional resources (e.g., dictionaries) and a second time using corpus-based resources. The two sets of translations were analysed for errors, and the results showed a trend towards improved linguistic skills and language awareness in students using electronic corpora.

00-246 Bragger, Jeannette D. (Pennsylvania State U., USA) and **Rice, Donald B.** The message is the medium: a new paradigm for content-oriented instruction. *Foreign Language Annals* (New York, USA), **32**, 3 (1999), 373-91.

This article focuses on the Connections goal of the U.S. *National Standards*—i.e., on the integration of interdisciplinary content and language skills. The present authors suggest that, although content has always played some role in foreign language courses, the complexities of 'connections' to academic content are far from being realised in the current foreign language teaching and learning environment. Consequently, this article proposes a developmental model for content-oriented instruction which moves students from familiar to unfamiliar academic and cultural content while also taking into account their language level at each stage. In the process, the article offers suggestions on how to avoid the 'sudden jumps' in difficulty, characteristic of language and literature courses both in high school and college, which lead to so much student/teacher frustration as well as to often dramatic drops in enrolment from level to level.

00-247 Burnett, Joanne (U. of Southern Mississippi, USA). Classroom management—classroom survival: one teacher's story of constructing practice in a computer-equipped foreign language classroom. *Foreign Language Annals* (New York, USA), **32**, 3 (1999), 279-94.

The study from which this article derives set out to investigate the nature of the teaching experience in third-semester university French classes which met once a week in computer-equipped classrooms. The over-arching goal of the study was to understand what happens when computer technology is introduced into a textbook-driven curriculum and how the principal actors in the process (in this case teachers) negotiate and live this experience. Data collection and analysis concentrated on the beliefs, decision-making processes, attitudes, activities and behaviours of the participating teaching assistants (TAs). This article concentrates on only one teacher, Leslie, an experienced university TA caught up in the midst of an innovative curriculum. Her story is set against a backdrop of literature from computerphobia, computer anxiety, and cultural perspectives of computer initiation. It is concluded that more effort needs to go into teacher development and

involvement in this area: Leslie's experiences show, for example, that computer novices may benefit from being paired with experts both during training and teaching. While the current investigation provides insight into one teacher's experience and perspectives on incorporating computer-based lessons, the author considers that many questions remain unanswered: other teachers' voices are essential to forming a more complete picture of computer technology integration and use. Life histories of foreign language teachers, in conjunction with a more detailed analysis of their belief systems and decision-making processes in implementing innovative curricula, open a much-needed area of research.

00-248 Bygate, Martin (U. of Leeds, UK). Quality of language and purpose of task: patterns of learners' language on two oral communication tasks. *Language Teaching Research* (London, UK), **3**, 3 (1999), 185-214.

This article relates to tasks used in language classrooms. The research question posed is whether there are differences in the grammatical complexity of the learners' oral second language use on two types of unscripted task, an argument task and a narrative task; the participants are 67 Hungarian secondary school students learning English. The study focuses on grammatical patterns of learner language, and reports significant differences in the learners' performance. The article discusses implications for the use and design of such tasks. It concludes by suggesting how their use can contribute to language development by leading learners to establish a routinised relationship between task and language. More generally, the article argues the value of predicting, on the basis of attested patterns of use, the classroom learning that is likely to ensue from the use of particular tasks.

00-249 Cheng, Winnie and Warren, Martin (The Hong Kong Poly. U.). Inexplicitness: what is it and should we be teaching it? *Applied Linguistics* (Oxford, UK), **20**, 3 (1999), 293-315.

This paper is concerned with the use of inexplicitness by native speakers and non-native speakers engaged in English conversations. An invaluable resource to a speaker is the context in which he/she is speaking and failure to utilise it fully will result in the conversation displaying an unnecessary and inappropriate level of explicitness, or failing to reach an adequate level of intelligibility. Using a corpus of native speaker and (Hong Kong Chinese) non-native speaker conversations, it is shown that a characteristic of non-native speakers' spoken language is the inappropriate level of inexplicitness used and the ways in which inexplicitness is manifested in the discourse. Additional factors such as repetition, linguistic competence, cultural schemata, and first language transfer also contribute to the different levels of inexplicitness in non-native conversational utterances. Suggestions are made as to how students might be helped to acquire and practise the skills and

techniques required to achieve a more appropriate level of inexplicitness in their spoken English.

00-250 Cots, Josep M. (Universitat de Lleida, Spain) and **Nussbaum, Luci**. Schooling, language and teachers: language awareness and the discourse of the Educational Reform in Catalonia. *Language Awareness* (Clevedon, UK), **8**, 3/4 (1999), 174-89.

This article explores the role of language awareness in the teaching/learning of languages within the framework of the Educational Reform in Spain, based on some of the results from a project being carried out by researchers at three Spanish universities. Three different types of discourse are compared: the official curriculum, teachers' views obtained in interviews and teachers' classroom practices. The study is centred around three main questions: (1) the degree of consistency between what secondary school teachers say and do about language awareness and the new curriculum proposals; (2) the educational/philosophical basis for a language awareness component in a 'constructivist' curriculum; and (3) ways in which the language awareness component in the curriculum might be enriched. By combining ethnography and discourse analysis, the study constructs three teacher profiles based on their views of language, language teaching and language awareness, their classroom practices and the degree of consistency between teachers' views and practices on the one hand, and the curriculum on the other. The paper concludes with some suggestions for improving the language awareness component in the curriculum.

00-251 Cox, Maria Inês Pagliarini and Assis-Peterson, Ana Antônia de (Federal U. of Mato Grosso, Brazil). Critical pedagogy in ELT: images of Brazilian teachers of English. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 3 (1999), 433-52.

Recently, some scholars inside the English language teaching (ELT) community have started to question the absence of a critical view in the teaching and role of English internationally. More specifically, they have attempted to encourage teachers of English as a second/foreign language (ESL/EFL) to address such sociopolitical issues as the alleged neutrality of English as an international language. They argue for a critical pedagogy that would encourage pedagogical practices aiming to empower teachers and learners, and consequently to change the nature of schooling and transform society. Considering that critical pedagogy has its roots in the work of Brazilian educator Paulo Freire, the present authors investigated what 40 Brazilian English teachers knew about and thought of critical pedagogy in ELT. Their findings reported here showed that they were unaware of it. Attached to the strong appeal of a dominant integrative discourse, the English teachers saw themselves as agents of good in that they prepared students to be successful in the world. In view of the fact that Brazil's new National Curriculum Parameter is based on critical pedagogical assumptions, the authors

wonder how such a pedagogy might operate in this particular context.

00-252 Currie, Pat (Carleton U., Ottawa, Canada; *Email*: pcurrie@ccs.carleton.ca). Transferable skills: promoting student research. *English for Specific Purposes* (Exeter, UK), **18**, 4 (1999), 329–45.

One topic of ongoing debate among English for Academic Purposes (EAP) teachers and researchers is the issue of skills transferable from EAP classes to academic content classes. Research has already identified several promising avenues for exploration: the analysis of article introductions, the development of question-posing skills, the identification of the conceptual activities required in order to write, and the use of academic journalogs as vehicles for ethnographic exploration. The issue is complicated, however, by the fact that EAP classes are frequently composed of students representing diverse content areas. While this diversity can be regarded as imposing even more unrealistic demands on teachers already uncomfortable with knowing less than their students, it can also be viewed as a rich, multi-faceted resource—which the author suggests needs to be fully exploited. This paper describes three activities that formed part of an action research project carried out in advanced EAP classes. The paper outlines the activities, presents samples of student responses, and evaluates the usefulness of academic journalogs as used in these classes.

00-253 Davison, Chris (Melbourne U., Australia). Missing the mark: the problem with the benchmarking of ESL students in Australian schools. *Prospect* (Macquarie U., Sydney, Australia), **14**, 2 (1999), 66–76.

This article begins with the premise that the recent introduction of benchmarking in Australian schools demonstrates that the underlying problem of how to define and measure progress in ESL (or lack of it) in relation to mainstream 'norms' is still a major stumbling block to the effective provision of education for students from Language Other Than English (LOTE) backgrounds. To those in the field of English as a Second Language (ESL), this 'block' seems to be motivated more by ideology than ignorance, for the knowledge and experience is available to overcome the current impasse. Drawing on recent research into English language and literacy development, the article highlights some of the flaws in the view of ESL learners and ESL learning in the current benchmarking process. The article demonstrates that in fact diversity rather than commonality is the norm in Australian schools. Hence, it is increasingly difficult to establish common goals at different year levels, let alone universal measures of progress. To attempt to do so is in fact seen as obscuring the diverse needs and developmental pathways of learners, and risks undermining rather than enhancing public accountability. The article concludes that 'real' progress in ESL learning and teaching can only be shown effectively through the application of a complementary but distinctive set of benchmarks for ESL learners at different stages of schooling.

00-254 Debaisieux, Jeanne-Marie and Régent, Odile (Université Nancy 2, France). Un outil multimédia pour apprendre à apprendre les langues étrangères. [A multimedia package for learning to learn foreign languages.] *Mélanges CRAPEL* (Nancy, France), **24** (1999), 45–57.

This paper reports on the first phase of the development of a multimedia package aimed at providing learner training in the field of listening comprehension in foreign languages. This modular tool will focus on methodology, help learners become aware of their own learning styles and seek to find learning techniques best adapted to their personalities and learning situations. The methodological tool will be supplemented by resource packages providing documents in related European languages.

00-255 Debski, Robert and Gruba, Paul (U. of Melbourne, Australia; *Email*: r.debski@hlc.unimelb.edu.au). A qualitative survey of tertiary instructor attitudes towards project-based CALL. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 3 (1999), 219–39.

Advocates of project-based approaches to learning and instruction in networked computer environments emphasise the social dimensions of language learning. Such approaches, they argue, represent a significant shift away from the view of computers as a tool for individual use, and fundamentally change CALL (Computer-Assisted Language Learning) pedagogies. To date, little research has been conducted on the views of students and instructors regarding these changes. The present study reports on the use of qualitative methods to investigate instructor attitudes towards project-based computing in second language study. The analysis of transcripts of semi-structured interviews resulted in a six-part framework which aims to characterise attitudes at the tertiary setting. The paper concludes with a discussion and recommendations regarding the use of computers in project-based second language classrooms.

00-256 De Goumoëns, Claire (Université de Genève, Switzerland; *Email*: degoumo@fapse.unige.ch), **De Pietro, Jean-François and Jeannot, Dominique**. Des activités d'éveil au langage et d'ouverture aux langues à l'école: vers une prise en compte des langues minoritaires. [Language awareness activities in schools: taking minority languages into account.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **69**, 2 (1999), 7–30.

This article describes the EOLE (*Eveil au langage et ouverture aux langues à l'école*) method of developing language awareness. This approach is based on a socio-constructivist theory of pedagogy which insists on the active and social nature of learning. It draws on the diverse languages present in the classroom in a number of activities designed to modify students' relationships

with languages and to challenge the minoritisation of these languages. A series of extracts from classroom observations is presented which demonstrates the gradual development of students' awareness of other languages and their metalinguistic knowledge. It is argued that the development of the classroom as a 'plurilingual space' develops students' cognitive and social skills. A survey of teachers who had volunteered to trial the programme showed that most agree that the approach validates students who know other languages, and most are opposed to the restriction of such programmes solely to minority language students. The article concludes that this approach can work with all students, as long as it is taught as part of a coherent didactic theory and an overall curriculum which validates the minority languages of the classroom.

00-257 Derwing, Tracey M. (U. of Alberta, Canada), **DeCorby, Emilie, Ichikawa, Julia and Jamieson, Kama.** Some factors that affect the success of ESL high school students. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 4 (1999), 532-47.

The study reported here examines the academic achievement of English as Second Language (ESL) high school students in one urban school board. In addition to accessing computer records for the years 1991-1996, the authors conducted in-depth, semi-structured interviews with 15 former ESL students. They also interviewed five ESL teachers and six mainstream classroom teachers to discover their views of the integration of ESL students in the school system. At least 10% of the ESL students were pushed out of school by the provincially mandated age cap. Another 36% appeared to have dropped out of school. Thus, nearly 46% of high school ESL students did not complete their studies within the Kindergarten-12 system, compared to a 70% completion rate for all students in Alberta. The implications for high school teachers and administrators include eliminating the age cap; improving integration of ESL students in mainstream content classrooms; and implementing better orientation for the students to ESL classrooms and procedures.

00-258 Detaramani, Champa and Chan, Irene Shuk Im (City U. of Hong Kong). Learners' needs, attitudes and motivation towards the self-access mode of language learning. *RELC Journal* (Singapore), **30**, 1 (1999), 124-57.

The self-access approach to language learning requires learners to be responsible, diligent, and motivated. However, very little research has been done in this field. The aims of the study reported here were to ascertain the needs of learners and to investigate their attitudes and motivation towards this mode of learning. A questionnaire was administered to 585 learners and in-depth interviews were conducted with five per cent of the sample. Statistical analyses suggest that the learners consider the major roles of self-access centres are to

help them learn English independently and equip them for their studies and future careers. They prefer multimedia materials and facilities which focus on speaking, listening and English for the work place. The analysis and the qualitative data from the interviews show that learners have strong extrinsic motivation to improve their English, yet they seem to be reluctant to use the self-access mode of language learning. It was also found that learners who are keen on using the self-access centre have a stronger desire to improve their English, have higher intrinsic motivation and more positive attitudes towards learning English.

00-259 Dlaska, A. (U. of Warwick, Coventry, UK; *Email: a.dlaska@warwick.ac.uk*). Suggestions for a subject-specific approach in teaching foreign languages to engineering and science students. *System* (Oxford, UK), **27**, 3 (1999), 401-17.

Amongst students entering the UK higher education system the demand for degree courses combined with a language is rising. Language tutors are increasingly called upon to devise subject-specific language courses and materials for students in engineering and science subjects. Many of these courses focus on improving learners' general language competence and restrict subject specificity in language teaching to discussions about energy and waste management. Studies show, however, that a good general competence in the foreign language will not necessarily enable learners to cope with subject-specific communications in the workplace or during a course of study abroad. Based on a language needs analysis for students on a German for Engineering course, this paper argues that teaching Languages for Specific Purposes (LSP) needs to consider the subject-specific needs of specialists in a given field. It proposes that LSP courses need to be skill-oriented and learner-centred and ought to emphasise the role of CALL (Computer-Assisted Language Learning) and independent learning strategies such as TANDEM learning. Practical suggestions are made concerning course development and materials for a vocationally and academically oriented LSP course.

00-260 Donaldson, Randall P. (Loyola Coll. in Maryland, Baltimore, USA; *Email: Donaldson@vax.loyola.edu*) and **Kotter, Markus.** Language learning in a MOO: creating a transoceanic bilingual virtual community. *Literary and Linguistic Computing* (Oxford, UK), **14**, 1 (1999), 67-76.

This article describes a pilot project which the authors undertook in spring 1998 to test out some of the possibilities for foreign language instruction in a MOO—the virtual space represented by the strange acronym, technically 'Multi-user domains Object Oriented'. Specifically, they set out to determine whether the principles of tandem learning could be transferred effectively to an on-line medium. The project participants were members of two language classes: a group of adult evening school enrollees learning English as a

second language in Germany and a group of American college students in their fourth semester of college German. The two groups met together once per week for two hours in real time in a MOO. Partnerships were formed with one member from the German group and one from the American group. The partners then cooperated in accomplishing certain tasks in their respective second language. The results of the project tend to confirm the efficacy of applying the primary tenets of tandem learning theory, learner autonomy, and reciprocity to language learning in a virtual reality community. The independence and sense of personal space which a learner can establish within a MOO as well as the partner relationships established as part of the tandem work fostered a growing sense of community as well as a strong commitment to the learning process within the group of learners.

00-261 Dupuy, B. C. (Louisiana State U., USA; Email: bdupuy@ix.netcom.com). Narrow Listening: an alternative way to develop and enhance listening comprehension in students of French as a foreign language. *System* (Oxford, UK), **27**, 3 (1999), 351–61.

This paper begins from the premise that research evidence shows aural comprehensible input to play a critical role in the early stages of language acquisition. While uncontrolled casual conversations may be too difficult for beginning and intermediate foreign language students to comprehend, Narrow Listening, the repeated listening of several brief tape-recorded interviews of proficient speakers discussing a topic both familiar and interesting to the acquirers, offers them a valuable and rewarding alternative. In the present study, a survey of 255 beginning and intermediate college French as a foreign language students' reactions to Narrow Listening and their assessment of its impact on their language development was conducted. Results indicate that students found Narrow Listening to be both interesting and very helpful in improving listening comprehension, fluency, and vocabulary, and in increasing their confidence with French.

00-262 Elkabas, Charles, Trott, David and Wooldridge, Russon (U. of Toronto, Canada; Email: celkabas@chass.utoronto.ca). Contribution of the cybernautical approach to the teaching and learning of second languages (L2). *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 3 (1999), 241–54.

With the advent of the cybernautical approach, a fundamental shift is changing the way of conceiving teaching and learning. The present authors suggest that, contrary to the rigid and prescribed practices normally associated with teaching methods ranging from the traditional (grammar-translation, audio-lingual), the modern (communicative), to the non-conventional (Suggestopedia, Community Language Learning), the cybernautical approach stands out by virtue of its greater flexibility

and adaptability. The article offers a series of reflections on the theoretical bases of language teaching viewed from the perspective of the New Technologies (NT), and proposes a reconfiguration of the pedagogical triangle. In light of the tremendous impact of NT, it considers the different ways of treating the four language skills in traditional and virtual environments.

00-263 Foster, Pauline and Skehan, Peter (Thames Valley U., London, UK). The influence of source of planning and focus of planning on task-based performance. *Language Teaching Research* (London, UK), **3**, 3 (1999), 215–47.

Recent research focusing on the role of planning when tasks are used within language instruction has indicated that pre-task planning can have beneficial effects upon the nature of task performance, consistently leading to greater fluency and complexity and, less dependably, greater accuracy. The study reported here examines different sources of planning (teacher-led solitary, group-based) as well as different foci for planning (towards language or towards content). Using a decision-making task (a 'balloon debate') with 66 intermediate students of English, data were collected using a 2x2 research design contrasting source of planning (teacher-led, group) and focus of planning (language vs. content). In addition, to ensure comparability with previous research, solitary planning and control groups were used. Results indicate a number of statistically significant effects. The teacher-fronted condition generated significant accuracy effects, while the solitary planning condition had greater influence on complexity, fluency and turn length. Group-based planning did not lead to performance significantly different from the control group. Finally, there was little effect on performance as a result of the language vs. content planning condition. The results are discussed in relation to how teachers may more effectively make pedagogic decisions on task implementation conditions linked to selective pedagogic goals.

00-264 Gonglewski, Margaret R. (George Washington U., USA). Linking the Internet to the National Standards for Foreign Language Learning. *Foreign Language Annals* (New York, USA), **32**, 3 (1999), 348–62.

During the past few years, teachers and researchers have given notable attention to two pivotal forces in language learning and teaching: the Internet and the U.S. *National Standards for Foreign Language Learning*. Yet research explicitly connecting the Internet with the Standards is surprisingly sparse, and no systematic explication exists of the ways Internet tools can help second language learners achieve each Standard. This paper seeks to fill that gap in the literature by providing a thorough examination of the five Standards categories (Communication, Cultures, Connections, Comparisons, and Communities) in the light of the specific Internet resources that can help to advance language learners' attainment of the Standards.

00-265 Gremmo, Marie-José (Université Nancy 2, France). Améliorer son expression orale en autodirection. [The improvement of self-directed learners' oral expression.] *Mélanges CRAPEL* (Nancy, France), **24** (1999), 59–89.

This article is concerned with how self-directed learners can improve their level in oral expression. For many teachers and learners, learning to express oneself can only occur in a situation where there are at least two participants, which they regard as incompatible with self-directed learning, where the learners often work alone. Drawing on a number of actual examples, the article puts forward a number of methodological suggestions showing how self-directed learners can make real progress in learning to speak 'on their own'. The techniques examined involve: the acquisition of relevant criteria concerning the nature of oral expression and how it can be developed; the improvement of the methodological resources available to the learner for implementing the self-directed learning of oral expression; and the development of the learner's ability to self-evaluate.

00-266 Hammond, Jennifer (U. of Technology, Sydney, Australia) and **Derewianka, Beverly**. ESL and literacy education: revisiting the relationship. *Prospect* (Macquarie U., Sydney, Australia), **14**, 2 (1999), 24–39.

This paper begins by outlining the nature of the perceived current threat to ESL (English as a Second Language) education in Australia posed by the (1998) Commonwealth *Literacy for all* Policy. It provides a brief discussion of the social and educational context in which the policy was released and of the policy itself. The major focus of the paper, however, is on the relationship between ESL and literacy education. The authors argue that it is necessary to be very clear about the nature of the relationship in order to defend the continued existence of ESL education. The paper therefore addresses the following issues: the nature and needs of ESL students and students who are experiencing difficulty with their literacy development; the nature of ESL expertise; the similarities and differences between what good ESL and good literacy teachers need to know; and the major features of good ESL programmes. The authors conclude that, while there are important areas of overlap between ESL and literacy education, there are also important differences. They also conclude that the needs of ESL students are not the same as those of students who have been identified as 'having difficulty' and as requiring 'early intervention', as the *Literacy for all* Policy implies, and that these diverse needs cannot be met by the same programmes.

00-267 Hawkins, Eric W. (U. of York, UK). Foreign language study and language awareness. *Language Awareness* (Clevedon, UK), **8**, 3/4 (1999), 124–42.

Twenty-five years ago, Language Awareness (LA) was put forward, primarily by modern linguists, as a new

'bridging' element in the UK school curriculum. It was viewed as a solution to several of the failures in UK schools: illiteracy in English, failure to learn foreign languages (FLs), and divisive prejudices. The intervening years have inevitably seen a number of developments that have given rise to further reflection on the need for FL teachers and other teachers to cooperate. This paper re-examines the interface between FL study and Language Awareness: three relevant issues are discussed. Firstly, natural approaches to FL learning, bolstered by the Chomskyan notion of the Language Acquisition Device, prompted a taboo during the 1970s and 1980s on formal language instruction and talk about language. Secondly, the recent emphasis on FLs as useful skills rather than part of education has also led attention away from the wider value of awareness. Thirdly, the fact that UK university students are choosing more and more to pursue a different FL from that studied at school highlights the unpredictability, especially in English-speaking countries, of a pupil's future language needs. The present author claims that LA can address this growing phenomenon as part of a progressive 'language apprenticeship'.

00-268 Herselman, Marlien E. (Vista U., Port Elizabeth, South Africa; *Email*: HRSLM-ME@pelican.vista.ac.za). South African resource-deprived learners benefit from CALL through the medium of computer games. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 3 (1999), 197–218.

In South Africa learners come from both resource-advantaged to resource-deprived environments. Exposure to different types of resources is limited for some learners. However, this article seeks to provide evidence of the significant role computer games can play in providing learning opportunities for both groups. The study involved learners in English Second Language (ESL) teaching at grade six in the primary school. The results suggest that, although resource-advantaged learners may benefit from computer-based drill and practice games, they prefer strategy-type games. The resource-deprived learners in this study, however, preferred twitch-type games. Depending on their resource levels, different intrinsic motivators may cause learners to continue playing these games, although for both groups recognition is the most important motivator. Lower levels of psychomotor skills and game literacy prove to be a problem for resource-deprived learners only in the early phases of learning to play computer games. Language proficiency showed a greater improvement for resource-deprived learners than for resource-advantaged ones.

00-269 Higgins, J. J., Lawrie, A. M. and White, A. Goodith (U. of Stirling, Scotland, UK; *Email*: j.j.higgins@stir.ac.uk). Recognising coherence: the use of a text game to measure and reinforce awareness of coherence in text. *System* (Oxford, UK), **27**, 3 (1999), 339–49.

This paper describes three pilot projects carried out with a special version of a Computer Assisted Language Learning activity, known in its published version under the name SEQUITUR, which seeks to develop awareness of cohesive devices and coherence features by displaying the start of a text and offering possible continuations. Usage logs of responses given by native and non-native speakers of English were examined in order to search for patterns in answer choices and the speed of answering. These patterns have yielded some insights into learners' apparent difficulties with discourse.

00-270 Holec, Henri (Université Nancy 2, France). De l'apprentissage autodirigé considéré comme une innovation. [The innovatory nature of self-directed learning.] *Mélanges CRAPEL* (Nancy, France), **24** (1999), 91–110.

One aspect of self-directed learning which the present author considers has so far been largely neglected concerns the problems which arise as the result of introducing such an innovatory approach into already-existing teaching/learning systems. Having a clear idea about the nature of the changes involved in self-directed learning and how to implement them does not suffice: both the institution and the individuals concerned need to be won over to the project in question and to seeing it through. This implies that the pedagogical change in question should be considered as an innovation and dealt with as such. This article consists of two parts: in the first, an attempt is made to clarify the notion of didactic innovation by distinguishing between 'innovation as product' and 'innovation as process'. The second part lists the various kinds of potential obstacles to introducing self-directed learning, and strategies for dealing with them.

00-271 Irani, Farida (Université de Franche-Comté, Besançon, France / U. of Poona, India). Créativité et activités ludiques dans l'enseignement du français langue étrangère en Inde. [Creativity and playful learning activities in the teaching of French as a foreign language in India.] *Dialogues et Cultures* (Brussels, Belgium), **42** (1998), 50–55.

This article gives an account of the use of creative teaching techniques for the teaching of French in India. The author begins by outlining the current situation of French language teaching in India, which takes place in two contexts. Schools suffer from large class sizes, pressurised timetables and a lack of resources, while the para-scholastic context of Alliances Françaises, evening classes and the like offer more resources and more freedom. Teachers were sent a questionnaire assessing their backgrounds and their attitudes to creative pedagogy. Results demonstrated that the more experienced teachers were to be found in schools, while the para-scholastic context was better resourced. Teachers were generally favourable to including creative methods in their teaching, but reported obstacles which included a lack of resources and training and the marginalisation of creative activities within traditional programmes. The author then reports on creative activities used during a diploma-level French evening

class at the University of Poona. Students responded positively to these activities and showed a capacity to adapt to this way of teaching. The author suggests that creative activities, as yet little used in India, should be developed further, and concludes by noting the recent broadening of assessment practices in some contexts to include an element of creative self-expression.

00-272 Johns, T. F. and Wang, Lixun (U. of Birmingham, UK; *Email: t.f.johns@bham.ac.uk*). Four versions of a sentence-shuffling program. *System* (Oxford, UK), **27**, 3 (1999), 329–38.

This paper traces the origin and development of a text-based CALL (Computer-Assisted Language Learning) activity, namely, the shuffling of the sentences of a text and the reconstruction on screen of that text. The first version was implemented in 1980 on a university mainframe computer; the latest version runs under Windows 95/98. The paper emphasises the elements of continuity between the different versions, e.g., a 'gambling' format for scoring, and also the new features as they have been introduced, e.g., the inclusion of 'logging' or 'tracking' of the student's actions, the provision for different strategies of text reconstruction, and in the latest version the availability of the text in parallel translation—in this case in Chinese as well as in English. The classroom use of the latest version is discussed, with special reference to the methodology of 'Reciprocal Learning' that it makes possible.

00-273 Journée-Behra, Severine (Université Nancy 2, France). Apprentissage des langues à l'école élémentaire: expérimentation d'activités. [Foreign language learning at the primary school level: experimental activities.] *Mélanges CRAPEL* (Nancy, France), **24** (1999), 111–34.

Since it has been the target of numerous criticisms, relatively little use has been made of the video course produced by the French Ministry of Education, *CE2 Sans Frontière, deuxième partie*, even though certain sequences are clearly considered capable of being usefully exploited for foreign language teaching and learning at primary school level in France. In keeping with the instructions provided by the Ministry of Education, a set of tasks combining linguistic, metalinguistic and cultural objectives was developed. These included activities aiming at exploring the foreign culture and at intercultural sensitisation, as well as at improving oral comprehension and expression skills. This article gives a detailed example of each kind of task and analyses its experimental use in the classroom.

00-274 Kinginger, Celeste (Pennsylvania State U., USA). Videoconferencing as access to spoken French. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 4 (1999), 468–89.

This article analyses a classroom interaction taking place between language learners in the U.S. and France

via international videoconferencing. The videoconferencing event is described in its technical and discursive dimensions; its pedagogical value is evaluated in terms of the American learners' putative Zone of Proximal Development (ZPD). Much of the language use that took place during the conference was beyond these learners' capability, due in part to heightened language classroom anxiety, and in part to differences between the variety of French learned in American schools and the French spoken by educated native speakers. A return to the learners' ZPD was achieved by using the videotaped record of the conference to provide access to a corpus of the spoken language as it is used in contemporary France. The aim of this exercise was observation and awareness of the morphosyntactic and discourse difficulties experienced by American second language learners interacting with native speakers of French.

00-275 Kost, Claudia R. (U. of Arizona, USA). Enhancing communicative language skills through effective use of the World Wide Web in the foreign language classroom. *Foreign Language Annals* (New York, USA), **32**, 3 (1999), 309–20.

This article addresses the use of the World Wide Web in the foreign language classroom. Methodological considerations for its effective implementation as well as various resources for instructors are introduced first. After the discussion of pre-didacticised material available on the Web, various practical examples of applications which focus on enhancing communicative proficiency are provided in detail. The article concludes with the presentation of several activities practising different grammar items in a contextualised manner. The examples provided are designed for the German classroom, but are considered suitable as starting-points for activities in other languages, since easily adapted.

00-276 Kubota, Ryuko (U. of North Carolina, USA). Learning Japanese via satellite in an American high school: a case study. *Foreign Language Annals* (New York, USA), **32**, 3 (1999), 329–47.

Current literature offers little information on what happens in a satellite foreign language class. The case study reported here observed a beginning-level Japanese language class of eight students taught via satellite at a high school in the United States over a period of one academic year, in the hope that the results might offer some practical suggestions for successfully implementing a satellite programme. The study investigated the nature of learning experiences, the level of students' motivation and attitudes toward Japanese speakers and learning Japanese, the degrees of language skills development, student-teacher interaction during the once-a-week telephone conversation and broadcast classes analysed by the modified COLT (Communicative Orientation of Language Teaching scheme). The results show that, while students' involvement in learning was rather restricted due to technical,

instructional and administrative limitations, students maintained their levels of motivation and positive attitudes and demonstrated gains in language skills, which may be facilitated by the communicative nature of the telephone conversation and the presence of a student tutor. These results offer some suggestions to satellite programme providers and school administrators.

00-277 Kumaravadivelu, B. (San José State U., USA). Critical classroom discourse analysis. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 3 (1999), 453–84.

The author's primary purpose in this article is to conceptualise a framework for conducting critical classroom discourse analysis (CCDA). The article begins with a critique of the scope and method of current models of classroom interaction analysis and classroom discourse analysis, arguing that they offer only a limited and limiting perspective on classroom discourse. It then contends that the concepts of discourse enunciated in Foucauldian poststructuralism and Saidian postcolonialism can be employed to develop a critical framework for understanding what actually transpires in the second language classroom. Drawing insights from these two discourse traditions, the author attempts to construct a conceptual framework for CCDA and to present basic principles and procedures that might make CCDA possible. The article concludes with suggestions for further exploration which might be opened up by CCDA.

00-278 Kurtoglu Eken, Deniz (Bilkent U., Turkey). Through the eyes of the learner: learner observations of teaching and learning. *ELT Journal* (Oxford, UK), **53**, 4 (1999), 240–8.

The belief that teachers have a lot to learn from learners, and that learners have a lot to learn from each other, led the author of this article to consider alternative ways of involving learners in teachers' exploratory practice, and inspired the creation of a new developmental tool: learner observations of teaching and learning. This is similar to peer observation in nature, but instead of having a peer teacher observing the lesson, it involves a learner observing the lesson by carrying out structured observation tasks. This article discusses the rationale, the procedures and techniques, and the findings of an exploratory study carried out at Bilkent University School of English Language, and proposes an exploratory framework through which learner observations of teaching and learning can be effectively used to achieve collaborative exploration of teaching and learning.

00-279 Lambacher, Stephen (U. of Aizu, Japan; Email: lambach@u-aizu.ac.jp). A CALL tool for improving second language acquisition of English consonants by Japanese learners. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 2 (1999), 137–56.

A growing number of English language teaching and foreign language programmes are incorporating computer-

assisted instruction into their curricula for pronunciation training. This paper explains the use of a CALL tool which utilises acoustic data in real time to help Japanese second language learners improve their perception and production of English consonants. The basic features of the speech learning software which runs on a networked workstation and is used for pronunciation training are described. The software enables users to perform an acoustic analysis of their recorded utterances with functions for viewing amplitude and pitch, and for viewing and measuring duration and frequency range. Electronic visual feedback (EVF) allows learners to visualise their own pronunciation and compare it with a native pattern, and to associate the frequency patterns on the computer screen with the movement of their articulators. The transference of data is in real time, which enables learners to get immediate feedback about their errors and progress from the teacher. In explaining EVF applications, the paper also provides a cross-linguistic comparison of English and Japanese consonants in order to shed light on the difficulties faced by Japanese learners in producing English consonants.

00-280 Lando, John (Victoria School of Ed., Australian Catholic U.). Learning second language grammar: teachers and learners at work. *Babel (AFMLTA)* (N. Adelaide, Australia), **34**, 1 (1999), 26-7, 36, 38.

This article discusses three main issues which concern second language teachers: the effectiveness of formal grammar teaching; the applicability of second language acquisition (SLA) research to real teaching situations; and whether particular learning strategies can maximise the benefits of formal grammar teaching for students. It then moves on to report on an experiment which aimed to investigate the impact of formal grammar teaching (in this case past tenses) on the writing skills of two groups of advanced learners of Italian, an experimental group and a control group. In addition to traditional exercises and teacher explanation, learner-centred techniques such as peer review and tutoring and communicative tasks were used with the experimental group. These learners were also encouraged to self-correct. The author claims that the techniques and strategies used resulted in significant improvements in the accuracy of written work produced by the experimental group at specific stages throughout the research process, offering support for the effectiveness of formal grammar instruction and evidence of the relevance of SLA research to the classroom, and identifying a number of learner strategies which may increase the effectiveness of second language grammar teaching.

00-281 Langer de Ramírez, Lori (Teachers Coll., New York, USA). The story of *Proyecto Papán*—folktales and their potential for foreign language education. *Foreign Language Annals* (New York, USA), **32**, 3 (1999), 363-71.

The author of this article suggests that one of the most exciting resources for teaching foreign languages (FLs)

is the wealth of folktales from worldwide oral traditions. Following a theoretical discussion of the potential for stories in the FL curriculum, the author presents the results of a qualitative research study in which 22 stories from the oral traditions of Argentina, Colombia, and Mexico were presented to students in five different media formats: picturebooks; audiotape; videotape; a Web page; and a Hypermedia program. It was found that most students understood unfamiliar vocabulary and past tense verbs in the context of the stories and were able to use this vocabulary in their story retellings and original story productions. They were able to create their own folktales by recycling oral features from the stories into their own work. Overall, students across proficiency levels produced stories in Spanish containing the main elements of story structure, advanced vocabulary and stylistic features that mimicked the folktales from the unit.

00-282 Li, David C. S. and Chan, Alice Y. W. (City U. of Hong Kong). Helping teachers correct structural and lexical English errors. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **4**, 1 (1999), 79-101.

This paper appeals for corpus-based research with the ultimate objective of helping local teachers of English as a Second Language (ESL) deliver pedagogically sound error-correction feedback to their students. One intermediate goal is to establish an error taxonomy, which is best organised by following an approach which incorporates both structural and lexical errors. A fairly comprehensive review of local research on ESL errors suggests that the findings to date are fragmented, offering little useful pedagogic insight to ESL teachers and students. A partial taxonomy of Chinese Interlanguage (Yip, 1995) errors based on the authors' observations and available data is suggested. Two examples are provided to illustrate how a teacher can use corrective feedback constituted by a set of pedagogically sound procedures to help learners self-monitor their own written English output.

00-283 Li, Xinghua (Wuhan U. of Hydraulic & Electrical Engineering, China), **Song, Xiaokun, Zimmer, Carole, Vanparys, Johan and Kelly, Peter**. WUFUN: a new approach to more efficient and effective vocabulary learning. *ITL Review of Applied Linguistics* (Leuven, Belgium), **125-126** (1999), 181-94.

This paper reports an experiment implementing an approach to vocabulary learning which it was felt would both facilitate and enhance students' learning of English vocabulary. Following earlier, exploratory investigations, materials were devised and tested out with first-year Chinese students at the Wuhan University of Hydraulic and Electric Engineering, China. The WUFUN approach is a self-learning one, with the use of imagery, verbal association, programmed rehearsal and auditory input seen as key factors in promoting efficient, effective and accurate vocabulary learning. The general hypothesis was that the approach should help both the receptive

and productive learning of vocabulary, with a further expectation that student motivation would be increased. The results of the tests, together with the positive response of the students involved, suggests to the authors that the method should be developed and extended to a wider population.

00-284 Littlewood, William (Hong Kong Baptist U). Adapting classroom schemata. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **4**, 1 (1999), 1-15.

In this article, teacher development and innovation in language teaching are seen as involving similar processes in which teachers adapt the schemata that make up their 'map of classroom reality' and underlie the actual practice of teaching. For this adaptation to take place effectively, it is essential to facilitate communication and negotiation between the parties involved. However, negotiation is only possible if a conceptual framework exists within which ideas can be adapted and participants can reach a reconciliation of perspectives. This article proposes a framework based on two dimensions which are especially important for recent innovations in language teaching: the continuum from 'focus on form' to 'focus on meaning' and the continuum from 'teacher direction' to 'learner independence'. Taken together, these two dimensions define a 'negotiable space' within which schemata can adapt gradually, so that development can take place in ways which are meaningful to all participants.

00-285 Lo Bianco, Joseph (Australian National University Langs. Institute). Policy words: talking bilingual education and ESL into English literacy. *Prospect* (Macquarie U., Sydney, Australia), **14**, 2 (1999), 40-51.

This paper analyses one of the ways in which the term 'literacy' is seen to have come to have powerful domination of public conversation about other issues in language education. In particular, the author wishes to discuss the elevation of 'literacy' to what he sees as this superordinate status with the effect that it silences other language education needs, such as bilingual education and ESL (English as a Second Language) teaching. This process is considered as having commenced with the adoption of the Australian Language and Literacy Policy in which a process of divisive naming of literacy and 'trade' languages was inaugurated.

00-286 Lynch, Tony, Wang, Yoon Yah, Anderson, Kenneth and Thiyagarajah, Rosy. Consultancy as dialogue: experiences from a Malaysian ESP project. *RELC Journal* (Singapore), **30**, 1 (1999), 62-78.

This paper reports on a three-year Spoken English Project involving triangular co-operation between Universiti Sains Malaysia (USM), the British Council and the University of Edinburgh. The aim of the Spoken English Project was to produce a comprehensive and pragmatic spoken English programme which

can cater to the specific needs of USM students and their prospective employers. The paper considers some of the problems—and advantages—of involving external consultants, then describes and evaluates the Project, and suggests potential insights for similar language education projects. The format reflects in microcosm the professional dialogue between the participants in the project.

00-287 Maclean, Joan, Santos Betancourt, Zeida and Hunter, Adrienne (U. of Edinburgh, UK). The evolution of an ESP programme in Cuba. *English for Specific Purposes* (Exeter, UK), **19**, 1 (2000), 17-30.

During the last 15 years a large-scale English for Specific Purposes (ESP) teacher-training and curriculum development programme has been under way in Cuba, affecting all English language education under the jurisdiction of the Ministry of Public Health. The present authors call it a 'programme', because the developments have throughout been supported and encouraged by the Ministry—although it was not conceived of as a project with a name, a framework of objectives, timelines and evaluation procedures. Until now it has been undocumented, yet enormous changes have taken place in the medical undergraduate English language curriculum, in English courses for doctors and in English language teacher education. This article documents the evolution of the programme.

00-288 Markham, Paul (U. of Kansas, USA). Captioned videotapes and second-language listening word recognition. *Foreign Language Annals* (New York, USA), **32**, 3 (1999), 321-8.

Captions have been used successfully in a variety of ways to facilitate better comprehension of video material. This paper reports a study which examined the effects of captioned videotapes on advanced, university-level English as Second Language (ESL) students' listening word recognition. A total of 118 ESL students participated in the study. The videotaped materials consisted of episodes from two separate educational television programmes concerning whales and the civil rights movement. The results for both passages revealed that the availability of captions significantly improved the ESL students' ability to recognise words on the videotapes that also appeared on the subsequent listening-only (listening stems and alternatives) multiple-choice tests. Recommendations for using captions to enhance second language student listening and reading comprehension are included.

00-289 McKay, Penny (Queensland U. of Technology, Australia). Standards-based reform through the literacy benchmarks: comparisons between Australia and the United States. *Prospect* (Macquarie U., Sydney, Australia), **14**, 2 (1999), 52-65.

Recent initiatives by the Australian Commonwealth Government towards standards-based reform have

focused on the literacy and numeracy needs of Australia's young people. In an earlier move, the Federal Government of the United States of America introduced standards-based reform through a restructuring of its Title 1 Programme—a very large early education programme. This paper draws on comparisons between the Australian and the USA Title 1 programmes in schools, and in particular examines the implications for English as a Second Language (ESL) learners of both programmes. Since the programmes are central to each Government's plans to raise educational standards across the two countries, it is deemed valid to compare both the intent and the implications of both programmes for their effect on the equitable and effective delivery of education to minority and ESL students in schools. The comparison of policy helps to understand the strengths and weaknesses implicit in recent Australian policy initiatives, in particular the National Literacy and Numeracy Plan and literacy benchmarks which are outlined in the Commonwealth *Literacy for all: The Challenge for Australian schools Policy* (1998).

00-290 Michell, Michael (NSW Dept. of Education and Training, Australia). 'Wither' ESL? Post-literacy prospects for English as a Second Language programs in Australian schools. *Prospect* (Macquarie U., Sydney, Australia), **14**, 2 (1999), 4-23.

Although the nation's ESL (English as a Second Language) programme continues to be an essential element in schools' ability to respond to Australia's cultural and linguistic diversity, the present author considers it to be in a state of policy limbo and on the edge of terminal decline. This article tracks the policy forces and developments over the last decade which have brought ESL to this position. It shows how the Commonwealth Literacy Programme for 1997-2000 provides an effective mechanism for its covert but complete abolition at the national level. The article considers the nature of and impetus for the national collaborative effort around literacy, and outlines how this agenda may provide a way forward for ESL into the next century.

00-291 Murray, Garold L. (Tokai U., Kanagawa-Ken, Japan; *Email: glmurray@keyaki.cc.u-tokai.ac.jp*). Exploring learners' CALL experiences: a reflection on method. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 3 (1999), 179-95.

While there has been discussion in the literature concerning the need to identify research methods appropriate to the investigation of Computer-Assisted Language Learning (CALL), what appears to be missing is an examination of the effectiveness of particular methods in specific circumstances. This article reflects on a configuration of methods—personal language learning histories, journals, video observation, interviews, and pre/post-language proficiency tests—used to explore the experiences of 23 French second-language learners as they worked independently with an interac-

tive video program. While any one of these methods did not necessarily yield a lot of information, configured as a network they produced data which provided not only a picture of the learners' experiences from their point of view but the kind of information deemed crucial to further research and development in the field. In this case, the data suggested alternate theoretical directions, offered insights into the learners' metacognition, and elucidated their relationship to the methods and materials employed by one specific piece of interactive courseware.

00-292 Murray, Garold L. (Tokai U., Japan; *Email: glmurray@keyaki.cc.u-tokai.ac.jp*). Autonomy and language learning in a simulated environment. *System* (Oxford, UK), **27**, 3 (1999), 295-308.

Computer-assisted language learning literature points to a need for experimentation with innovative learning structures in order to realise the full potential of recent technological developments. Current trends indicate that this will necessitate broadening understanding of learner autonomy and its role in the complex learning and technology nexus. This article reports on a research project which addresses these concerns by exploring the experiences of 23 French second language learners as they worked on their own with an interactive video program, *A la rencontre de Philippe*. To do this, the study incorporated video ethnography and diary study research techniques and procedures into a case study design. The learners' experiences demonstrate the viability of using technology to provide learners with immersion in sociolinguistically rich, simulated communities in which they can engage in everyday activities and interact with target language speakers. Areas for further research and development include the exploration of narrative as a pedagogical tool, and the role of autonomy and interactivity in these simulated environments, as well as the similarities and differences between the second language acquisition process in natural and simulated environments.

00-293 Pennycook, Alastair (U. of Technology, Sydney, Australia). Introduction: Critical approaches to TESOL. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 3 (1999), 329-48.

This introductory article aims to pull together the unifying concerns in the varied papers in this special issue of *TESOL Quarterly*. It focuses on three main themes that may be said to constitute critical approaches to the Teaching of English to Speakers of Other Languages (TESOL): (a) the domain or area of interest (to what extent particular domains define a critical approach); (b) transformative pedagogy (how the particular approach to education hopes to change things); and (c) a self-reflexive stance on critical theory (to what extent the work constantly questions common assumptions, including its own). Whether in terms of the domain in which they operate, the pedagogies they use or the theories they engage, the author argues here for the importance of seeing critical approaches to TESOL not as a static body of

knowledge and practices but rather as always being in flux, always questioning, restively problematising the given, being aware of the limits of their own knowing, and bringing into being new schemas of politicisation. He suggests that the critical approaches to TESOL developed here can both help us as TESOL professionals to understand in much more complex ways the contexts in which TESOL occurs and offer the prospect of change. Given the cultural politics of English teaching in the world, critical approaches to TESOL may help us deal with some of the most significant issues of our time. [See also abstracts 00-251, 00-277, 00-359, 00-387, 00-388, 00-391.]

00-294 Peterson, Mark (Japan Advanced Inst. of Science & Technology, Ishikawa, Japan; *Email:* mark@jaist.ac.jp). Piloting and the creation of a CALL centre: the case of the Japan Advanced Institute of Science and Technology. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 2 (1999), 163-70.

Developments in modern language teaching pedagogy have led to the development of new perspectives on the use of computers in language education. The major product of this movement has been the emergence of the CALL (Computer-Assisted Language Learning) centre: a dedicated space within an institution providing learners with access to networked computers, e-mail, word-processing and language-learning software. CALL centres are most commonly multipurpose in nature. They provide for both in-class and individual study. The planning and creation of these facilities present educators and administrators with a unique set of challenges. This paper delineates how these challenges were overcome in the case of the Japan Advanced Institute of Science and Technology, as a means of highlighting the importance of piloting in the process of establishing a CALL facility.

00-295 Picken, Jonathan (Tsuda Coll., Tokyo, Japan). State of the ad: the role of advertisements in EFL teaching. *ELT Journal* (Oxford, UK), **53**, 4 (1999), 249-55.

Advertisements are used in foreign language teaching, but the genre is by no means as all-pervasive in the English foreign language (EFL) classroom as it is in everyday life. This article attempts to bridge the gap between recent research and EFL practice by providing an overview of some of the interesting uses of language, culture, and visual elements in advertisements, and suggesting ways of exploiting them in the classroom. The main arguments for using advertisements in EFL are also considered. The focus is on commercial print advertising, since this is more likely to be readily available to EFL practitioners abroad.

00-296 Price, Charlotte, McCalla, Gordon and Bunt, Andrea (U. of Saskatchewan, USA; *Email:* lprice@vcn.bc.ca). L2tutor: a mixed-initiative

dialogue system for improving fluency. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 2 (1999), 83-112.

This paper introduces a computer assisted language learning system called *L2tutor*, which is an immersion environment for second language (L2) learning in task-oriented domains. In *L2tutor*, the learner takes part in a fully mixed-initiative dialogue with the system, each taking roles appropriate to the task at hand, in order to gain fluency as well as to hone vocabulary and grammatical skills. A proof of concept prototype version of the *L2tutor* has been designed for the travel domain, in particular for ordering meals at a restaurant in an L2, where the *L2tutor* is the waiter and the learner is the customer. *L2tutor's* underlying interpretation methodologies are keyword and scenario-based. An experiment suggests that these methodologies allow *L2tutor* to perform naturally and robustly in actual conversations with human users, although the experiment does not test the effectiveness of the system in helping these users become more fluent in the L2. The post-dialogue analysis subsystem of *L2tutor* provides a post hoc linguistic analysis of these conversations, which the learner and/or a human tutor can then use to better understand the errors made.

00-297 Renandya, Willy A, Sundara Rajan, B. R. and Jacobs, George M. Extensive reading with adult learners of English as a second language. *RELC Journal* (Singapore), **30**, 1 (1999), 39-61.

This paper reports on a study of the impact of extensive reading on the language proficiency of a group of Vietnamese government officials studying English as a Second Language (ESL). Two questions were of particular interest: (1) whether extensive reading could be successfully implemented with older adult second language learners; and (2) what was the relationship between learning gain and a set of extensive reading variables, e.g., amount of extensive reading material read, the extent to which this material was perceived as interesting, easy/difficult, and comprehensible, and whether or not extensive reading was perceived to be a useful and enjoyable activity. The results indicated that older adult ESL learners could indeed benefit from a carefully planned and systematically implemented extensive reading programme. Further, a regression analysis showed that amount of extensive reading was the only significant predictor of participants' gain scores.

00-298 Reseigh Long, Donna (The Ohio State U., USA). Methodology and the teaching of Spanish in the twentieth century: retrospective and bibliography. *Hispania* (Ann Arbor, MI, USA), **82**, 3 (1999), 383-96.

Throughout the twentieth century, instructional approaches and materials have been influenced by popular theories of learning, as well as by world events. In their search to improve instruction, Spanish language educators have developed and adapted many different instructional approaches to meet the needs of their

students. A retrospective series on Spanish instruction in the twentieth century, therefore, would be incomplete without some attention being focused on the issue of methodology. The present article traces the historical bases, significant research, and instructional trends in Spanish language instruction over the last century.

00-299 Richer, Jean-Jacques (Université de Bourgogne, France). Du type au genre: d'une approche généralisante de la littérature à une approche ouverte sur l'altérité. [From text-type to genre: from generalisations about literature to an approach open to cultural differences.] *Etudes de Linguistique Appliquée* (Paris, France), **115** (1999), 317-28.

A considerable number of typologies for the classification and description of different types of text are to be found in use in the teaching of French, whether as a first or second language, but the present author considers them all to suffer from drawbacks resulting from an over-hasty extrapolation from linguistic theory to didactic applications. In particular, they fail to make explicit the classificatory criteria being employed, or to refer directly to the theories and works on which they are based, and they rely on superficial, formal discourse markers as if these were in a one-to-one relationship with text types. This article argues for a return to typologies with a solid theoretical underpinning, such as the one put forward by J.-M. Adam, whose typology of literary 'sequences' is based on semantic criteria and satisfies the fundamental requirements of ease of application and insightfulness. However, as it stands, its application is restricted to carefully delimited extracts, and the present author suggests that, if the overall structure of complex texts is to be accounted for, Adam's typology needs to be complemented by the notion of genre. Seen as a configuration of settings for the communicative, semantic and syntactic parameters of textual organisation, genre provides a matrix for the fully contextualised description of linguistic expressions, as well as opening a window on cultural differences.

00-300 Rivera-Mills, Susana V. and Gantt, Barbara N. (Northern Arizona U., USA). From linguistic analysis to cultural awareness: a translation framework for the Spanish language classroom. *Journal of Language for International Business* (Glendale, AZ, USA), **10**, 2 (1999), 1-13.

This article proposes a translation framework to be used in the language classroom as a supplementary teaching technique. It is suggested that the use of translation techniques in the classroom can bridge the gap between linguistic competence and cultural awareness by helping students develop metalinguistic skills which bring them to a higher level of awareness about the target language and culture. Furthermore, students will better understand their native language and culture and how these two factors interact. In this context then, the purpose of the article is to demystify the use of transla-

tion in the classroom by providing a framework which can be applied to various levels of instruction and complement various teaching styles, and by suggesting activities and applications accessible to second-language learners both in and out of the language classroom.

00-301 Roskams, Tim (City U. of Hong Kong). Chinese EFL students' attitudes to peer feedback and peer assessment in an extended pairwork setting. *RELJ Journal* (Singapore), **30**, 1 (1999), 79-123.

English for Specific Purposes (ESP) classes in subjects such as business are popular in Asia, especially at the tertiary level. Collaborative groupwork and pairwork in these classes is used, not only to practise presented language, but also to facilitate peer feedback (which may include peer assessment) and critical thinking skills. However, many teachers believe that active participation and accurate, appropriate and meaningful feedback in Asian cultures is constrained by fear of mistakes, politeness norms, and the belief that peer feedback lacks credibility. This paper describes the attitudes of 217 Chinese students to extended pairwork (same pair over a term) and peer assessment in 11 task-based ESP business classes in a Hong Kong university. The patterns and perceived usefulness of peer interaction, feedback and peer evaluation are discussed in terms of the cultural values of Chinese learners. The findings suggest that peer feedback was generally perceived as useful and occurred often, although about five per cent of students did not enjoy the collaborative learning arrangement, and in these cases there was less interaction. The overall response to peer assessment as a learning experience was favourable, but students were unsure about its fairness and felt less comfortable about it as an assessment exercise than as a learning exercise. Possible guidelines for the successful use of collaborative learning arrangements in Asian cultures are suggested.

00-302 Skinner, Barbara and Austin, Roger (U. of Ulster, N. Ireland). Computer conferencing—does it motivate EFL students? *ELT Journal* (Oxford, UK), **53**, 4 (1999), 270-9.

This paper explores the results obtained from using a computer network for real-time synchronous discussion in a pre-session course for intermediate to upper-intermediate students of English as a Foreign Language (EFL). The authors found that computer conferencing (CC) had noticeable effects on their students' motivation for language learning. Three reasons for motivation emerged from the 22 students' responses to a survey: that CC provides an opportunity for 'real' communication and community, that it improves personal confidence, and that it encourages students to overcome writing apprehension. The article also reflects on the relationship these motives have with the intrinsic *vs.* extrinsic motivation distinction in education generally, and with the traditional instrumental *vs.* integrative classification of motivation in second language learning. It suggests that these motives may be able to

contribute towards the support of newer classifications which have recently been proposed.

00-303 Stoks, Gé (Foundation for Curriculum Development, Enschede, The Netherlands; *Email*: g.stoks@slo.nl) and **de Jong, John** (*Email*: john.hal.dejong@wx.nl). Twee nieuwe Europese instrumenten voor het moderne vreemde talenonderwijs. Europees referentiekader en Taalportfolio. [Two new instruments for modern foreign language teaching. European framework and language portfolio.] *Levende Talen* (Amsterdam, The Netherlands), **540** (1999), 325–31.

The authors describe how the Common European Framework of Reference and the Language Portfolio developed out of the need to compare foreign language teaching provision across cantons in Switzerland. They outline the contents of this comprehensive document and their relevance for such audiences as curriculum developers, examination committees and language teachers. The description concentrates on the chapter containing the scales and descriptors for five skills (reading, listening, oral interaction, oral production, writing) which define the six proficiency levels, A1 to C2, i.e., from 'breakthrough' to 'mastery'. The authors describe the rapid spread of the framework across the European political scene, mainly because it enables the direct comparison of the achievements of language students from different training programmes. The language portfolio is proposed as the instrument that should make this direct comparison possible in actual practice. A number of Dutch schools have introduced the portfolio on an experimental basis. The results of these experiments will be available in 2001.

00-304 Storch, N. (U. of Melbourne, Australia; *Email*: n.storch@language.unimelb.edu.au). Are two heads better than one? Pair work and grammatical accuracy. *System* (Oxford, UK), **27**, 3 (1999), 363–74.

The use of pair work has been promoted in both first (L1) and second (L2) language classrooms. In the L2 classroom, a number of studies have shown that learners working in pairs have more opportunities to communicate in the target language than in teacher-fronted classrooms. However, this research has also shown that the tasks generally used in such studies (e.g., jigsaw) do not engage students in negotiations over grammar. In the language class where the development of both fluency and accuracy are important goals, what is needed is research on grammar-focused communication tasks investigating the effects of student negotiations over grammatical choices on the accuracy of production. The small-scale study reported here required tertiary English as Second Language learners of intermediate to advanced L2 proficiency to complete three different types of grammar-focused exercises commonly used in the language classroom: a cloze exercise, a text reconstruction and a short composition. Each exercise type

had two isomorphic versions, one to be completed individually and the other to be completed in pairs. A comparison of these suggested that collaboration had a positive effect on overall grammatical accuracy, but tended to vary with specific grammatical items.

00-305 Towndrow, Phillip (Temasek Polytechnic, Singapore; *Email*: phillipt@tp.edu.sg). The impact of digital education on TESOL. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 2 (1999), 157–62.

This paper discusses the application of digital technologies in education and questions the extent to which increases in the power of computing are reflected in the amount of progress made in using computers in the field of the teaching of English to speakers of other languages (TESOL). This concern arises from the known difficulties of using the computer as a reading medium, and the paper describes two potential problem areas in language pedagogy when analogue materials are replaced by digital forms: namely, the World Wide Web and language assessment testing. The paper concludes by identifying a number of areas in digital education where research could be usefully undertaken.

00-306 Truscott, John (Nat. Tsing Hua U., Hsinchu, Taiwan). What's wrong with oral grammar correction. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 4 (1999), 437–56.

The practice of oral grammar correction continues to receive wide acceptance in language classrooms. The author of this paper argues that this acceptance is not justified. Teachers and students who take correction seriously face overwhelming problems, both in making the corrections effective and in dealing with the harmful side effects of the practice. Research evidence points to the conclusion that oral correction does not improve learners' ability to speak grammatically. No good reasons have been advanced for maintaining the practice. For these reasons, the present author suggests that language teachers should seriously consider the option of abandoning oral grammar correction altogether.

00-307 Umino, Tae (Tokyo U. of Foreign Studies, Nishigahara, Kita-ku, Tokyo, Japan; *Email*: uminotae@fs.tufs.ac.jp). The use of self-instructional broadcast materials for second language learning: an investigation in the Japanese context. *System* (Oxford, UK), **27**, 3 (1999), 309–27.

This article seeks to clarify the nature of second language (L2) self-instruction involving the use of self-instructional broadcast (SIB) materials, with particular reference to Japan, where such materials are widely employed. Analysis of responses to an open-ended questionnaire administered to 138 university students reveals benefits and problems associated with this mode of self-instruction, as well as clarifying the nature of L2 self-instruction more generally. The 'materials-centred'

nature of this form of self-instruction was perceived by many informants to be advantageous, enabling them to persevere with learning. On the other hand, the same limitations on users' control over learning can cause problems, potentially leading to non-completion of courses. However, informants reported having used various strategies to overcome such limitations. These results suggest that learners using SIB materials are not necessarily as passive as might be expected. Implications are drawn for the future production of SIB materials and the provision of support mechanisms, and directions are proposed for future research.

00-308 Weyers, Joseph R. (Coll. of Charleston, USA; *Email: weyersj@cofc.edu*). The effect of authentic video on communicative competence. *The Modern Language Journal* (Malden, MA, USA), **83**, 3 (1999), 339-49.

Given that exposure to video programming has been shown to increase students' listening comprehension, the experiment reported here set out to study the subsequent effects of that increase on communicative competence in order to assess the impact of exposure to authentic video on the language acquisition process. Following their contact with an authentic Spanish-language *telenovela* (soap opera), student viewers demonstrated a statistically significant increase over their counterparts in a control group not only in listening comprehension but also in the number of words they used in discourse and in two component parts of communicative competence, specifically, their confidence in generating output and the scope and breadth of their discourse. The study is taken to show that authentic television programming is a valuable tool which provides high levels of input and results in improvements in students' output.

00-309 Yeung, Lorrita and Hyland, Fiona (Lingnan Coll., Hong Kong). Bridging the gap: utilising self-access learning as a course component. *RELC Journal* (Singapore), **30**, 1 (1999), 158-74.

The use of self-access centres by independent learners is only one of the ways that such important institutional learning resources may be used. The self-access centre can also be exploited by class teachers and course coordinators to supplement teaching and reinforce course objectives at the individual level. This may help to bridge the gap between independent language learning and total teacher control and may be particularly valuable for students whose past experience has led them to expect a great deal of teacher direction. This article describes how self-access learning was integrated as part of a classroom-taught course in Business English, and evaluates the effectiveness of this approach. The authors draw on the lessons learnt from these experiences to consider the implications for improving the effectiveness of other integrated self-access learning projects.

Language learning

00-310 Abrahamsson, Niclas (Stockholm U., Sweden; *Email: Niclas.Abrahamsson@biling.su.se*). Vowel epenthesis of /sC(C)/ onsets in Spanish/Swedish interphonology: a longitudinal case study. *Language Learning* (Malden, MA, USA), **49**, 3 (1999), 473-508.

There are two main strategies which both first (L1) and second language (L2) learners use for consonant cluster simplification—consonant deletion and vowel epenthesis, both frequently used for both initial and final clusters. Where initial clusters are concerned, epenthesis can be further divided into anaptyxis, i.e., when the cluster is split up by a vowel (CC → CVC), and prothesis, i.e., when a vowel is inserted before the cluster (CC → VCC). This article investigates the variational prothetic pronunciation of initial /sC(C)/ clusters by Spanish L2 learners. Previous studies have shown that vowel epenthesis of initial /sC(C)/ clusters in the L2 production of LI Spanish speakers is conditioned by several variable constraints, e.g., preceding environment, onset length, and sonority relations among onset members. This case study was designed to investigate whether the patterns obtained from elicited speech also hold for conversational data. A longitudinal corpus of spontaneous/natural speech from one adult LI Spanish learner of L2 Swedish was used. The study confirmed most of the results from previous research, e.g., that the frequency of epenthesis varies with preceding phonetic environment. However, it also suggested that a *lowering* effect of preceding vowels must be present, not just the *enhancing* effect of preceding consonants suggested by Carlisle (1997).

00-311 Bardovi-Harlig, Kathleen (Indiana U., USA; *Email: bardovi@indiana.edu*). From morpheme studies to temporal semantics: tense-aspect research in SLA. *Studies in Second Language Acquisition* (New York, USA), **21**, 3, 341-82.

This article surveys the development of second language acquisition (SLA) research in the area of tense and aspect. Research in the area has grown from the incidental investigation of tense-aspect morphology as part of the morpheme-order studies to investigations of the construction of interlanguage temporal semantics. Going beyond verbal morphology, many studies investigate a full range of temporal expression, including the use of pragmatic and lexical means. Much recent research also draws on theories of inherent, or lexical, aspect. An emphasis on the relation of form and meaning characterises both the form-oriented approach and the semantic-oriented approach, the competing research paradigms which currently guide our work. The increase in scholarly activity in this domain of second language acquisition, as reflected not only in the number of studies undertaken but in the number of target languages investigated, bodes well for the understanding of temporality in second language.