

## Language teaching

**00-394 Asher, Colin** (U. of Leeds, UK). Patterns and trends in vacancies for basic scale MFL teaching posts, 1983–1998. *Language Learning Journal* (Rugby, UK), **20** (1999), 66–73.

The research described in this article examines the demand for basic scale MFL (modern foreign language) teachers over a period of time in an attempt to track UK schools' patterns of foreign language provision. It provides insights into preferred combinations of MFL, the growth or decline of 'minority' languages and the response which schools appear to be making to the National Curriculum's thrust for diversification. The study was based on a survey of job advertisements over a 15-year period. Analysis of the survey showed how posts may be categorised according to the number/type of languages required and the incidence of job vacancies. Types of jobs with French, German and Spanish are studied in detail, and comments are made on the position of Russian, Italian and Japanese. Patterns emerging from the data include: a steady rise in basic scale MFL vacancies, a strong and growing demand for teachers with French as their only MFL, and a possible downward trend of vacancies in German, though a marked rise in Spanish. Possible causes for changes in patterns of MFL provision are also considered, as well as some of their implications.

**00-395 Atkinson, Dwight** (Temple U., Japan). TESOL and culture. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 4 (1999), 625–54.

This article begins from the premise that *culture* is a central yet underexamined concept in the Teaching of English to Speakers of Other Languages (TESOL). In comparison to other fields such as anthropology and cultural studies, there has been little serious discussion and critique of the concept in TESOL over the last two decades. The article offers a reassessment of the notion of culture in TESOL, taking recent work in critical anthropology and cultural studies and, to a lesser degree, TESOL itself, as a starting point. It is concluded that different views of culture exist in the field—one accepting of a commonsense notion of culture as shared values and beliefs, another which moves away slightly from this perspective, and a third which rejects the commonsense view in favour of alternative concepts. The author proposes a revised view of culture which is intended to serve TESOL practitioners into the 21st century, or which can at least provide a takeoff point from which such a view may be developed.

**00-396 Baltova, Iva** (Ontario Inst. for Studies in Ed., Toronto U., Canada). Multisensory language teaching in a multidimensional curriculum: the use

of authentic bimodal video in core French. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 1 (1999), 31–48.

In this article, it is argued that 'bimodal video' is an effective way of enhancing second language (L2) learners' understanding of authentic texts and their learning of content and vocabulary in the L2. Bimodal video is subtitled in the L2 and provides simultaneous exposure to spoken language, printed text, and visual information, all conveying the same message. A positive effect is deemed possible even in the case of relatively inexperienced students of the language. Supporting empirical evidence, including a recent study conducted by the author with Grade 11 core French students, is reported and discussed in the light of instructional objectives and recommendations of the multidimensional curriculum designed to enrich core French programmes in Canada. Relevant pedagogical implications and future research directions are also proposed.

**00-397 Baten, Lut** (Katholieke Universiteit Leuven, Belgium), **Ricker, M. E. and Deceuninck, I.** WebSiteStories (WST): evaluating works of art. Intercultural content-based language learning via Internet. *ReCALL* (U. of Hull, UK), **11**, 3 (1999), 4–12.

This article reports a project involving three schools, from the three different language communities in Belgium, in which 5th and 6th formers had to exchange their opinions on works of art and gradually learn how to deal with objective criteria of aesthetic analysis. They were helped by teacher trainees of Germanic languages and history of arts, for whom the project offered the opportunity to be involved in classroom and project management, but also to work in an interdisciplinary team, using information and communication technologies (ICT). Trainees prepare three sets of works of art (paintings/sculptures) across artistic schools, periods and cultures, together with a set of criteria for assessment in different languages. From these three sets, the pupils first select paintings on a naive basis and verbalise their selection in their mother tongue. This is emailed to each other: hence, all classes receive authentic input in a foreign language. All classes are introduced to the objective criteria of aesthetic analysis and apply these to each other's responses. They then swap their analyses and transfer their insights. In the meantime, they also learn how to discover more on their topic on the Web. All tasks encompass electronic communication among the pupils, trainees and coordinators. The project is fully documented on the Internet at <http://lancelot.arts.kuleuven.ac.be/websitestories/>, where

samples from pupils' responses, results of the analyses and evaluation can be consulted.

**00-398 Baumann, Uwe** (The Open U., UK). *Ab initio* vs. A-level students of German: how does their performance compare? *Language Learning Journal* (Rugby, UK), **20** (1999), 8-14.

This article compares the performance of two groups of students taking an undergraduate Modern Languages degree at a UK university: those starting German *ab initio*, and those who had completed A(dvanced)-level in German prior to entering higher education. Eleven years' worth of results were analysed to discover whether there was any significant difference in performance between the two groups in the final degree examinations. The background and structure of the degree are described, and the performance of *ab initio* students in different intake cohorts is reported. A detailed breakdown of the marks for German language is given, showing the areas in which the *ab initio* students performed better or worse than the A-level students. It was found that, although the *ab initio* students consistently did slightly less well in German than the A-level students, they did better in their other language and in their options, and consistently achieved a better class of degree. While not within the scope of the research to look for reasons for the results, it was concluded that a contributory factor was that the degree is well balanced.

**00-399 Börner, Wolfgang** (Universität Hamburg, Germany; Email: wboerner@uni-hamburg.de). Fremdsprachliche Lernaufgaben. [Tasks in foreign language learning.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **10**, 2 (1999), 209-30.

Exercises or tasks play a major role in foreign language learning, but research in this area is rare, except for exercise typologies. This paper briefly discusses some shortcomings of the typological approach and argues for a more comprehensive analysis of exercises focusing on the relationship between task structure and learner activities. An empirical study of task-solving activities involving 22 adult foreign language learners in five languages is presented which forms the basis of a model of the task-solving process followed by an inventory of different task-solving strategies. Data show a great variety of emotional and motivational attitudes, of formal solving strategies and of activation of linguistic knowledge. The analysis attempts to define some basic solving strategies and establishes a series of compensatory strategies. It seems that many adult learners tend to overuse formal solving strategies at the expense of content-based language processing. As a consequence of this over-representation, they miss the learning potential which functional and cultural task goals can offer. These findings raise questions about the utility of combined grammatical and communicative tasks as well as the need for systematic training of content-based solving strategies.

**00-400 Bourret, Pierre**. Pour un enseignement stratégique. [Towards strategic teaching.] *Le Français dans le Monde* (Vanves, France), **307** (1999), 27-30.

This article describes the use of techniques designed to develop cognitive and metacognitive learning strategies as part of an intensive language training programme for civil servants in Canada. The metacognitive strategies developed were planning, control and evaluation of learning. Planning was supported by the division of the course into themes, and by the setting of a clear plan and a list of objectives for each session. Control or monitoring of learning was supported by keeping a daily record of students' comments on the course. Evaluation was achieved through students working through sets of questions and completing a diagnostic profile related to learning objectives in the language laboratory. Cognitive strategies were used to develop declarative ('knowing what') and procedural knowledge ('knowing how') of the language. Declarative knowledge of vocabulary was developed using techniques such as semantic networks or narrative chains; and of grammar using strategies of generalisation and discrimination. Procedural knowledge was developed using techniques such as automatization strategies. The rationale underlying each element of the approach was clearly explained to students. The author concludes that, while authentic communication should be the eventual goal for any language programme, a cognitive approach can offer tools which are both useful and necessary for communicational development.

**00-401 Boyle, Joseph** (Chinese U. of Hong Kong). Hearing the voices of Hong Kong English language teachers. *Language Issues* (Birmingham, UK), **11**, 2 (1999), 7-10.

There is a growing emphasis in language teaching on listening to the voices of classroom teachers in educational decision-making. Experience has shown that where this is not done, problems tend to proliferate. Taking the example of Hong Kong, the article contends that too little attention has been paid to the voice of the classroom teacher on important policy issues like the use of mixed-code and the medium of instruction in schools. New language teaching methodologies have also been implemented with scant attention paid to teachers' comments on their cultural suitability for Hong Kong. Moreover, local teachers' objections to the large-scale importation of expatriate native-speaker teachers have been largely ignored. Hong Kong has many good English teachers, and they are its best hope for the achievement of an international standard of English in this new Special Administration Region of China. The article makes a plea for involving these teachers more fully—for letting their voices be heard.

**00-402 Broncano, Berta and Ribeiro, Margarida** (King's College, London, UK). The shape of the future: computers and multimedia resources in the teaching of Portuguese as a foreign language

and culture. *ReCALL* (U. of Hull, UK), **11**, 3 (1999), 13–24.

This paper briefly discusses the role and impact of new technology in foreign language teaching in higher education and what they perceive as the unwillingness and fears of the educational establishment to give this technology the central role it has yet to assume in the sector. The influence of computers in education is already tangible and will undoubtedly change the curricula and approaches to teaching and learning in the near future. From this assumption, it is argued that a good strategy to promote the learning of languages less in demand in higher education, such as Portuguese, is to make adequate use of the new technologies. This is in order to ensure a more interactive learning process, to meet students' demands, and to aid students to develop both language and computer skills. The authors include a review of the multimedia resources available in Portuguese, together with a discussion of their pragmatic applications.

**00-403 Carey, Stephen** (The U. of British Columbia, Canada; *Email*: stephen.carey@ubc.ca). The use of WebCT for a highly interactive virtual graduate seminar. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 4 (1999), 371–80.

In part because of the rapid global spread of English and other international languages, the majority of the world's students are attending school in a second or other language. Thus, there is a need to ensure that students from all countries can master an international language to a level that will permit them to contribute to academic research and publication. The rapid growth of national Internet networks and their integration into larger, international networks has made possible the creation of virtual graduate courses and graduate programmes for students around the globe. This paper describes how the author uses WebCT at the University of British Columbia to provide a highly interactive Internet course for international graduate students.

**00-404 Carr, Wendy** (U. of British Columbia, Canada). Fear of teaching French: challenges faced by generalist teachers. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 1 (1999), 155–79.

Most elementary Core French instruction in British Columbia is conducted by generalist teachers, i.e., instructors who generally teach French to their classes in addition to other curriculum areas taught in English and who do not have specialised French training. This article describes a study the author conducted in one of the core French methodology courses offered at her institution, which were designed to address the needs of generalist teachers at a local level. The purpose of the study was to discover some of the challenges faced by generalists teaching core French and the ways in which

they improved their practice throughout the course. The biggest challenges these teachers faced were a lack of specialised training, inadequate time to assimilate many curricular changes, and the need to integrate students with English as a second language or with special needs. The author describes a teacher research study all students conducted in their own classrooms. Using data collected from class discussions, informal dialogues, journal writing, and questionnaires, she argues that teacher research conducted within the context of university-school district partnership courses serves as an effective professional development model.

**00-405 Cobb, Tom** (Université du Québec à Montréal, Canada; *Email*: tom@uqam.ca). Breadth and depth of lexical acquisition with hands-on concordancing. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 4 (1999), 345–60.

One of the biggest challenges in English for Academic Purposes is to help the students acquire the immense vocabulary they need in the short time available for their language instruction. This challenge has led course developers to choose between breadth—learning from word lists—and depth—learning through extensive reading. Both methods have distinct disadvantages. The author of this paper suggests that computerised concordances can help resolve the breadth–depth paradox. He describes how students, in effect, become concordancers, using concordance and database software to create their own dictionaries of words to be learned. This method is claimed to combine the benefits of list coverage with at least some of the benefits of lexical acquisition through natural reading. The method is further enhanced by computerised learning activities based on the principle of moving words through five stacks as they are reviewed and learned.

**00-406 Collentine, Joseph** (Northern Arizona U., USA; *Email*: Joseph.Collentine@nau.edu). Insights into the construction of grammatical knowledge provided by user-behaviour tracking technologies. *Language Learning and Technology* (<http://lt.msu.edu>), **3**, 2 (2000), 44–57.

Objectivist assumptions that instruction should transfer knowledge and involve learners in deductive processes no longer dominate second-language curricula. Constructivist premises are increasingly compelling teachers to employ exploratory and inductive tasks, stipulating that students should be 'agents' who manufacture rather than receive knowledge. Approaches to grammar instruction such as consciousness-raising tasks acknowledge the central role learners play in the acquisition process, engaging students in activities where they must hypothesise their own rules accounting for patterns found in the input. Research, however, has concentrated on the efficacy of these premises, such that much is known about the product, yet little about the processes affecting acquisition. In this article, the author demonstrates how Computer-Assisted Language Learning

(CALL) software containing user-behaviour tracking technologies can provide important insights into the construction of grammatical knowledge. It showcases these technologies' potential by reporting a study which documented the data sources (e.g., digital videos, sound files) learners utilised in a CALL-based consciousness-raising task that promoted the abilities of foreign-language learners of Spanish ( $n = 30$ ) to generate indirect speech. The study also assessed whether such interactions promote grammatical development.

**00-407 Collins, Laura** (U. of Victoria, Canada), **Halter, Randall H., Lightbown, Patsy M. and Spada, Nina.** Time and the distribution of time in L2 instruction. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 4 (1999), 655-80.

In the French primary schools of Quebec, increased popularity in experimental programmes providing young Francophone learners with intensive English as a Second Language (ESL) instruction has been accompanied by increased variation in the way the instructional time is distributed. In a massed programme, students complete the regular curriculum in French in five months and spend the remaining months learning English. In a distributed programme, the intensive ESL instruction is spread across the full 10 months of the school year. Within the cognitive psychology and general education literature, there is substantial evidence in favour of distributed over massed practice. There has been less research in the language programme evaluation literature contrasting the learning outcomes of students receiving similar amounts of second language (L2) exposure in different distributions, but the findings suggest an advantage for massed learning. The study reported here compared the learning outcomes in two versions of the massed programme and one version of the distributed programme of students of the same age and first language, with similar amounts of prior exposure to English. Pre-test and post-test measures from 700 students revealed superior outcomes for the massed learning conditions. The interpretation of the findings takes into account selection criteria, overall instructional time, and instructional practices in the different ESL programmes.

**00-408 Conrad, Dennis** (Clarke Coll., Dubuque, Iowa, USA). The student view on effective practices in the college elementary and intermediate foreign language classroom. *Foreign Language Annals* (New York, USA), **32**, 4 (1999), 494-512.

The majority of foreign language learners on U.S. college campuses today are those engaged in such study in order to fulfill an institutional requirement, a common example being successful completion of the fourth-semester course. Once the requirement has been met, formal foreign language study tends to cease. What does this particular type of foreign language student think of the foreign language-learning experience? From their point of view, what activities or strategies are seen as

being effective for their learning? This article brings to light students' opinions on some learning issues, notably those of expressivity and accuracy of target-language production. The data presented here come from a larger cross-sectional, cross-linguistic study which gathered 454 survey responses from undergraduate students. The picture that emerges from the data suggests a blend of two leading considerations: using a structural approach involving corrective feedback and grammar, as well as a communicative approach where language is used for real communication purposes.

**00-409 Corbel, Chris** (Adult Multicultural Education Services (AMES), Victoria, Australia). Task as *tamagotchi*: ESL teachers' work in the emerging hypermedia environment. *Prospect* (Macquarie U., Sydney, Australia), **14**, 3 (1999), 40-45.

Language teachers add value to learning experiences by locating and 'framing' resources and experiences for a particular curriculum goal. This article argues that, although many teachers are interested in doing this online, their work circumstances make it difficult to carry out some of the more complex proposals in the computer-assisted language learning (CALL) literature. The article sets out to show how developing tasks for a 'virtual' independent learning centre offers teachers a simple and accessible way to work effectively online. Central to this new online role, it is argued, is a collective and transformative process in which teachers' individual work is made available to a wider teaching-learning community, thus adding value to their own work and that of others.

**00-410 Demaizière, Françoise** (Université Paris VII, France; *Email*: demaizie@ccr.jussieu.fr) and **Foucher, Anne-Laure.** Autoformation: relations et dispositifs. [Independent learning: devices and relationships.] *Le Français dans le Monde* (Paris, France), **305** (1999), 39-41.

This article assesses the role of the one-to-one interview in an independent learning programme, drawing largely on student feedback from courses at the Paris VII and VI universities. The programme consists of a 50-hour English language learning module with 40 hours of independent work and three 20-minute one-to-one tutor-student interviews, which were conducted on an inductive, rather than a didactic basis, with the goal of developing learner autonomy. The tutor's role was to facilitate the development of the learner's own cognitive, metacognitive and socioaffective strategies. Students chose the language of the interview, and the teacher's main function was to question, rather than to critique learners' progress. Despite their marginal status in the programme in terms of time, space and resources, students greatly appreciated these interviews, which allowed them to reflect on their own progress, motivated them for the independent work in the programme, offered an opportunity for English language practice in a real communication situation, and helped to develop

more friendly and equitable tutor-student relationships. Students also reported a more positive relationship with the foreign language as learning became a matter of individual choice rather than external imposition. The authors conclude that such a guided independent learning programme can be very fruitful for the development of learner autonomy.

**00-411 Desmarais, Lise** (Institut Canadien du Service Extérieur/Canadian Foreign Service Institute). Le courrier électronique: un outil d'enseignement en milieu de travail. [Email as a teaching tool in a work context.] *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 4 (1999), 323-44.

This paper describes an experiment aimed at using email to improve the written language skills in German and Spanish of Canadian Foreign Service officers working in various countries. While little literature exists on the use of email in distance learning outside the university environment, there is considerable documentation of the very high attrition rate in distance learning courses. The course developed by the Canadian Foreign Service Institute took into account the published analyses of the reasons for such high attrition rates, and was designed to require the completion of authentic professional tasks. It also aimed to expose the participants to both formal and informal language. A number of pre-course activities were used to determine the participants' linguistic level, evaluate their level of computer skills and elicit their attitudes towards the use of computers and email, co-operative learning, and writing in the target language. Initial interest in the course was very high; but so too was the attrition rate in all groups, which seems to be attributable in part to the fact that participants were paired and required to correct each other's work. Their apparent preference instead for an opportunity to rework their own assignments in the light of the instructor's comments and corrections will be incorporated into future versions of the course. Given the initial high interest, it appears worthwhile to repeat and refine the experiment.

**00-412 Duquette, Lise** (Université d'Ottawa, Canada). Vers une meilleure connaissance des façons dont les apprenants de L2 résolvent leurs problèmes dans l'environnement multimédia. [Researching L2 learners' problem-solving strategies in a multimedia environment.] *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 4 (1999), 295-310.

This paper examines the role of metacognition, particularly problem-solving strategies, in the way students learn in a multimedia environment. Two questions are posed: how the new technologies can facilitate language learning and how they can be used to promote independent learning in students. The author first looks at examples of mismatches between the practices of courseware developers and knowledge of the way students learn, and concludes that multimedia courseware

should be developed by multidisciplinary teams which include specialists in learning, second-language learning and educational technology. The paper then examines various aspects important to the development of multimedia materials, in particular, the importance of (a) student-computer and student-student interactions and (b) metacognitive strategies. The author then studies the problem-solving strategies used by students completing fill-in-the-blanks exercises in Mydlarski and Paramskas' program *Vi-Conte*. Initial results show that adults tend to be more persistent at solving a problem than post-secondary students; and it is suggested that language teachers need more training in problem-solving so that they can, in turn, better train their students. In conclusion, the author finds that the flexibility of the new multimedia technology must be tempered with a concern for individual learning styles and personal factors. Language teachers in the future need to be familiar with the relationship between cognitive styles and classroom activities in the context of multimedia technology.

**00-413 Furuhashi, Hamako** (Mount Union Coll., Alliance, OH, USA). Traditional, Natural and TPR Approaches to ESL: a study of Japanese students. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 2 (1999), 128-42.

The study reported here surveyed Japanese students' perceptions of traditional methods vs. the Natural Approach and Total Physical Response (TPR) methods for learning English, and their own preferred styles of learning. Participants were 237 Japanese students attending intensive English language schools in the United States. Results indicate that they generally prefer innovative methods, such as avoidance of grammar instruction, exclusive use of the target language by the teacher, emphasis on listening and speaking, use of games and role-playing, use of supplementary materials, and command usage in English (TPR). However, they also show some preference for traditional approaches, such as error correction, second language only response, and rote memorisation of vocabulary lists for reading. In learning style preferences, Japanese students prefer kinesthetic learning first, and auditory learning second. Further, they prefer group work to individual work, and groups which include both men and women. It is hoped that these findings will be of use not only to Japanese teachers of English but to the many English-speaking assistants who have been brought into the teaching system specifically to achieve higher levels of communicative language use among learners.

**00-414 Grove, Charles** (West Chester U., USA). Focusing on form in the communicative classroom: an output-centred model of instruction for oral skills development. *Hispania* (Ann Arbor, MI, USA), **82**, 4 (1999), 817-29.

The optimal shape and content of grammar instruction within the communicative framework has been a point of great contention over the last decade. Most recently,

the debate has shifted to a discussion of the utility of a *focus on form* in language instruction (Long 1991; Doughty & Williams 1998). The present author suggests that the mysterious 'how' of form-focused instruction can be addressed in a more concrete way via descriptive classroom data, especially as this instruction is operationalised in the context of the first-year Spanish course which has the development of speaking ability as a primary objective. An output-centred approach is presented as a coherent model of instruction which emphasises a focus on form. In addition, it is argued that 'pushed output' (Swain 1985 and elsewhere) is a crucial element of the language classroom environment which is focused on oral skills development among learners.

**00-415 Harben, Paddy** (U. of Reading, UK).

An exercise in applying pedagogical principles to multimedia CALL materials design. *ReCALL* (U. of Hull, UK), **11**, 3 (1999), 13–24.

This article considers two self-access exercises for Computer-Assisted Language Learning (CALL) listening comprehension incorporating digitised video. The discussion stresses general pedagogical concerns rather than CALL-specific questions, in the belief that this will be more informative to those involved in language education who do not understand how they might benefit from exploiting multimedia CALL. The paper outlines the theoretical rationale underpinning the design of the exercises, and describes and evaluates them with regard to their pedagogical validity and how English as a Foreign Language learners used and perceived sample versions. It is argued that the exercises provide authentic listening practice by encouraging a dual focus on bottom-up and top-down processing, and that they also incorporate on-line choices allowing learners to decide their own way of working, hence contributing to their autonomy as learners.

**00-416 Herron, Carol** (Emory U., Atlanta, USA;

*Email: cherron@emory.edu*), **Cole, Steven P., Corrie, Cathleen and Dubreil, Sébastien**. The effectiveness of a video-based curriculum in teaching culture. *The Modern Language Journal* (Malden, MA, USA), **83**, 4 (1999), 518–33.

The study reported here investigates whether students learn culture embedded in a video-based second language programme. Beginning-level French students watched 10 videos as part of the curriculum. A pre-test, administered prior to exposure to the videos, and a post-test, given at the end of the semester after exposure to the videos, assessed long-term gains in little 'c' culture (practices) and big 'C' culture (products). In addition, post-video viewing tests, administered immediately after each video, measured short-term retention of culture in that video. A questionnaire analysed student perceptions of how well they learned about the foreign culture. From pre- to post-testing, results indicated significant gains in overall cultural knowledge. On the post-video short-term retention tests, scores of little 'c' items were significantly higher than scores of

big 'C' items. Students perceived that the videos contained more little 'c' than big 'C', and that they learned more little 'c' information. It is concluded that the findings supported using video to teach culture.

**00-417 Hotho, Sabine** (U. of Abertay Dundee, UK). Motivation in an 'ab initio' German classroom. *Language Learning Journal* (Rugby, UK), **20** (1999), 37–44.

The foreign language classroom is an environment for second language (L2) motivation which differs fundamentally from 'natural' L2 contexts. Features of this environment should interact with and potentially change the learner's motivation. This paper is concerned with the dynamics of learner motivation over time and in connection with certain classroom factors as perceived by learners. A group of UK university students learning 'ab initio' German responded to periodic questionnaires over a six-week period from which individual motivation profiles were calculated and comparisons made. Results provide some empirical verification of intuitive assumptions about changes in learners' motivation profiles. With measurements taken at four different stages it was shown that scores elicited at any one point were not the result of a momentary fluctuation in student perceptions but an indication of a steady trend. The final part of the paper discusses a number of specific results arising from the study, which are tentatively translated into pedagogical implications.

**00-418 Jones, Christopher** (Manchester Metropolitan U., UK). Contextualise and personalise: key strategies for vocabulary acquisition. *ReCALL* (U. of Hull, UK), **11**, 3 (1999), 34–40.

This paper examines how the latest research into effective vocabulary learning has characterised not only the design of a multimedia learning package but also its integration into the teaching curriculum. It is argued that, if students are able to 'personalise' their learning and are given the opportunity to 'contextualise' that learning, then a framework is created for successful vocabulary acquisition. However, it is also thought vital to consider how best to support staff in the creation of such a framework, and this paper suggests ways in which to simplify and accelerate the introduction of new software.

**00-419 Jullian, Paula** (Universidad Católica de Chile; *Email: parriola@puc.cl*). Creating word-meaning awareness. *ELT Journal* (Oxford, UK), **54**, 1 (2000), 37–46.

It is suggested that this paper will be of special interest to teachers concerned with lexical semantics, and those who wish their learners to gain in accuracy and lexical force. It reports on an activity carried out with upper-intermediate and advanced learners to help them increase their word-meaning awareness and expand their active vocabulary. These learners usually manage

to communicate satisfactorily, though often by using a very limited lexical code mostly made up of core words. The overuse of these general terms can make their discourse sound poor and even childish, especially in adult learners, and can limit their success in conveying different moods, connotations, or specific semantic loads. The activity described here introduces learners to the study of word meaning. It is intended to help them understand the full semantic content of related words, and so to detect what makes them similar and different from each other. The task consists of collecting a lexical set; studying those of its semantic features and distinguishers which convey unique meanings, and identifying appropriate collocations, contextual limitations, and possible figurative uses.

**00-420 Klassen, Johanna and Milton, Philip** (City U. of Hong Kong; *Email*: pdklasse@cityu.edu.hk). Enhancing English language skills using multimedia: tried and tested. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 4 (1999), 281-94.

This article reports on a research project conducted at the City University of Hong Kong which evaluated the effectiveness of a multimedia-based English language learning programme. A major component of the project was the development and production of an interactive multimedia CD-ROM, *Business English*, which constituted the basis for the enhanced English language proficiency programme. Results of the study indicate that students who completed the syllabus in a multimedia-enhanced mode demonstrated significant improvement in listening skills when compared with students who completed the same syllabus in the traditional classroom mode. The results also demonstrate positive attitudinal changes for the multimedia-enhanced mode of learning. Additionally, the article elaborates on the teaching-learning experience from the student and facilitator perspective.

**00-421 LaTorre, María Dolores** (U. of Portsmouth, UK). A web-based resource to improve translation skills. *ReCALL* (U. of Hull, UK), **11**, 3 (1999), 41-9.

The web-based resource presented in this article was developed to help students taking a Translation Theory course reflect on the translations generated by Machine Translation software. It was felt that the lack of computer-based learning materials for enhancing students' awareness of translators' tools could be usefully remedied by developing innovative ways of improving translation skills with the use of technology. The main objective was to design a resource which would enhance and support independent learning while at the same time maintaining high standards of curriculum delivery. The resource consists of web pages linked to a free translation service available on the World Wide Web along with on-line dictionaries. Three exercises and an assessment have been produced. The results from the evaluation show that, on the whole, students' reactions were positive, despite one potential difficulty arising from negative attitudes towards using computers.

**00-422 Lee, Winnie** (Chinese U. of Hong Kong) and **Ridley, Alison**. What implications does English globalization have for treatment of students' spoken errors? *RELC Journal* (Singapore), **30**, 2 (1999), 18-43.

One of the controversial issues arising from English globalisation is the notion of standardisation in speaking. It is clear that graduates who speak English as a second language are far more likely to use it to communicate with other non-native speakers than with native speakers. Two questions ensue: whether some features of the language should become less important as linguistic imperialism finally loses hold; and whether, in the context of Hong Kong, standard English should be taught. This paper attempts to address these issues by discussing the effects of English globalisation on the approach adopted to enhance students' oral proficiency, with particular emphasis on the classroom treatment of students' spoken errors. In order to explore issues of *which*, *when* and, above all, *how* errors should be corrected, a questionnaire was administered to 167 learners from the Chinese University of Hong Kong and Hong Kong Polytechnic University. It is hoped that the findings will suggest ways to reconcile classroom practice with the actual requirements of global communication.

**00-423 Levy, Mike**. Responding to the context of CALL: directions for research. *Prospect* (Macquarie U., Sydney, Australia), **14**, 3 (1999), 24-31.

This article argues that research in computer-assisted language learning (CALL) needs to give more attention to contextual factors that exert significant and profound effects on the introduction of technology into language learning. These factors surround the development of the field and always remain evident in one way or another. The contention is that these contextual factors have been insufficiently acknowledged thus far. Three contextual factors are highlighted in this discussion: the rate of technological innovation and change; the uneven introduction of technology and self-tuition; and the motivation and goals for CALL. In the light of this discussion, the implications for research are explored. It is argued that case study research has much to offer CALL at this point in its evolution. General features of case study research are briefly described, and then the implications are discussed in terms of specific directions and projects.

**00-424 Lewkowicz, Jo A. and Nunan, David** (U. of Hong Kong). The limits of collaborative evaluation. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 4 (1999), 681-700.

In recent years, the literature on educational evaluation has promoted the virtues of collaborative approaches to evaluation, in which those being evaluated are seen as participants in a process rather than as subjects to be manipulated and assessed. This article describes the development of a collaborative evaluation model and its

application to a curricular innovation project within the secondary school system in Hong Kong. The focus of the article is on the limits of collaboration in long-term evaluation projects with multiple stakeholders. Factors working against the desired process included personnel turnover, an itinerant workforce, and different perspectives on procedure and reports, as well as conflicting agendas. The findings illuminate the practical constraints operating in an attempt to conduct a collaborative evaluation of an English as a Foreign Language programme.

**00-425 Mittman, Elizabeth** (Michigan State U., USA). In search of a coherent curriculum: integrating the third-year foreign language classroom. *Foreign Language Annals* (New York, USA), **32**, 4 (1999), 480–93.

In response to theoretical developments in literary and cultural studies, many arguments have been made for revising foreign language curricula in recent years. However, a number of practical questions remain, particularly in the upper division, regarding (a) appropriate content and (b) the relationship between content and language instruction. The author of this article offers one solution to such concrete concerns in the context of a third-year undergraduate course on postwar German culture. The course is discussed here in terms of the combined goals of increasing students' cultural knowledge, critical reading skills, and linguistic fluency. It is suggested that such a course can provide a template for language programmes working towards an integrated curriculum.

**00-426 Montero Fleta, Begoña, Pérez Sabater, Carmen, Gil Salom, Luz, Pérez Guillot, Cristina, Soler Monreal, Carmen, and Turney, Edmund** (U. Politécnic Valencia, Spain). Evaluating multimedia programs for language learning: a case study. *ReCall* (U. of Hull, UK), **11**, 3 (1999), 50–57.

New technologies and media offer effective and attractive possibilities to the educational system, particularly to language learning. This paper describes a curriculum project whose objective is to offer language-learning opportunities to every member of the university. The first part of the paper describes the development and content of the course, itself based on survey results focusing on the technical and pedagogical aspects of published programs. The next section reports on the effectiveness of the course, based on the comparison of results from initial and achievement tests. Results suggest that higher levels of language competence, vocabulary acquisition, and listening comprehension had been achieved by the end of the course. The paper then goes on to present results from a student feedback survey. In the overall scores, vocabulary development, grammar, and listening activities were all generally positively evaluated, while speaking activities were negatively evaluated. The final part of the paper discusses other possible improvements to the course which emerged from items on the post-study questionnaire. It is concluded that

the use of multimedia programs has been generally positive, especially for listening comprehension, vocabulary, and grammar.

**00-427 Mughan, Terry** (Anglia Polytechnic U., UK). Intercultural competence for foreign languages students in higher education. *Language Learning Journal* (Rugby, UK), **20** (1999), 59–65.

Statistics on the employment of UK languages graduates indicate a low amount of geographical mobility at a time when the European labour market is becoming ever more competitive. This article questions current foreign language (FL) course design in higher education (HE) for its lack of focus on understanding people of other cultures. It is therefore argued that FL degree courses rapidly need to adopt an approach to intercultural learning which prepares students to move with more ease amongst numerous cultures and which is less bound, cognitively, by the notion of the nation-state. Intercultural research relevant to UK languages courses in HE has already been undertaken, and a summary of some relevant findings is provided here. The question of language/content integration that preoccupies most FL course design is considered not to be critical to the development of modular, intercultural FL studies which will enhance the employability and mobility of languages graduates. A number of questions are raised which might inform the design of interculturally sensitive courses.

**00-428 Munro, James** (U. of Stirling, Scotland, UK). Interpreting as a teaching tool. *Language Learning Journal* (Rugby, UK), **20** (1999), 3–7.

This paper argues that the practice of liaison interpreting is a generally useful classroom tool, since it appears to create conditions favourable to the development of communicative competence. It is suggested that interpreting has a particular role to play in the development of three components of communicative competence: lexico-grammatical, sociolinguistic and discourse. It is argued that the advantages of interpreting as a teaching tool extend also to 'intra-lingual interpreting', rewording in the foreign language. A detailed description is given of the practice of liaison interpreting with advanced learners, and suggestions are made for adapting the technique to learners at other levels.

**00-429 Murray, Denise E.** (San José State U., California, USA). Access to information technology: considerations for language educators. *Prospect* (Macquarie U., Sydney, Australia), **14**, 3 (1999), 4–12.

This article draws attention to the fundamental issue of access to technology, pointing out that easy assumptions may be made about how information technology will facilitate greater access to educational opportunity. Drawing on data from the United States and Australia, the author notes that it is still only an affluent minority who access and use the Internet, and that the gap between the



'technology-rich' and 'technology-poor' is, and will continue to be, a social reality. It is argued that, while issues of access may seem more related to social justice than education, they will inevitably need to be taken into account by language educators when planning programmes.

**00-430 Nagata, Noriko** (U. of San Francisco, California, USA). The effectiveness of computer-assisted interactive glosses. *Foreign Language Annals* (New York, USA), **32**, 4 (1999), 469-79.

This paper introduces a new Japanese courseware program, *Banzai Readings*, and presents an empirical study based on the program. *Banzai Readings* provides reading texts accompanied by glosses to enhance second-language learners' reading comprehension. Several studies indicate that marginal glosses are more effective than no gloss in learning second-language vocabulary (e.g., Hulstijn *et al.* 1996, Watanabe 1997). Since marginal glosses can be presented in different formats, it is of interest to determine which formats are more effective than others. This study investigates the effectiveness of two types of glosses using *Banzai Readings*. The single-gloss version of the program provides a single English translation for each target vocabulary item or target grammatical structure occurring in the reading text. The multiple-choice version of the program provides two possible translations in a multiple-choice format, followed by immediate feedback in response to learners' selections. Results of the study suggest that the multiple-choice format is significantly more effective than the single-gloss format. The study illustrates how educational software design decisions can be usefully guided by empirical studies of the relative effectiveness of different versions.

**00-431 Naysmith, John** (Chichester Inst. of Higher Ed., UK). Primary modern foreign language teaching: a picture of one county. *Language Learning Journal* (Rugby, UK), **20** (1999), 15-19.

This article sets out to give a picture of modern foreign language (MFL) provision in primary schools in one county of England. The discussion is based on a questionnaire survey of all 158 Key Stage 2 schools in that county. The survey (which followed an earlier study of MFL provision in 'post-primary' schools) investigated which languages are currently being offered and by whom, and what are the attitudes towards primary MFL. It was found that, although both primary and post-primary teachers thought that in theory primary MFL provision was a good preparation for later learning, in practice they differed, primary teachers judging it good, post-primary teachers not. The primary teachers felt there was insufficient liaison between the different schools, partly because of post-primary teachers' negative attitudes to primary MFL provision. Primary teachers were themselves very positive about the benefits of early MFL learning. The article also discusses questions of when pupils should start MFL learning and who should teach them (i.e., to what extent the primary teachers should be MFL specialists). The debate covers well-trodden ground, and the author asks

whether there is now the will to look for the 'radical solution'.

**00-432 Oberlé, André and Purvis, Ann** (U. of Winnipeg, Canada; *Email*: andre.oberle@uwinnipeg.ca). Collaborative approaches to designing integrated multimedia projects for language courses. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 4 (1999), 391-97.

This article describes what is deemed to be an effective model for a collaborative approach to designing integrated multimedia materials for language courses. Such a model is being successfully used at the University of Winnipeg in the creation of a first-year French course. The model involves collaboration between departments, colleagues and instructors with their students to design a collaborative, learner-centred, interactive, multimedia learning package.

**00-433 Onukaogu, Chukwuemeka Eze** (Obafemi Awolowo U., Ile-Ife, Nigeria). Effective and efficient ESL and Nigerian mother-tongue literacy acquisition: can literature be a catalyst? *Language, Culture and Curriculum* (Clevedon, UK), **12**, 2 (1999), 143-55.

This paper examines the role of literature in the acquisition of literacy in English as a Second Language (ESL) and Nigerian Mother Tongues (NMT). The author is of the view that, unless the generality of Nigerians acquire literacy empowerment, they will not be sufficiently equipped to cope with the rigours of the 21st century, one that is bound to be technologically complex and characterised by cultural diversities as the world shrinks to become more and more a global village. He is saddened by the fact that literature, a pivotal element in ESL and NMT literacy acquisition, is not given the attention it deserves in literacy instruction in Nigerian schools and colleges. The article therefore sets out to stimulate discussion on the role of literature in the effective and efficient acquisition of literacy. It provides a critique of current approaches to literacy instruction, and contends that any literacy instruction which is devoid of the intensive and extensive use of diverse kinds of literature, and which does not emphasise meaning-making, construction, reconstruction, negotiation, authenticity and problem-solving, will not produce competent users of language.

**00-434 Palmer, Juan Carlos** (Universitat Jaume I- Castelló, Spain). Coherence and cohesion in the English language classroom: the use of lexical reiteration and pronominalisation. *RELIC Journal* (Singapore), **30**, 2 (1999), 61-85.

The study of both cohesion and coherence is a favourite field of research among linguists. Both concepts, traditionally connected with the reading process, have become an important tool for teaching students how to write a text. English as a Foreign Language (EFL) classes should help students to understand the use of cohesive

linkers in texts, paying special attention to logical patterns which could help them organise texts so as to facilitate comprehension by the reader. The purpose of this article is to observe the way students use both cohesion and coherence in carrying out a written assignment in an English language class. Following a review of relevant research, the authors describe their own study, in which they analyse English texts written by 89 Business Studies Spanish-speaking students. One group had received instruction on textual coherence, the other had not. Results indicate that lexical reiteration is often used by EFL students to create coherent texts; and the authors suggest that the teaching of more specialised cohesive linkers (such as synonyms, hyponyms, or generic words and expressions) could enhance students' performance while writing in a second language.

**00-435 Pellerin, Micheline** (U.-Coll. of the Cariboo, Canada; Email: pellerin@cariboo.bc.ca). Ordinateurs: efficaces ou pas? (La perspective d'une enseignante.) [Are computers efficient? (A teacher's perspective.)] *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 4 (1999), 381-90.

This paper explores the effectiveness of CALL (Computer-Assisted Language Learning) and whether this may justify the high cost of its implementation. The study involved two groups of students enrolled in the same intermediate French course: one spent four hours a week in the classroom and one hour a week in the computer laboratory; the other three hours and two hours a week respectively. Both groups did the same type of oral and interactive classroom work. Students could use whatever CALL programs were available according to personal preference. Results showed a difference of around five percentage points between the class averages of the two groups at the end of the course, with the group that spent more time in the computer lab scoring generally higher. While there were individual differences in the two groups, students who completed at least 80% of assigned CALL exercises received significantly higher marks at the end of the course. The student sample is small, but it appears that CALL is effective in helping them learn, since an hour of classroom time can profitably be replaced by an hour of work in the CALL lab. This fact alone, however, does not perhaps justify the high cost of implementing CALL. Since the computer facilities can be used for other purposes, though (e.g., email, World Wide Web, word processing), it is suggested that the cost is probably justified.

**00-436 Pelletier, Christine** (Prince-George School, British Columbia, Canada). Le journal littéraire: une découverte. [Literary journals: a discovery.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 1 (1999), 203-17.

The author of this article is a French immersion teacher at secondary level in British Columbia, Canada. The article has a practical orientation: in an action research

project, the author reflected upon her secondary students' development of second language (L2) reading and writing skills and on how her teaching approaches and curriculum design, especially the use of literary journals (or 'reading response logs') affected her students' attitudes towards reading literature. In addition to providing ideas for practising teachers of L2 French, the article serves as a model of the type of reflection and systematic investigation that many teachers report as valuable professional development.

**00-437 Plasberg, Ulrike** (The Robert Gordon U., Aberdeen, Scotland, UK). Building bridges to Europe: languages for students of other disciplines. *Language Learning Journal* (Rugby, UK), **20** (1999), 51-8.

British Higher Education institutions have for some time now been promoting Europeanisation policies, offering languages and foreign exchanges as part of their undergraduate programmes. However, the organisation of such programmes and the question of how integrated languages should and can be remain problematic, and the commitment to such programmes varies considerably from institution to institution. This paper argues the case for vocationally relevant language courses for students of other disciplines, focusing on architecture as an example—to enable them to compete successfully as future employees of the Single European Market. It also describes the process involved in developing a vocational or subject-specific language course.

**00-438 Pollock, Alan** (Alber Szent-Györgyi Medical U., Szeged, Hungary). Do L2 lecturers do it better? An investigation into lecture comprehension. [Será que conferencistas em L2 fazem melhor? Uma investigação em compreensão de conferências.] *The ESPECIALIST* (São Paulo, Brazil), **20**, 2 (1999), 179-211.

The majority of English for Academic Purposes (EAP) teachers have to guess the real priorities their students will face and be guided by the books available and articles written in journals. These are mostly written from the viewpoint of helping second language (L2) students in a first language (L1) environment. The present author therefore decided to take advantage of the opportunity afforded by having at his university students who were learning medicine in an L2, but living in an L3 environment. In order to try to determine their real priorities, he studied their problems with lectures by attending their classes, talking with them and their teachers, and by the use of questionnaires. There were less difficulties than anticipated: lecture comprehension, usually a central plank on any EAP syllabus, seemed generally not a problem, and the author would not recommend an EAP class in this situation to concentrate on listening. It is concluded that, if the lectures studied are typical of those in biology—and the students participating in the research suggested they were, then they are more likely to be coherent to the L2 students

than the same lectures in biology in the USA or UK. Whether this can be said of L2 lectures in general, or even of lectures as a whole at the author's institution, would of course require further study.

**00-439 Rankin, Jamie** (Princeton U., USA). A role for action research in the foreign language classroom. *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ, USA), **32**, 2 (1999), 107-19.

The recent interest in interpretive research on classroom experience has given rise to a conceptual model of teacher reflection and intervention known as Action Research. Though the model is known primarily in mainstream education circles, it should be of considerable interest to foreign language (FL) teachers, thanks to its emphasis on research perspectives which are particularly illuminating in the FL classroom environment. This paper traces the conceptual contours of Action Research, as a means of setting the stage for two case studies by graduate teaching assistants in German who engaged in Action Research projects in their own classrooms. The first study [Tanaka, 'Grammar, tasks, and attention', pp. 120-124] revolves around the problem of student participation: how to engage students in focusing on form when grammar and accuracy seem to hold no interest for them. Working through an Action Research cycle of observation, planning, action, and reflection, the study shows how collaborative work can inform a teacher's perceptions of classroom events, leading to definable changes and (in this case) increased student participation over a broad range of tasks. The second study [Magilow, 'Error correction and classroom affect', pp. 125-129] concerns a fundamental issue for FL teachers in a 'communicative' classroom: how to handle error correction. Based on an Action Research cycle incorporating related second language acquisition studies into the planning stage, the project focuses on teacher behaviours and motivations in corrective feedback, including the ways in which feedback is variously given and perceived, and indicates how theory and practice can interact to improve classroom performance.

**00-440 Reagan, Timothy** (U. of Connecticut, USA). Constructivist epistemology and second/foreign language pedagogy. *Foreign Language Annals* (New York, USA), **32**, 4 (1999), 413-25.

Although arguably implicit in many contemporary discussions about communicative language teaching, and often embodied in actual foreign language (FL) teaching practice, constructivist approaches to epistemology and learning theory have only recently, and relatively rarely, been explicitly examined in terms of their implications for second language teaching and learning. This article is an attempt to encourage FL educators to consider seriously the potential contributions of constructivism to FL teaching and learning, first by providing a broad overview of the core assumptions and concepts of constructivism, and then by exploring the ways in which

constructivism can inform and promote effective pedagogical practice, as well as a better understanding of such practice, in the FL context.

**00-441 Reeder, Kenneth, Buntain, Jennifer and Takakuwa, Mitsunori** (U. of British Columbia, Canada). Intensity of L2 instruction and biliterate proficiency in the intermediate years of a French immersion program. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 1 (1999), 49-72.

This article reports interim results of a three-year study conducted in an early immersion programme, in which instructional time was intensified by adding maths instruction in French to the programme during the intermediate school years, resulting in approximately 80% instruction in French. Standardised tests of reading comprehension in French and English were administered, and samples of descriptive and narrative writing in French and English were assessed for overall quality. Slightly stronger performance in French descriptive writing and weaker English reading comprehension were associated with the intensified French approach. These interim results reveal limited evidence for the benefits of intensified French for French literacy, very constrained evidence of the risks associated with French intensification in the domain of English reading, and no evidence of a differential plateau effect in development of literate skills in French. Results are interpreted in the light of the quantity and quality of the programme's intensification of French language experience.

**00-442 Roncoroni, Francesca** (Universität Bern, Switzerland). *Il senso è chiaro, ma la parola no. Textverstehen im fremdsprachlichen Unterricht. [The sense is clear but not the word. Understanding of text in foreign language learning.] Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **70** (1999), 67-84.

This article reports an investigation of the strategies for text comprehension employed by university students of Italian, in particular 'naïve' learners, i.e., those lacking metacognitive competence. Volunteers working in groups of five were asked to read five moderately difficult texts of different types and try to comprehend them, discussing in the target language what they did and did not understand. This produced somewhat deficit-centred reading techniques concentrating on substantives, adjectives and verbs rather than 'small words' or contextual clues. Transcriptions were analysed for top-down or bottom-up processing, and for various forms of inferencing. It emerged that background knowledge and motivation are not enough in themselves to ensure comprehension; that failure to understand cannot always be diagnosed; and that learners' deductive strategies often fail. It is suggested, however, that such strategies are invaluable tools for foreign language learners reading texts and should be developed in

the context of metacognitive learning by means of consistent, long-term teaching. Further investigation of the exploitation of collective knowledge in such contexts could prove fruitful, as pooling individuals' resources produces a richer, less defective reconstruction of a text.

**00-443 Sato, Kazuyoshi and Kleinsasser, Robert C.** (U. of Queensland, Brisbane, Australia; Emails: yoshis@usiwakamaru.or.jp; robertk@lingua.arts.uq.edu.au). Communicative language teaching (CLT): practical understandings. *The Modern Language Journal* (Malden, MA, USA), **83**, 4 (1999), 494-517.

The aim of this article is to report on a study documenting the views and practices of communicative language teaching (CLT) by Japanese second language inservice teachers. Compared to theoretical developments of CLT (e.g., Savignon, 1991), little is known about what second language teachers actually understand by CLT and how they implement CLT in classrooms. Using multiple data sources including interviews, observations, and surveys, the article reports how 10 teachers in 10 different state schools defined CLT and implemented it in their classrooms. The study identified how teachers actually dealt with CLT in their classrooms teaching Japanese. It is interesting to note that their views and actions dealt little with the academic literature pertaining to CLT or their education (be it preservice or inservice) in learning about CLT. Instead, teachers resorted to their personal ideas and experiences, solidifying their notions of foreign language teaching in further pursuing their evolving conceptions of CLT.

**00-444 Siegel, Jeff** (U. of New England, Australia). Stigmatized and standardized varieties in the classroom: interference or separation? *TESOL Quarterly* (Alexandria, VA, USA), **33**, 4 (1999), 701-28.

The public tends to view pidgins, creoles, and minority dialects (such as African American Vernacular English) as corrupted or degenerate forms of standardised languages and to fear that their use interferes with students' acquisition of the standard. As a consequence, stigmatised varieties are banned from most classrooms. This article critically examines this popular view by summarising research on educational programmes in which stigmatised varieties have been used in the classroom and by reviewing relevant theory and research in psycholinguistics and second language acquisition. The research reviewed covers three approaches to classroom use of stigmatised varieties: instrumental programmes, in which the stigmatised variety is used for teaching initial literacy and content subjects; accommodation programmes, in which the variety is welcome in the classroom but not used for instruction; and awareness programmes, in which the variety is an object of study. The research shows that, contrary to the prevailing viewpoint, using the stigmatised variety in formal education seems to have a positive rather than a negative effect on the acquisition of the standard.

**00-445 Snyder, Ilana** (Monash U., Australia). Digital Literacies: renegotiating the visual and the verbal in communication. *Prospect* (Macquarie U., Sydney, Australia), **14**, 3 (1999), 13-23.

This article focuses on the way multimedia developments are challenging established literacy practices and skills. The main thesis is that the traditional dominance of verbal representation is progressively giving way to new visual forms, so that relationships between the verbal and visual are being renegotiated. The author draws on the arguments of Kress and Bolter, both of whom have highlighted the growing use of the visual as a momentous cultural change in modes of communication; and suggests that such arguments are not only provocative and engaging, but also of theoretical significance for educators in TESOL (Teaching of English to Speakers of Other Languages). The point is illustrated with examples from recent fictional works and the popular press, which show how this shift to the visual is manifesting itself. It is concluded that TESOL educators need to develop their understanding of how multimedia texts function, and what meanings they create, if they are to offer their learners access to new literacy practices and changing generic forms.

**00-446 Stables, Andrew** (U. of Bath, UK) and **Wikeley, Felicity**. From bad to worse? Pupils' attitudes to modern foreign languages at ages 14 and 15. *Language Learning Journal* (Rugby, UK), **20** (1999), 27-31.

As part of a project funded by the Economic and Social Research Council, secondary school students in the West of England (in Years 9 and 10, i.e., 13-15-year-olds) were asked about their perceptions of the importance of modern foreign languages (MFLs) and their reasons for liking and disliking them, particularly as this bore on the process of subject option choices. The results are compared with those of a similar project in the mid-1980s. Unfortunately, the students were at least as negative in their attitudes overall as in the earlier study, despite more recent changes in curricula and teaching approaches. Specific aspects of the results and their implications are discussed, with reference to possible strategies to facilitate improvement. The discussion ranges over: (a) the strong relationship between perceived importance of school subjects and their usefulness in career terms; (b) the perception of MFLs as both unenjoyable and difficult; (c) the apparently neutral, if not negative, effect of pedagogical innovations on students' self-image as language learners; and (d) the suggestion that five years' compulsory learning of MFLs may be too long for unmotivated students.

**00-447 Tajino, Akira and Tajino, Yasuko** (Hiroshima Shudo U., Japan; Email: tajino@shudo-u.ac.jp). Native and non-native: what can they offer? Lessons from team-teaching in Japan. *ELT Journal* (Oxford, UK), **54**, 1 (2000), 3-11.

This article discusses the contribution that joint instruction by a native-speaking teacher and a non-native-

speaking teacher can make to classroom language learning. By reviewing the last decade's team-teaching practice in Japanese secondary school English as a Foreign Language classrooms, it explores how two teachers with different linguistic and cultural backgrounds can work together to provide students with more opportunities to improve their communicative competence. The article suggests that team-teaching may be most effective when it is 'team-learning', in which all the participants, teachers as well as students, are encouraged to learn from one another by exchanging ideas or cultural values. By clarifying the notion of 'team-teaching' and the nature of the 'team' itself, it also seeks to propose ways in which the team could be reformulated to promote authentic communication in the classroom and so to improve students' linguistic and interactional competencies.

**00-448 Turnbull, Miles** (Ontario Inst. for Studies in Ed., Toronto U., Canada). Multidimensional project-based second language teaching: observations of four grade 9 core French teachers. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 1 (1999), 7-30.

This article reports the results of detailed observations conducted in four Grade 9 core French classes during one school semester in one school district in Eastern Canada. These observations were part of a field-based process-product study conducted to examine reform in core French teaching. Results from classroom observations suggest that the four teacher participants were implementing multidimensional project-based teaching in significantly different ways in their core French classes. Two of the teachers organised their teaching around a final project which created an authentic context for the student activities. The other two teachers did not choose to teach towards a project, but did many of the prescribed activities. The implications of multidimensional project-based curricula for core French curriculum design are discussed, as well as teachers' uses of French and English and the amount of student input in activity choice.

**00-449 Turnbull, Miles** (Ontario Inst. for Studies in Ed., Toronto U., Canada; *Email*: mturnbull@oise.utoronto.ca). Multidimensional project-based teaching in French Second Language (FSL): a process-product case study. *The Modern Language Journal* (Malden, MA, USA), **83**, 4 (1999), 548-68.

The overall objective of the study reported here was to examine the effectiveness of core French teaching. The study describes the pedagogical approaches of four Grade 9 core French teachers and compares students' results on tests of general French proficiency and achievement tests, based on the objectives of a multidimensional project-based instructional unit used by all four teachers during the time they were observed. The observation data suggest that the four teacher participants were implementing this new multidimensional project-based approach in

very different ways in their core French classes. Two teachers were classified as multidimensional project-based and two as less-multidimensional. Students from the multidimensional project-based classes obtained higher test scores than those in the less-multidimensional classes on some components of the French proficiency and achievement tests. It was not possible to conclude with certainty that project-based multidimensional teaching was the single cause of superior test performance by the students from the multidimensional project-based classes. Student involvement in curriculum decisions, a dual form-meaning focus, and teachers' uses of French are discussed as possible confounding factors.

**00-450 Varona, Lucia T.** (Santa Clara U., USA). *La comunidad en el aula y el aula en la comunidad: un modelo. [The local community in the classroom and the classroom in the local community: a model.] Hispania* (Ann Arbor, MI, USA), **82**, 4 (1999), 806-17.

This paper reports on a study within the 'East Project' at the University of Santa Clara, which aims to show how an advanced-level conversation class in Spanish can serve as a link between classroom and local community. The first part of the paper describes the pedagogical basis for the project. The aim here is to interweave the objectives of multicultural education with the teaching of Spanish based on the local community. The student is taught to distinguish between different forms of oral expression, gestures, and life styles of different Hispanic groups as well as appreciate other facets of local Hispanic culture. A further element of the course is individual participant investigation: students are encouraged to participate in social work with the local community and to report back to the class on aspects of language use. The second part of the paper describes and reports on the five different phases of the project: descriptive, interpretative, critical analysis, transformation, and evaluation. It is concluded that such a learning process can succeed in combining the objectives of a multicultural education, community-centred learning, and participant investigation to produce positive effects both on students' second language acquisition and cultural awareness.

**00-451 Warschauer, Mark** (U. of Hawai'i, USA; <http://www.lll.hawaii.edu/markw>) and **Cook, Janice**. Service learning and technology in TESOL. *Prospect* (Macquarie U., Sydney, Australia), **14**, 3 (1999), 32-39.

Service learning is a form of experiential education in which students engage in, and reflect on, activities that address human and community needs. This article explores the natural integration between service learning and the use of information technology. Several examples are discussed from a community college in Hawai'i, where adult English as a Second Language students engaged in technology-related service learning projects such as teaching Internet skills to children and producing Web pages for community organisations. As

these examples illustrate, information technology can serve as a medium both for carrying out service learning projects and for reflecting on them.

**00-452 Wood, Priscilla G.** (U. of North Carolina at Greensboro, USA). Who is using the National Foreign Language Standards? *Foreign Language Annals* (New York, USA), **32**, 4 (1999), 435-40.

This article briefly traces the history of the National Standards for Foreign Languages in the United States and then addresses who is using the standards. The Center for Applied Linguistics, which designed a survey to determine the effect of national and state standards on public and private foreign language teachers in grades K(indergarten) to 12, reports that approximately half of the surveyed teachers are aware of national or state standards. Finally, the issue of how states are developing foreign language standards is addressed by examining the curricula of Minnesota, New Jersey, and Connecticut. Recommendations follow as to how a state's curriculum can be aligned with the national standards.

**00-453 Zamborlin, Chiara** (Istituto Italiano di Cultura, Hiroshima, Japan). Osservazioni su alcune difficoltà implicite nell'acquisizione dell'imperfetto italiano da parte di studenti giapponesi. [Observations on certain difficulties inherent in the acquisition of the Italian imperfect tense by Japanese students.] *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **2/3** (1999), 95-108.

The verbal system is a major hurdle for foreign language students when it differs widely from their native tongue. This article reports the experience of a teacher involved in elementary-level Italian classes for arts students in a Japanese university. As Japanese has only one type of past tense, learners usually struggle to grasp the difference between the several forms available in Italian, especially the imperfect tense. But if language is merely the clothing of universal mental notions ('mentalese') as claimed by Steven Pinker, then the imperfect can be taught more easily by drawing attention to semantically equivalent utterances in the first language; this may help identify temporal and discoursal constraints that apply to the target tense, without relying on grammar-book prescriptions. The fact that Italian is not an exam-governed curricular course but only an optional subject means that teachers and learners can experiment more freely with intuitive methods of language development.

## Language learning

**00-454 Ayoun, Dalila** (U. of Arizona, USA). Web-based elicitation tasks in SLA research. *Language Learning and Technology* (<http://lt.msu.edu>), **3**, 2 (2000), 77-98.

This paper presents an experimental study in second language acquisition (SLA) designed with web-based elicitation tasks to obtain greater internal and external validity. The study intends to show how a rich and wide set of data can be elicited using a variety of innovative Web-based tasks offering a number of advantages. The background information questionnaire and three experimental tasks—a scaled grammaticality judgment task, a preference/grammaticality task and a production task—were created with a web-based software, Claris Homepage®, while a fourth experimental task—a magnitude estimation acceptability judgment task—was designed with a multimedia software, Director®. The present study tested the acquisition of the properties subsumed under the verb movement parameter and the null subject parameter by English native speakers enrolled in French college classes. The results for the former parameter but not the latter support the hypothesis of progressive parametric manifestation in second language learners' grammar. The preference/grammaticality and production tasks proved particularly informative.

**00-455 Benson, Phil and Lor, Winnie** (Hong Kong U.). Conceptions of language and language learning. *System* (Oxford, UK), **27**, 4 (1999), 459-72.

This paper questions whether the notion of learner beliefs as conceived in the second language acquisition literature is adequate to capture the complexity of learners' thinking about language learning. It proposes as an alternative an analytical framework based on three levels: conception, approach and belief. The notion of conceptions of language and language learning is proposed as a higher level category conditioning specific beliefs. The notion of approaches to learning is proposed as a category describing the level at which beliefs are made manifest in specific contexts of learning. These categories are illustrated with reference to the authors' data drawn from interviews with first-year undergraduate university students in Hong Kong.

**00-456 Cajkler, Wasyl, and Thornton, Barbara** (U. of Leicester, UK). Language learner perceptions of strategy use in secondary schools. *Language Learning Journal* (Rugby, UK), **20** (1999), 45-50.

Since the early 1970s, a series of studies have sought to identify successful language learner strategies, but the focus has often been on the adult language learner. The study reported here explored the strategies used by 14-15-year-old learners of modern languages, reporting general findings from surveys of teacher and pupil perceptions of the use of strategies in the language classroom in three EU countries. Questionnaires were followed by interviews with individual students and teachers; in addition, some lessons were videotaped and examined for patterns of interaction and strategy use. Findings showed that many teachers may not be aware of the extent to which learners seek to promote their own foreign language learning. Results from student