

## Language teaching

**98-325 Allan, Margaret** (James Cook U., Australia). Assisting autonomous performance. *Prospect* (Macquarie U., Sydney), **12**, 3 (1997), 4–14.

This paper is concerned with second language (L2) pedagogy and focuses on two aspects of autonomy: autonomy as a communicator in the L2 and autonomy as a language learner. It draws on a case study of a project to introduce a group of six postgraduate learners of English for Academic Purposes to the concept of discourse intonation. The paper first outlines the theoretical framework of the project, which included the design of a CD-ROM program as an integral part of a consciousness-raising approach to the study of language system. Data are presented from the case study to exemplify ways in which this approach encourages autonomous learning. Interview data are then drawn on for indications that the development of explicit knowledge of the language system can contribute to increasing control over language performance. The paper also examines features of the context that appear to encourage learner autonomy.

**98-326 Ayaduray, Jeyalaxmy** (Bukit Merah Sec. Sch., Singapore) **and Jacobs, George M.** (SEAMEO Regional Lang. Centre, Singapore). Can learner strategy instruction succeed? The case of higher order questions and elaborated responses. *System* (Oxford), **25**, 4 (1997), 561–70.

Previous research on learner strategy instruction has produced mixed results. This article reports a study in which two classes of 32 Singapore upper secondary school second language users of English participated. Both classes had the same teacher. One class received instruction in asking higher order questions; the other class did not. Higher order questions are related to the development of thinking skills. Participants' questions and responses to questions during small group discussions were tape-recorded before and after the 10-week treatment. While there were no significant pre-instruction differences, after the instruction the treatment class asked significantly more higher order questions and provided significantly more elaborated responses. A 0.05 alpha level was used. The findings are discussed in the light of theory and previous research on issues of learner strategy instruction, the teaching of thinking skills, and learners' use of questions.

**98-327 Bariki, Ozidi** (U. of Ilorin, Nigeria). Faut-il étudier la traduction au secondaire? [Should translation be studied at secondary level?] *Francophonie* (Rugby), **16** (1997), 8–11.

Having been displaced by language teaching methods which emphasise the spoken word much more, e.g. the direct method, audio-aural methods and, more recently, the communicative approach, translation is once again being recognised as a useful teaching tool. Its use does, however, raise certain questions, including the type of translation undertaken, which is addressed in this paper. Three levels of translation are identified and related to the school situation: a literal translation, which ignores semantics and may thus be unintelligible; one in which the translation is comprehensible, but not what a native speaker would say; and one in which the translation operates much more at a semantic level—the translator decodes the meaning of the original and re-encodes it in the target language. The second level is seen as the most appropriate to expect of secondary-level pupils, at least in translation into the target language, though the third level might be achieved in translation into the first language. It is emphasised that the use of translation is one approach that needs to be adapted to modern teaching techniques, with texts chosen for their interest rather than as traps for the linguistically unwary. Some classroom activities are suggested.

**98-328 Barrett-Lennard, Siri** (Macquarie U.). Encouraging autonomy and preparing for IELTS: mutually exclusive goals? *Prospect* (Macquarie U., Sydney), **12**, 3 (1997), 29–40.

Although the IELTS (International English Language Testing System) training industry is flourishing, overseas students from non-English speaking backgrounds may not be getting the assistance they need to integrate successfully into university studies in Australia. This paper reviews studies that show that these students need help not simply with language, but also require assistance in learning how to learn at an Australian university. The paper then goes on to describe and evaluate the academic preparation courses at the National Centre for English Language Teaching and Research (NCEL-TR) which attempt to address both the linguistic and socio-cultural needs of learners from non-English speaking backgrounds.

**98-329 Benucci, A.** (U. of Siena). La lingua italiana descritta nelle grammatiche per stranieri. [The Italian language described in grammar books for foreigners.] *Rassegna Italiana di Linguistica Applicata* (Rome), **29**, 3 (1997), 59–73.

Learners often complain that, by favouring structural skills, formal instruction in Italian as a second or foreign language tends to neglect the acquisition of pragmatic competence. On the assumption that this imbalance is partly due to the language content of grammar textbooks, the author (herself an experienced Italian teacher) has carried out a comparative study of about 150 volumes published since 1945. The findings summarised here show a clear shift in the late 1980s from a prescriptive approach modelled on written usage to a more inclusive description of language use and 'lower' registers. Innovations are noticeable at several levels—from syntax and vocabulary to pronunciation and sociocultural data—but await a consistent, explicit illustration of the actual impact on learners. Despite the 'permissive' trend observed in later publications (as reflected in their richer content), the traditional authority of abstract literary norms remains largely unchallenged. Future developments will show which changes are deep enough to become widely accepted and thus assimilated by grammarians and textbook authors.

**98-330 Bloomer, Robert K.** (The State U. of New York, Stony Brook). Etymology in a course on the history of the German language. *Foreign Language Annals* (New York), **30**, 3, 345–51.

This article suggests a method for reinforcing some of the topics covered in an upper-division or graduate course on the history of the German language. Among these are the second or High German consonant shift and the influence of culture on the development of the language. In three-week-long projects towards the end of the semester, students investigate modern German words according to conceptual groups (*Musikinstrumente*, *Säugetiere*, etc.) from the perspective of etymology. For their groups of words, students perform a number of concrete tasks. The project introduced in this article is practical: it is claimed that it enhances the learners' decision-making and organisational skills, expands vocabulary, and makes purposeful use of etymological sources as it achieves its primary goal of deepening the practical understanding of these issues.

**98-331 Brosh, Hezi** (Tel Aviv U.). The sociocultural message of language textbooks: Arabic in the Israeli setting. *Foreign Language Annals* (New York), **30**, 3, 311–26.

This paper investigates both the explicit and the implicit sociocultural messages conveyed by language textbooks. More specifically, it investigates (1) what kind of concept frameworks or schemata learners can form based on the cultural information communicated to them through language textbooks; and (2) to what extent these messages are clear and in agreement with messages coming to them from different socialisation

agents. Twelve Arabic textbooks taught in junior high schools in the Hebrew educational system in Israel were examined. The findings indicate that Arab society is presented in a partial, subjective, and unbalanced manner. It is claimed that the textbooks under investigation do not reflect the new reality in the Middle East in the era of peace nor the contemporary Arab culture. These findings are seen as especially significant in light of the fact that within the Israeli setting Arabic textbooks constitute one of the most meaningful sources of knowledge about Arab society.

**98-332 Bührig, Kirstin** (U. of Hamburg). Innerbetriebliche Wirtschafts-kommunikation in der Fremdsprache Deutsch: Erfahrungen mit dem Einsatz von Transkriptionen im Unterricht Deutsch als Fremdsprache. [Internal business communication in German as a foreign language: experiences using transcriptions in the teaching of German as a foreign language.] *Zielsprache Deutsch* (Munich, Germany), **28**, 4 (1997), 180–90.

The teaching of business German as a foreign language often takes the form of individual tuition with students who already possess an advanced level of German and have very concrete requirements of the tuition, which cannot easily be fulfilled by extant teaching materials due to the heterogeneous nature of business. One of the main—and particularly problematic—requirements is that of (business-)internal communication. This is exemplified by one of the author's own students, an advanced learner of German in a business situation who felt, nonetheless, the need for more specific teaching in the area of business communication. A transcript of a lesson based on a business presentation [provided in an appendix] was discussed with the student in the light of effective communication strategies and discourse structure. Using transcriptions in this manner, where the student is also a participant in the transcribed discourse, it is deemed possible to reconstruct and control the student's linguistic aims to see whether the form of the utterances efficiently serves these aims.

**98-333 Busà, M.G.** (U. of Bologna). L'insegnamento della fonetica a studenti della facoltà di economia. Risultati di un questionario somministrato a conclusione di un'esperienza didattica. [Teaching phonetics to undergraduates at the Faculty of Economics. Answers to a questionnaire administered at the end of a course.] *Rassegna Italiana di Linguistica Applicata* (Rome), **29**, 3 (1997), 115–38.

Despite its presence in many language teaching programmes, the influence of phonetic training on learner motivation is still largely unexplored. This article illustrates the results of a nine-hour pilot course on English phonetics, attended by 25 students of economics at Bologna University. At the end of the project, participants were asked to complete an anonymous question-

naire eliciting their assessment and an estimate of future language needs. The answers showed great appreciation of teaching methods/materials and increased awareness of phonetic difficulties in spoken communication; while most students expected to employ English professionally and ranked oral/aural skills well above reading and writing, only 8% were confident that foreign language competence would be 'highly useful' to their careers. Over 90% of attenders acknowledged the benefits of phonetic training, not only for comprehension purposes but also to overcome sociocultural barriers and feel accepted by the host language community. The scheme's positive impact was widely confirmed by the fact that most students claimed their peers would be willing to attend a similar course, especially if spread over a longer period.

**98-334 Carter, Ronald** (Nottingham U.). Orders of reality: CANCODE, communication, and culture. *ELT Journal* (Oxford), **52**, 1 (1998), 43-56.

This article is concerned with the topic of language awareness in relation to spoken texts and their cultural contexts. The topic is considered to have become more and more relevant in recent years, given the increasing development of corpora of spoken English; more exciting developments in the work of COBUILD; the growth of the British National Corpus, with its spoken components; and the development of CANCODE (Cambridge/Nottingham Corpus of Discourse in English) by the present author and Michael McCarthy at Nottingham University, with the support of Cambridge University Press. The data in this paper are drawn from everyday situations of language use collected for CANCODE and developed with an eye to their potential relevance for English language teaching.

**98-335 Chen, Daxing** (U. of South Carolina) and **Zhao, Yong**. EWeb and HomePage Maker: making it easier to develop content on the WWW. *Computer Assisted Language Learning* (Lisse, The Netherlands), **10**, 5 (1997), 427-41.

EWeb and HomePage Maker are two Web-based projects that aim to make the World Wide Web (WWW) more interactive and, at the same time, easier for less technically-inclined language professionals to take advantage of Web technology and allow them to concentrate on content development. The eWeb, an integrated Web-based education environment that facilitates collaboration as well as individualised learning, consists of a set of functions that support both large-group and individual synchronous and asynchronous communication; enhance learning in a variety of modes; and provide instructors with additional tools such as exercise/test maker, materials development, presentation templates and class management utilities. With database support, all data are interlinked and shareable and can be organised in a variety of ways. The HomePage Maker allows the instructor to create and manage interlinked Web pages such as course syllabuses, daily schedules and assignments, and lecture notes, as

well as links to other Web sites, all using regular word-processing skills. It also allows students to create and manage their own personal pages and project pages.

**98-336 Collentine, Joseph** (Northern Arizona U.) and **Collentine, Karina**. The compatibility of computer-mediated communication solutions with beginning level foreign language curricula. *Computer Assisted Language Learning* (Lisse, The Netherlands), **10**, 5 (1997), 411-25.

This paper explores the compatibility of computer-mediated communication (CMC) with two basic objectives of modern foreign language curricula: (1) that students should develop functional (i.e. real world) and pragmatic abilities; and (2) that instructional design and materials should be informed by what is known about the cognitive processes responsible for acquisition. The authors assert that CMC is indeed compatible with these goals, and that in many ways CMC environments have greater potential than previous technologies. CMC solutions largely entail input-oriented activities; and it is suggested that the CMC environment is particularly compatible with the manner in which acquisition occurs in the early stage. The paper concludes with an outline of an introductory Spanish curriculum, created in conjunction with the Educational Management Group, whose instructional design is informed by these notions.

**98-337 Craig, Barbara** (Tunghai U., Taichung, Taiwan). Negotiating discourse expectation in an English as a Foreign Language classroom. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **2**, 1 (1997), 1-22.

When students and instructor have been socialised in different educational systems, they often hold divergent views of the learning process. Such mismatches in instructional expectations can have significant effects on the participants' satisfaction with their interactions in the foreign language classroom. This paper describes a year-long study of two classes of university English students in Taiwan, and contrasts the students' customary approach to learning with that promoted by their American instructor. Through ethnographic participant-observation by the instructor, combined with informal written feedback and brief oral interviews with the students, the study documents the process through which the participants re-negotiated their expectations and adjusted their classroom social and linguistic behaviours during the course of the year. It is suggested that international university English as a Foreign Language programmes can better meet the sociocultural and linguistic needs of their students by basing their initial instructional approach on students' locally-held attitudes towards learning, rather than by imposing exogenous models of language instruction often promoted in English language teaching.

**98-338 de Carlo, Maddalena** (Rome). Stéréotype et identité. [Stereotype and identity.] *Etudes de Linguistique Appliquée* (Paris), **107** (1997), 271–90.

This article discusses the relationship between identity and stereotypical representations of 'the other', particularly in relation to foreign language teaching. It begins by examining the concept of stereotypes and the cognitive need to use them to make sense of complex reality. This leads into a reflection on the means by which identity is constituted through the self's relationship with the other (drawing on the work of Paul Ricoeur). Identity construction is represented as being a narrative process, and thus both dialogic and transformable; relationships between 'self' and 'other' can therefore be critically addressed and challenged. Finally, the author suggests activities in the foreign language classroom which could lead students to reflect critically on the construction of stereotypes. Pupils are asked first to construct narratives of their own identity, and then to realise the reductive nature of others' representations of their identity in comparison. Role plays and interviews are used to encourage students to put themselves in the position of 'the other', and to recognise how their own stereotypes about other groups can be equally reductive.

**98-339 de Courcy, Michèle** (U. of Melbourne). Teaching and learning with different scripts: cross-cultural conflict in a Chinese late immersion classroom. *Language and Education* (Clevedon), **11**, 4 (1997), 242–59.

This paper reports some of the results of a study conducted with learners of Chinese who were involved in a late immersion programme in a graduate school of education in Australia. Four learners acted as key informants for the project. The aim of the project was to explore in depth the learners' experiences of learning Chinese in an immersion setting. The learners and their teachers faced many problems during the time they were involved with this project: these problems can be described as being those involved in learning to 'do school' with/in a different script. The challenge of learning to read and write in a different script—a character-based language—was one of the challenges faced by the learners. However, both learners and teachers were faced with the challenge of coming to grips with a different script for what was meant by learning and teaching a language in a classroom.

**98-340 De Vries, Jr., Herman J. and Long, Richard P.** (U. of Connecticut). The EUROTECH module: a curricular innovation for German instruction. *Foreign Language Annals* (New York), **30**, 3, 369–77.

This paper presents the module course as an effective curricular innovation within the framework of a dual-degree programme in German and engineering. Three modules, or one-credit courses, are offered in a series

within the curriculum of EUROTECH: An International Programme in Engineering at the University of Connecticut. By virtue of the structure of these modules, which feature multiple lectures by outside experts in fields of engineering and science, the module functions as a unique vehicle for content-based education. As such, the module is deemed a creative response to the curricular demands of a dual-degree programme. The paper discusses these curricular demands, examines the concept of a 'module' course, presents the EUROTECH module series, and argues for its advantages. The authors see the module arrangement as an effective implementation that may well serve other dual-degree courses.

**98-341 Duran, James P.** (Marymount Coll., Palos Verdes). Preparing a structural syllabus for adult learners of Irish. *Journal of Celtic Language Learning* (Paramus, NJ), **3** (1997), 6–40.

The author of this article proposes that a careful examination of Modern Irish linguistic structures suggests an inherent logical sequencing of grammatical structures which could prove very useful in designing a language course syllabus. It is suggested that the teacher of Modern Irish, following this somewhat flexible sequence of structures embedded in natural communicative situations, could slowly introduce the learner to the grammatical core of the language over time. The paper provides detailed illustration of such an approach to teaching Irish grammatical structures. It is claimed that a similar approach could also be useful in teaching the grammatical structures of other languages.

**98-342 Edmondson, Willis** (Hamburg U.). The role of literature in foreign language learning and teaching: some valid assumptions and invalid arguments. *AILA Review* (Oxford), **12** (1997), 42–55.

This paper takes a negative stand on two issues. One is a teaching strategy whereby the systematic and extensive handling of literary texts is pursued in courses which are in fact designed to teach foreign/second language (L2) skills and proficiency. The second issue is the claim that literary texts have, in some sense, a special role to play in the L2 classroom—not in their own right, but as a means of developing language competence. These two issues of curriculum inclusion and theoretical justification are not necessarily directly related; it is nevertheless suggested that a negative stance regarding the second point would appear to lead to a negative view of the practices associated with the first. The author begins by presenting some empirical observations concerning how the role of literature in L2 teaching appears in practice. The basic questions then addressed are whether literature has something special to offer the language learner and teacher, and whether its inclusion in language teaching programmes is justified. It is argued that there are no valid arguments whatever for the special status of literature in L2 teaching and learning.

**98-343 Fox, Matthew** (Southampton Inst.). Beyond the technocentric—developing and evaluating content-driven, Internet-based language acquisition courses. *Computer Assisted Language Learning* (Lisse, The Netherlands), **10**, 5 (1997), 443–53.

The Language Learning Network project has set out to design, deliver and evaluate empirically vocational language courses with a strong emphasis on sound pedagogical approach. This report of the project's pilot phase seeks to demonstrate how a range of learning and technological devices can be combined to create a rich and communicative content-driven learning experience via a mix of media, including the Internet and Video-Conferencing, for distance (or indeed, classroom and self) study. The primary focus of the courses is to offer the learner stimulating materials which will encourage, enable and enhance language learning. The course Units draw on customised situational dialogues, rich in humour and imagination. While technology is utilised as a conduit for enriched language acquisition, it is clearly not the end in itself—the project aims to address the question of what type of content should be used and how it is best mediated through technology to enable successful language acquisition. The major part of the paper is devoted to an explanation and initial assessment of the project and its pedagogical framework.

**98-344 Gika, Anastasia-sissy** (Inst. of Ed., U. of London). Modern foreign languages in primary schools: a comparison of four national schemes. *English Language Teacher Education and Development (ELTED)* (U. of Warwick / U. of Birmingham), **3**, 1 (1997) 45–71.

This article compares research findings gathered by questionnaires, interviews and observation relating to six main areas of modern foreign languages (MFLs) teaching in four European countries. First, it compares the official primary school curriculum of each country and the aims of MFLs teaching. It then moves on to consider initial teacher education and entry requirements for MFLs teacher trainees, revealing that varying degrees of general education and linguistic competence are demanded. In-service training is next considered, with representatives from all four nations acknowledging the need for better in-service provision to maintain language skills. Teachers' most frequent concerns are highlighted: lack of linguistic competence in the target language; misgivings about implementing a communicative approach which may detract from the status of MFLs teaching; and classroom management issues again arising from a child-oriented, fun approach to MFLs teaching. Aspects of good classroom practice are identified, with teachers tending to focus on listening and speaking skills rather than reading and writing. Finally, the reactions of pupils are presented, showing that they are positive about MFLs teaching and enjoy language lessons. The article concludes, however, that neither parents, teachers nor pupils perceive the longer-term benefits of foreign language learning.

**98-345 González-Bueno, Manuela** (U. of Kansas). Voice-onset-time in the perception of foreign accent by native listeners of Spanish. *IRAL* (Heidelberg, Germany), **35**, 4 (1997), 251–67.

The experiment reported here sought to determine the extent to which the variation of temporal characteristics of stops in a particular Spanish utterance spoken by an English speaker had a noticeable effect on the perception of foreignness of speech. The experiment was conducted by manipulating an utterance with special computer programs and using native participants to rate the manipulated utterances as being more foreign or more native. The results were positive: the variation of the temporal characteristics of stops did have a noticeable effect on the perception of foreignness of speech by native listeners. The author therefore recommends instruction directed to shorten such temporal characteristics of English accented stops towards more Spanish-like values. It is suggested that this might be achieved through the use of interactive computer techniques.

**98-346 González-Bueno, Manuela** (U. of Kansas). The effects of electronic mail on Spanish L2 discourse. *Language Learning and Technology* (<http://polyglot.cal.msu.edu/llt>), **1**, 2 (1998), 50–65.

This paper analyses the effectiveness of using e-mail as a tool to promote foreign language learning in and out of the classroom. The study identifies the following features of the foreign language generated through the electronic medium, some of which have already been observed in previous studies: (a) greater amount of language; (b) more variety of topics and language functions; (c) higher level of language accuracy; (d) more similarity with oral language; (e) more student-initiated interactions; and (f) more personal and expressive language use. These observations are expected to expand the generalisations made in previous studies, and more finely tune theoretical propositions, about how to integrate electronic communication in the classroom in order to facilitate foreign language learning. The observation of these features, together with the tentative explanations of the cause for their appearance, is expected to contribute to a better understanding of the language learning processes that result from the use of electronic communication in the context of a foreign language course. It is also hoped that further research in this topic confirms the prediction that foreign language learners exposed to this learning tool would become lifelong learners of the foreign language beyond the classroom context.

**98-347 Hemsley, Michael** (U. of Huddersfield). The evaluation of teachers' guides—design and application. *English Language Teacher Education and Development (ELTED)* (U. of Warwick / U. of Birmingham), **3**, 1 (1997), 72–83.

This paper begins with a discussion of the functions of teachers' guides, summarised as follows: to state the

purpose of the associated teaching materials and describe the rationale behind them; to encourage the development of teaching skills and assist the teacher to understand the course as a whole; to provide guidance on how to use the material and the linguistic and cultural information required for its effective use; and to help teachers develop towards an eventual position of self-reliance and independence of such explicit guidance. Various issues in the design of evaluations for such guides are then examined; and several existing checklists of criteria for evaluation both of teachers' guides and of English language teaching materials in general are introduced. Finally, a model for evaluation of teachers' guides in this context is developed, with the intention of providing readers with an evaluation framework that can be adapted for their own contexts. Reference tables are provided in two appendices.

**98-348 Johnston, Bill** (U. of Minnesota). Do EFL teachers have careers? *TESOL Quarterly* (Alexandria, VA), **31**, 4 (1997), 681-712.

The terms *career* and *profession* are increasingly common in discussions of English as a Foreign/Second Language (EFL/ESL) teaching; yet little is known about the working lives of teachers in this field. The study reported here, based on life history interviews with 17 EFL teachers in Poland, set out to address this issue. In the light of a range of substantive and theoretical problems with applying existing teacher career models to an EFL context, the study employed an innovative analysis based on the theory of language of Mikhail Bakhtin. Bakhtin describes language as *heteroglossic*, or comprising multiple, competing discourses that are in ongoing, dynamic dialogue with one another. In the present study, the interview transcripts are treated as discourse, and the central question posed is what discourses teachers draw on in discursively constructing their lives. The analysis reveals that, in teachers' discursive presentations of their lives, teachers' life-story narratives do not appear to be present. Rather, teachers' stories reflect dynamic and non-unitary identities that interact discursively in complex ways with a range of other discourses from the social, economic, and political context. The implications of this situation for the field of EFL/ESL are considered.

**98-349 Kendrick, Helen** (Hurtwood House Coll., Dorking, UK). Keep them talking! A project for improving students' L2 pronunciation. *System* (Oxford), **25**, 4 (1997), 545-60.

This paper describes a substantial research project which looked at the effectiveness of different methods of improving the pronunciation of learners of English as a Foreign Language, and evaluated the significance of instruction as one of the factors affecting the acquisition of second language (L2) pronunciation. The learners who participated were eight non-native teenage students at (approximately) intermediate level resident in an English boarding school. Following quantitative and qualitative analysis, the research resulted in the fol-

lowing observations: (1) learners' L2 pronunciation did appear to improve; (2) the greatest improvement appeared to be in segmental features; (3) suprasegmental aspects had a greater effect on listeners; (4) improvement varied depending on individual learners, time of year within the course, and type of task; and (5) successful acquisition of L2 pronunciation appeared to be affected by training, aptitude for oral mimicry and talkativeness. In short, it is suggested that the proven positive effects of training and talkativeness should encourage educationalists to keep the students talking!

**98-350 Koifman, Clara S., Justo, Elisabeth A. C. and Kerr, Lilian** (Escola Técnica Federal de Química, Rio de Janeiro). Considering aspects on selecting ESP teachers. *The ESPecialist* (São Paulo, Brazil), **17**, 2 (1996), 175-95.

This paper deals with the issue of teacher selection, specifically of teachers of English for Specific Purposes (ESP) in the authors' institution, a technical school in Rio de Janeiro. Since the authors did not consider their pedagogical practice to be based on a 'traditional' approach, they wished to design selection procedures based firmly on their own ESP theory and practice, and reflecting a broader perspective than simply linguistic and pedagogical skills and knowledge. They emphasise the need to find teachers who are aware of, and share, the philosophy underlying ESP teaching. The paper describes the features of the local context and the role of English within it, and outlines the structure and steps of the selection process, reflecting on its positive and negative results.

**98-351 Kwakernaak, Erik** (U. of Groningen). Vernieuwing en leermiddelen in het vreemdetalenonderwijs. [Innovation and teaching materials in foreign language teaching.] *Levende Talen* (Amsterdam), **524** (1997), 547-52.

This paper describes how materials development for foreign language teaching is organised in the Netherlands. As a result of the professionalisation during the 1970s, materials development and, hence, innovation have become complex processes in which teachers, authors, publishers, experts and authorities all play a role. Since national exam requirements are the government's main instrument of control over education, the opportunities for innovation are largely dictated by these general requirements and the way in which Cito, the Dutch Institute for Educational Measurement, translates them into actual exams. On the other hand materials development is—for political and historical reasons—a completely liberal market in the Netherlands. Thus, the authorities attempt to introduce innovations by means of exam requirements, but the implementation of these new policies is then left to market mechanisms. Competition is supposed to exercise sufficient quality control, but the author argues for additional policy measures. The authorities should extend their control into the domain of materials development; teachers should be trained specifically in

evaluating teaching materials, and objective evaluations should be made available to them.

**98-352 Lee, Lina** (The U. of New Hampshire). Using Internet tools as an enhancement of C2 teaching and learning. *Foreign Language Annals* (New York), **30**, 3, 410–27.

The author affirms that, in spite of many efforts and contributions from previous researchers, the need for a creative approach in using combined Internet tools for learning about the target culture (C2) has not yet been found. It is claimed that the pilot study reported here shows the use of Internet resources to be a meaningful way to integrate language and culture that provides opportunities for students to learn about the target culture while using E-mail to discuss cultural aspects with native speakers. In addition, the use of the Internet and E-mail is claimed to increase students' interest and motivation for learning the target language and culture in a dynamic rather than passive way. It is suggested that foreign language teachers be encouraged to explore and experiment with the Internet to fully exploit the possibilities for language learning by means of this resource which opens pathways to authentic materials and dynamic communications with native speakers around the world.

**98-353 Liou, Hsien-Chin** (Nat. Tsing Hua U., Taiwan). The impact of WWW texts on EFL learning. *Computer Assisted Language Learning* (Lisse, The Netherlands), **10**, 5 (1997), 455–78.

The project reported here aimed to examine how the use of the World Wide Web (WWW) has an impact on college English as a Foreign Language (EFL) learning. The study set out to explore the Web's function as information provider—real time and spontaneous. New sites were the focus. The study used a comparison method to investigate the use of the Web texts in a college writing class, with an experimental group of 15 students, and a control group of 18 students. In addition, four ethnographic observations were conducted on four students. Questionnaires were given to investigate participants' perception of the activity. It was found that the experimental group improved their reading comprehension and writing, and that they held positive attitudes towards the Web activity and its prospects. Interesting findings from the ethnographic observations are also reported.

**98-354 Long, Donna Reseigh** (The Ohio State U.). The experiential course: an alternative to study abroad for non-traditional students. *Foreign Language Annals* (New York), **30**, 3, 301–10.

The general consensus is that study-abroad programmes for language students contribute significantly to consciousness-raising, world knowledge, and academic knowledge, as well as to development of language skills. However, many students today do not fit the traditional mould of those who enter college directly

from high school and complete their baccalaureate degrees in four years; and the rising numbers of such students, coupled with the economic crunch caused by increasing tuition and decreasing financial aid, make study abroad inaccessible to some students. It is suggested in this paper that an intensive experiential course based on university and community resources can offer such students a rich alternative linguistic/cultural experience. In describing such a course run at the Department of Spanish and Portuguese at the Ohio State University, the author hopes to provide a model for other departments wishing to identify and incorporate community resources into their curriculum, as well as offer their students an alternative to study abroad.

**98-355 Malmkjaer, Kirsten** (U. of Cambridge). Translation and language teaching. *AILA Review* (Oxford), **12** (1997), 56–61.

Translation has had a bad press among language teachers in recent decades, although a re-evaluation appears to be under way. This paper briefly charts the history of the use of translation in language teaching from the late 18th century, summarises the objections that have been raised repeatedly since the late 19th century, and suggests that, if translating in the foreign language classroom resembles 'real-life' translation sufficiently closely, all these objections fall away. In conclusion, it is argued that translation might profitably be seen as a valuable additional language learning method, from both a pedagogical and a pragmatic point of view.

**98-356 McCarthy, John** (Regional Technical Coll., Galway, Ireland). Towards a conceptual framework for implementing a cross-curricular approach to language awareness in the school curriculum. *Language Awareness* (Clevedon), **6**, 4 (1997), 208–20.

One of the most important perceived benefits of language awareness is its facilitative effect on all language learning, and it has been assumed that this effect is increased by establishing linkages and pathways between the learners' various language learning experiences. At the same time, among the major problems identified as militating against a cross-curricular approach has been the lack of suggestions for bringing together teachers of the mother tongue and teachers of foreign languages, and the generally compartmentalised development and organisation of the school curriculum. This paper suggests that one approach to these problems may be through the provision of a conceptual framework outlining what is known about language development and metalinguistic awareness. It then goes on to consider the ways in which this may provide a reference framework to guide the work of the various committees responsible for developing the language curriculum. The example of the curriculum in Ireland is used to explore the practical implementation of this proposal.

**98-357 McLaughlin, Denis** (Australian Catholic U., Queensland). The clash of cultures: learning through English in Papua New Guinea. *Language, Culture and Curriculum* (Clevedon), **10**, 2 (1997), 89–105.

When expatriate academics teach Papuan New Guineans, there is often a cultural dynamic at play that is inconsistent with that operating in 'Western' universities. Insights into some of these issues, particularly language, may assist expatriates to restructure accepted assumptions about teaching and learning in English to more appropriately meet the needs of students from a different culture. This paper argues that language problems occur because students are educated in a language in which their teachers themselves lack facility. Moreover, in the Papua New Guinea context the learning problems with English are associated with a lack of equivalence between the concepts in the academic discourse and the students' existing conceptual framework. Learning problems in English are deemed to be more about concept acquisition than translation.

**98-358 Meyer, Meinert A.** (U. of Hamburg). Erziehender Unterricht–von Johann Friedrich Herbart's 'Zucht' zur 'Lernerautonomie'. [Educating teaching—from Johann Friedrich Herbart's 'cultivation' to 'learner autonomy'.] *Fremdsprachenunterricht* (Berlin, Germany), **6** (1997), 411–17.

The author discusses the concepts of independence, self-activity and learner autonomy, and finds their roots in the classical German pedagogical writings of Johann Friedrich Herbart, focusing in particular on the idea of education as both mediation of declarative and procedural knowledge and promotion of character development. Similar views also found in the writings of the East German pedagogue, Lothar Klingberg, and, more recently, of David Little on learner autonomy are discussed. The dialectic problem of students being competent to organise their own learning, yet remaining primarily receptive, and not active, during teaching, is highlighted by interviews with students from the 11th grade with respect to English lessons. This is discussed in the light of recent developments in cognitive psychology. From both an historical and a contemporary perspective, the author draws conclusions pertaining to reforms of foreign language teaching which would better facilitate the development of learner autonomy.

**98-359 Miyamoto, Yumi** (San Diego State U.) and **Rasmussen, Roger**. The effectiveness of a Japanese language course on cross-cultural competence. *Journal of Language for International Business* (Glendale, AZ), **9**, 1 (1998), 53–64.

The study reported here examines how Japanese language and culture instruction affects the cross-cultural competency level of the participants, specifically in interacting with Japanese people. A quasi-experimental research design was employed to measure the effective-

ness of the Japanese language and culture course entitled *Japanese for the Business Community 1* (JBC 1). The study analysed seven cross-cultural competence attributes in interactions with Japanese people in business settings. Seven participants were in the experimental group, and 22 in the control group. A small sample t-test for parallelism was calculated prior to the analysis of co-variance. Although enrolment in JBC 1 was not statistically significant as a predictor, there was at least an implication that it helped the participants raise their cross-cultural competence levels. It is recognised that this result could be due to the small sample size.

**98-360 Murray, Liam** (U. of Warwick). Advanced CALL to WALL. *Francophonie* (Rugby), **16** (1997), 28–32.

There exists a plethora of Computer-Assisted Language Learning (CALL) packages which are designed to meet the needs of French learners up to GCSE level (age 14 to 16 in the UK) and of adult beginner and intermediate learners. Some of these packages are good, some bad and many are indifferent, whereas for A(dvanced)-level, Scottish Higher and equivalent (age 16 to 19) levels, the author considers that there are very few decent CALL products. This article has a twofold aim: to provide a summative yet critical review of several of the packages that purport to cater for advanced level learners, and to offer ideas to teachers on using and integrating other sources of electronically-based materials for higher-level teaching purposes. These include designated multimedia programs and the much-hyped Web, a form of Web-Assisted Language Learning (WALL).

**98-361 Nagata, Noriko** (U. of San Francisco). An experimental comparison of deductive and inductive feedback generated by a simple parser. *System* (Oxford), **25**, 4 (1997), 515–34.

This paper describes a new parser-driven Japanese tutor—BANZAI—designed for second language acquisition. An empirical study using the BANZAI program is also presented. The relative effectiveness of teaching explicit grammatical rules as opposed to providing relevant examples without rule instruction has been a subject of continuing debate in second language acquisition research. This debate raises an important design question for computer feedback. To address this question, an experiment was performed in which two types of feedback were implemented into the BANZAI program: rule-based (deductive) feedback and example-based (inductive) feedback. The participants were students taking Japanese at the college level, most of whom were native English speakers. The results of the study suggest that ongoing rule-driven deductive feedback is more effective than example-driven inductive feedback for learning relatively complex structures whose grammatical rules are not salient in the light of examples.

**98-362 Osuna, Maritza** (U. at Albany) and **Meskill, Carla**. Using the World Wide Web to integrate Spanish language and culture: a pilot study. *Language Learning and Technology* (<http://polyglot.cal.msu.edu/llt>), **1**, 2 (1998), 66–87.

This pilot study investigates the potential role of Internet resources as a means to gain a deeper sense of the culture of the Spanish-speaking world for college students. Thirteen college students enrolled in the first quarter of Basic Spanish were instructed to utilise the Web to complete five activities that expanded on the aspects of culture studied in the class. The aim was to assess learners' perceptions of their experiences in terms of both the language and cultural learning designed into each of the five tasks they were assigned. Data collected demonstrate that the Web is a suitable tool to increase language and cultural knowledge, as well as a means to increase motivation. Pedagogical implications are discussed.

**98-363 Pally, Marcia** (City U. of New York). Critical thinking in ESL: an argument for sustained content. *Journal of Second Language Writing* (Norwood, NJ), **6**, 3 (1997), 293–311.

This article suggests that, in adult learners of English as a Second Language (ESL), development of critical thinking skills, as defined by English for Academic Purposes, cognitive psychology and transformative pedagogy, benefits from sustained content study—or studying one area over time. Sustained content study is recommended because it allows students: (1) to accrue information, without which they are less able to question, synthesise and evaluate what they read; (2) to become familiar with the rhetorical conventions of a discipline; and, as these are the skills needed for university study, today's workplace and to understand the socio-political factors that affect students' lives, (3) to practise in the ESL class what they will need outside it. This article defines critical thinking; discusses who should learn it and why; reviews the role of content in ESL and the literature supporting sustained study; and discusses content that engages ESL students with varied majors and goals. Three courses are described, one on selected economic/political issues, one on language acquisition itself, and one on film and society. Selections from students' discussion and writing are examined.

**98-364 Romney, J. Claude** (U. of Calgary). Collaborative learning in a translation course. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 1 (1997), 48–67.

Collaborative learning, based on small group discussions conducted according to specific rules, provides an alternative to traditional classroom structure which has been shown to be useful in second language acquisition. This article describes its application in a translation course at a Canadian university: participants were students in their third year of a French language course. It

is suggested that a more in-depth understanding of the source text is arrived at collectively, and that a greater degree of grammatical correctness, accuracy, and faithfulness can be achieved in the translation through discussion and negotiation as participants are required to justify their solutions. Social support is important as participants share their difficulties. They gain in self-confidence and self-esteem; they also become more tolerant of different opinions and appreciate the non-threatening atmosphere of working in small groups.

**98-365 Schleppegrell, Mary J.** (U. of California, Davis). Teacher research through dialogic inquiry. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 1 (1997), 68–83.

As teachers engage in research to improve their teaching practice and inform their pedagogical programmes, they need appropriate tools for collecting and analysing data. This paper seeks to show how dialogic inquiry through problem posing is a tool for teacher research in the interpretive tradition which can help teachers to develop a richer knowledge base regarding students' backgrounds, motivations, cultures, and the strategies they use to learn English. In addition, it is suggested that dialogic inquiry can inform curriculum and materials development by providing teachers with information about students' responses to potential curriculum topics. The process of engaging students in structured, open-ended inquiry provides data which teachers can analyse from both content and linguistic perspectives. Outlined are the steps in dialogic inquiry and examples of how teachers have used it to inform their classroom practice and improve their curricula.

**98-366 Sengupta, Sima** (Hong Kong Poly. U.). Peer evaluation: 'I am not the teacher'. *ELT Journal* (Oxford), **52**, 1 (1998), 19–28.

This article is based on an exploratory investigation of a secondary school writing class in Hong Kong. Through examination of the way learners in this study viewed the roles of the teacher and learner as 'readers' of the compositions they had written, it explores the extent to which the broader educational context and its belief system shaped six English as a Second Language students' perceptions of peer evaluation. Finally, the article questions whether notions of collaborative construction of knowledge in the classroom are viable options within an examination-driven, accuracy-oriented second language curriculum which may preclude learners (and teachers) from re-conceptualising their traditional roles.

**98-367 Smith, Geoff P.** (U. of Hong Kong). An independent learner's guide to Cantonese instructional materials. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **2**, 1 (1997), 55–80.

This article reviews some available instructional material for learning Cantonese, particularly from the point of

view of the independent learner. These materials include introductory courses consisting of printed texts and audiotape recordings, as well as dictionaries and glossaries and academic descriptions of Cantonese. The more successful materials for self-study are identified, and some possible ways of avoiding the usual pitfalls involved in learning Cantonese are discussed. Some suggestions for future instructional materials are also made.

**98-368 Smith, Kevin J.** (La Trobe U., Victoria, Australia). Cross-cultural schemata and change in modern China: 'First fresh air comes in and also flies come in'. *Language and Education* (Clevedon), **11**, 4 (1997), 260-70.

This paper presents basic theorising regarding the notion of 'cultural schemata', as well as an analysis of how this theory impacts on cross-cultural understanding in modern China. A small-scale classroom study of an aspect of cross-cultural thinking related to marriage and divorce is outlined. The procedure, developed with a group of Chinese university students, demonstrates the value of simple 'in role' drama as a means of stimulating dialogue and transforming ordinary discussion into a powerful learning and thinking process. The paper concludes by emphasising that task-based problem-solving approaches, which have a socio-cultural basis, can provide a very useful structure for developing oral language skills in an 'English as a Foreign Language' setting.

**98-369 Storch, Neomy** (U. of Melbourne). Students' reactions to innovations in grammar instruction. *Prospect* (Macquarie U., Sydney), **12**, 3 (1997), 41-53.

A constant concern for language teachers when designing innovative courses is how accepting students will be of such innovations. This paper presents the findings of a qualitative evaluation study which set out to investigate students' reactions to an innovative grammar course and the reasons for these reactions. Decisions regarding the course's content and methodology were based largely on the writings of Rutherford (1987) on consciousness-raising and Ellis (1991, 1993) on the comprehension-based approach to grammar instruction. Eleven tertiary students—seven females and four males—from a range of language backgrounds participated in the course. The study used oral and written student feedback, course documents, the instructor's diary, and peer observation reports for its data. The results of the study show that students may be quite willing to accept innovations if they perceive them as valuable and if they concur with the students' views about language learning.

**98-370 Tang, Gloria M.** (U. of British Columbia). From graphic literacy across languages to integrating English and content teaching in vocational settings. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **2**, 1 (1997), 97-114.

This paper is about the teaching of English and specific content areas in vocational settings. It supports the recently established Hong Kong medium of instruction policy and aims to contribute to the government's initiative to improve the use of the language in the workplace by advocating a model which employs knowledge structures and graphics. It is suggested that these can be used to promote the use of one language, English, for teaching vocational subjects by integrating the teaching of English and content. The paper reports on the findings of research conducted in a pre-vocational school in Hong Kong which show that (1) knowledge structures and graphics are common across English and Chinese, and (2) students were aware of knowledge structures and could interpret graphics presented in an unfamiliar language. It is demonstrated how a content unit taken from Hong Kong vocational materials, in English or Chinese, can be planned according to Mohan's categorisation of knowledge structures indicating that language and content knowledge can be taught simultaneously.

**98-371 Vigner, Gérard.** Comment favoriser l'apprentissage du FLS? [How can the learning of French as a second language be encouraged?] *Diagonales* (Paris), **43** (1997), 17-19.

This article claims that, despite a recent increase of interest in the learning of French as a second language (FLS), there is still a lack of a theoretical basis and research into appropriate teaching methods. Teaching techniques are usually borrowed from the teaching of French as a first or foreign language. The many and very complex problems associated with the teaching of FLS are highlighted here, with specific reference to countries where French is the medium of instruction in schools within cultures that use one or more other languages. In this environment, French tends to be taught by more traditional methods, not for oral communication but for study relying on the written word. Cultural as well as educational problems can arise, e.g. adolescent learners have difficulty in reconciling their development in their own language with their education in another, and tend to rebel; teachers are often unsure of their own abilities in conveying their subjects in French and tend to be very conservative in their teaching. It is argued that the answer lies in more research into the problems that are related specifically to this situation.

**98-372 Vogt, Eric W.** (Thunderbird, American Grad. Sch. of Internat. Management). A fast track to cultural understanding: literature in translation. *Journal of Language for International Business* (Glendale, AZ), **9**, 1 (1998), 10-27.

Students of international business need to know the cultures of the countries in which they may one day

work. This article proposes teaching cultural competence through the use of literature in translation, in conjunction with original language texts. By teaching students to examine texts from a translation perspective, highlighting culture-specific items, the aim is that they acquire an ability to 'read' a culture. In seeking to demonstrate the efficacy of this approach, the author examines the interface between language, culture, literature, and translation, relying on an array of sources, including translators and scholars involved in the field of translation studies.

**98-373 Warschauer, Mark** (U. of Hawai'i, Manoa). Computer-mediated collaborative learning: theory and practice. *The Modern Language Journal* (Madison, WI), **81**, 4 (1997), 470-81.

Recently interest has grown concerning the use of online communication for language teaching. It is suggested here, however, that this growing interest in computer-mediated collaborative language learning has not been matched by sufficient research and theory. This article seeks to introduce a conceptual framework for understanding the role of computer-mediated interaction based on a sociocultural analysis of the relationship among text, talk, and learning. The article then analyses current research according to five features particular to online communication, namely: text-based and computer-mediated interaction; many-to-many communication; time- and place-independence; long distance exchanges; and hypermedia links.

**98-374 Watson, Moray** (U. of Aberdeen). Constructing a Gaelic dictionary for children: some phonological and orthographic considerations. *Journal of Celtic Language Learning* (Paramus, NJ), **3** (1997), 51-8.

The substance of this paper was generated by a research project the author was commissioned to carry out on behalf of the Primary Review Group on Gaelic Education (PRG), which has powers to disburse specific grants from the Scottish Office Education Department designed to provide for Gaelic in Education. In 1994, the PRG viewed the author's findings on the present level of dictionary provision in Gaelic and then asked her to compile a basic Gaelic-Gaelic dictionary for children to use in their primary school classrooms. There were many difficulties in this task, some foreseen, others unforeseen; two of these are outlined in the paper, in the hope that others facing the task of writing a monolingual dictionary for a minority language might be forewarned, if not forearmed.

**98-375 Watt, Yasuko Ito** (Indiana U.). Attrition and performance in Japanese language courses: a study of articulation between the high school and university levels. *Foreign Language Annals* (New York), **30**, 3, 327-44.

As the number of students who enter American colleges and universities with high school Japanese train-

ing has increased, articulation between high school- and university-level Japanese language instruction has become a matter of concern. In order to add to the understanding of the problem of articulation, the author of this paper conducted a two-year study in which students with high school Japanese language instruction were compared to those who began their study after entering Indiana University. Their attrition and performance through the first four semesters of instruction were compared. The findings indicate that the attrition rate of the students who studied Japanese at high school prior to coming to college is much lower than that of the students who did not have that advantage. Also, the former group tended to outperform the latter group, particularly in the early stages. The findings are reported and discussed.

**98-376 Weinstein, Gail** (San Francisco State U.). From problem-solving to celebration: discovering and creating meanings through literacy. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 1 (1997), 28-47.

This article attempts to demonstrate the ways in which a classroom teacher can get a very distorted picture of students and their resources. Drawing on ethnographic research in Philadelphia's Hmong community, the author illustrates the ways in which her own assumptions were challenged, specifically about three individuals whom she came to know in the context of their communities. Next, the article looks at the intellectual climate which has permitted a new view of literacy, where the emphasis has shifted from cognitive consequences to an interest in literacy in social context as a means through which relationships are negotiated. Finally, it is argued that the ideal classroom is one in which both teachers and students have the opportunity to learn about how the world looks through one another's eyes. Suggestions are made to teachers for creating in their English as a Second Language classrooms a setting in which they can discover more about the role of literacy in their students' lives, and where students can both identify and expand the contexts in which literacy can create meanings for them.

**98-377 Zwete, Genadiève** (U. of Sofia), **Hartung, Regina and Koreik, Uwe**. Fiktive Verhandlungssituationen im interkulturell ausgerichteten Wirtschaftsdeutschunterricht. [Fictitious negotiating situations in interculturally oriented business German teaching.] *Zielsprache Deutsch* (Munich, Germany), **28**, 4 (1997), 191-207.

This article deals with communication strategies in intercultural negotiating situations, and how these can form a part of business German teaching with the ultimate aim of making students more sensitive to the influence of culture on thought, perception, interpretation and action. Two separate groups of Bulgarian students of German were involved in this study, which

involved fictitious negotiating situations between two fictitious cultures. The simulation consisted of two rounds of negotiations; after each round the negotiators returned to their respective cultures to report on the other culture and their methods of negotiation. Following the simulated negotiations, all students involved gathered for a plenary session to discuss and evaluate the proceedings. All students found the simulation to be a fun alternative to everyday teaching, and it led to much discussion of international business communication. Furthermore, the students found that it helped them to understand the problems inherent in intercultural contact situations.

## Language learning

**98-378 Alcón, Eva** (U. Jaume I, Castellón, Spain).

Integrating research on the study of miscommunication in non-native discourse.

*Rassegna Italiana di Linguistica Applicata* (Rome), **29**, 3 (1997), 139–53.

One of the research topics currently attracting attention is the language learner's role in various types of negotiated interaction. In the last twenty years, researchers have focused on different areas related to this topic: comprehensible input, comprehensible output, and communication strategies. However, although these related areas of research have been devoted to investigating the attempts of those interacting to achieve mutual understanding, it is claimed that there is too much of a separation between them. This article considers two main approaches to the study of miscommunication in non-native discourse—one focusing on comprehensible input and negotiated interaction, and the other on learners' use of communication strategies—emphasising the empirical research conducted within each of them. The underlying framework of both approaches is then examined, in order to establish a more precise relationship between learners' interlanguage modifications and second language acquisition.

**98-379 Bierwisch, Manfred** (Humboldt-Universität, Berlin). Universal Grammar and the Basic Variety. *Second Language Research* (London), **13**, 4 (1997), 348–66.

The Basic Variety (BV) as conceived by Klein and Perdue (K&P) [*cf. abstract 98-396*] is a relatively stable state in the process of spontaneous (adult) second language acquisition, characterised by a small set of phrasal, semantic and pragmatic principles derived by inductive generalisation from a fairly large body of data. These principles are considered by K&P as roughly equivalent to those of Universal Grammar (UG) in the sense of Chomsky's Minimalist Program, with the proviso that the BV allows for only weak (or unmarked) formal features. This article first discusses the viability of the BV principles proposed by K&P, arguing that some of them are in need of clarification with learner vari-

eties, and that they are, in any case, not likely to be part of UG, as they exclude phenomena (e.g. so-called psych verbs) that cannot be ruled out even from the core of natural language. The article also considers the proposal that learner varieties of the BV type are completely unmarked instantiations of UG. Putting aside problems arising from the Minimalist Program, especially the question of whether a grammar with only weak features would be a factual possibility and what it would look like, it is argued that the BV as characterised by K&P must be considered as the result of a process that crucially differs from first language acquisition as furnished by UG for a number of reasons, including properties of the BV itself. In fact, several of the properties claimed for the BV by K&P are more likely the result of general learning strategies than of language-specific principles. If this is correct, the characterisation of the BV is a fairly interesting result, albeit of a rather different type than K&P suggest.

**98-380 Blok-Boas, Atie** (U. of Amsterdam).

Italiano L2: il lessico mentale del discente avanzato. [Italian as a second language: the mental lexicon of advanced learners.] *Rassegna Italiana di Linguistica Applicata* (Rome), **29**, 3 (1997), 155–70.

Not much is known about the second language (L2) lexicon of advanced learners. Most studies are concerned with the initial stages of the acquisition process where the input of foreign vocabulary is often strictly determined by didactic procedures. Since advanced students are more independent in their contacts with the L2, it is assumed that their lexicon will develop more autonomously and may vary from becoming near-native to remaining limited to only high-frequency words. It is argued in this article that it is possible to discuss the advanced L2 lexicon of the ideal learner in terms of probability determined by the degree of learnability of non-frequent words.

**98-381 Bongaerts, Theo, van Summeren, Chantal, Planken, Brigitte and Schils, Erik** (U. of Nijmegen). Age and ultimate attainment in the pronunciation of a foreign language. *Studies in Second Language Acquisition* (New York), **19**, 4 (1997), 447–65.

This paper reports on two studies that addressed the issue of ultimate attainment by late second language (L2) learners. The aim of the studies, which included a carefully screened group of highly successful Dutch learners of English in their designs, was to determine whether or not late L2 learners who had achieved a nativelike performance in the pronunciation of an L2 could be identified. Speech samples provided by two groups of learners, one of which consisted of highly successful learners only, and a native speaker control group were rated for accent by native speakers of English. The ratings obtained by some learners were within the range of the ratings assigned to the native speaker controls. Such results suggest that it is not impossible to achieve an authentic, nativelike pronunci-