

Language teaching

01-484 Bartlett, Tom (U. of Edinburgh, Scotland, UK; Email: M.S.Thompson@btinternet.com). Dictionary, systemicity, motivation. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh, Scotland), **10** (2000), 1–14.

Recent lexicographical work, especially in dictionaries aimed at the market for teaching English as a foreign language, has tended towards a functional grouping of vocabulary items in thesaurus format, rather than the traditional alphabetical approach of dictionaries. One reason for this, stemming from a more communicative approach to language teaching, is the idea that words are best understood and distinguished when presented as part of a meaning system rather than in isolation. However, this approach fails to capture the unity of meaning inherent in individual lexemes which is, or can be, demonstrated within the traditional lexeme-based approach. This paper argues that both a lexeme's place within a meaning system and the connections between the different senses of each individual lexeme constitute integral parts of its meaning and are essential for a full understanding of the item in question. It concludes that dictionaries should attempt to capture both sets of relationships within their format and examines ways in which this might be possible, presenting sample entries for the modal auxiliaries *can*, *could* and *should*.

01-485 Benati, Alessandro (U. of Greenwich, UK). *Processing instruction: un tipo di grammatica comunicativa per la classe di lingua straniera. Il caso del futuro italiano.* [Processing instruction: a kind of communicative grammar for the foreign language class. Teaching the future in Italian.] *Italica* (Columbus, OH, USA), **77**, 4 (2000), 473–94.

This paper proposes a new approach to teaching grammar – ‘processing instruction’ – with particular reference to the future indicative in Italian. In spite of the advent of the communicative approach, the teaching of grammar is still done in very traditional ways. Using Van Patten's model of language acquisition, which emphasises the crucial importance of ‘input’, the author set out to answer the question of whether it is possible to improve ‘input processing’ so that ‘intake’ is grammatically richer. It is argued that it is more effective to create conditions in which the learner can start at this stage of the learning process to extrapolate limited rules of grammar from the ‘input’ (e.g., only the first and third persons of the future indicative), rather than to give (e.g.) the whole paradigm of a verb and concentrate on the student's ‘output’. Guiding principles for the new method are proposed. A study is also described in detail, in which the performances of English-speaking students learning Italian by different methods were

compared. This revealed the effectiveness of ‘processing instruction’ for students' acquisition and also indicated a way of introducing grammar that was essentially communicative. The author feels that these findings should have implications for materials writers.

01-486 Berndt, Annette (Universität Gesamthochschule Kassel, Germany). *Fremdsprachengeragogik: Ontogenetische Grundlagen des Sprachenlernens im Alter.* [Foreign language learning in old age: ontogenetic bases for language learning in old age.] *Neusprachliche Mitteilungen aus Wissenschaft und Praxis* (Berlin, Germany), **54**, 2 (2001), 77–84.

Certain areas are prone to ontogenetic variation as part of the ageing process: sensory input, intelligence and memory, i.e., those areas responsible for the processing of information and ultimately for learning. How these areas are affected in old age and how foreign language learning changes as a result is the focus of this article. Diminishing hearing and sight is an obvious part of the ageing process but how should foreign-language learning/teaching be adapted to compensate for this? Two factors of importance here are sound volume and speed of speech of the teacher. The diminishing ability to see contrast means that older learners will find red or blue chalk on a blackboard near impossible to see. The discrepancy between competence and performance in the cognitive ability of older people alongside the sensory input problems arises mainly from it being more difficult to process information. The author applies the general pedagogical concept of ‘optimisation through selection and compensation’ to foreign-language pedagogy in order to enable and facilitate language learning for older people.

01-487 Berndt, Annette. *Der Blick zurück. Überlegungen zu Lern- und Lehrerfahrungen älterer Menschen.* [Looking back. Thoughts on the learning and teaching experiences of older people.] *Praxis des neusprachlichen Unterrichts* (Berlin, Germany), **48**, 2 (2001), 115–28.

The author teaches at a university for older people in Rome. The students interviewed here attended secondary school and university in the 1940s and 1950s, at a time when the grammar-translation method of teaching foreign languages was employed. Many have trouble adapting to course books based on the communicative method. The communicative approach backgrounds grammar to pragmatic-functional considerations for

communication. It also seems to be sensible to continue such an approach, especially in the case of those re-learning a language they had learnt before. Switching to a new methodology entails an additional learning process. Expectations of the roles involved may be a little disconcerting to both the (in most cases) younger teacher and the older students. The final section speculates as to how foreign language teaching for older students might be in the future – especially in the sense of lifelong learning. Some keywords here are learning style, self-evaluation and self-awareness – all pointing toward a certain amount of self-responsibility/autonomy on the part of the learner.

01-488 Borg, Simon (U. of Leeds, UK; *Email*: S.Borg@education.leeds.ac.uk). The research journal: a tool for promoting and understanding researcher development. *Language Teaching Research* (London, UK), **5**, 2 (2001), 156–77.

Forms of reflective writing such as diaries and journals are widely acknowledged as important tools in promoting both the development and the understanding of teachers. However, little attention has been awarded to the role these forms of writing can play in the development and understanding of researchers. This paper draws on the author's own experience of keeping a research journal during a study of language teaching to illustrate the significant contribution journal writing can make to deepening researchers' understanding of all facets of the research processes. It is also argued that such journals can provide other researchers with illuminating insight into the research process. Given these benefits to both writers and readers of research journals, it is claimed that the issue of reflective writing by researchers in language teaching merits much more discussion than it has been awarded to date.

01-489 Christ, Herbert (Universität Gießen, Germany). Lernen in zwei Sprachen und Fremdsprachenunterricht. Probleme beim Übergang von der Grundschule zur Sekundarstufe I. [Learning in two languages and foreign language teaching. Problems in the transition from primary to secondary school.] *Der Fremdsprachliche Unterricht Französisch* (Seelze, Germany), **1** (2001), 14–19.

This article is based on observations made at a primary school in Frankfurt where children are taught in two languages (German and French) by a French-speaking and a German-speaking teacher. Learning in the two languages is both content-oriented and content-driven, and this fundamentally sets it apart from foreign language (FL) teaching, which is seen to concentrate more on form (linguistic features and the language system). The author cites examples of how teaching in the two languages is put into practice in this school. The rest of the article is concerned with the interaction between the two learning/teaching cultures, i.e., teaching/learning in two languages and 'traditional' FL teaching. The

author makes a plea for a combination of the two and offers many concrete suggestions for an assimilation of the two cultures.

01-490 Clemente, Maria de los Angeles (Universidad Autonoma Benito Juarez de Oaxaca, Mexico; *Email*: angelesclemente@hotmail.com). Teachers' attitudes within a self-directed language learning scheme. *System* (Oxford, UK), **29**, 1 (2001), 45–67.

This article explores one of the least studied areas of self-directed language learning: the attitudes of the language teachers who work as counsellors for self-directed language learners. The author makes use of Freeman's scheme to define teacher education, which she considers a very appropriate frame for this type of study because it includes attitudes as one of the four essential constituents of teacher education. Within an attitudinal construct, then, the article presents the analysis of four different factors (students, past, colleagues and self) which account for the attitudes of the teacher towards, in this specific case, self-directed language learning and the self-access centre s/he works for.

01-491 Cook, Vivian (Essex U., UK). Using the first language in the classroom. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 3 (2001), 402–23.

This paper argues for the re-examination of the time-honoured view that the first language (L1) should be avoided in the classroom by teachers and students. The justifications for this rest on a doubtful analogy with first language acquisition, on a questionable compartmentalisation of the two languages in the mind, and on the aim of maximising students' exposure to the second language, laudable but not incompatible with use of the first language. The L1 has already been used in alternating language methods and in methods that actively create links between L1 and L2, such as the New Concurrent Method, Community Language Learning, and Dodson's Bilingual Method. Treating the L1 as a classroom resource opens up several ways to use it, such as for teachers to convey meaning, explain grammar, and organise the class, and for students to use as part of their collaborative learning and individual strategy use. The first language can be a useful element in creating authentic L2 users rather than something to be shunned at all costs.

01-492 Creese, Angela (U. of Leicester, UK; *Email*: ac114@le.ac.uk). The role of the language specialist in disciplinary teaching: in search of a subject? *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **21**, 6 (2000), 451–70.

The data for this paper come from multilingual and multicultural mainstream English secondary school classrooms in which two kinds of teachers, language

specialists and subject specialists, work together with students on various educational processes. The paper focuses on the roles, relationships and talk of the two kinds of teachers in this secondary school context. An analysis is undertaken of how the teachers are differently constructed through their discursive pedagogic classroom practices. At the core of this investigation is an interest in how teachers' talk combines with a variety of pedagogic practices, themselves already invested with social structure, to create learning opportunities. The performance of these roles, relationships and discursive practices impact not only on the teachers' status within the school but also on how languages (first and other) and diversity are viewed in the learning and teaching processes.

01-493 Decamps, Sandrine and Bauvois, Cécile (Université de Mons-Hainaut, Belgium; *Email: sandrine.decamps@umh.ac.be*). A method of computer-assisted language learning: the elaboration of a tool designed for an 'un-schoolable' public. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 1 (2001), 69-96.

Thanks to a Leonardo da Vinci project, nine countries are working together on a brand new computer assisted language learning tool. This paper describes the method, which is aimed at training people who work at a distance from the teaching location and who have usually had a negative schooling experience. It will be based on a multicultural needs analysis. The CD-Rom constitutes the stable part of the training. It includes two types of teaching device. The first is the professional situation of linguistic learning and remains identical for all countries involved in the partnership. This device allows the student to be able to communicate in a very short period of time. The second part will be different for each country as it gives relevant information about the culture of each partner country. The main focus of the paper is the methodological aspects of the tool: the goals, the steps of its construction and the theoretical foundations.

01-494 di Martino, Emilia (Istituto Universitario Suor Orsola Benincasa, Napoli-Salerno, Italy). The contribution of new technologies to language learning/teaching. *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **32**, 2 (2000), 35-44.

This article illustrates the potential of information technology for English language learning/teaching in the light of recent literature available on computer assisted language learning. The author's own experience and informal conversations with colleagues are reported so as to place theory as much within the everyday teaching context as possible. Against the widespread attitude that concentrates on educational software which merely duplicates course books or pen-and-paper activities, the author suggests that the focus should now shift to the peculiar contribution computers can make as a result of the revolution in network technologies.

01-495 Falvey, Peter (The U. of Hong Kong; *Email: falvey@hkucc.hku.hk*) and **Coniam, David**. Establishing writing benchmarks for primary and secondary English language teachers in Hong Kong. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **5**, 1 (2000), 128-59.

Concerns relating to the English language proficiency of teachers in Hong Kong, expressed in Education Commission Report Number 6 (ECR6, 1995), provided the impetus for the Language Proficiency Assessment of Teachers (formerly known as the Benchmarks Test). Within the context of the overall development of a range of assessment instruments for setting standards (language benchmarks) for primary and secondary teachers in Hong Kong, this paper first describes the origins of the project. It then goes on to look at the four and a half year process of piloting, moderating, ratifying and implementing the test of writing skills for English language teachers. It is shown how the process of test evolution is inevitably protracted, in order to produce a valid and reliable end result.

01-496 Felix, Uschi (Monash U., Melbourne, Australia; *Email: Uschi.Felix@arts.monash.edu.au*). The web's potential for language learning: the student's perspective. *ReCALL* (Cambridge, UK), **13**, 1 (2001), 47-58.

This paper reports on a large-scale study carried out in four settings that investigates the potential of the Web as a medium of language instruction, both to complement face-to-face teaching and as a stand-alone course. Data were collected by questionnaires and observational procedures to ascertain student perceptions of the usefulness of Web-based learning, their views on its advantages and disadvantages, their personal comfort and enjoyment when working with the Web, their preferred mode of delivery, their evaluation of the quality of resources used, and their learning strategies and study preference. Results showed that students were on the whole positively inclined to working with the Web and found it useful, with the majority preferring to use the Web as an add-on to face-to-face teaching. Reported advantages fell into the broad categories of time flexibility, reinforced learning, privacy and wealth of information; disadvantages into distraction, absence of teacher and personal interaction and lack of speaking practice. Significant differences for age and gender were found relating to clarity of objectives, number of hours worked, mode of delivery, perception of comfort and appreciation of graphics. Very few significant findings relating to strategy strength emerged.

01-497 Ferney, Derrik and Waller, Sharon (Anglia Polytechnic U., Cambridge, UK; *Email: d.ferney@anglia.ac.uk*). Reflections on multimedia design criteria for the international language learning community. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 1 (2001), 145-68.

This paper begins with an exploration of design criteria applied in the development of a multimedia CD-ROM to prepare non-native speakers of English for entry into English-speaking universities which may be useful in the construction of similar learning environments for the international community. It argues that there are certain design 'standards' that have some claim to universality, particularly in relation to the clarity and consistency of program structure and interface. Many of these 'standards' have their roots in guidelines which have evolved from a large body of research into more traditional forms of open learning environments, while those relating to computer specific media take account of research into known human physiological and cognitive limitations. The paper also reflects on design criteria which remain less clear when courseware writers seek to create a 'virtual relationship' or dialogue between teacher and learner through the mediation of a computer delivered learning package, arguing that almost all the elements of CALL design become more complex when combined within a cross-cultural learning context. The dangers of inadvertently imposing cultural bias and making cultural assumptions are examined, together with the difficulties encountered when trying to anticipate and cater for the learning cultures of diverse communities of learners.

01-498 Fisher, Linda (U. of Cambridge, UK). Modern foreign languages recruitment post-16: the pupils' perspective. *Language Learning Journal* (Rugby, UK), **23** (2001), 33-40.

In recent years, whilst the overall numbers of A-level examination entries in the UK have risen [i.e., advanced-level, post-16], those for modern foreign languages (MFLs) as a whole have fallen. This paper considers the findings of a small-scale research project which focused on the reasons why pupils choose not to continue with MFLs. Pupils aged 15-16 who were entered for the General Certificate of Secondary Education (GCSE) Higher Papers in French, German or both at three comprehensive (state) schools were asked whether they were considering MFLs as an option post-16, and if not why not. Year 12 linguists (aged 16-17) studying at least one foreign language, together with those who were not, were interviewed both individually and in focus groups. MFLs teachers were asked about possible reasons for the comparatively poor uptake at A-level. Findings suggest that, although pupils appreciate the skills and personality of the MFLs teacher, they find the subject difficult and unappealing. Low pupil confidence, lack of parental involvement, poor guidance and syllabus constraints may all have a role to play. GCSE is perceived to be boring and language understanding is felt to play an insufficient role at this stage.

01-499 Freudenstein, Reinhold (Editor, *Praxis des neusprachlichen Unterrichts*). Fremdsprachen lernen ohne Lehrbuch. Zur Geschichte, Gegenwart und Zukunft fremdsprachlicher

Unterrichtsmaterialien. [Learning foreign languages without a textbook. On the history, present and future of foreign language teaching materials.] *Praxis des neusprachlichen Unterrichts* (Berlin, Germany), **48**, 1 (2001), 8-19.

The textbook seems throughout the ages to be the one indispensable fixture in the foreign-language classroom. In 1658 Johann Amos Comenius published his *Orbis Pictus* (a first language book presented in Latin, German, Hungarian and Bohemian), the prototype for foreign-language textbooks. It was even then 'modern' in its approach: contextualised, illustrated and translation-oriented. The author takes a look at four foreign-language textbooks here, beginning with Comenius in 1658, right up to 1994, and shows that very little has changed in the basic concept over the last three and half centuries. What shall come in its stead? This is the question the author grapples with for the remainder of the article, citing suggestions and practical tips from recent literature as to how the textbook can be replaced, e.g., increased orality, new media, as well as some of the concerns that arise when the traditional forms of instruction have been replaced, e.g., how to test and grade students.

01-500 Gardner, David (The U. of Hong Kong) and **Yuen, Jacky Hon Ming**. A survey of learner training for junior secondary school students of English in Hong Kong. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **5**, 2 (2000), 1-25.

This paper reports the findings of an investigation of the ways 60 teachers of English in Hong Kong public secondary schools perceive and implement learner training. Results indicate that even though these teachers have generally positive attitudes towards learner training they do not always help their students develop learning strategies in the classroom. This is largely because either they find there is inadequate classroom time available to deliver strategy instruction, or because they tend to follow rigidly the set textbooks which contain no learner training. This paper recommends the need for incorporating learner training into the existing syllabus, the inclusion of learning skills in public examinations, and the formation of a network of teachers to share learner training materials and knowledge.

01-501 Gorsuch, Greta J. (Texas Tech U., Lubbock, Texas, USA; Email: greta.gorsuch@tfu.edu). Testing textbook theories and tests: the case of suprasegmentals in a pronunciation textbook. *System* (Oxford, UK), **29**, 1 (2001), 119-36.

This report deals with dual challenges teachers often face: (1) testing the theoretical assumptions made by the authors of the textbooks; and (2) evaluating achievement tests that have been developed for use with those textbooks. The purpose of the report is to address these issues in the context of the use of an English as a Foreign/Second Language (EFL/ESL) pronunciation

textbook and achievement test, 'Clear Speech' (Gilbert, 1993, *Clear Speech* student's book, 2nd ed., CUP, New York), with a group of 24 second year Japanese EFL students attending a private four-year college near Tokyo. After 32 hours of production-focused instruction, students' perception of suprasegmentals seemed to improve while their production did not. However, a content validity and generalisability analysis of the textbook-based speaking test used to estimate students' achievement revealed that the results of the test could not be trusted. Thus the test may have not allowed students adequate opportunity to demonstrate their abilities in producing suprasegmentals. This raises the question of whether tests and tasks used in classroom and research settings are allowing students to demonstrate their learning achievement.

01-502 Gorsuch, Greta J. (Texas Tech U., Lubbock, Texas, USA). EFL educational policies and educational cultures: influences on teachers' approval of communicative activities. *TESOL Quarterly* (Alexandria, VA, USA), **34**, 4 (2000), 675-710.

The focus of this study was teachers as they were asked to implement educational innovations suggested by nationally instituted educational policy. The study applied empirical data to a structural equation model of Japanese English as a Foreign Language (EFL) teachers' ($N = 876$) perceptions of various national-, school-, and classroom-level influences that act on their instruction. Teachers' perceptions of these influences were then related to their approval of classroom activities associated with communicative language teaching. The article highlights the position recent educational policies seemed to take in teachers' minds and the way teachers subsumed the policy into the pre-existing educational culture, which seemed to focus on preparing students for form-focused university entrance exams. Through structural equation modelling, the relationships among the many influences teachers perceived on their instruction are demonstrated. The resulting visual image suggests not only impediments to an educational innovation but also routes for potential change.

01-503 Hémard, Dominique and Cushion, Steve (London Guildhall U., London, UK; *Emails*: hemard@lgu.ac.uk; cushion@lgu.ac.uk). Evaluation of a Web-based language learning environment: the importance of a user-centred design approach for CALL. *ReCALL* (Cambridge, UK), **13**, 1 (2001), 15-31.

This paper presents a twelve-month evaluation of a Web-based Computer Assisted Language Learning (CALL) Project at London Guildhall University, highlighting its rationale and objectives within the design process, the adopted methodology and its findings, shedding further light on students' attitudes regarding CALL design, multimedia delivery and language learning practices. The evaluated CALL environment, stem-

ming from previously identified user requirements, combines both hypertext navigation with Java-written interactive CALL exercises and provides a built-in authoring mode for increased adaptability. Techniques used involved peer evaluation and discussions in the formative stages of the design as well as user walk-throughs, questionnaires and workshops in the summative phase of the process. Data related to requirements and feedback are presented, emphasising the user-centred approach and its integration within the design process itself. Finally, changes brought about by the evaluation are shown to illustrate the influence and impact the research undertaken has had on the original concepts and the design.

01-504 Hickey, Tina (ITÉ / Linguistics Institute of Ireland). Mixing beginners and native speakers in minority language immersion: who is immersing whom? *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 3 (2001), 443-74.

The mixing of first language (L1) speakers with second language learners occurs regularly in immersion situations where a minority language is the target language. This study looks at early immersion in Irish among children from diverse language backgrounds. It examines the children's frequency of target language use and the effect of the group's linguistic mix on that use. A sample of 60 children from different language backgrounds was drawn from pre-school classes with different compositions of children from Irish-only, Irish-English, and English-only homes. The results showed relatively low levels of target language use even by the native speakers. The linguistic composition of the group significantly affected the frequency of target language use by the L1 children and the children from bilingual homes but had less effect on the use by English speakers. The importance of addressing the needs of native speakers as well as those of beginners in such immersion situations is explored, and the implications for teacher training and teaching strategies are considered.

01-505 Hoecherl-Alder, Gisela (U. of Pittsburgh, USA). Turning professional: content-based communication and the evolution of a cross-cultural language curriculum. *Foreign Language Annals* (New York, USA), **33**, 6 (2000), 614-21.

The fact that nine out of ten students drop out of language classes between the elementary and advanced levels demonstrates the need for addressing the traditional division of language and content courses prevailing in most modern language departments in the USA. Furthermore, the increasing demand for professional language classes makes it necessary to adjust the overall undergraduate programme so that these courses fit meaningfully into the mainly humanities-oriented curriculum. If students are to bridge the gap between form and meaning, courses need to move from communica-

tive training at the elementary level through an intermediate stage that combines communicative and content-based instruction. Finally, training students successfully for future careers in a global economy means that courses cannot focus only on content and form, but must also include a thorough development of cultural awareness. The present author suggests that applying ethnographic intercultural training methods to the language classroom will ensure that the students attain not only linguistic but also cultural proficiency. The course structure presented in this paper seeks to demonstrate that professional school students can be trained alongside humanities majors by making minor but far-reaching adjustments to the elementary and intermediate language programme, and without placing undue constraints on departmental resources.

01-506 Ideler, Claudia (Carl-Goerdeler-Ring 48, 38518, Gifhorn, Germany). Interaktion im Rahmen von *Distance Learning*. [Interaction in the context of distance learning.] *Fremdsprachen und Hochschule* (Bochum, Germany), **60** (2000), 65–83.

The development of new technologies has led worldwide to a range of distance learning courses being offered. A number of questions arise when it comes to foreign-language (FL) teaching in this format and the degree to which it can be realised online. Some of the questions which this article discusses include whether distance learning shows an equivalent or higher effectiveness than traditional teaching formats; which possibilities are offered by distance learning for FL teaching; which practical conditions need to be taken into account for the successful implementation of distance-learning programmes; and what factors can detract from the lasting success of distance learning. The central focus, however, is the lack of student–teacher interaction in distance learning. The author looks at a series of online exercises for English as a foreign language and considers the various forms of the equivalent of ‘feedback’ that they provide. Distance learning is shown to increase the effectiveness of traditional FL teaching as it involves the learner more intensively. However certain key elements of the learning situation are not available to the learner: the three-dimensionality of the learning situation and all that this involves. If used as one method of teaching amongst many, though, distance learning certainly provides an enrichment of FL learning.

01-507 Ife, Anne (Anglia Poly. U., Cambridge, UK). Language learning and residence abroad: how self-directed are language students? *Fremdsprachen und Hochschule* (Bochum, Germany), **60** (2000), 42–63.

This article discusses the extent to which language learners exploit the possibilities for language learning when they go to study for a year in a foreign country. It outlines the experience of a typical cohort of students, based on questionnaires returned by 135 university

students, notes the difficulties experienced, and highlights a lack of awareness among many learners of how to exploit to the full the possibilities of the residence-abroad context, although they are frequently conscious of weaknesses in their performance on their return. Possible answers are discussed and a specific response is proposed, based on a method for raising learners’ strategy awareness and thus helping them to maximise the language gains they make.

01-508 Kassouf, Susan (Vassar Coll., USA). The Web and Berlin as *Baustellen*: reflecting on cultural construction in the German studies classroom. *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ, USA), **33**, 1 (2000), 71–77.

This article outlines the intellectual aims and practical realities of a readily adaptable project in which the Web forms an integral intellectual part of a German studies classroom. Part of a course on Berlin, the semester-long Web project encouraged students to engage critically with culture rather than receive it passively. Asking students to create a Web site on one particular aspect of Berlin required them not only to reflect on the relationships between representations and their meanings but also to act on these reflections.

01-509 Katz, Stacey L. (Montclair State U., New Jersey, USA). Videoconferencing with the French-speaking world: a user’s guide. *Foreign Language Annals* (New York, USA), **34**, 2 (2001), 152–57.

This article focuses on a videoconferencing project that was conducted between an American and a French university. It describes the way that the exchange was set up and run, the types of equipment and materials that were used, the students’ activities and assignments, the methods used for evaluating students’ work, and the relationship of the project to the goals of the course and the department’s curriculum. In addition, practical suggestions for those considering the use of videoconferencing are included. The pedagogical benefits of integrating videoconferencing into the communicative foreign language classroom are outlined: videoconferencing provides students with opportunities to practise their speaking and listening skills with native speakers and to gain cultural insights that are possible only in an interactive setting.

01-510 Kiernan, Eamon (Universität Hannover, Germany). Responding to learner needs in English for Academic Purposes: a needs analysis and the design of a programme in English for Economics and Business Studies at the University of Hanover. *Fremdsprachen und Hochschule* (Bochum, Germany), **60** (2000), 5–31.

Courses in English for Specific Purposes (ESP) and English for Academic Purposes are increasingly being designed with learner needs in mind, and this article documents the endeavour to implement a needs analysis for the purposes of syllabus design in the area of

English for Economics and English for Business Studies at the University of Hanover. The analysis was designed according to recommendations in the language teaching and ESP literature and included the following elements: questionnaire to faculty, questionnaire to students, interviews with companies and Ministry of Employment (*Arbeitsamt*), diary kept by volunteer course participants and course evaluations. The results of the analysis led to a multi-level course structure, in part corresponding to the *Grundstudium* and the *Hauptstudium*, in which the negotiation of course elements between teachers and learners plays a central role. As a result of the needs analysis carried out it was possible for the purposes of programme design to specify in considerable detail the kind of course to be offered and the number of courses, as well as their content and delivery.

01-511 King, Lynda J. (Oregon State U., USA). Teaching German literature through the Web: processes and outcomes. *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ, USA), **33**, 1 (2000), 62–70.

This article outlines how the author created and used a Website for a three-term German literature course at Oregon State University. After explaining the process of generating the site, she assesses the seven terms teaching the 'Web dependent' version of the course, evaluates how the Internet enhances the course, and concludes by reporting on the students' response to the Web site.

01-512 Komori, Saeko (Chubu U., Japan; *Email*: skomori@naa.att.ne.jp) and **Zimmerman, Erica** (U. of Hawai'i at Manoa, U.S.A.; *Email*: ezimmerm@hawaii.edu). A critique of web-based kanji learning programs for autonomous learners: suggestions for improvement of WWKanji. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 1 (2001), 43–67.

Learning kanji characters for Japanese second language learners is a major component in their development of reading proficiency. The focus of this study is to evaluate five web-based kanji programs to determine what features may promote learning for autonomous learners – this will provide programmers with a basis for creating and improving existing programs. First the existing literature on autonomous kanji learning and the evaluation of the effectiveness of CALL for kanji learning were examined. From this theoretical foundation, criteria to evaluate existing Internet programs were created. The main objective is to provide suggestions for improving WWKanji, a web-based program. The results of the evaluation indicate that, for future versions of WWKanji, features such as grouping by radicals, mnemonics and ideographs, drills and quizzes, additional compounds, and finally kanji learning in context should be added, in order to provide the autonomous learner with more resources for learning. Each feature to be added must also be rigorously tested to determine

its effectiveness for autonomous learning of kanji characters.

01-513 Krueger, Cheryl (U. of Virginia, USA). Form, content, and critical distance: the role of 'creative personalisation' in language and content courses. *Foreign Language Annals* (New York, USA), **34**, 1 (2001), 8–17.

Many academic programmes maintain a rigid philosophical and pedagogical separation between introductory language courses and upper-division, so-called 'content' courses. Such programmes tend to consign matters of form to the elementary- through advanced-level language sequence, placing emphasis on meaning in literature and culture courses. This article offers suggestions for drawing attention to form and content in both types of courses. By implementing strategies for revising traditional speaking and writing tasks through 'creative personalisation', teachers may guide students to enhance critical thinking skills across the language/literature curriculum, and to become more aware of the interdependence of form and content in their own speech and writing.

01-514 Labour, Michel (Université de Valenciennes, France; *Email*: michel.labour@univ-valenciennes.fr). Social constructivism and CALL: evaluating some interactive features of network-based authoring tools. *ReCALL* (Cambridge, UK), **13**, 1 (2001), 32–46.

A quality-based authoring tool is defined by its ability to satisfy its users' needs. In the design and use of such tools in Computer Assisted Language Learning (CALL), however, very little reliable information exists about what the tutoring system really does, for example concerning its capacity to create 'interactive' lessons. Linked to this, many teachers lack the time and resources to keep up with the latest technological developments, and invariably feel they are under-exploiting the possibilities of CALL. This paper proposes a typology of different types of CALL-based interactivity and interaction to help teachers better assess the possibilities of network-based multimedia authoring tools. In adopting a general social constructivist approach, the system of classification looks at how one can link different learning styles, in this case that of Mumford & Honey (1992) Learning Styles, to different types of: (1) online learner accompaniment; (2) evaluation of learner production; (3) organised structures of events/states ('scenation'); (4) data organisation; (5) information units; (6) frequency of choice; and (7) choices made available to learners. Finally, a multimedia authoring system, *LEM of Speaker* (Intranet version 3.30) serves as a demonstration of the importance of this mode of evaluation to the design and understanding of such authoring tools in CALL.

01-515 Lamb, Terry (U. of Nottingham, UK). Language policy in multilingual UK. *Language Learning Journal* (Rugby, UK), **23** (2001), 4–12.

As recent reports have confirmed, the UK is becoming more and more linguistically diverse, especially in urban areas. This article explores ways in which educational policy might respond to these changes. It begins by reporting on a small-scale research project designed to find out from a number of community language teachers in Nottingham what they consider to be the linguistic needs of their children and how these might be fulfilled in both mainstream and supplementary schools. Having identified these needs, the article then turns to a description of the Sheffield Multilingual City Project. An analysis of this project serves to identify some useful principles for the development of a coherent policy which would include the voices of the various community language speakers. The article concludes by arguing that there is a need for a national policy framework designed to promote appropriate language policies in all areas, and that this should ensure that the linguistic needs of all children are met, regardless of where they live.

01-516 Larrea, Carlota (U. of Luton, UK). Spanish film within the UK and Irish HE system: a survey of teaching. *Vida Hispánica* (Rugby, UK), **23** (2001), 23–28.

This paper reports on a survey conducted in the UK and Ireland on the use of Spanish film in Spanish courses at Higher Education (HE) institutions. Three main areas are discussed: the extent to which Spanish film figures in Spanish programmes, which films are being taught and how, and students' and teachers' reactions to and opinions about learning and teaching Spanish film. The main survey questions and responses are discussed. The overall reaction to the inclusion of film was enthusiastic, it being seen by both teachers and students as an important stepping stone towards a better understanding of Spanish culture and towards the development of higher and critical skills; it is used predominantly as a social and historical document (in some cases film is not taught by language specialists). Lists are given of the films and directors taught.

01-517 Leahy, Christine (Nottingham Trent U., UK; *Email*: christine.leahy@ntu.ac.uk). Bilingual negotiation via email: an international project. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 1 (2001), 15–42.

This article examines selective results of an international email project between 24 students studying law with German (in England) and English (in Germany). It refers to outcomes as manifested in the students' written reports and oral assessments, but concentrates on samples of bilingual negotiation between partners as expressed in their emails. The article focuses on the design of the project and the socio-cultural environment in which it is situated. Taking into account the relevant research in computer-mediated communication, the design of the project follows two primary objectives: the acquisition of (1) language and (2) content as part of a task-based email exchange.

01-518 Lesikin, Joan (William Paterson U., Wayne, NJ, USA; *Email*: lesikin@aol.com). Potential student decision-making in academic ESL grammar textbooks. *Linguistics and Education* (New York, USA), **12**, 1 (2001), 25–49.

This article presents research on the potential of four intermediate-level English as a Second Language (ESL) grammar textbooks to provide student control of learning, based on the textbook authors' presentation of student decision-making opportunities in tasks. Textbook tasks were analysed for the potential controller of learning conditions related to content choice, procedure options, and evaluation techniques, based on the studies of Grannis. The findings suggest that students potentially have few choices and thus little control of the educational process. The majority of tasks may train students primarily for bureaucratic jobs while the focus on right answers may impede language learning. It is concluded that ESL teachers need to mediate a textbook's potential to control, if the goal is to create learners who have some control over their own learning through curricular decision-making.

01-519 Lindstromberg, Seth (Hilderstone Coll., Kent, UK). Preposition entries in UK monolingual learners' dictionaries: problems and possible solutions. *Applied Linguistics* (Oxford, UK), **22**, 1 (2001), 79–103.

This paper presents a selective examination of the entries on the preposition *on* in five advanced learners' dictionaries published in the UK. The principal concern is the preposition *on* as a signifier of contact with a surface – especially an upper surface. The expressions *Located Object (LO)* and *Landmark* are glossed in accordance with their use in Cognitive Linguistics – e.g., *the cat^{LO} sat on the mat^{LANDMARK}*. With respect to 'contact' *on*, key functional roles of LOs and Landmarks in metaphorical expressions are informally characterised in terms of Cognitive Linguistics metaphor theory. There follows an analysis of the entries in the light of these viewpoints. The general conclusion is that all the entries show potential to obscure or conceal important information about the meaning of the headword. Most significantly, (1) sense information is sometimes vague or misleading; (2) sense information is often mismatched to examples; (3) coverage of similar uses is often dispersed throughout an entry; and (4) paradigmatic semantic contrasts are ignored. The suggestions made for the improvement of entries for *on* may be relevant to entries on spatial prepositions generally.

01-520 Lobet, Vincent (U. of Namur / Haute Ecole IESN Namur, Belgium; *Email*: vincent.lobet@altavista.net), **Demoulin, Jean-Philippe, Kelly, Andrew, Kelly, Peter and Nicoll, Stéphane**. Bringing interactivity with web technologies into English for Specific Purposes applications in the sciences faculty: the Web for Sciences Multimedia Project Poitiers (France) 1–2 December 1999.

Computer Assisted Language Learning (Lisse, The Netherlands), **14**, 1 (2001), 201–7.

Information and Communications Technologies (ICT) used in language learning are becoming a feature of the 'linguistic toolbox landscape'. Designing and implementing new pedagogies with ICT tools are now considered a key factor enhancing the learner's motivation for both language learning and linguistic proficiency. This paper discusses technical and pedagogical issues when bringing interactivity with web technologies into English for Specific Purposes applications, such as the Web For Sciences online course project for English learning at the University of Namur. The paper also describes and evaluates the new linguistic tool as an integrated ODL component constructing a sustainable language learning environment for the University of Namur.

01–521 Lusar, Ricarda (Staatliches Seminar für Schulpädagogik, Tübingen, Germany). Lernen an Stationen – Offener Unterricht „light“? [Learning in stations – “light” open teaching?] *Der Fremdsprachliche Unterricht Französisch* (Seelze, Germany), **2** (2001), 4–10.

Learning in stations, learning in circuits, learning in workgroups, learning circles, learning buffet – these are all terms used to describe the same concept: the sum of all that is on offer from each individual station, which students work through and help to design as part of a superordinate topic/teaching unit. Each learning station is a single task/unit. The article begins by clarifying the definition further and then leads into why this form of teaching lends itself to teaching French as a foreign language. Many of the demands in planning and organising learning in stations are highlighted here, as well as what is required of the students in terms of methodologies, social competence and self-confidence. The author sees three principal implementations of this type of learning in the teaching of French as a foreign language: revision, strengthening of knowledge and practice; processing of new material/content; and strengthening of students' methods and strategies, e.g., reading techniques. The hotly-debated issue of testing in open teaching is discussed with learning stations in mind. The author's final suggestion is for “light” open teaching – a mixture of periods of teaching in learning stations and periods of traditional teaching.

01–522 Meese, Herrad (Freelance editor, joint distance-learning project, for Goethe Institut, Universität Kassel & German Institute for Distance Learning, Universität Tübingen, Germany). Selbstlernmaterialien zum Erwerb von Sprachkenntnissen – unter besonderer Berücksichtigung der Neuen Medien. [Self-study materials for the acquisition of language skills – with special reference to the new media.] *Info DaF* (Munich, Germany), **28**, 1 (2001), 51–105.

This article examines self-study materials for language learning looking in particular at materials available in new media. Firstly the author looks at what is meant by self-study materials and explores whether they can be implemented in all cultural contexts, as learners from different cultures have divergent expectations. Secondly, those approaches which most define contemporary approaches to learning, viz., autonomous learning and constructivism, are discussed, as well as the benefits of integrated approaches. In the next section the recent findings from various fields which study the brain (cognitive psychology, biology, neurology and philosophy) as they impact upon language learning are discussed. Fourthly, the previous considerations are brought to bear on self-study materials available in new media and on what types of material are available. In the fifth section 11 criteria are put forward which should ideally be met by self-study materials, among which are the provision of language learning advice, a system of evaluation and flexibility of the material. Two extensive bibliographies of primary materials and relevant secondary literature are provided in the appendix.

01–523 Meiring, Lynne and Norman, Nigel (U. of Wales Swansea, UK). Grammar in MFL teaching revisited. *Language Learning Journal* (Rugby, UK), **23** (2001), 58–66.

This paper addresses a major issue in foreign language learning, namely, the role and status of grammar within the context of recent policy and curriculum developments in the UK. An analysis of the requirements of the National Curriculum and the General Certificate of Secondary Education examination (at 16+) and their impact upon teachers and learners reveals the need for a significant reassessment of the profile of grammar. The stage is therefore set for a reappraisal of this issue, and a consideration of its compatibility with current communicative methods.

01–524 Meißner, Franz-Joseph (Universität Gießen, Germany). Französisch und der deutsche Sprachenmarkt. [French and the German language market.] *Neusprachliche Mitteilungen aus Wissenschaft und Praxis* (Berlin, Germany), **54**, 1 (2001), 2–11.

This article looks at French within the foreign-language market in Germany. The author first justifies his use of the metaphor 'language market' – which in reality is a mixture of a market and planned economy. School plays a decisive role far beyond its role of education in deciding the market value of a language. Language demand is determined by two sets of factors: firstly by what makes a language attractive supranationally and internationally as a communicative medium – the number of native, secondary and tertiary speakers and its economic and cultural value in the world; secondly the extent of a foreign language within a particular sociocultural context, which sets its local market value. With this in mind the author examines



the supply and demand of French as a foreign language within Germany, looking at language schools, state schools, and multilingualism.

01-525 Mentz, Olivier (Pädagogische Hochschule, Freiburg, Germany). Ist "bilingualer Unterricht" glaubwürdig? – Ein Plädoyer für fremdsprachiges Sachlernen im 21. Jahrhundert. [Is 'bilingual teaching' credible? – a plea for foreign-language content learning in the 21st century.] *Neusprachliche Mitteilungen aus Wissenschaft und Praxis* (Berlin, Germany), **54**, 2 (2001), 68–77.

Since the early nineties there has been an increased awareness of the added depth that 'content' subjects can add to foreign language (FL) teaching/learning if the FL is used as the language of instruction for certain teaching sequences. Within the German-speaking world the term 'bilingual instruction' can relate to three different teaching situations. In order to avoid this ambiguity, the author proposes instead the term foreign-language content learning/teaching. FL content learning/teaching equally emphasises both language and content. The criteria that need to be discussed for teaching in this manner include matching the topic to the class level, age, interest and linguistic ability of the students, limiting the amount of new vocabulary (or else introducing these vocabulary items in a pre-teaching phase), and developing an independent inter-subject and cross-subject FL content teaching methodology. The author concludes with some thoughts on this type of teaching in the 21st century and how it impacts on curricula, teachers, teacher training and increased co-operation between FL teachers and 'content' subject teachers.

01-526 Menzel, Wolfgang (Universität Hamburg, Germany; Email: menzel@informatik.wuni-hamburg.de), **Herron, Daniel, Morton, Rachel, Pezzotta, Dario, Bonaventura, Patrizia and Howarth, Peter**. Interactive pronunciation training. *ReCALL* (Cambridge, UK), **13**, 1 (2001), 67–78.

Improving the feedback quality of a computer-based system for pronunciation training requires rather detailed and precise knowledge about the place and the nature of actual mispronunciations in a student's utterance. To be able to provide this kind of information, components for the automatic localisation and correction of pronunciation errors have been developed. The work reported here was part of a project aimed at integrating state-of-the-art speech recognition technology into a pronunciation training environment for adult intermediate-level learners. Although the technologies described here are in principle valid for any language pairs, the current system focuses on Italian and German learners of English.

01-527 Morgan, Leslie Zarker (Loyola Coll. Maryland, USA). Class size and second-language instruction at the post-secondary level: a survey of

the literature and a plea for further research. *Italica* (Columbus, OH, USA), **77**, 4 (2000), 449–72.

Through this century, concern with class size has cycled according to economic and financial stresses; however, effective language learning at the post-secondary level and class size together have not been a major research focus. Policy statements on second language (L2) learning class sizes reflect long-time received notions, early data on class size at other levels, and methodological biases of the post-World War II era. Class size is an extremely complicated issue, involving classroom culture, the objectives of the course and the school, faculty workload and faculty evaluation, among other factors. This article summarises several areas of research related to L2 class size, organised by studies at elementary, secondary and (the few available) post-secondary levels; English as a Second Language; general second language acquisition variables; and finally, large class studies. The various categories cannot be entirely separated from each other, and in fact provide information for possible future research about class size in the post-secondary second-language classroom.

01-528 Nieweler, Andreas (Detmold, Germany). Sprachenübergreifend unterrichten. Französischunterricht im Rahmen einer Mehrsprachigkeitsdidaktik. [Teaching which embraces languages in general. French teaching in the context of multilingual didactics.] *Der Fremdsprachliche Unterricht Französisch* (Seelze, Germany), **1** (2001), 4–13.

Now that schools in Germany (and elsewhere) have many students who speak another language in addition to the language of instruction, it is suggested here that foreign language teaching needs to allow these other languages into the classroom as a means of aiding language acquisition. A concept of 'language' in general needs to be created and presented to the students by referring to other languages, by using the concept of language awareness as a principle of foreign language pedagogy, and by tapping into interlingual and intralingual knowledge. The components of a multilingual pedagogy would include using the pre-existing linguistic and cultural knowledge of the learner to aid the passive and active processing of a new foreign language, drawing on the results of linguistic research into errors, and the linking of previously learned languages to the present one.

01-529 Oukada, Larbi (Indiana U.–Purdue U. Indianapolis, USA). Toward responsive beginning language curricula. *Foreign Language Annals* (New York, USA), **34**, 2 (2001), 107–17.

This article proposes, on the basis of a host of curricular factors, a stratification of foreign language (FL) programmes in U.S. institutions of higher learning into two graded and curricularly distinctive phases. An initial phase, the *general education* phase, would be comprised predominantly of nonmajors who enrol in

beginning language courses with the premeditated purpose of satisfying a language requirement or investing on their own a modest amount of credit hours to explore or study a second language. A subsequent phase, the *professional phase*, would begin with courses intended for prospective majors and minors who are customarily predisposed to commit enough time to reach the necessary proficiency level required for their professional goal. This curricular distinction serves to underscore the particular situation and the particular mission of the general education phase and to propose a particular curricular model, the *Indiana Model*. This model provides, within the current and autonomous structure of the American educational system, a mechanism for selecting, prioritising, and structuring the most responsive objectives for general-education FL teaching.

01-530 Ozerk, Kamil (U. of Oslo, Norway) and **Krashen, Stephen**. Subject matter teaching in bilingual education: impact on bilingual and monolingual students. *ITL Review of Applied Linguistics* (Leuven, Belgium), **131-132** (2001), 1-10.

In this study authors found that second language (L2) learners benefited in terms of subject matter teaching in bilingually taught classes, and suffered in 'submersion'-style monolingual classes, while native speakers of the target language did well in both, though actually doing better in the bilingual classes. The study was carried out with Urdu- and Turkish-speaking children acquiring L2 Norwegian. It has already been shown that bilingual subject matter teaching in languages and maths has been successful, but this study involved civics instruction classes. The research method is described and its limitations are discussed. It is concluded that, in specially designed content classes for L2 learners taught in the L2, input can be more comprehensible and more subject matter learning can take place, thus enabling the students to engage more in the subject and the teacher to focus better on the topic of the lesson.

01-531 Rampillon, Ute (Principal, Government School, Mallorca). Das Wörterbuch – unbeliebt, aber unentbehrlich! [The dictionary – unloved, but indispensable!] *Der Fremdsprachliche Unterricht Englisch* (Seelze, Germany), **3** (2001), 4-11.

The bilingual dictionary is the most widely-used foreign-language reference work and most students have access to one at home. This and the fact that using dictionaries forms part of the standard set of learning strategies and techniques which teachers transmit to students does little to explain the generally low competency of students in using foreign-language dictionaries (whether monolingual or bilingual). This article examines some of the difficulties confronting learners in using dictionaries, and explores the way they are typically used. The author outlines a set of competencies that could be taught to students (in particular, to German primary-school students learning English as a

foreign language) over the first six years of their language study, as well as providing some handy principles and tips for training in successful dictionary use.

01-532 Rong, Ma (U. of Leicester, UK). An examination of teacher-student and student-student interaction in an EFL classroom. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **5**, 2 (2000), 26-44.

The current trend in English as a Foreign Language (EFL) is towards a more informal approach to teaching in order to allow for a higher proportion of what Widdowson (1978) termed 'natural language use' in the classroom. In defining the trend, Sinclair and Brazil (1982) stated that the exploitation of the classroom as a flexible arena for talk of all kinds was likely to be an increasing concern and that it started with an understanding of the nature of classroom interaction. The present study examined the dynamics of classroom interaction through an analysis of interactive patterns which emerged during a university level English conversation class. It is argued that, although some teachers resist introducing group work in their classrooms for fear of losing control, the data gathered here show that group work can produce both a greater quantity and higher quality of student talk. It is suggested that the findings have important implications for teacher training.

01-533 Savoia, Francesca (U. of Pittsburgh, USA). Teaching Italian language, literature and culture through performance: the Italian theatrical workshop. *Italica* (Columbus, OH, USA), **77**, 4 (2000), 509-22.

It has been accepted for some time that the study of a language should include some learning about its cultural background. The transition from the study of a foreign language to the study of its literature has not yet been addressed, however. It has always been a problematic issue for students, but the gap has widened even further since the development of communicative and task-based approaches to teaching language. Language learning is now process-oriented, while the teaching of literature is still product-oriented. The author describes how she sought to overcome the difficulty by the setting up of a theatrical workshop in the third year of a university course in Italian. The course design and work plan are described in detail. By being taken from basic phonetics through different stages of studying texts for performance (including a lot of reading aloud), the students became 'conscious readers', and not only increased their understanding of the language and culture, but also enhanced their communicative skills and their appreciation of literary texts.

01-534 Schwarzer, David (U. of Texas at Austin, USA). Whole language in a foreign language class: from theory to practice. *Foreign Language Annals* (New York, USA), **34**, 1 (2001), 52-59.

Theoretical perspectives from related disciplines such as early childhood education, bilingual education, and English as a second language education can be valuable in a foreign language (FL) education context. This article presents eight philosophical principles needed for implementing a whole language philosophy in an FL class and a description of the author's whole language FL class as a practical example. The article outlines the three basic components needed to establish a whole language FL class: (1) the classroom setting, (2) the resource books used in the class, and (3) the schedule of instructional activities for the class. The author also presents a description of four major activities used in this whole language FL class: (1) language projects; (2) reading children's literature in the foreign language; (3) dialogue journal writing; and (4) portfolio assessment. General conclusions about implementing a whole language philosophy in an FL class are provided.

01-535 Scott, Virginia M. (Vanderbilt U., USA). An applied linguist in the literature classroom. *The French Review* (Carbondale, IL, USA), **74**, 3 (2001), 538-49.

French teachers in the USA are facing lowering enrolments and student demands for marketable language skills. As a result of these trends, the study of literature is often sacrificed. This article asks whether the literature classroom can serve as a place where students' needs for utilitarian relevancy are met. As an applied linguist, the author argues that theories and research in second language acquisition (SLA) can have an impact on the teaching of literature. In order to illustrate this point, she reviews four principal areas of research in SLA, discusses their implications for the literature teacher, and provides concrete examples from French literary works. It is concluded that teachers of language and teachers of literature must join forces in new ways to (re)claim a place for the study of literature in the foreign language curriculum.

01-536 Shei, Chi-Chiang (Chang Jung Christian U., Tainan, Taiwan; Email: shei@dai.ed.ac.uk). FollowYou!: An automatic language lesson generation system. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 1 (2001), 129-44.

For foreign language learners, there is a perennial gap between the textbook and the rich amount of language materials currently available. Learners usually feel comfortable when studying texts in a textbook packaged with various supporting materials in the lessons. When faced with an authentic text to explore at leisure, however, learners are deprived of all forms of support and are often forced to abandon the idea of self-directed learning. This article explores the idea of automatic generation of language lessons based on the authentic text imported by the learner. The idea is to transform the selected text into a textbook-style format, with similar supporting materials. Currently the support is primarily given at the lexical level. The learner takes a

diagnostic test to determine the functioning vocabulary level when first using the system. Each time a text is imported, the system determines which words are to be highlighted as new vocabulary to be learned according to the learner's proficiency level. The system then provides information on the target words, e.g., definition, collocations, synonyms and sample sentences, to help the learner memorise the vocabulary and decode the text.

01-537 Spodark, Edwina (Hollins U., Virginia, USA). The changing role of the teacher: a technology-enhanced, student-centred lesson on French fashion. *Foreign Language Annals* (New York, USA), **34**, 1 (2001), 46-51.

This article describes the changing roles played by foreign language teachers in the new multimedia-enhanced, learner-centred classrooms. The article describes in detail the various parts that make up one technology-rich lesson on French fashion, and analyses the multiple roles which teachers may assume in their efforts to expand the language learning experience and accommodate the preferred learning styles of the students.

01-538 Tang, Jinlan (Beijing Foreign Studies U., PR China). An empirical study of the use of the mother tongue in the L2 reading class. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **5**, 2 (2000), 45-58.

The present author argues that students' mother tongue should be allowed in the second language (L2) classroom, sometimes and for certain purposes. To support her assumption, the author conducted an empirical study within the context of tertiary level English reading classes in China to see whether the students' mother tongue is used and the purposes for using it, and to discover the attitudes of both teachers and students toward its use. The results indicate that the mother tongue is indeed employed by the majority of teachers in the study and it is used mainly for pedagogical purposes: language work and classroom management. The research also reveals that both the teachers and the students respond positively toward some use of the mother tongue in their English classrooms. It is concluded that the judicious use of the mother tongue can promote effective learning and teaching, especially with students of lower language proficiency.

01-539 Tesser, Carmen Chaves (U. of Georgia, USA) and **Reseigh Long, Donna**. The teaching of Spanish literature: a necessary partnership between the language and literature sections of traditional departments. *Foreign Language Annals* (New York, USA), **33**, 6 (2000), 605-13.

Students who are faced with literary texts after the beginning language sequence will be in for a shock if their instructors do not continue some of the strategies used in language classes; however, in most institutions

until very recently, little or no time was spent on methods of teaching literary texts. Moreover, little time is devoted to the teaching of reading strategies. Many traditional Spanish departments divide language and literature into two separate programmes, with little, if any, articulation between the two. This article describes the collaborative effort between a professor of literature and a professor of language methodology in the development and implementation of a teaching strategies course for undergraduates and a workshop on the teaching of literature for teaching assistants in the Department of Spanish and Portuguese at Ohio State University.

01-540 Tierney, Daniel (U. of Strathclyde, Glasgow, UK) **and Alonso-Nieto, Laly** (CEPI Gallego Gorria, Spain). Modern languages in the primary school in Spain and Scotland. *Vida Hispánica* (Rugby, UK), **23** (2001), 9–12.

The outcomes of study visits to Spain in connection with the teaching of languages in primary schools are reported here. A comparison is made of recent pilot projects in primary language teaching in Scotland and similar projects carried out in Spain. Aspects of the projects reported on include whether the aim of the projects was linguistic competence or language awareness, the age at which pupils start language learning, provision and training of teachers, and class time and materials devoted to the project. It is concluded that, while both Spain and Scotland set up different types of projects, with the same aim, the Spanish have been more ambitious: they have gone for one language (English) rather than the several involved in the Scottish projects, and the teaching of infants is more widespread in Spain. The methodology is similar for groups of the same age. Developments in Spain will be of interest to all involved in early language learning.

01-541 Ten Hacken, Pius (Universitat Basel, Switzerland; *Email*: pius.tenhacken@unibas.ch) **and Tschichold, Cornelia**. Word Manager and CALL: structured access to the lexicon as a tool for enriching learners' vocabulary. *ReCALL* (Cambridge, UK), **13**, 1 (2001), 121–31.

Morphology, which consists of inflection and word formation, occurs in foreign language (FL) teaching mainly in the form of inflectional paradigms. While this is certainly important in mastering an FL, an adequate use of morphology can facilitate the acquisition of FL vocabulary. By applying word formation rules as a way to structure their knowledge, advanced learners can multiply their active vocabulary. A practical problem in using inflectional classes and word formation processes in vocabulary teaching is that the information required to devise exercises is not readily available. In a dictionary, it is not possible to get an overview of word formation relationships or classes of words belonging to the same inflectional class; and an electronic dictionary, unless structured appropriately, does not automatically solve the problems. In the Word Manager (WM) pro-

ject, morphological relationships are taken as a starting point in the design of the lexicon – thus, the lexicon is structured in terms of word formation and inflection rules, in such a way that complete and flexible access to the morphological processes and classes of a language is guaranteed. The full flexibility of WM lexicons requires that the entire system be installed locally. For a dedicated operational component, however, no such installation is necessary. It can be installed as an independently running program or be made available through the Internet. Two such (freely available) applications and their possible uses for teaching purposes are described here.

01-542 Todd, Richard Watson (King Mongkut's U. of Technology, Bangkok, Thailand; *Email*: irictodd@kmutt.ac.th). Induction from self-selected concordances and self-correction. *System* (Oxford, UK), **29**, 1 (2001), 91–102.

This paper investigates three growing areas in language teaching, namely, induction, the use of concordances, and self-correction. For a class of students at a Thai university, lexical items causing errors in writing were identified, the students made small concordances of the lexical items from the Internet, and they then induced patterns from the concordance to apply in self-correction of their errors. Generally, students were able to induce valid patterns from their self-selected concordances and make valid self-corrections of their errors, and there was a strong correlation between these two abilities. Their ability to induce and self-correct, however, was perhaps affected by the part of speech of the lexical items focused on, and their ability to apply the induced patterns in self-correction was influenced by other aspects of the lexical items.

01-543 Tudini, Vincenza (U. of South Australia). Focus on form through coded corrective feedback and learner self-correction of writing tasks. *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **32**, 2 (2000), 161–86.

This article reports on a project which investigated whether a group of adult language learners' involvement in correcting their own written compositions out of class, using an error code as a guide, improved their developing Italian writing. The study proposes that a suitable context for a systematic focus on form over a brief timespan is learners' writing. Learners prefer to receive corrective feedback on their writing rather than speaking tasks, since interactions are more private. The study summarises a range of correction strategies used by language teachers and provides evidence to suggest that self-correction is a worthwhile strategy to be used occasionally over brief timespans with learners at an appropriate stage of interlanguage development.

01-544 Vandeventer, Anne (Université de Genève, Switzerland; *Email*: Anne.Vandeventer@lettres.unige.ch). Creating a grammar checker for CALL by constraint relaxation:

a feasibility study. *ReCALL* (Cambridge, UK), **13**, 1 (2001), 110–20.

Intelligent feedback on learners' full written sentence productions requires the use of Natural Language Processing (NLP) tools and, in particular, of a diagnosis system. Most syntactic parsers, on which grammar checkers are based, are designed to parse grammatical sentences and/or native speaker productions, and are therefore not necessarily suitable for language learners. This paper concentrates on the transformation of a French syntactic parser into a grammar checker geared towards intermediate to advanced learners of French. Several techniques are envisaged to allow the parser to handle ill-formed input, including constraint relaxation – by the very nature of which, parsers can generate complete analyses for ungrammatical sentences. Proper labelling of where the analysis has been able to proceed thanks to a specific constraint relaxation forms the basis of the error diagnosis. Parsers with relaxed constraints tend to produce more complete, although incorrect, analyses for grammatical sentences, and several complete analyses for ungrammatical sentences. This increased number of analyses per sentence has one major drawback: it slows down the system and requires more memory. An experiment was conducted to observe the behaviour of the parser in the context of constraint relaxation. Three specific constraints, agreement in number, gender, and person, were selected and relaxed in different combinations. A learner corpus was parsed with each combination. The evolution of the number of correct diagnoses and of parsing speed, among other factors, were monitored. The results were compared to evaluate whether large scale constraint relaxation is a viable option to transform the syntactic parser into an efficient grammar checker for Computer Assisted Language Learning (CALL).

01–545 Weber, Richard A. (Transylvania U., Romania). Re(de)fining the college German curriculum: a programme proposal. *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ, USA), **33**, 1 (2000), 50–61.

In spite of national calls in the mid-nineties for revision of the German curriculum at the post-secondary level in the USA, true reform efforts have apparently remained isolated and marginalised. This article first summarises the assumptions and curricular progression of the traditional programme, then elaborates a possible alternative curriculum recently instituted at the author's institution which hopes to move undergraduate German instruction in a different direction.

01–546 Yagi, Sane M. (U. of Sharjah, United Arab Emirates; *Email*: saneyagi@yahoo.com). Language labs and translation booths: simultaneous interpretation as a learner task. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 2 (2000), 154–73.

In spite of the negative attitudes towards translation tasks in the Teaching of English as a Foreign Language

(TEFL), this study reports successful outcomes for a TEFL module based on simultaneous oral translation from Arabic into English. The learners worked individually in a traditional language laboratory. Following preparatory work on an English narrative text, also conducted in the laboratory, they were required to do a simultaneous interpretation of the passage, i.e., to convey its content, in spoken English, in response to an Arabic version heard on the earphones. The results show that simultaneous interpretation significantly improves learner performance and that it is an excellent tool for diagnosing learner competence in grammar and vocabulary. The paper examines the results, and suggests some reasons for the success of the method and possibilities for extending its use.

01–547 Yamada, Yuko (Nebraska Wesleyan U., USA) and **Moeller, Aleidine J.** Weaving curricular standards into the language classroom: an action research study. *Foreign Language Annals* (New York, USA), **34**, 1 (2001), 26–34.

The action research study reported here examines the perspectives and voices of students in a post-secondary Japanese class through an authentic project – a pen pal letter exchange. The project's effects on student motivation and learning are analysed through the lens of the five goals of the national standards: communication, cultures, connections, comparisons, and communities. The study describes how a project-based unit with a focus on meaning can promote the developmental and creative aspects of second language acquisition. Moreover, it illustrates how a classroom activity can embody the national standards in a way that is relevant and meaningful for students acquiring language and cultural literacy skills in a second language.

Language learning

01–548 Al-Jarf, Reima Sado (King Saud U., Riyadh, Saudi Arabia). Processing of cohesive ties by EFL Arab college students. *Foreign Language Annals* (New York, USA), **34**, 2 (2001), 141–51.

Cohesion refers to the grammatical and/or lexical relationships among parts of a text. In the study reported here, 59 English as a Foreign Language (EFL) college students took a cohesion test in which they identified four types of cohesive ties in a reading text. Incorrect responses were analysed. It was found that substitution was the most difficult to process, followed by reference and ellipsis, whereas conjunction was the easiest. In resolving the cohesion relationships, the students used a number of faulty strategies, as follows. An anaphor was associated with the closest noun whether intersentential or intrasentential. When preceded by two potential antecedents, an anaphor was associated with the farther antecedent if it was salient or more familiar; an anaphor was associated with a synonym. In addition, the students matched an anaphor with a word that was identical in