

American varieties, but this, coupled with the presence and popularity of all things American and many teachers' own schooling in British grammar, spelling, pronunciation and vocabulary, has created confusion among teachers, particularly at the lower secondary/middle level. Thus, the issues of which variety of English to teach, whose decision this should be, and how the pedagogical implications of this can be addressed all remain unresolved. The article moves on to discuss the suitability of English as an International Language (EIL) as the most acceptable variety for ELT in China, but recognises that a considerable change in ideology among teachers and trainers will be necessary before EIL is widely accepted.

Applied linguistics

01-314 Foster, Pauline (St. Mary's U. Coll., London, UK; *Email: fosterp@smuc.ac.uk*), **Tonkyn, Alan and Wigglesworth, Gillian**. Measuring spoken language: a unit for all reasons. *Applied Linguistics* (Oxford, UK), **21**, 3 (2000), 354–75.

The analysis of spoken language requires a principled way of dividing transcribed data into units in order to assess features such as accuracy and complexity. If such analyses are to be comparable across different studies, there must be agreement on the nature of the unit, and it must be possible to apply this unit reliably to a range of different types of speech data. There are a number of different units in use, the various merits of which have been discussed by Crookes (1990). However, while these have been used to facilitate the analysis of spoken language data, there is presently no comprehensive, accessible definition of any of them, nor are detailed guides available on how to identify such units in data sets. Research reports tend to provide simplistic two-line definitions of units exemplified, if at all, by unproblematic written examples. These are inadequate when applied to transcriptions of complex oral data, which tend not to lend themselves easily to a clear division into units. This paper was motivated by the need each of the three authors felt for a reliable and comprehensively defined unit to assist with the analysis of a variety of recordings of native and non-native speakers of English. They first discuss in very general terms the criteria according to which such a unit might be selected. Next, they examine the main categories of unit which have been adopted previously and provide a justification for the particular type of unit which they have chosen. Focusing on this unit, they identify a number of problems which are associated with the definition and exemplification of units of this type, and give examples of the awkward cases found in actual data. Finally they offer a definition of their unit, the Analysis of Speech Unit (AS-unit), providing adequate detail to address the problematic data analyses illustrated here.

01-315 Kramsch, Claire (U. of California, Berkeley, USA; *Email: ckramsch@socrates.berkeley.edu*). Second language acquisition, applied linguistics, and the teaching of foreign languages. *The Modern Language Journal* (Malden, MA, USA), **84**, 3 (2000), 311–26.

Given the current popularity of Second Language Acquisition (SLA) as a research base for the teaching and learning of foreign languages in educational settings, it is appropriate to examine the relationship of SLA to other relevant areas of inquiry, such as Foreign Language Education, Foreign Language Methodology, and Applied Linguistics. This article makes the argument that Applied Linguistics, as the interdisciplinary field which mediates between the theory and the practice of language acquisition and use, is the overarching field that includes SLA and SLA-related domains of research. Applied Linguistics brings to all levels of foreign language study not only the research done in SLA proper, but also the research in Stylistics, Language Socialisation, and Critical Applied Linguistics which illuminates the teaching of a foreign language as socio-cultural practice, as historical practice, and as social semiotic practice.

01-316 Mitchell, Rosamond (U. of Southampton, UK; *Email: R.F.Mitchell@soton.ac.uk*). Anniversary Article: Applied linguistics and evidence-based classroom practice: the case of foreign language grammar pedagogy. *Applied Linguistics* (Oxford, UK), **21**, 3 (2000), 281–303.

This paper reviews the developing commitment in UK educational policy-making to 'evidence-based practice', and its implications for applied linguistics research. Given the sceptical view which has predominated in UK applied linguistics towards 'technical' solutions to educational problems, this development poses a dilemma for applied linguists wishing to engage actively with policy for language education. The paper examines the particular history of grammar pedagogy in UK foreign language education, documenting its decline and recent revival. The international literature on form-focused instruction is then examined, to determine how far an evidence base exists to underpin any particular recommendations for grammar pedagogy. The paper concludes by posing some alternative forms for such an evidence base, and argues that the future development of pedagogically oriented applied linguistics is bound up with the choices made.

01-317 Nassaji, Hossein and Wells, Gordon (Ontario Inst. for Studies in Ed., U. of Toronto, Canada; *Emails: hnassaji@oise.utoronto.ca; gwells@oise.utoronto.ca*). What's the use of 'triadic dialogue'? An investigation of teacher-student interaction. *Applied Linguistics* (Oxford, UK), **21**, 3 (2000), 376–406.



The fact that the spoken texts of classroom interaction – particularly those involving the teacher with the whole class – are co-constructed relatively smoothly, despite the number of participants involved, suggests that they are organised in terms of standard strategies, embodied in typical forms of discourse that have evolved for responding to recurring types of rhetorical situation. That is to say that, like written texts, they can be thought of as being constructed according to one of a set of educational genre specifications. One such rhetorical structure is the ubiquitous ‘triadic dialogue’ (Lemke 1990), also known as the IRE or IRF sequence. It has attracted con-

siderable attention in recent years, and has variously been seen as, on the one hand, essential for the co-construction of cultural knowledge and, on the other, as antithetical to the educational goal of encouraging students’ intellectual-discursive initiative and creativity. Drawing on episodes of teacher-whole-class interaction collected during a collaborative action research project, this paper shows, however, that the same basic IRF structure can take a variety of forms and be recruited by teachers for a wide variety of functions, depending on the goal of the activity that the discourse serves to mediate and, in particular, on the use that is made of the follow-up move.