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01–318 Allford, Douglas (Inst. of Ed., U. of London, UK). Pictorial images, lexical phrases and culture. *Language Learning Journal* (Rugby, UK), **22** (2000), 45–51.

Foreign language teaching materials tend to use pictorial images in contrived ways in order to elicit target language (TL) knowledge, with the consequence that the image itself is often largely incidental. An excessive use of 'convergent' tasks may cause learners to scan illustrations merely for clues to linguistic puzzles. This article suggests that 'divergent' tasks, however, may encourage imaginative interpretations of illustrations and offer insights into TL society and culture. One way proposed here of organising 'divergent' tasks is to combine them with lexical phrases. It is suggested that the latter, if used judiciously, can provide an early and gradual introduction to competence in discourse, itself an aspect of culture.

01–319 Andrews, Chris (U. of Melbourne, Australia; *Email*: c.andrews@unimelb.edu.au). Project-oriented use of the World Wide Web for teaching and learning culture. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 4–5 (2000), 357–76.

This article reports on project-oriented use of the World Wide Web in an elective unit on French and francophone cultures at first-year university level. Data gathered over two years of teaching this unit are analysed qualitatively in order to determine how the learning of culture through project work, using the Web as the primary medium for research and presentation, differed from the learning that takes place in more traditional classroom settings. The article addresses three specific research questions relating to the authenticity of contact with the target culture, the questioning of stereotypes, and critical reflection on the Web as a medium. For the purposes of validation and illustration, findings from the two French classes are linked to a larger data set, based on the project-oriented work in other second language classes (Chinese, German, Indonesian, Japanese and Russian). The data set was compiled over the years 1998–99 at the University of Melbourne in the context of a large-scale project of pedagogical innovation. [*See abstract 01-338*]

01–320 Aplin, Richard (U. of Leicester, UK). Images of France: cultural awareness in French language teaching materials. *Francophonie* (Rugby, UK), **22** (2000), 6–10.

With the introduction of the 'Languages for All' policy in England and Wales, a cultural purpose in teaching and learning a foreign language was established within the aims of the National Curriculum. This paper reports on a small-scale survey of some currently available published teaching materials in French. The objective was to investigate the importance of cultural awareness in their production and their susceptibility to use within currently accepted principles of good practice. Four criteria were used to analyse the way the materials dealt with the culture of the target community: the inclusion of stereotypes, the veracity and recency of the cultural information conveyed, and the susceptibility for teachers and learners to use the material within the guidelines of current policy. Results showed that materials could be grouped by three criteria: those which encouraged little overt comparative or contrastive discussion with British culture, those which were more naturally recognisable and comparable to the British learner's situation, and those which were largely devoid of cultural references and which, through their format or linguistic content, retained a neutrality in cultural matters. The author recommends that teachers consider the importance of the cultural message in any decision concerning selection of materials.

01–321 Arendt, Manfred. Hörverstehen – ein Kurs im Kurs. [Listening comprehension – a course in a course.] *Fremdsprachenunterricht* (Berlin, Germany), **6** (2000), 412–21.

This article starts from the premise that listening comprehension should be a central component of foreign language (FL) teaching, yet it is suggested that it is often neglected or presented in such a way that it hampers rather than aids learning. The aim is seen as enabling students to use those strategies and techniques that they use in their mother language, that is, to achieve 'native proficiency'. How listening comprehension can effectively and successfully be implemented in the classroom is a focus of the article. The author makes suggestions and cites examples from teaching English as an FL, and describes in detail each of the phases of listening comprehension, from pre-listening tasks through various forms of listening tasks to post-listening tasks, together with various approaches to listening comprehension. The concept of listening comprehension being a course within a course is then outlined, suggesting how this activity, alongside other activities such as reading comprehension, can lead to more effective FL teaching.

00–322 Baldy-Stephanus, Michèle (U. of Aquitaine, France). Communication en langue étrangère et mise en place de stratégies réflexives: le cas de l'anglais en classe de 5ᵉ. [Communication in

a foreign language and the formation of introspective strategies. The case of English at age 12.] *Les Langues Modernes* (Paris, France), **2** (2000), 58–65.

Comprehension is a subconscious process and is therefore difficult for the teacher to analyse. This paper examines the teaching and subsequent learning of grammar in relation to communication in English as a foreign language. Three types of comprehension and production activity, based on the operators 'be', 'do' and 'have', the recognition of phonemes and a discursive conversation, are presented, videotaped and analysed with the aim of developing logical competence and metacognitive strategies by means of reflexive and interactive practical activities. It is suggested that metalinguistic verbal interaction enables the reinforcement of the individual to the level of the group and also the autonomous capacity of the pupil.

01–323 Benati, Alessandro (U. of Greenwich, UK). What grammar? A comprehension-based approach to grammar instruction in foreign language teaching. *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **2** (2000), 109–23.

This paper focuses on a particular approach to grammar instruction known as 'processing instruction', developed by Van Patten (1990). Processing instruction involves grammar explanation and comprehension practice directed at altering the way second language (L2) learners process input and make correct meaning–form connections. It is a type of grammar instruction that moves the learner from input to output, and is more learner-centred than traditional grammar instruction. The paper identifies some theoretical reasons to justify the use of this approach, examines research findings on its use in the acquisition of verbal morphology in Italian and Spanish, and considers practical aspects of its implementation in the classroom. The author concludes that further empirical research is needed, using different linguistic features of different L2s; and that both instructors and material writers should incorporate the processing instruction approach into their teaching and text books.

01–324 Bertin, J-C. (U. du Havre, France). Le système 'Learning Labs': une tentative pour allier recherche et développement. [The 'Learning Labs' system: an attempt to combine research and development.] *Les Langues Modernes* (Paris, France), **3** (2000), 46–53.

This article discusses the rationale behind the development of the 'Learning Labs' authoring program. 'Learning Labs' are based on the idea of the computer as a learning space, broken up into seven different resources that can be called on by the learner: a specialised dictionary, a general language dictionary, another dictionary, an encyclopedia or new reference work, a personal dictionary (created by the learner), a grammar reference database, (for English) an irregular verbs

database, and access to an Internet browser. Examples are given of how any number of combinations of these elements can be used to make a varied screen page, using text, video, sound, graphics, etc. The system presupposes a low level of technical competence on the part of the teacher and it aims to be user-friendly, thus allowing the teacher to concentrate on pedagogical issues.

01–325 Bishop, Graham (Centre for Modern Languages, The Open University, UK). Developing learner strategies in the use of dictionaries as a productive language learning tool. *Language Learning Journal* (Rugby, UK), **22** (2000), 58–62.

Research into the use made of dictionaries by learners of modern foreign languages indicates a need for dedicated training programmes in the use of dictionaries as a learning tool. Such programmes should be designed to encourage learners to make use of their dictionaries in a positive and productive way during the whole of the learning process, not just in the more traditional way as a verification tool or gap-filling reference book. Guidelines given here for using bilingual dictionaries as a study aid for language learning form the basis of a proposed training package for learners. The relationship between dictionaries as published and student levels is also discussed. It is felt that a decision to disallow the use of dictionaries in UK examinations in future could undermine the teaching of dictionary skills in the classroom, given that teaching in examination classes is so closely geared to what students need to do in examinations.

01–326 Boehringer, Michael (U. of Waterloo, USA) **and Preece, Stephen**. Culture for dummies: evaluating the impact of international business primers. *Journal of Language for International Business* (Glendale, AZ, USA), **11**, 2 (2000), 11–21.

International business primers have become a common substitute for intercultural training. At first glance, business primers appear as an efficient means to convey facts about a target culture. Investigating the efficacy of German cultural primers written in English, the research reported here suggests that primers may also alter the cultural predisposition of readers in such a way that their effectiveness in international business situations might be negatively affected.

01–327 Bolitho, Rod and Medgyes, Péter. Talking shop: from aid to partnership. *ELT Journal* (Oxford, UK), **54**, 4 (2000), 379–86.

Since the fall of communism, over ten years ago, there has been a huge increase in British support for English language teaching (ELT) in Central and Eastern Europe. This has brought opportunities for visits in both directions, for professional exchange and for joint initiatives. In this dialogue, the authors explore some of the issues that have arisen through this period of

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intense activity from their individual perspectives. Péter Medgyes, director of a Hungarian teacher training institute, the Centre for English Teacher Training (CETT) at Eötvös Loránd University, Budapest, has travelled widely within and beyond the region; and Rod Bolitho is a 'Brit' whose institution has been extensively involved in projects throughout Central and Eastern Europe since 1991. They chose the dialogue format for conference presentations at IATEFL Edinburgh (International Association for the Teaching of English as a Foreign Language), and at the British Council's Annual ELT Meeting in Constanta, Romania, in order to accentuate their different perspectives, and to encourage audience participation. They attempt to reproduce here some of the 'cut and thrust' of these live events, and to focus on four main issues – British and Local Priorities, Language, Teacher Education, and Mutual Learning, in the hope that a retrospective view might help with learning some lessons from the past, and with setting some useful priorities for the future.

01–328 Brenes García, Ana M. (Thunderbird, The American Grad. Sch.of Internat. Management, Glendale, USA). Contemporary Spain: lessons for the business Spanish student. *Foreign Language Annals* (New York, USA), **33**, 4 (2000), 421–27.

This article sets out to illustrate how short contemporary literary texts dealing with social, historical, cultural or political issues can be applied to the development of business language proficiency and cross-cultural awareness within an international business curriculum. Literature is seen as portraying a specific culture and as a rich source of information from which the learner extracts knowledge. This interdisciplinary approach to Business Spanish instruction is seen as offering the students the opportunity to master a language and a culture within an international business context.

01–329 Brett, Paul (U. of Wolverhampton, UK; *Email*: P.Brett@wlv.ac.uk). Developing cross-cultural competence in business through multimedia courseware. *ReCALL* (Cambridge, UK), **12**, 2 (2000), 196–208.

The globalisation of business and the internationalisation of companies witnessed over the past decade has increased the need for business people operating across cultures to become both culturally and linguistically aware. The evolution of multimedia computing means that learning material can be created which amalgamates video, subtitles, tasks, text and a variety of support tools. This environment lends itself to the provision of learning opportunities and materials which aim to develop cultural understanding. This paper describes an on-going development project entitled SELECT which is creating multimedia courseware to develop cross-cultural awareness of the British business context. The paper outlines the background to the creation of

the courseware and the needs it aims to meet. The theoretical underpinning of the development is outlined, covering the nature of cross-cultural competence, its development, and the fit between the capabilities of multimedia and such competence. The approach taken and methods used to research and construct a valid, empirically-based cross-cultural syllabus relevant for those doing business with Britain are described and exemplified. The process of creating the courseware, including the authentic video assets and configuration of the learning design, is discussed. The paper concludes with projections of future developments in technology assisted development of cross-cultural competence.

01–330 Byrnes, Heidi (Georgetown U., Washington, USA; *Email*: byrnesh@georgetown.edu). Shaping the discourse of a practice: the role of linguistics and psychology in language teaching and learning. *The Modern Language Journal* (Malden, MA, USA), **84**, 4 (2000), 472–94.

This article treats the *Modern Language Journal (MLJ)* as a site for observing how a particular community, foreign language teachers, over an 85-year period shaped its practices discursively, gradually developing a particular kind of professional identity. Instead of treating the current situation as the result of a straight-line sequence of rational choices, this article points to various dynamics external and internal to the field whose influence was by no means preordained nor even necessarily beneficial. Focusing on the relationship between language teaching and disciplinary inquiry in linguistics and psychology, it identifies (a) a period in which the *Journal* and its readership circumscribed their interest in teaching modern, as opposed to classical languages; (b) a period in which both linguistics and psychology offered important insights, with linguistics, ultimately, dominating practice; (c) the rise of psycholinguistic models which, alongside existing understandings, led to enormously varied beliefs and approaches; and (d) a time for renegotiating our professional identity in light of a multiplicity of voices, interests, and models of research and practice. It concludes that the advantages of professionalisation through disciplinary inquiry and the power it conveys to certain voices need to be balanced against the gains made possible with a kind of professional multilingualism.

01–331 Cantoni, Lorenzo (Catholic U. of the Sacred Heart, Brescia, Italy). Aspetti della glottodidattica umanistica: appunti per una sintesi. [Aspects of humanistic language teaching: review notes.] *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **2** (2000), 3–34.

The Cambridge Encyclopedia of Language [CEL] (Cambridge University Press 1987) lists 'Humanistic approaches' to language learning as including 'Suggestopedia', 'The silent way', 'Community language learning', 'Natural approach', 'Language from within',

'Delayed oral practice' and 'Total physical response'. However, there has been considerable lack of agreement on what constitutes humanistic approaches, and the first part of this paper reviews various attempts to reach a definition. Earl Stevick felt that Suggestopedia should not be included and proposed that the term 'realism' should replace 'humanism'. Giancarlo Porcelli accepted the methods listed in the CEL, except 'Language from within' and 'Delayed oral practice', but added 'Strategic Interaction'. The way in which humanistic approaches gradually came to be accepted into language teaching methodology is summarised, for example, the teacher's role has changed from lecturer to teacher to facilitator. Research on concepts such as Krashen's 'affective filter' and the role of anxiety in language learning has led to more attention being paid to humanistic language teaching. The author concludes by offering a summary of what constitutes language teaching from a humanistic point of view.

01–332   Cazade, A. (U. of Paris IX Dauphine, France; *Email*: cazade@dauphine.fr). Laboratoires de langues informatisés: quelques aspects à prendre en compte avant de choisir. [Computerised language laboratories: some issues to consider before choosing.] *Les Langues Modernes* (Paris, France), **3** (2000), 55–64.

This summary of essential points and general principles to consider before choosing a multi-media language laboratory (LL) confines itself to two uses of the LL: with a teacher present and as a guided tutorial (tuition at a distance, either in time or in space). Types of resources and functions required (such as discreet audio and visual control of students' work, voice and text messaging, simultaneous intercommunication, etc.) are reviewed, together with the layout of the study area in teacher-present mode. Many of these requirements also apply in the distance learning mode, and in the section on guided self-study some suggestions for network management are given. There is some discussion of the pros and cons of analogue and digital networks and the use of videos and CD-ROMs. There is also a brief look at costs. Before deciding what to buy, personal experience in using a computerised LL in a learning situation with a good teacher is strongly recommended.

01–333   Chan, Victoria (Hong Kong Poly. U.). Fostering learner autonomy in an ESL classroom. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **18**, 1 (2000), 75–86.

This article reports on an action research project on ways and means of promoting learner autonomy in a English as a Second Language (ESL) classroom. It focuses on the implementation of an autonomy-based English programme with a group of first-year university students at the author's institution. The context and objective of this autonomy-based programme are presented, classroom procedures and group learning tasks

are described, and suggestions are provided for teachers to adapt these procedures and tasks to suit the needs of their particular students.

01–334   Cockett, Stephen (Exeter U., UK). Role-play in the post-16 language class: a drama teacher's perspective. *Language Learning Journal* (Rugby, UK), **22** (2000), 17–22.

This article takes a drama teacher's eye view of role-play in the foreign language classroom. It argues that the potential of the activity to motivate spontaneous talk with meaning may be heightened by devising scenes in ways that draw on the students' intuitive sense of drama. It shows how a simple role-play from a language textbook may be adapted to create stimulating dramatic ironies and then how the dramatic 'narrative' may be extended to sustain the challenge to communicate in the target language. The final section looks at ways of following-up the role-play and at the linguistic gains that may result from its more dramatic scene structure.

01–335   Cothran, Bettina F. and Weber, Katja (Georgia Inst. of Technology, USA). Das Neue Europa/The New Europe: A cross-disciplinary, multi-media based course. *Journal of Language for International Business* (Glendale, AZ, USA), **11**, 2 (2000), 1–9.

The course described in this article presents one of a new breed, namely, one taught under the aegis of 'teaching across the curriculum'. At the authors' institution, an ongoing cooperation between the departments of International Affairs and Modern Languages has resulted in a number of jointly taught courses since 1997, with German leading the way. As the second course in this series, 'Das Neue Europa' provided what is seen as yet another exciting experience for students interested in international affairs to learn about the subject matter at hand in the medium of German. The article discusses in detail the planning and implementation of this course, including funding opportunities, and is suggested as appropriate reading for faculty of international affairs/political science and modern languages.

01–336   de Beaugrande, Robert (U. of Botswana, Gaborone; *Email*: beaugran@ib.bw). User-friendly communication skills in the teaching and learning of business English. *English for Specific Purposes* (Amsterdam, The Netherlands), **19**, 4 (2000), 331–49.

This article reports a pilot project in teaching and learning business English at the University of Botswana, where English is the language of instruction and, for most learners, a second language. The project was closely tailored to the prevailing social and academic context as described from the standpoint of discourse

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analysis; and was performed with authentic data samples taken directly from that context. The encouraging results, as illustrated here with student work, suggest that this approach could profitably be developed into a regular course.

01–337 de Florio-Hansen, Inez (Universität Gesamthochschule Kassel, Germany). Cahin-caha – les médias en classe de langues. Ein Plädoyer für eine reflektierte Nutzung alter und neuer Medien. [So-so – media in the language classroom. A plea for a reflected use of old and new media.] *Der fremdsprachliche Unterricht Französisch* (Berlin, Germany), **5** (2000), 4–14.

The use of media, both new and old, in the foreign language (FL) classroom is the central theme of this article. Up to now an all-inclusive media-didactic concept for the teaching and learning of FLs has been lacking. The author here aims to address some of the issues surrounding the use of various media in the language classroom. She discusses the input of media from a holistic teaching point of view as well as outlining the various media types: technical and non-technical, visual, audio, and combined audio-visual media, as well as textual (including pictures) media forms. Particular emphasis is given to the use of pictures in FL teaching, especially in the imparting of intercultural knowledge. The now neglected or maligned language laboratory gets a fresh look, as well as evaluating the use of new media, viz. the Internet, e-mail, etc. The article also includes some sample activities involving various media forms.

01–338 Debski, Robert (U. of Melbourne, Australia, *Email:* r.debski@hlc.unimelb.edu.au). Exploring the re-creation of a CALL innovation. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 4-5 (2000), 307–32.

Drawing on the work done in networked classrooms by Bruce, Peyton and Batson (1993), this article describes the re-creation of the Project-Oriented CALL (PrOCALL) innovation at the University of Melbourne, based on the principles of socio-collaborative language learning with computers. It discusses the initial guidelines adopted by the project team and how they have been implemented in seven language programs. The background factors that have affected the innovation are identified. The article also describes the impact the project has had on the institution, and the place it has taken in the curricula. Such considerations can help determine whether project-oriented second language learning with technology has the potential to become the basis for a large-scale curriculum renovation in a tertiary setting.

01–339 Donato, Richard (U. of Pittsburgh, USA), **Tucker, G. Richard, Wudthayagorn, Jirada and Igarashi, Kanae**. Converging evidence: attitudes, achievements, and instruction in the later years of FLES. *Foreign Language Annals* (New York, USA), **33**, 4 (2000), 377–93.

The purpose of this study was to document and evaluate the sixth year of a typical 75-minute per week FLES (Foreign Languages in Elementary School) programme in Japanese as a Foreign Language (JFL); and also to contribute generally to the much-needed research base on FLES, in particular concerning student achievement and attitudes in the later elementary years. The article presents results from several data sources: attitude surveys of children, teachers, and administrators; data on parental support for their children's learning of Japanese; proficiency ratings on an end-of-year prochievement interview; a comparison of the ratings of the cohort of students over a six-year period; and student self-assessment of their performance in Japanese. Systematic observation of classes over a seven-month period is also drawn on to show how classroom instruction influences the children's later independent performance on measures of proficiency. It is argued that this study of converging sources of evidence provides a sound model of FLES programme assessment and leads to a number of implications and recommendations concerning FLES classes.

01–340 Edwards, Viv (U. of Reading, UK; *Email:* v.k.edwards@reading.ac.uk)**, Monaghan, Frank and Knight, John**. Books, pictures and conversations: using bilingual multimedia storybooks to develop language awareness. *Language Awareness* (Clevedon, UK), **9**, 3 (2000), 135–46.

The advent of multimedia technology provides many new opportunities for accelerating learning in a range of situations, including language teaching. This paper describes the work of Fabula, a multinational, multidisciplinary project funded by the European Commission. It focuses, in particular, on the evaluation of a bilingual multimedia storybook with primary school children (aged 6-10) in both Welsh- and English-medium settings in South Wales. It explores interesting insights on language preferences, learning strategies, and hypotheses about the way that language works through the spontaneous comments offered by pairs of children using the software. It locates the use of multimedia technology in research on language awareness, and argues for the positive effects and potential of such resources.

01–341 Eggensperger, Karl-Heinz (Universität Potsdam, Germany). Fachvorlesung in der Fremdsprache und fachbezogener Fremdsprachenunterricht für eine Ausbildung im Studienfach UND in der Fremdsprache. [Content lectures in a foreign language and subject-related foreign language teaching for an education in the

subject *and* in the foreign language.]
Fremdsprachen und Hochschule (Bochum, Germany), **59** (2000), 97–107.

This article highlights an ongoing discussion between non-language and language disciplines over the viability of lectures in a foreign language (FL) in a university setting. What the author proposes, which is already carried out to a certain extent in Germany, is the combination of the two, whereby content lectures in a specific discipline are given in an FL with the aim of providing instruction both in that discipline and in the FL itself. Due to varying levels of competence in the FL, the lecture format may not be ideal even for conveying merely the content-related material of the discipline. A combination of both monological and dialogical forms of instruction is therefore suggested, i.e., presentation both in lecture format and in other formats such as seminars, workgroups, etc. A comparison of the conceptual features of content lectures in an FL and subject-related FL teaching shows their complementary character.

01–342 Elder, Catherine (U. of Auckland, New Zealand; *Email:* ca.elder@auckland.ac.nz). Outing the native speaker: the problem of diverse learner backgrounds in 'foreign' language classrooms – an Australian case study. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 1 (2000), 86–108.

The Australian experience with Italian, Greek and Chinese raises a serious question about the usefulness of the distinction between 'native' and 'non-native' competence. The question is particularly acute when it is necessary, in the interests of equity and effective pedagogy, to assign learners from heterogeneous linguistic backgrounds to different language programmes, whether they be for first, second or foreign languages. This paper discusses some of the conceptual problems underlying distinctions between the terms 'native' and 'non-native' speaker, between 'foreign' and 'second' language learners, and the related difficulty of eliciting valid and reliable data about language background. The problems are illustrated with reference to a scheme developed in Australia involving the classification of learners into categories of 'advantaged' and 'disadvantaged' for the purpose of determining who is deserving of special consideration in the university selection process.

01–343 Evans, Charlotte J. and Seifert, Kelvin L. (U. of Manitoba, Canada; *Email:* evans@ms.umanitoba.ca). Fostering the development of ESL/ASL bilinguals. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **18**, 1 (2000), 1–16.

This article provides a bilingual perspective about literacy development in deaf students and uses this to recommend effective teaching strategies for this group of students with special needs. In the case of deaf students, however, the bilingualism is not between two oral languages, but between American Sign Language (ASL) and written English. The analogy of Deaf education to bilingual education is imperfect, as the article shows, but nonetheless helpful in suggesting educational strategies. One difference from classic bilingual education is the difference in mode of the two languages, with ASL using a haptic mode (signing) and written English using a visual mode. Another difference is the nontraditional nature of Deaf communities. Although ASL communities certainly have histories and traditions, Deaf individuals rarely learn these from family ties or immersion in a kinship-based culture that 'speaks' ASL. Despite these differences in language mode and cultural transmission, teaching deaf students benefits from many strategies usually associated with the teaching of second languages, including fostering motivation, developing self-concepts, understanding language development, knowing elements of a student's first language, allowing judicious translation, focusing on comprehension rather than syntax, and incorporating cultural values and native speakers-signers as role models.

01–344 Finkbeiner, Claudi and Koplin, Christine (Universität Gesamthochschule Kassel, Germany). Handlungsorientiert Fremdverstehen lernen und lehren. [Teaching and learning activity-oriented understanding of other cultures.] *Fremdsprachenunterricht* (Berlin, Germany), **4** (2000), 254–61.

This article centres around the activity-oriented approach to teaching in order to show theoretical bases and teaching concepts for foreign language (FL) teaching, which has the aim of teaching and learning how to understand foreign cultures within an intercultural framework. Intercultural learning is here understood to be a process resulting initially in the sensitising of students to cultural differences in their own cultures and those of others, as well as to received images of cultures. Using concrete examples for English-language teaching, it can be shown how the further phases of the learning process in their cognitive and affective respects are initiated and supported by activities. The theory and motivation for activity-oriented teaching are discussed, alongside some of its main principles. Further sections discuss FL teaching and intercultural competence, intercultural learning processes and cognitive development, and intercultural learning and FL teaching. A series of 10 intercultural exercises are outlined and suggested for use.

01–345 Fisher, Linda and Evans, Michael (U. of Cambridge, UK). The school exchange visit: effects on attitudes and proficiency in language learning. *Language Learning Journal* (Rugby, UK), **22** (2000), 11–16.

This article reports the findings of a small-scale study involving Year 9 pupils (13/14-year-olds) at three Cambridgeshire schools in the UK participating in

French exchange visits. The findings are based on language tests and attitudinal questionnaires completed before and after the visit abroad and on post-visit interviews. The data suggest that pupils gained a degree of language proficiency and language awareness from their stay, as well as returning with a more favourable attitude towards France and French-speaking people.

01–346 Furstenberg, Gilberte, Levet, Sabine (Massachusetts Inst. of Technology; Email: gfursten@MIT.EDU), English, Kathryn and Maillet, Katherine. Giving a virtual voice to the silent language of culture: the *Cultura* project. *Language Learning and Technology* (http://llt.msu.edu/), **5**, 1 (2001), 55–102.

This paper presents a Web-based, cross-cultural, curricular initiative entitled *Cultura*, designed to develop foreign language students' understanding of foreign cultural attitudes, concepts, beliefs, and ways of interacting and looking at the world. The focus is on the pedagogy of electronic media, with particular emphasis on the ways in which the Web can be used to reveal those invisible aspects of a foreign culture, thereby giving a voice to the elusive 'silent language' and empowering students to construct their own approach to cross-cultural literacy. The paper examines these new areas of cultural knowledge which the Web now renders accessible, and attempts to redefine the meaning of foreign language 'teaching' in the new world of networked communication.

01–347 Giaschi, Peter (Bergamo, Italy). Gender positioning in education: a critical image analysis of ESL texts. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **18**, 1 (2000), 32–46.

This article is adapted from a project report prepared for the author's MA in Education, the objective being to report the use of an adapted analytical technique for examining the images contained in contemporary English as a Second Language (ESL) textbooks. The point of departure for the study was the identification of the trend in mass-market ESL materials from textual to visual communication, a trend discussed in the text. Together with this semantic shift, a political-economic agenda has been identified in the existence of organisations such as the British Council; the objective of the analysis was to discover whether the increasingly predominant images used in ESL texts convey a particular vision of and/or positioning of gender reality as part of a wider-reaching agenda. The article provides background to the evolution of critical image analysis, followed by a rationale for the project based on the current realities of the global ESL market. There follows an outline of the data selected for analysis and the results of the image interrogation. The article concludes with a brief discussion of the ramifications of the study and the potential for further research work.

01–348 Grenfell, Michael (U. of Southampton, UK). Modern languages – beyond Nuffield and into the 21st century. *Language Learning Journal* (Rugby, UK), **22** (2000), 23–29.

This article discusses issues of policy and practice in modern foreign language (MFL) teaching in the UK in the light of recent past experience, the Office of Standards in Education (OfSTED) inspection findings and the concerns raised by the Nuffield Language Inquiry (which reported in 2000, having been set up in 1998 to review the UK's capability in languages). Comments about the present state of MFL teaching and learning are made under three principal headings: 'methodological doubts'; 'curriculum confusion'; and 'loss of purpose'. Each of these is considered and suggestions made for positive ways forward.

01–349 Grigoriadi-Svensson, M. (U. Stendhal-Grenoble 3, France). La mise en place d'un Centre de Ressources: considérations logistiques et pédagogiques. [Setting up a resource centre: logistical and pedagogical considerations.] *Les Langues Modernes* (Paris, France), **3** (2000), 31–37.

This article describes the setting up of a multimedia resource centre based in a company language teaching programme. It aims to demonstrate certain principles underlying maximum benefits in terms of both human and material resources, rather than to analyse the rationale for setting up such a centre. The roles of various partners in the project – the head of the set-up, the administrator, the scientific adviser, the language coordinators, the classroom based trainers and the resource centre based tutors – and how they need to interact for maximum efficiency are discussed. Ways of organising the resource centre so as to maximise its use, and the choice of IT programs, the layout of the centre, technical support and the development of a range of teaching materials are also considered.

01–350 Harbig, Anna Maria (Bialystok University, Poland). Fachsprachliche Lexik im Kontext der Wirklichkeit des Lerners. [Subject-related lexis in the context of the reality of the learner.] *Fremdsprachen und Hochschule* (Bochum, Germany), **59** (2000), 56–74.

The author focuses on lexical topics relevant within the teaching of German as a foreign language both for subject-related instruction as well as general language instruction, specifically, lexis used to describe the 'reality of the learner', i.e., such everyday situations as family, hobbies, friends, but also work or student life, as well as culture-specific items and traditions. The remarks are drawn from the author's experience of teaching German, including German for specific purposes (here economics) to Polish university students and evening classes with both adults and young people. The discussion is illustrated with numerous examples from the

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above areas, particularly terminology used to describe the school and university system in Poland. The author suggests that some difficulties are attributable to mono-lingual textbooks and the virtual abandonment of translation in foreign language teaching

01–351 Hellwig, Karlheinz (Burgdorf, Germany). Bildkunst – auch interkulturell? [Visual art – intercultural too?] *Fremdsprachenunterricht* (Berlin, Germany), **5** (2000), 329–36.

As early as the 1920s visual art was used in foreign language teaching to gain insight into other cultures. However this particular study concerns itself specifically with intercultural experiences and processes. By 'intercultural' the author means an amalgam of culture, exchange and synthesis of cultural differences in the reception of cultural manifestations. In this pilot study 18 advanced German university students of English took part in an examination of four 'realistic' 20th century paintings from US and British culture. The participants performed certain tasks (oral description and/or written text production) centred around their understanding of the picture and the interaction (intercultural processes) between them and the work of art. A brief description of each of the works of art is given (of which the students could choose one) and then the results are analysed, firstly according to the choice of picture and the motivations cited for this. Secondly, an individual student's work is examined in the light of intercultural processes; and, finally, the results are analysed picture by picture with the focus on student-picture interaction.

01–352 Horwitz, Elaine K. (The U. of Texas at Austin, USA; *Email*: horwitz@mail.utexas.edu). Teachers and students, students and teachers: an ever-evolving partnership. *The Modern Language Journal* (Malden, MA, USA), **84**, 4 (2000), 523–35.

This article provides a historical overview of *Modern Language Journal (MLJ)* articles which describe the teacher-learner relationship. From the earliest issues of the *MLJ*, authors have noted the importance of recognising and responding to individual learner differences. This review focuses on how language learners have been portrayed in the *MLJ* and the implications of these portrayals for language teaching. It thus addresses the characteristics that language learners have been seen to possess and how language teachers have been urged to respond to these characteristics. Specific topics include foreign language aptitude, motivation and other emotional responses to language learning, reasons for student attrition, and advice for modifying instruction for different learner-types. This review also considers a number of articles written by language learners and addressed to their language teachers. Several recommendations are offered, including reinstitution of learner-authored articles in the *MLJ* and closer attention to the learner's voice in reports of classroom-based research.

01–353 Ife, Anne (Anglia Polytechnic U., UK). Language learning and residence abroad: how self-directed are students? *Language Learning Journal* (Rugby, UK), **22** (2000), 30–37.

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, 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.

01–354 Ihde, Thomas (The City U. of New York, USA; *Email*: tihde@lehman.cuny.edu). Curriculum development and textbook design for North American learners of Irish. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 1 (2000), 1–12.

During the past decade, the number of institutions of higher education in North America that offer courses in modern Irish has multiplied. However, there is still no standard college level textbook available for Irish language students. This article provides a brief review of the literature and shares results of a survey of Irish language instructors at third level institutions in North America. The author first identifies Irish language textbook use, assesses student needs and goals, and refers to research articles involving syllabus design, all within the context of learning Irish in North America. The second part shares findings of the author's current investigations. Three research questions were posed: (1) Do instructors of Irish prefer a course textbook to be in standard Irish or one of the regional dialects? (2) On what language learning approach should such a course textbook be based? (3) How should culture be depicted in such a textbook? Twenty-seven instructors of Irish who have taught at institutions of higher education participated in the survey. The analysis of their questionnaires provided rich data which will serve to inform future textbook designers.

01–355 Jiang, Wenying (U. of Luton, UK; *Email*: wjiang50@hotmail.com). The relationship between culture and language. *ELT Journal* (Oxford, UK), **54**, 4 (2000), 328–34.

This paper discusses the inseparability of culture and language, presents three new metaphors relating to culture and language, and explores cultural content in specific language items through a survey of word associations. The survey was designed for native Chinese speakers in Chinese, as well as for native English speakers in English. The words and expressions

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associated by native Chinese speakers convey Chinese culture, and those associated by native English speakers convey English culture. The intimate relationship between language and culture is strikingly illustrated by the survey, which confirms the view that language and culture cannot exist without each other.

01-356 Jones, Barry and Hendy, Lesley (Homerton Coll., Cambridge, UK). The voice of the modern language teacher: a research project. *Language Learning Journal* (Rugby, UK), **22** (2000), 52–57.

Trainee-teachers of French at the authors' institution displayed signs of above-average voice problems, prompting the Head of Modern Languages and the college voice specialist to investigate the phenomenon. Trainees were videoed and submitted to voice-profile analysis, using both English and French in studio and classroom conditions. Findings confirmed the hunch that there is a tendency for English teachers of French to use a higher vocal pitch when speaking the second language. Another observation was that teachers tend not to adapt fully to the vocal characteristics of the spoken French language, such as lip-rounding. It is concluded that more research needs to be done on voice strain experienced by teachers of foreign languages, not just French. Individual teachers should be aware of their own vocal health and of the detrimental effect which a strained and over-pitched voice can have on themselves and on their students.

01-357 Kang, Yun-Sun (Eloquent Technology, New York, USA; *Email:* yunsun@eloq.com) **and Maciejewski, Anthony A.** (Purdue U., USA; *Email:* maciejew@ecn.purdue.edu). A student model of technical Japanese reading proficiency for an intelligent tutoring system. *CALICO Journal* (San Marcos, TX, USA), **18**, 1 (2000), 9–40.

This article presents the development of a student model which is used in a Japanese language intelligent tutoring system to assess pupils' proficiency at reading technical Japanese. A computer-assisted knowledge acquisition system is designed to generate a domain knowledge base for a Japanese language intelligent tutoring system. The domain knowledge represents a model of the expertise that a native English speaker must acquire in order to be proficient at reading technical Japanese. The algorithms described here are able to generate a set of grammatical transformation rules that clarify changes of syntactic structures between a Japanese text and its corresponding English translation, use them to assess a student's proficiency, and then appropriately individualise the student's instructions.

01-358 Kieweg, Werner (Universität München, Germany). Zur Mündlichkeit im Englischunterricht. [Oral competence in English teaching.] *Der*

fremdsprachliche Unterricht Englisch (Berlin, Germany), **5** (2000), 4–10.

The author makes a plea for a stronger emphasis to be placed on oral competence in foreign language (FL) teaching (here FL English to German students). Following a discussion of the role of oral competence in the everyday world he applies this to FL teaching and looks at the varying weighting given to oral and written production in the classroom. Running through the processes of speech production, he identifies three levels: an action continuum – linguistic utterances are embedded in non-verbal actions; the level of actual speech production; and the production of non-linguistic behavioural components (mimic, eye contact, etc.). Many of the differences between speaking and writing are highlighted in tabular form, and it is clear that the effort involved in oral production is greater than that involved in written production. Orality in the FL classroom is then examined and various features highlighted. Finally the author poses some questions which need to be addressed by linguistic research as well as desiderata for FL pedagogy.

01-359 Klippel, Friederike (Ludwig-Maximilanus-Universität München, Germany). Überlegungen zum ganzheitlichen Fremdsprachenunterricht. [Some considerations of holistic foreign language teaching.] *Fremdsprachenunterricht* (Berlin, Germany), **4** (2000), 242–48.

The focus of this article is holistic foreign language (FL) teaching. The author examines the concept of holistic learning, and then by extension holistic language teaching, before moving on to look at both difficulties and opportunities in implementing holistic learning in the FL classroom. He focuses here on the student, the teacher, teaching materials and the institutional framework (namely the school) in which such teaching is to take place. He sees a variety of reasons why holistic teaching in the FL classroom does not take place: these vary from inadequacy of materials, FL teachers who have not been adequately trained in preparing holistic-learning situations, considerations of time and location imposed by the teaching institution, differing learner types, and differing methodologies in teaching an FL. The author concludes with a plea that holistic teaching should at least be used in phases to complement more traditional FL teaching.

01-360 Kramsch, Claire (U. of California at Berkeley, CA; *Email:* ckramsch@socrates.berkeley.edu) **and Kramsch, Olivier**. The avatars of literature in language study. *The Modern Language Journal* (Malden, MA, USA), **84**, 4 (2000), 553–73.

This article documents the changing role that literature has played in foreign language teaching as seen through the articles published in the *Modern Language Journal*

(*MLJ*) between 1916 and 1999. Literature has been used for the aesthetic education of the few (1910s), for the literacy of the many (1920s), for moral and vocational uplift (1930s-1940s), for ideational content (1950s), for humanistic inspiration (1960s-1970s), and for providing an 'authentic' experience of the target culture (1980s-1990s). At the present time, although the study and the teaching of literature are virtually absent from the *MLJ*, 'literariness' in language acquisition research is far from dead. By illuminating the pervasive presence of the literary in the teaching of foreign languages over the century, this retrospective may provide support for the current interest in voice, style, and culture in applied linguistics and help this strand of research find its way in the pages of the *MLJ*.

01-361   Kumamoto-Healey, Junko (U. of Melbourne, Australia; *Email*: j.kumamoto@asian.unimelb.edu.au). Website creation: a Japanese learning project. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 4-5 (2000), 449–55.

This article describes a website creation course offered to advanced level Japanese students at the University of Melbourne. There were 12 students (consisting of Japanese-, Chinese-, Korean- and Maltese-background students, as well as native-born Australians) enrolled on the course, which was split into two segments: one with traditional reading sessions (two hours a week) and the other (two hours a week) with the Web projects. It was emphasised to students that they would control their own learning process, and that, working in groups, they would create Web pages on their own chosen topics. The students were very enthusiastic about the prospect of the new course, which this article details.

01-362   Laplante, Bernard (Université de Regina, Canada). Apprendre en sciences, c'est apprendre a « parler sciences »: des élèves de l'immersion nous parlent des réactions chimiques. [Learning in science is learning to 'talk science': immersion pupils talking about chemical reactions.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 2 (2000), 245–71.

This article reports on a study of Grade 6 students in two French immersion classrooms who learned how to talk about chemical reactions. The lessons were part of a science unit in which various 'academic language functions' were taught explicitly through a three-stage, task-based instructional approach. More specifically, students were taught how to observe chemical reactions, write experimental procedures, and formulate conclusions while they were experimenting with different chemical reactions. The results show that these students were able to improve how they 'talk science' by appropriating certain elements characteristic of scientific discourse. It is suggested that, by

adopting such a teaching approach, it is possible to switch from a reactive mode of teaching in which the language dimension is essentially implicit to a proactive mode in which language functions are taught explicitly. These results are seen as having numerous implications for science teaching in French immersion classrooms as well as for content-area teaching in a second language.

01-363   Leupold, Eynar (Martin-Luther-Universität Halle-Wittenberg, Germany). Didaktische Aspekte des Hörverstehens. [Didactic aspects of listening comprehension.] *Der fremdsprachliche Unterricht Französisch* (Seelze, Germany), **6** (2000), 4–10.

This article seeks to rekindle interest in listening comprehension (which was topical in the literature of the late 70s and early 80s) as it applies to foreign language teaching, with a particular focus on teaching French as a foreign language. The relevance of listening comprehension is examined from the perspective of cognitive psychology (the processes and strategies used). The didactic-methodological aspects of listening comprehension are then discussed: integrating it into ongoing teaching, selecting materials, listening and imparting of strategies, the sequence of texts used, pedagogical principles, and the testing of listening comprehension. Throughout the article there are a number of examples of texts which can successfully be used as the basis for listening comprehension, together with suggestions for learners on how to approach listening comprehension.

01-364   Lewis, Alison and Atzert, Stephan (U. of Melbourne, Australia; *Email*: a.lewis@language.unimelb.edu.au). Dealing with computer-related anxiety in the project-oriented CALL classroom. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 4-5 (2000), 377–95.

While research in CALL has stressed the motivating power of technology, little attention has been paid to the demotivating potential of new technologies in the classroom. CALL classes which make extensive use of new technologies (e-mail, the Internet, HTML editors, news groups, scanners and image converters) can also give rise to anxiety and frustration among learners, which can serve as an affective factor that inhibits language acquisition in some learners. This was found to be the case in CALL classes that involved students in collaborative research projects in which they published their projects as websites on the Internet. This paper undertakes a qualitative analysis of a class of German students who participated in project-oriented CALL trials (PrOCALL) in an Australian university environment over three years. It recommends a 'meta-level' approach to reducing computer-related anxiety and frustration whereby the technological implements of the classroom become the focus of analysis and critical

reflection, in group activities as well as in individual assignments. By historicising technological innovations, a critical appreciation of the new communications media can be fostered as the students explore their benefits. Students' misgivings are placed in perspective and their anxiety around unfamiliar technologies channelled back into the project in productive ways.

01–365   Li, Mingsheng (La Trobe U., Bundoora, Australia). Discourse and culture of learning communication challenges. *ITL Review of Applied Linguistics* (Leuven, Belgium), **129-130** (2000), 275–303.

This paper reports on the findings from a case study conducted in 1997 in the People's Republic of China where pedagogical communication conflicts between English native speaking teachers and Chinese university English language majors became acute. The paper focuses on the problematic area – the discourse of participation that was highly valued, promulgated and practised by native speakers teaching English in China. It points out some of the discrepancies between this discourse and the Chinese culture of learning. In transplanting Western educational models to Chinese classrooms, participants did not sufficiently acknowledge the cultural distance between these models and the Chinese local socio-cultural and educational realities. The discourse of participation was strongly resisted by Chinese students, and teaching by native speakers often failed to achieve the desired results. In spite of the 'good' intentions on the part of both native teachers and Chinese students, there existed a vast gulf in their perceptions of what constituted 'good' teaching and learning, of what appropriate roles they were fitted in, and what they expected of each other. The paper argues that the gulf, the hidden source of the pedagogical communication problems, can be bridged through creating a cultural synergy in which common interests are to be found and shared, sources of problems identified, cultural differences understood and respected, and learning maximally enhanced.

01–366   Li So-mui, Florence and Mead, Kate (The Hong Kong Polytechnic U.; *Email*: eckmean@polyu.edu.hk). An analysis of English in the workplace: the communication needs of textile and clothing merchandisers. *English for Specific Purposes* (Amsterdam, The Netherlands), **19**, 4 (2000), 351–68.

This paper reports on an investigation into the workplace English needs of textile and clothing merchandisers who communicate in the international marketplace. Through questionnaire surveys, telephone interviews, analysis of authentic correspondence and visits to the workplace, a detailed understanding has been obtained of the communication demands placed on merchandisers working in this business environment. This in-depth knowledge has enabled the authors to develop teaching

and learning materials which match the specific workplace needs. The types of communication which differ markedly from those included in traditional business English courses are identified and discussed.

01–367   Lightbown, Patsy M. (Concordia U., Montreal, Canada). Anniversary Article: Classroom SLA research and second language teaching. *Applied Linguistics* (Oxford, UK), **21**, 4 (2000), 431–62.

In a previous (1985) paper, the present author summarised second language acquisition (SLA) research by stating ten generalisations consistent with the research to that date, and concluded that SLA research could not serve as the basis for telling teachers what to teach or how. One reason for that was the limited scope of SLA research at that time; another was that most of the research had not been designed to answer pedagogical questions. However, the author suggested that SLA research was one important source of information which would help teachers set appropriate expectations for themselves and their students. The present paper, following a review of language teaching practices of the past fifty years, reassesses the ten generalisations in the light of the considerable amount of classroom-based SLA research carried out since 1985, especially that which has addressed pedagogical concerns in primary and secondary school foreign and second language classes. For the most part, this research tends to add further support to the generalisations, which gives them greater pedagogical relevance. It is nevertheless argued that teachers need to continue to draw on many other kinds of knowledge and experience in determining the teaching practices which are appropriate for their classrooms.

01–368   Linnell, Julian D. (Tunghai U., Taiwan ROC; *Email*: jdlinnell@home.com). Chinese as a second/foreign language teaching and research: changing classroom contexts and teacher choices. *Language Teaching Research* (London, UK), **5**, 1 (2001), 54–81.

This article discusses recent changes in Chinese as a second/foreign language (CSL/FL) teaching and research with particular attention to the following: the diversification of contexts for CSL/FL learning in terms of the linguistic, cultural, educational, professional, and social needs of learners; the advances in language learning research over the past 25 years that can provide a principled rather than an *ad hoc* basis for informing choices teachers make in their classrooms – specific areas include interlanguage, developmental sequences, pedagogical grammar, conversation, and culture. Implications of these changes are considered in relation to the beliefs of CSL/FL teachers. The article is intended as a synthesis and evaluation of language teaching research which can contribute to the neglected field of CSL/FL. It begins with a brief overview of the current

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status of CSL/FL both inside and outside Greater China.

01–369 Littlewood, William (Hong Kong Baptist U.; *Email*: blittle@hkbu.edu.hk). Students' attitudes to classroom English learning: a cross-cultural study. *Language Teaching Research* (London, UK), **5**,1 (2001), 3–28.

In recent years researchers have developed a range of perspectives for conceptualising the influences of culture on thinking and behaving. Three perspectives which are of special potential relevance to language teaching are the following: the distinction between collectivism and individualism; different perceptions of power and authority; and different types of achievement motivation. These dimensions were taken as the basis for a survey of students' attitudes towards classroom English learning in eight East Asian countries and three European countries. It was found that most students in all countries question the traditional authority-based, transmission mode of learning. They wish to participate actively in exploring knowledge and have positive attitudes towards working purposefully, in groups, towards common goals. Whilst there were statistically significant differences between the mean responses of Asian and European students on several items, the numerical differences were not great and the overall patterns of responses were strikingly similar. Furthermore, within Asia and within Europe, there were significant differences between individual countries, and in every country there was a wide range of individual differences. Whilst these 'deep-structure' cross-cultural similarities may hide important 'surface-structure' differences in how students like to learn, they also serve to make us question some commonly held assumptions about the attitudes of Asian and Western students.

01–370 Liu, Jun (U. of Arizona, USA; *Email*: junliu@uarizona.edu). The power of *Readers Theater*: from reading to writing. *ELT Journal* (Oxford, UK), **54**, 4 (2000), 354–61.

Readers Theater (RT), a dramatic approach to literature, is a creative oral reading of any type of literature that contains 'theatre,' be it a play or otherwise. Although using RT in various educational settings is not a new idea, few studies have been conducted to address both its theoretical and pedagogical issues in language classrooms. In the action research study reported here, the teacher-researcher consistently explored three phases of RT activities with 14 English as a Second Language (ESL) students in an intermediate writing class in a US university. In Phase 1, students read aloud their chosen sentences from the source text to generate discussion of the text's main idea. Phase 2 used student-chosen salient passages to extrapolate individual responses and meanings from the source text. In Phase 3, students created their own conclusions to the text. Data collected

via students' reflective journals were analysed, interpreted and compared with ESL teachers' reactions to RT through a simulated RT workshop. Positive effects of using RT were found. Theoretical concerns and issues of cultural appropriacy, and the pedagogical implications of RT are discussed. Recommendations for future research on RT in language classrooms are also given.

01–371 Long, Sheri Spaine (U. of Alabama at Birmingham, USA). 'Visions' of K-12 foreign language teacher recruitment in higher education. *Foreign Language Annals* (New York, USA), **33**, 4 (2000), 433–37.

This article addresses the role of college and university professors in foreign language (FL) teacher recruitment (Kindergarten-Year 12) and lobbies for increased involvement in recruitment efforts. The discussion includes explanations of why many FL professors who are not affiliated with Schools or Colleges of Education frequently do not recommend FL teaching careers to their students. Also delineated are the benefits of more participation in recruitment efforts by FL professors from traditional, humanities-based departments of FLs and literatures. The article concludes with 22 reasons to be an FL teacher – a resource for presenting the positive aspects of the FL profession to potential FL teacher candidates.

01–372 Lynch, Brian K. (U. of Melbourne, Australia;*Email*: b.lynch@linguistics.unimelba. edu.au). Evaluating a project-oriented CALL innovation. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 4-5 (2000), 417–40.

This article describes the approach to programme evaluation used in the Project-Oriented Computer Assisted Language Learning (PrOCALL) innovation. The design of the evaluation drew upon previous evaluative work carried out in network-based classrooms (Bruce et al., 1993) and the *context-adaptive model* for language programme evaluation (Lynch, 1996). Rather than a fixed, *a priori* approach, the evaluation evolved to meet the changing understandings and expectations of the evaluation's primary audience – in this case, the project director and participating teachers. A detailed presentation of the data gathering and analysis procedures is given, along with preliminary interpretations. The issue of validity and lessons learned in this evaluation are discussed, and recommendations for future evaluations of innovations similar to PrOCALL are offered.

01–373 Martin, Cynthia (U. of Reading, UK). Modern foreign languages at primary school: a three-pronged approach? *Language Learning Journal* (Rugby, UK), **22** (2000), 5–10.

This article considers different approaches to instruction in school-based primary modern foreign languages

(FLs) schemes. The author comments on: the purposes of early FLs learning; the FLs content; the development of children's knowledge about language; the promotion of intercultural awareness; and staffing. She suggests a curriculum with three strands for England, in which the language element is nearer the sensitisation end of the spectrum but with an enhanced 'knowledge about language' component and a strengthened intercultural dimension. She also proposes a tripartite staffing model, with primary class teachers supported by language specialists, foreign language assistants and other native speakers working together in partnership.

01–374   Millard, Derrick J. (Fujairah Women's Coll., Higher Colls. of Technology, United Arab Emirates; *Email*: derrick.millard@hct.ac.ae). Form-focused instruction in communicative language teaching: implications for grammar textbooks. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **18**, 1 (2000), 47–57.

This article examines a number of adult English as a Second Language (ESL) grammar textbooks via an author-designed checklist to analyse how well they incorporate the findings from research in communicative language teaching and in form-focused instruction. It concludes that, although a few textbooks incorporate some of the research findings in both these areas, they are not necessarily those chosen by the teaching institutions.

01–375   Murray, Denise E. (Macquarie U., Sydney, Australia). Protean communication: the language of computer-mediated communication. *TESOL Quarterly* (Alexandria, VA, USA), **34**, 3 (2000), 397–421.

Computer-mediated communication (CMC), which began in proprietary companies two decades ago, has developed into a worldwide medium of communication that learners of English as a second language encounter inside and outside the classroom. The present author argues that, because learners' participation in CMC is likely to increase in the coming years, it is important for TESOL professionals to understand the norms of language use developed by CMC-based speech communities. She looks at the research investigating the speech communities associated with the medium, which has found that CMC exhibits features of simplified registers associated with both oral and written language. It also exhibits its own norms for organising conversation and accommodating threads of discourse. CMC, however, cannot be studied as a neutral linguistic phenomenon; instead, researchers and educators need to examine how CMC influences the dominance of English, access to knowledge and power, and equity in discourse. Distance learning, an application of CMC that has begun and will continue to serve a role in English language teaching and in ESOL teacher education, is an area in which these issues are relevant. The author argues that CMC should be viewed not in terms of its functionality but in terms of the ways in which users shape a new medium of communication to fit the needs of their speech community.

01–376   Nero, Shondel J. (St. John's U., Jamaica, New York, USA). The changing faces of English: a Caribbean perspective. *TESOL Quarterly* (Alexandria, VA, USA), **34**, 3 (2000), 483–510.

This article discusses the globalisation of English and the extent to which speakers of varieties of the language such as Caribbean Creole English (CCE) complicate the native speaker/nonnative speaker dichotomy, challenging English language teachers to respond to the specific needs of Creole English-speaking and other bidialectal students. The article describes the linguistic situation in the anglophone Caribbean, the salient features of CCE as compared with standard American English, and the linguistic challenges faced by anglophone Caribbean students and their teachers in North American schools and colleges. Reporting the findings of a two-year qualitative study of four anglophone Caribbean college students, the author describes the students' linguistic self-perception and provides examples of their oral and written language as one variety of English that teachers will increasingly encounter in 21st-century classrooms. The article proposes that the literacy needs of bidialectal students be addressed on four levels: (a) classroom practices, (b) teacher education, (c) the deconstruction of English as a Second Language/English dichotomies, and (d) linguistic attitudes.

01–377   Nurss, Joanne R. (Georgia State U., Atlanta, USA; *Email*: alcjrn@langate.gsu.edu). Intergenerational literacy: the use of story in family literacy instruction. *ELT Journal* (Oxford, UK), **54**, 4 (2000), 362–8.

Storytelling provides a valuable link between generations within a family. It also provides an innovative approach to literacy instruction for adults and children. Descriptions are given here of two methods of using stories within an intergenerational family literacy programme for English-as-a-Second Language families in the United States. Folk tales and family stories are used to build the links between oral and written language, and to provide a transition from personal texts to published texts. These stories also provide a vehicle for cultural transmission between generations, and an opportunity for bilingual language and literacy development. Suggestions are developed for using this approach in Adult Basic Education classes in other countries, including South Africa. Storytelling can also be an effective tool to foster adult basic literacy in English and/or the mother tongue.

01–378   Parkinson, Jean (U. of Natal, South Africa; *Email*: Parkinson@scifs1.und.ac.za). Acquiring scientific literacy through content and genre: a theme-based language course for science

students. *English for Specific Purposes* (Amsterdam, The Netherlands), **19**, 4 (2000), 369–87.

This article describes a theme-based language course for science students at a South African university. It suggests that acquisition of language for science and technology should be regarded as acquisition of a range of literacies of science rather than of skills or grammatical features. Outlining the ways in which language in science is significantly different from everyday language in terms of grammatical features, and in terms of frequency of genre, the author argues that a high degree of embedding of the course in the content of science is necessary. Such embedding needs to be more radical than use of science content for grammar exercises or skills tasks, and to involve the learning of science content, and opportunities to acquire important genres in science. The article indicates how the range of literacies considered to be part of scientific language have been embedded in the theme-based course taught by the author. Four uses of themes are described, differing in the extent to which they involve manipulation of real data. The written and oral texts produced by students as a result of these themes are a selection of genres which are important for science students both at university and beyond. Extracts from some of the written texts produced are discussed, with a view to demonstrating how target literacies and genres are embedded in content

01–379 Pertusa-Seva, Inmaculada (U. of Kentucky, USA) **and Stewart, Melissa A.**. Virtual Study Abroad 101: expanding the horizons of the Spanish curriculum. *Foreign Language Annals* (New York, USA), **33**, 4 (2000), 438–42.

The benefits of integrating technology into the foreign language (FL) classroom are widely recognised. Similarly, FL departments at most institutions view study abroad as highly desirable. Despite the inability to make such opportunities a reality for many students, however, little has been done to incorporate study abroad into the curriculum at home. This article recounts the authors' experience with the Segovia Virtual Study Abroad Programme as one attempt to use technology to expand the curriculum in this direction. They discuss the practical aspects of the project, including funding and managing the various sections of the website, the specific class assignments associated with the site, the pedagogical benefits to both groups of participants, and other outcomes. The project's success suggests that a course on contemporary Spain might be designed around a virtual study abroad website, incorporating civilisation and culture topics and the development of written communication skills. Study abroad would then become part of the larger FL curriculum, rather than an experience that only a select minority of students enjoys.

01–380 Phillips, Diana and Riley, Philip C. (U. of Antwerp, Belgium). Managing telephone talk: the

sequential organization of telephone openings. *Journal of Language for International Business* (Glendale, AZ, USA), **11**, 2 (2000), 39–59.

Intuitively, one can assume that attention to interaction between native speakers (NSs) and non-native speakers (NNSs), as compared to NS/NS interaction, is likely to reveal systematic differences at the organisational level of the conversation under scrutiny. It would appear surprising then that courses and materials designed for NNSs do not always take such differences into consideration. This paper outlines the preliminary findings of an ongoing investigation into dyadic NS/NNS talk in the context of telephone discourse in English which compares the turn-by-turn management of this discourse with that of NS/NS discourse in the same context. Relying on previous findings with regard to how co-participants organise sequences of actions, the paper takes a conversation-analytic approach to recordings of business calls between NSs and NNSs. Though several different sequences are briefly mentioned, the main focus of attention here is on opening sequences. In the light of the findings of this investigation and others into telephonic interaction, a number of practical suggestions are made as to how language course designers, or indeed materials writers, might design telephone modules for inclusion in their courses or materials.

01–381 Robb, Thomas N. (Kyoto Sangyo U., Kyoto, Japan; *Email:* trobb@cc.kyoto-su.ac.jp) **and Susser, Bernard** (Doshisha Women's Junior Coll., Kyoto, Japan; *Email:* bsusser@dwc.doshisha.ac.jp). The life and death of software: examining the selection process. *CALICO Journal* (San Marcos, TX, USA), **18**, 1 (2000), 41–52.

This article describes the results of an Internet-based survey asking how foreign language (FL) instructors chose courseware. A review of the literature on software selection, looking particularly at methods and tools, is followed by a report of the results of a questionnaire advertised on several Internet lists for FL teachers. The main factors on which teachers base their selection are reported to be testing the software and the features advertised. The effectiveness of various selection methods is examined, and problems in the selection process are described. The study does not present statistically valid conclusions because of the small number of responses, but it does suggest some problems with present methods of software selection.

01–382 Roessingh, Hetty (U. of Calgary, Canada) **and Field, Diane**. Time, timing, timetabling: critical elements of successful graduation of high school ESL learners. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **18**, 1 (2000), 17–31.

As we begin the new millennium, it is clear that the classrooms of today are unlike those of the past. The

most visible change has been the diversity now present in high schools, reflected in the large numbers of students who are learning English as a Second Language (ESL). These students are in the process of developing English language proficiency at the same time as they are pursuing high school graduation requirements. School administrators can apply what is known about the process of developing English language proficiency when making decisions about deployment of staff and building their school timetable. This article examines issues related to time, timing, and timetabling, and discusses how the timetable can be constructed to support the development of English language proficiency in a three-year plan leading to university entrance for academically competent ESL learners, using a semester system. It is suggested that, when time, timing, and timetabling converge in a school plan which permits the development of English language proficiency while ESL students are in the mainstream, the success of ESL students can be greatly enhanced.

01–383 Schärer, Franziska. Madame, mére et marchande. La représentation des femmes dans quelques manuels d'enseignement de français langue étrangère. [Teacher, mother and shopkeeper. The representation of women in some French as a foreign language coursebooks.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **72** (2000), 125–37.

This article examines the representation of women in five coursebooks for French as a foreign language. The three categories of image are 'professional', 'family' and 'other'. Men are shown twice as often as women in general, with only one in five professionals being female, whereas the umber of men and women in a family context is approximately equal and twice as many men as women are shown in the 'other' category. The author concludes that the coursebooks represent men and women in terms of cliched roles in which men are often shown in a professional capacity and women primarily in a familial context.

01–384 Segermann, Krista. Eine neue Lehrwerkonzeption: Lehrbuch für Lehrer Lernmaterialien für Schüler. [A new concept for textbooks: a coursebook for teachers – learning materials for students.] *Praxis des neusprachlichen Unterrichts* (Berlin, Germany), **47**, 4 (2000), 339–48.

This article suggests that coursebook design for foreign language teaching needs to be updated to bring it into line with the new generation of foreign language syllabuses which stress such concepts as learner autonomy and language as a medium of communication. The author looks at several aspects relating to coursebook design: the question of progression, the choice of lexis, listening and reading comprehension, accompanying audio and video cassettes, and provision of exercises. If the aims as stated in current syllabuses and the literature

of activity-oriented teaching, learner autonomy, communicative and intercultural competence are to be achieved, teachers, students, publishing houses and authors of course books will need to change their thinking. The author suggests that the way forward may be for only the teacher to have an actual coursebook, and for the students to have a variety of other learning materials.

01–385 Storch, Neomy (U. of Melbourne, Australia; *Email*: n.storch@language.unimelb.edu.au). How collaborative is pair work? ESL tertiary students composing in pairs. *Language Teaching Research* (London, UK), **5**,1 (2001), 29–53.

A common teaching strategy in the language classroom is to ask students to work on a task in pairs or small groups. Research on group/pair has shown that such classroom organisation promotes speaking practice and negotiations of meaning. However, most of the studies on pair work to date have focused on factors affecting the quantity of certain types of negotiation moves. Very few studies have investigated the nature of group or pair interactions; that is, whether they are collaborative or not. Moreover, very few studies have utilised tasks which require students to produce a written text in pairs. The study reported in this paper investigated the performance of three pairs of adult ESL students on a writing task assigned in class. The main source of data was transcripts of the pair talk. Other sources of data included the researcher's observation notes and the written text the pairs produced. Data were analysed for salient features of student interactions and characteristics of collaborative pair work were identified. Results show that students working in pairs may not necessarily work in a collaborative manner, but where they do collaborate this may have an effect on task performance.

01–386 Sunderland, Jane (Lancaster U., UK; *Email*: j.sunderland@lancs.ac.uk), **Cowley, Maire, Rahim, Fauziah Abdul, Leontzakou, Christina and Shattuck, Julie.** From bias 'in the text' to 'teacher talk around the text'. An exploration of teacher discourse and gendered foreign language textbook texts. *Linguistics and Education* (New York, USA), **11**, 3, 251–86.

Most research on gender and foreign language (FL) textbooks has focused solely on texts, independent of their actual use. Although the implication is usually that gender bias in texts will have an effect on learners' gender identities and/or language-learning opportunities, this paper suggests that it is in fact impossible to predict the 'effect' of a given text. One thing that seems to have been missed in these studies is an exploration of teacher behaviour in relation to textbook texts, i.e., 'teacher talk around the text'. This mediation of the text may be more relevant to any 'effect' of the text than the text itself. To investigate this, a study was carried out which drew on concepts underpinning literacy studies and

critical discourse analysis. Data were collected in three separate investigations, in three FL teaching settings, each focusing on a set of lessons in which the textbook covered some aspect of gender. Using lesson transcripts, as well as the teachers' own perceptions of their behaviour, it is shown how teacher talk cannot be predicted from the textbook text itself. In particular, other data show cases of the 'traditional' focus of texts being endorsed, 'progressive' texts being undermined, those parts of texts that can be seen as containing 'traditional biases' being passed over, and talk about gender issues within texts being characterised by 'gender blindness'. A working analytical framework is proposed here for use in and development by future studies. It is concluded that, since textbooks themselves may be less sexist than they used to be, one particularly useful focus of research might now be teacher treatment of 'progressive' texts.

01–387 Swartley, Ethel C. (Drexel U., USA). Enhancing business language through corporate site visits. *Journal of Language for International Business* (Glendale, AZ, USA), **11**, 2 (2000), 61–70.

Corporate site visits can provide an experiential opportunity for language students to hear and use business language in an authentic context. However, in order for site visits to be successful as a language teaching tool, they must be closely integrated with the curriculum, and both students and companies must be prepared for what the visit will involve. A case study of the site visit programme at the Drexel University English Language Centre is used to show both potential pitfalls and successful strategies for implementing site visits as a teaching tool. The paper discusses the pros and cons of various types of corporate visits, provides suggestions for including site visit preparation and follow-up in the curriculum, and gives guidelines for developing and maintaining corporate contacts.

01–388 Thomas, Alexander and Wagner, Karl Heinz. Didaktische Grundlagen und methodische Anregungen zum interkulturellen Lernen im Englischunterricht. [Pedagogical foundations and methodological proposals for intercultural learning in English teaching.] *Praxis des neusprachlichen Unterrichts* (Berlin, Germany), **47**, 4 (2000), 355–63.

The authors focus on the pedagogical bases and methodological principles of intercultural learning as it applies to the teaching of English as a foreign language. Using examples from literature, the discussion focuses on raising students' awareness of intercultural phenomena; and this leads into a section on stereotypes and clichés. Suggestions are made for intercultural encounters as exemplified in contemporary English language literature and film, and for further deepening this awareness by making use of non-fiction, in particular autobiographical works by second and third generation immigrants in the US and the UK – which deal extensively with such issues as national and cultural identity.

The article ends with an introduction to the theory and practice of intercultural communication and interaction exemplified by illustrations, and introduces the 'iceberg' model drawn from cultural psychology as a way of explaining the complex set of factors at work in such situations.

01–389 Toyoda, Etsuko (U. of Melbourne, Australia). Arduous but exciting: web-creation project in Japanese. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 4/5 (2000), 441–48.

The author describes how she prepared her English-speaking university students of Japanese to reach the threshold level of information technology skills required for a web-based project, while at the same time improving their Japanese. The main content of the paper is concerned with class dynamics: group work, language use, communication with the teacher and the class-mates, connection with e-mail partners in Japan, and student attitudes. In spite of difficulties (in particular, the students' passive attitude at the beginning), there were very positive results in all areas, and on the whole the author felt that the project achieved its aim. It was found, for example, that, although students were reluctant to use Japanese in the initial stages of the project, once they had become more proficient in using Japanese technical vocabulary they gradually came to communicate more in Japanese. Interaction in the computer laboratory became very fruitful, and the students also became more independent as time went on.

01–390 Tribble, Christopher (King's Coll., U. of London, UK; *Email*: ctribble@lanka.com.uk). Designing evaluation into educational change processes. *ELT Journal* (Oxford, UK), **54**, 4 (2000), 319–27.

This paper discusses the integration of insider-managed baseline evaluation into project and programme design in educational change processes. Drawing on examples taken from recent experience of English language teaching projects in Central Europe and China, the author outlines some of the benefits of using insider-managed baseline studies – and some of the problems which can arise when this kind of study has not been carried out at the beginning of a change process. Throughout the paper the importance of including implementation teams in evaluation processes is stressed, and it is shown how baseline studies can be used as a means for ensuring that this inclusion takes place.

01–391 Vandergrift, Larry (U. of Ottawa, Ontario, Canada). Setting students up for success: formative evaluation and FLES [Foreign Languages in Elementary School]. *Foreign Language Annals* (New York, USA), **33**, 3 (2000), 290–304.

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This article reports the results of a team of French teachers across Canada developing prototype evaluation instruments congruent with recent curriculum changes for core French. A series of formative evaluation instruments for beginning-level students (grades 4-6) was refined and field-tested. Encouraging results of the field-test highlight a positive response to the experiential nature of the evaluation tasks. Both students and teachers commented on the potential of the various instruments to (1) help students organise their work; (2) raise student awareness of the processes of language learning; (3) provide students with useful feedback; and (4) motivate students to improve their performance in French.

01–392   Wallinger, Linda M. (Virginia Dept. of Ed., USA). The role of homework in foreign language learning. *Foreign Language Annals* (New York, USA), **33**, 5 (2000), 483–97.

This article examines the role of homework in foreign language (FL) instruction and learning. The study was conducted through questionnaires, interviews, and quantitative analysis of the amount of homework that FL teachers assigned their students, with special attention given to whether or not homework expectations varied according to the type of schedule used for instruction. Results indicated that FL teachers at all levels felt strongly that homework is essential to language teaching and learning. However, the quantity of homework expected in French 1 classes did not vary significantly according to the schedule used for instruction. Most teachers assigned homework as a means for students to practise material that had already been taught in class. Homework in lower-level classes consisted primarily of rote exercises, whereas assignments in upper-level classes allowed students to integrate and apply the language skills they were learning. However, few teachers did more than simply check that the homework was done, placing little emphasis on whether or not it had been completed correctly. There was little evidence to indicate that homework either contributed to or detracted from the language-learning process.

01–393   Warschauer, Mark (America-Mideast Educational & Training Services, Cairo, Egypt). The changing global economy and the future of English teaching. *TESOL Quarterly* (Alexandria, VA, USA), **34**, 3 (2000), 511–35.

This article analyses the emergence of a new stage of global capitalism, called *informationalism*, and its consequences for English language teaching, focusing on three critical issues. First, it is considered that globalisation will result in the further spread of English as an international language and a shift of authority to nonnative speakers and dialects. This change will call into question basic notions of language, culture, context, and the relationship between English as Second and Foreign

Language (ESL/EFL). Second, economic and employment trends will change the way English is used. Increasingly, nonnative speakers will need to use the language daily for presentation of complex ideas, international collaboration and negotiation, and location and critical interpretation of rapidly changing information. Finally, new information technologies will transform notions of literacy, making online navigation and research, interpretation and authoring of hypermedia, and synchronous and asynchronous on-line communication critical skills for learners of English. The above changes, taken together, will render ineffective curricula based strictly on syntactic or functional elements or narrowly defined tasks. Rather, project-based learning – incorporating situated practice and critical inquiry, and based on students' own cultural frameworks – will be required if students are to master the complex English literacy and communications skills required by the emerging informational economy and society.

01–394   Wilson, John P. and Ibarz, Toni (U. of Sheffield, UK). National Language Standards: a decade of development. *Language Learning Journal* (Rugby, UK), **22** (2000), 38–44.

This article considers the development and impact in the UK of the National Language Standards (NLS) since the formation of the Languages Lead Body (now Languages National Training Organisation) ten years ago. There has been little discussion in the literature of this significant development and this article is intended to begin the process. It also describes research conducted in colleges of further education and makes a number of observations. The article does not attempt to critically analyse the NLS against theoretical questions of foreign language teaching and learning, which it considers as remaining an important research issue to be addressed.

01–395   Wray, Alison (Cardiff U., UK). Formulaic sequences in second language teaching: principle and practice. *Applied Linguistics* (Oxford, UK), **21**, 4 (2000), 463–89.

One important component of successful language learning is the mastery of idiomatic forms of expression, including idioms, collocations, and sentence frames (collectively referred to here as *formulaic sequences*). This paper examines the assumptions behind three attempts to foreground formulaic sequences in teaching syllabuses, i.e., Willis (1990), Nattinger and DeCarrico (1992), and Lewis (1993). All three find themselves confronting the question of how the teaching of multi-word strings relates to the learner's accumulation of grammatical and lexical knowledge, and despite their different viewpoints and priorities, all conclude that larger units can, and should, be perceived by the learner and teacher in terms of their component parts. Yet research into the nature of formulaic sequences indicates that their form often precludes, and their function specifically circumvents, such internal

inspection, for their value resides in the bypassing of the analytical processes which encode and decode strings. Thus, Willis, Nattinger and DeCarrico, and Lewis are all pursuing native-like linguistic usage by promoting entirely *unnative-like* processing behaviour. It is suggested that this non-alignment is only tractable if the classroom teaching of languages is fully acknowledged as artificial, even when the methods used appear 'naturalistic'.

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01–396 Ahrenholz, Bernt (Freie Universität Berlin, Germany; *Email:* ahrenhlz@zedat.fu-berlin.de). Modality and referential movement in instructional discourse. Comparing the production of Italian learners of German with native German and native Italian production. *Studies in Second Language Acquisition* (New York, USA), **22**, 3 (2000), 337–68.

This paper describes the process of acquisition in learner varieties with respect to reference and referential movement in the domain of modality. The findings are based on data from the longitudinal European Science Foundation and P-MoLL ['Modality in a longitudinal study of learner varieties'] projects and on cross-sectional data of Italian learners of German, as well as German and Italian native speech. The theoretical framework is provided by Klein and von Stutterheim's (e.g., 1987) 'quaestio model' and their concept of referential movement. The concept of modality is based on Dietrich's (1992) theory of modality. The present findings show that, in instructional discourse, the German native speakers prefer implicit, contextual-based modal means when referring to maintained topic information in the domain of modality, whereas in the learner varieties at least three main stages can be observed: a phase of formulaic speech and pragmatic mode, a phase of high explicitness, and a phase of approach toward implicit reference based on (target) principles of referential movement. With the help of a new category – subquaestio – the author shows how, with respect to the change of modal means, the use of explicit modal marking in German native speech generally arises from specific local difficulties. In contrast, the use of explicit modal reference in learner varieties remains to a large extent unaffected by whether the modal marking depends on the overall text quaestio or on local problems.

01–397 Al-Seghayer, Khalid (U. of Pittsburgh, USA; *Email:* khast5+@pitt.edu). The effect of multimedia annotation modes on L2 vocabulary acquisition: a comparative study. *Language Learning and Technology* (http://llt.msu.edu/), **5**, 1 (2001), 202–32.

One aspect of second language (L2) teaching via multimedia to have received attention over the past few years is the impact of glossing individual vocabulary words

through different modalities. This study examines which of the image modalities – dynamic video or still picture – is more effective in aiding vocabulary acquisition. The participants, 30 English as a Second Language students, were introduced to a hypermedia-learning program, designed by the researcher for reading comprehension, which provides users reading a narrative English text with a variety of glosses or annotations for words in the form of printed text, graphics, video, and sound, all intended to aid in the understanding and learning of unknown words. A within-subject design measured 30 participants under three conditions: printed text definition (a) alone, (b) coupled with still pictures, and (c) coupled with video clips. After the reading, two vocabulary tests (recognition and production) were administered to participants; an interview and questionnaire were also used. Results showed that a video clip is more effective in teaching unknown vocabulary words than a still picture. Among the suggested explanatory factors are that video better builds a mental image, better creates curiosity leading to increased concentration, and embodies an advantageous combination of modalities (vivid or dynamic image, sound, and printed text).

01–398 Antonek, Janis L. (U. of North Carolina, USA), **Donato, Richard** (U. of Pittsburgh, USA) **and Tucker, G. Richard** (Carnegie Mellon U., USA). Differential linguistic development of Japanese language learners in elementary school. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 2 (2000), 325–51.

This article represents the fourth year of research on a project documenting and evaluating a core Japanese language programme, referred to herein and in the United States as foreign language in elementary school (FLES). This Year 4 article analyses data for a sample of 32 students, comparing their collective growth from Year 3 to Year 4. These data reveal that overall linguistic growth was significant in Year 4. The article also profiles and provides a cross-case analysis of six of the sample students, three of them novice learners and three intermediate learners. The analysis of multiple data points for these six learners provides an in-depth view of preadolescent (fourth and fifth grade) FLES students who have participated in a well-articulated FLES programme for four years (i.e., since its inception). The profiles reveal differential linguistic development and differential attitude towards the JFLES programme. It is argued that existing second language assessment practices which label young language learners as high and low achievers may be problematic. The research demonstrates the importance of employing multiple measures when assessing the language learning of children.

01–399 Bernini, Giuliano (Università degli Studi di Bergamo, Italy; *Email:* gbernini@unibg.it).